CAREER DECISION MAKING AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF EFFICACY

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CHAPTER- I
INTRODUCTION OF THE PROBLEM

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Career may be defined as the progress and actions taken by a person throughout a lifetime, specially related to that person 's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one 's position. Dictionary com defines career as an occupation or profession, especially one requiring special training, followed as one 's lifework. It also defines career as a person 's progress or general course of action through a phase of life, as in some profession or undertaking. Career could also be defined as the sum total of life experiences including paid and unpaid work, community, volunteer and family activities. Microsoft Encarta defines career as somebody 's progress in a chosen profession or during that person 's working life, or the general path of progress taken by somebody (Brand, Jennie, E. 2006).

Career Development, a major aspect of human development, is the process through which an individual's work identity is formed. It spans one's entire lifetime. Which career an individual chooses depends upon lot many factors and is not an easy task. These factors include family environment, economic, social and psychological factors.

Learning is affected by so many aspects like family environment, heredity, school and college environment and family back ground etc. one of the most crucial in this self-efficacy where high level of career decision making can be attained. Positive career decision making always leads to high level of decidedness among individuals whereas adverse carrier decision making will have adverse effect on indecision. Individuals self-efficacy can be judged from his carrier decision making. More the opportunities provided increase the self-efficacy level among individual after successful accomplishment of task. Whereas a series of failure in accomplishing the tasks tends to lower life the self-efficacy of individual therefore while giving task to an individual it is important to have knowledge about individual interest. Education is providing through a set of instructions to attend predefined with help of various tools. It dispels ignorance

and boosts moral values of the individuals. It is only wealth which cannot be robbed. It builds character, provides strength of mind and increases knowledge.

1.2 CAREER DECISION MAKING

The term career decision making has been defined as the process by which a parson chooses his/her career. Career decision -making is a complicated procedure by which the decision maker is required to process information about themselves and information about the world of work (Jepsen, 1984). Career decision making is the process by which an individual's actual education and career alternative are chosen.

Career decision-making is a forceful and continuing procedure where information of self, ethics, interest, personality, economic needs, bodily work requirement or limits as well as the effect of earlier period experience, innovative information in life condition and surroundings occur and cooperate important part.

Choose one's career choice depends on what he/she wants to do. It involves not individual judgment, but a big numeral of decisions more than extensive period of time. It is not an simple mission outstanding difficult and solution quality of the humanity of job. Therefore, a person existence could be seen as a series of career decision brilliant individual alignment an model well among personality and employment (Bordin, 1984).

Scientific studies show that there are four essential steps an individual follows while choosing a career. They are abbreviated as ACIP, like "a Sip" of tea.

'A' stands for alternatives. When making an important decision look at all the available choices.

' C' stands for consequences. Once you have narrowed down your choices to those that look best, weigh the pros and cons of each.

'I' stands for Information. Search for new information about each option you are considering.

'P' means Plan. Make detailed plans for

    a.   How will carry out your decision

    b.   What you will do if one of the negative consequences that you thought of under 'C' occurs.

In making decisions the person must way alternatives, many of which involve future events that are difficult to predict. Decision making situations are frequently categorized in a continuous ranging from certainty so the three conditions are:-

1.   Certainty
2.   Risk
3.   Uncertainty

Certainly: - Under conditions of certainty, we know our objective and have accurate, measurable, reliable information about the outcome of each alternative we are considering.

Risk: - Risk occurs wherever we cannot predict an alternatives outcome with certainty but we do have enough information to predict probability it will lead to the desired state

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Uncertainty: - Under conditions of uncertainty, little is known about the alternatives or their outcomes. Uncertainty arises from two possible sources. First person may face external conditions that are partially or entirely beyond their control and second equally important, the person may not have access to key information.

Many decisions involve some element of risk where it is necessary to compare possible benefits with potential costs and then decides on the best course of action. Decision provides a direction for the things to happen instead of just letting them happen. It refers to the process of selecting one course of action from a number of possible alternatives in meeting a particular situation.

To choose a right career in accordance with his/her abilities, potentialities, skills, cognitive structuring, interest patterns, values system and personality dispositions. Therefore, one should be serious while planning and selecting a career because this provides the base of individual's life long career and his social recognition. Career planning is very essential for the peaceful living and quality of life.

1.2.1 DECISION MAKING PROCESS

You can see different types of this process in reality, but generally they all have the same purpose – effective and efficient decision that will bring results to your business.

The most common used approaching in decision making process is according the following steps:

1. **Discover the problem - distraction**. The process of decision making starts with a problem or some type of distraction between what the individual desire and what is the current situation.
2. **Analyze the problem**. When the individual finds the possible problem for which solution is required then he/she can start with the analysis of already defined problems.
3. **Define possible solutions**. In this step the individual brainstorming all the possible solutions for a given problem, or problem he/she want to solve with that solutions.
4. **Analyze all possible solutions**. Analyze brainstorming session the individual is left with many possible solutions to solve the problem so here the individual will need to analyze all the possible solution order to rang them to make a decision what will be implement
5. **Select the best solution for application.** Here the individual will take a decision by selection the best solution for many proposed options for a given problem.
6. **Implement the decision**. We can't talk about decision making process without the implementation sub-process within it. The job is not finished until you don't implement what you have decided

1.2.2 FACTORS AFFECTING CAREER CHOICE

Many factors play a pivotal role in career choice of an individual. Some of these factors which affect one's career choice are given

below

Figure 1.1 Factors affecting career choice

Kaur (2016) significant relationship was found between career decision making and peer group influence of the adolescents. No significant gender difference was found on career decision making and peer group influence of adolescents.

Gushue et al. (2016) indicated that higher levels of career decision-making are related to both check differentiated vocational self-concept and to greater engagement with career exploration activities.

Crisan and Turda (2015) found that there is an insignificant negative correlation between gender and career indecision, however, between self-efficacy on making career decisions and gender of participants there is a significant positive correlation.

Galliott, Graham and Sweller (2015) reveled that there was no significant differences in students who were 'uncertain' about their future career aspirations with respect to their age and gender.

Monteiro (2015) showed that there were differences seen across genders and streams of education on their responses with respect to decisional status and confidence, nature of difficulties. while on important aspects that go into career decision making process, changes incorporated in career decision making saw gender differences, the responses mostly overlapped for streams of education. several suggestions for programs and interventional purposes were put forth by the participants.

Tagay (2015) aims to compare high-school students in Turkey and the U.S., in terms of career-decision making difficulties. The results revealed that there were significant differences in gender and class variables in the career decision-making difficulties experienced by high-school students in Turkey and the U.S.

Sharma (2014) showed boys and girls differed significantly only on career decidedness dimension of career decision-making. Also, significant stream differences were observed on the variables of academic frustration (dimension of academic stress) and career decision-making. Corelational analysis showed that academic stress and its dimensions were found to be negatively correlated with career decidedness and positively correlated with career indecision dimension of career decision-making. The results of the study indicated that career related decisions affect the academic environment of adolescents. High level of career decidedness decreases the level of academic stress but high level of career indecision increases the level of academic stress.

Nazet et al. (2014) revealed that however parents and other family members mainly transformed the behavior of the children in multiple ways, but peer influence plays an cardinal role in developing career opportunities and decision making among youth.

Yowell, Schedin ,McConnel (2014) examined the career concern differences between undecided and decided college students. results revealed that undecided college students have lower career decision-making self-efficacy, higher incidences of negative career thoughts, and more career decision-making difficulties than their decided peers.

Fabio and Palazzeschi, et.al. (2012) found that emotional intelligence compared with personality traits and core self-evaluation adds significant incremental variance in predicting career decision-making difficulties. The results draw attention to the unique role of emotional intelligence in career decision-making difficulties.

Edwards and Quinter (2011) found that availability of advancement opportunities and learning experiences are the most prominent factors which affect the career choices among students. however, for males learning experiences and career flexibility as the most influential factors, and for females' availability of advancement opportunity and opportunity to apply skills as the most cardinal factors. However, gender has no variance in career choice.

Obiunu and Jude (2008) indicated that for enhancing the career decision making process of secondary school adolescents the reciprocal peer tutoring is an effective intervention strategy. It also recommended that reciprocal peer tutoring should be introduced in the school because of its numerous benefits.

Pecjak and Kosir (2007) indicated that there is differences between career decided and undecided students in most of the personality variables. Career decided students more self-confident in making their decisions and are less panic-stricken as compared to undecided students. They are higher in extraversion, emotional stability, openness and conscientiousness, and have fewer career decision-making difficulties.

Ferry (2006) explored factors that play key roles in rural high school seniors and young adults career choice process. The cultural and social context of family and community were found to be instrumental in how youth learn about careers and influential in the choice process. Extension strategies that target parents and community to increase their involvement in youth career selection can promote sound career decisions.

Rowland, K D (2004) found that Bahamian adolescents level of confidence in career decision-making in influenced by the type of school, the grade level, and number of times the school guidance of visit to the school.

1.3 SELF-EFFICACY

Self-efficacy is considered as the power of confidence in one's ability to accomplish the work and to achieve the desired goals. In other words, persons with strong efficacy beliefs are more confident in their capacity to execute behavior.

Self-efficacy refers to the certainty of community have about their capability to fruitfully complete the stairs needed for a specified assignment. These principles repeatedly altered base on communications with other natives, surroundings and one's own actions. Outcome expectations are beliefs related to the outcomes of exacting specific actions. Extrinsic support, self-governing outcomes and essential task understandings can be attached to product anticipations. These anticipations are frequently persuaded by self-efficacy, more than ever when conclusions are based on the quality of an individual act. In easy language self-efficacy plays an important role to set high goals to achieve. An individual with greater self-efficacy can set high goals. Such an individual has no fear of failure.

'Self-efficacy is the belief that one can successfully perform in a given situation' (Bandura, 1986; Gist, 1987). Higher self-efficacy means higher persistence. Individuals creat and develop self-perceptions of capability that income instrumental to the goals they persue and to the control they are able to exercise over the environment. These perceptions affect their motivation and performance; 'people with high self-efficacy attribute failure to effort and with

low self-efficacy attribute failure to ability, "(Pethe and Dhar, 1999, Bandura 1986). These mechanism include self-observation, self-evaluation and self-reaction. Self-evaluation involves the sub-processes of self-concept, self-esteem and values.

Individuals are likely to engage themselves in tasks in which they feel competent and confident and avoid those in which they do not. A reliable assessment of the relationship among

self-efficacy, outcome expectation and knowledge and skill is important. An outcome expectation is the extent to which people believe their action will lead to certain outcome. 'An efficacy expectations is the extent to which they believe they can bring about the particular outcome. It is difference between believing that something can happen and believing that one can make it happen,' (Bandure, 1977).

Self-efficacy is a powerful determiner of the choices that individual make than either anticipated outcomes or the actual skills and knowledge relevant to the behavior in question. 'The knowledge and skills and even the outcomes that people have experienced and expected may be precursors to and creators of their self-efficacy beliefs, but the filtering effect of the created belief ultimately screens, redefines, distorts, or reshapes subsequent efforts and new information (Pajaras, 2000).

Secondly, self-beliefs help determine how much efforts people will expand on an activity and how long they will persevere. the higher the sense of efficacy, the greater is the effort expenditure and persistence. This creates a type of self-fulfilling prophecy, as the perseverance associated with high efficacy is likely to lead to increased performance, which in turn raises the sense of efficacy. Whereas the giving in associated with efficacy limits the potential for improving self perceptions. The effects of efficacy differ for individuals learning a task and for those performing established skills.

Self-beliefs affect human agency is by influencing an individual's thought pattern and emotional reactions, 'People with low efficacy may believe that things are tuff or than they really are, a thing, which leads the stress and narrowed vision of how best to go about a problem. High

efficacy, on the other hand, may instill the feelings of confidence and serenity in approaching of difficult tasks.' Nisbett and Ross (1980), argued that human beings take deeply held beliefs very seriously and even fuse them with their own identity, so that it could be very difficult to separate self from belief. The last way in which self-belief effect behavior by recognizing humans as producers rather than simply foretellers of behavior. In brief, self-confidence breeds success that in turns breeds more challenging performance; self-doubt breeds hesitancy, defect and failure to try.

According to psychologist Alder Bandura, "Self-efficacy as one's belief in one's ability to be successful in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks and challenges". There following four types of interventions that is used by people to evaluator their self-efficacy (Bandura 1977 & Mitchell and Gist , 1922; as cited in Redmond 2010)

- Performance accomplishment
- Emotional arousal
- Vicarious experience
- Verbal persuasion

These components are very helpful for individuals to determine if they believe they 'are the potential to complete a specific task. Based on research of these four types of performance accomplishment is the most helpful component which influences the self-efficacy. These components are also known as the principles to improve self-efficacy. These principles are required and play an important role to improve or increase the self-efficacy among the individuals. Some brief ideas of these four components are as follow:-

1. Performance accomplishment: Positive and negative understanding persuade the capability of a person to do a given work. If there is positive experience influence the individual in previously task, they like to feel knowledgeable and execute related to task. (Redmond 2010). Past experience is the significant contributor to increase or decrease the confidence of an individual. If an individual succeed in particular ability in the precedent, he / she will also be

acknowledged skills in the expectations. It has been rightly said that "nothing breeds success like success" when it's concerned with the developing self-efficacy. An individual have a wide variety of past experiences, some experiences can be positive and some can be negative. Their past experiences enable them to work hard. They will do work in which they faced failure and they will do that work with an ease which are easy for them and according to their capabilities.

2. Vicarious experience: - People can promote high or low self-efficacy vicariously through watching the performance of other people. By watching the performance of other people individuals can compare their competency with other's competence it can increase the self-efficacy of an individual. When an individual sees another person to accomplish or completing a task the vicarious experience of observing person to accomplish or completing a task the vicarious experience of observing a model can also have an effect on self-efficacy. Self-efficacy is described as an individual's confidence about their talent to systematize and carry outcoures.

3. Verbal persuasion: - According to (Redmond 2010) Encouragement and discouragement also influence the self-efficacy. Encouragement plays an important role to increase the self-efficacy among individuals and on the other hand discouragement affects or decreases the level of self-efficacy. Verbalism used for encouragement can increase the self-efficacy and prepare the individual to do a specific task. Similarly, verbalism used for discouragement decrease the self-efficacy. Telling the individual/ students "you can do this" help to enhance the self-confidence to perform a work in an effective manner. It's less important than vicarious experiences and past outcomes. credit given by teacher is an essential feature for verbal persuasion student / individual will achieve or feel high self-efficacy will be told that they are able to do the things.

4. Emotional arousal: - People experience sensation through their body. Their perceptions arouse their emotions which influences the self-efficacy Redmond (2010) this cause is most important but the role of this source can't be ignored. If an individual feel ease with the task it will help to increase the self-efficacy. It's the final source upon which the self-efficacy is based. These cues have the weakest/ lesser effect than the above four components.

Self-efficacy can be considered as the judgment of an individual will be amenable to execute a particular action. It's a belief of student of I CAN or I CANNOT. Self-efficacy reflects that how much students are confident that they will be succeeded. Self-efficacy points out that how strongly students believe they've skills to do well. They can trust other factors will keep them from succeeding. Individuals having low self-efficacy towards a task are more likely to ignore it, while people having high self-efficacy towards a task are more likely to ignore it, while people having high self-efficacy the delicacy only likely to attempt the task, but these people will harder and face the difficulties with patience and dare.

Physiological factors such as stress, arousal, fear reaction fatigue and aches and pains also provide information about efficacy beliefs (Wagners and Hollenbeck, 1992). If one is felling anxious that he may expense lower self-efficacy beliefs than when he is felling relaxed, because we may attribute our anxiety state as deriving from a possible expectation of failure.

1.3.1 FEATURES OF AN INDIVIDUAL WITH HIGH SELF-EFFICACY

1. **Self-confident-** An individual with high self-efficacy is confident. He / she has the confidence to do the specific or given task properly. The feature of having self confidence among these individuals promotes them to participate in the different activities by which they can prove their capabilities.

2. **Accurate self-assessment-**Such an individual has the capability to evaluate him/her in an accurate manner. These kinds of individuals have the good quality of self-evaluation. They evaluate themselves before the evaluation done by others. It means they are known to their strengths and weaknesses.

3. **Willingness to take risk-**A person with high self-efficacy is always willing to risk on his/her life because of self-confidence. They don't afraid to take the risk. they are the initiative ones. They have the ability to face new situations which can be risky in their life. They learn from their experiences by taking part into risk taking activities which further make them confident ones.

4. **Sense of accomplishment**- Such an individual has the sense of accomplishment which inspires him/her to accomplish the give task in an appropriate manner. They do the assigned work with the great sense of loyalty, accomplishment, and from their heart.

5. **Constructive in nature**- Individuals having high self-efficacy are the followers of constructive approach. They are constructing their own knowledge by relating the new knowledge with their past experiences. These individuals are always ready to learn the new things and experiences.

6. **Novel and flexible-** These kinds of individuals are novel and flexible in their thoughts and ideas. They don't follow the as it is they enquire and then decide to follow the things.

7. **Independent-** These individuals are independent in their life. They are not depending upon certain persons, things or objects. They have the confidence an d capability to do things independently.

8. **Emotionally intelligent-** These individuals are balanced in their emotions. They have control on their emotions. They are having with good emotional intelligence.

9. **Highly active-** These kinds of individuals are highly active. They participate in the different kinds of activities. Their self-confidence, motivation, independent nature, and curiosity lead towards success in their life.

10. **Friendly in nature-** Individuals having high self-efficacy are friendly in their nature. They are the personalities having friendly nature. They don't hesitate to meet their queries which can be considered as the cause of the success in their life.

11. **Socialized ones-** Individuals with high self-efficacy are socialized in their nature. They have the quality to accept the social changes and adjust according to that social change. They have social feelings and qualities which make them socialized ones.

12. **Motivated-** These kinds of individuals are highly motivated. They are motivated in both the ways such as intrinsic and extrinsic. Their motivation leads to success in their life

13. **Source of motivation for others-** These individuals are as the source of motivation for others. They are as the inspirational examples for others because they are highly motivated and also can motivate another individual.

1.3.2 FEATURES OF AN INDIVIDUAL WITH LOW SELF-EFFICACY

1. **Fear of failure-** Such an individual have the fear of failure which creates obstacles in the way of their work. They become afraid from their failure. They considered the failure as black scare in their life. They are not ready to learn from their failure. They took the failure as full stop in the path of their work. So they don't do the work just because of the fear of failure which further makes them coward in their life

2. **Lack of self-confidence-** People of low self-efficacy have low self-confidence. They are not aware to their capabilities so they don't utilize their abilities in the appropriate manner. They are not able to perform the activities in an apt manner which makes them the personalities of low self-confidence that's why they are not able to take risks in their life. Because of low self-confidence they are not able to experience the new situation in their life and they are deprived of new knowledge.

3. **Procrastination-** Such individuals have the factor of procrastination that is the tendency of making excuses while working. They used to make excuses for not to do the work. They avoid doing the tasks because they don't have curiosity to do things in general or specific manner.

4. **Not motivated-** These individuals are not motivated. They don't have intrinsic as well as extrinsic motivation. Because of this they are not interested in doing the things in an appropriate manner.

5. **Emotional imbalance-**These kind of individuals are not balanced in their emotions. they don't have control on their emotions. There is great lack of emotional intelligence.

6. **Fear of risk-** Individuals with low self-efficacy have the fear of risk. They don't take risk in their life because of low confidence. Fear of failure is also one of the important causes of their fear of taking risks. They are not initiatives peoples. They don't have the curiosity to take risk for performing or discover the new ones in their life.

7. **Shy and hesitation-** These individuals are shy and reserved in their nature. They feel hesitation in front of the crowd. They are not extrovert in their nature. Because of this nature they are not able to ask about their queries which further become the cause of failure in their life.

Ahuja (2016) found out that girls had statistically significant higher scores in self-efficacy, educational aspiration and academic achievement than boys. A statistically significant positive correlation was found between self-efficacy & educational aspiration, self-efficacy & academic achievement and educational aspiration & academic achievement of secondary school students.

Bhagat and Baliya (2016) revealed that there is no significant difference is found in the self-efficacy of secondary school students in relation to their gender and academic achievement

Baanu, Oyelekan, and Olorundare (2016) indicated that there was no significance difference between self-efficacy and academic achievement of the students studying chemistry. The students' self-efficacy needs to be compliment with a mass of the extra factors to attain high academic achievement in Chemistry.

Sharma and Garg (2015) studied the relationship between self-efficacy and attrition intent. A sample of 782 employees from Indian pharmaceutical industry are selected as sample to collect the responses. Result indicated that self-efficacy is a significant predictor of employee attrition.

Gera and Singh (2015) Revealed that there is significant difference between female and male prospective teachers with regards to their self-efficacy. Prospective teachers which possess higher self-efficacy have high and average academic achievement. Significant interaction was

found between the academic achievement and gender of prospective teachers with regard to their self-efficacy.

Bhaker and Pasricha (2015) revealed that there was no significance difference between males and females on academic self-efficacy. A significance relationship was found between the students' academic self-efficacy and academic achievement. Also, a significance difference was found between high and low academic self-efficacy.

Singh and Shukla (2015) shows that a significant difference was found between the mean scores of boys and girls of senior secondary on the various dimensions of career maturity, i.e., self-appraisal, occupational information, goal selection, goal planning, and problem solving, respectively and lastly overall career maturity. The difference between self-efficacy of boys and girls at the senior secondary level was also found to be significant.

Raja (2014) investigator compares the self-efficacy and emotional intelligence of high school students in relation to their academic achievement. Results revealed that students possess high self-efficacy exhibits low anger and low stress level. These students follow cooperative learning and participate more in programs. So, there is interrelation between emotional intelligence and self-efficacy and this plays a cardinal role in students' academic achievement.

Sharma and Rani (2014) revealed that university postgraduates were not found to differ significantly by age-groups but significant differences was observed among university postgraduates by gender, locality and faculty in self-efficacy but insignificant difference was found by age group in self-efficacy of university post-graduation.

Nejad and Khani (2014) noted that self-efficacy acts as a facilitator or mediating role in connection with the cognitive engagement. Improvement of self-efficacy leads to higher cognitive and meta-cognitive strategies and finally increased academic performance. Further in significant differences between girls and boys was found in science lessons. Also a significant difference was found between students with high and students with low self-efficacy in science. Students with high self-efficacy had better performance in science.

Landry (2013) found that students' self-efficacy beliefs and positive outcome expectations, make the cardinal contribution to students' intentions to remain enrolled in college and to persist in obtaining a college degree

Tenaw (2013) indicated that students possess average level of self-efficacy and there is no significant difference between male and female with regards to their self-efficacy, but there is a statistically significant between male and female with regards to their achievement and also significant relationship exists between self-efficacy and achievement of chemistry students.

Brown (2010) found that self-efficacy of the adolescent and motivation significantly predicted the academic achievement. There was significant relationship between motivation and self-efficacy. The results revealed that higher extrinsic motivation was associated with higher intrinsic motivation. Results also depicted that higher self-efficacy was associated with lower extrinsic motivation and higher intrinsic motivation and vice versa.

Nora and Zhang (2010) indicated that learners with low self-efficacy will be extra possible to con that individuals who supposed themselves as effectual. They are promoting initiate that peer play a considerable position in hopeless cheat by express displeasure and notify educator of untruthful behavior.

Kizilgunes et al. (2009). Students with high levels of self-efficacy are likely to set challenging goals and draw on different strategies to accomplish the goals.

Walker and Greene (2009) examined the relationship between student perception of classroom achievement goals, self-efficacy, perceived instrumentality of classroom, and sense of belonging within a classroom. Results indicate that the use of mastery goals was predicted by perceived instrumentality, self-efficacy, and belonging. The researchers found that perceived instrumentality and sense of belonging made a statistically significant contribution to the prediction of cognitive engagement, but self-efficacy did not.

Stephen (2008) indicated significant gender differences in academic performance, self-efficacy and interests in various academic subjects. The female students depict higher confidence and better performance than their male counterparts. Significant differences between academic tracks in self-efficacy, interests and academic performance were also observed.

Perry and Teresa (2008) showed that participants who participated in the experiment of improving writing strategies has surge in their self-efficacy beliefs. This study contributed that positive collegial support from colleagues helps in improving their teacher self-efficacy beliefs about teaching, writing and reduce teacher isolation within their building.

Greene, and Mansell (2006) found a positive significant relationship between students' self-efficacy and cognitive engagement.

Anthony and Jenson (2005) studied the effects of an afterschool program on students' academic self-efficacy and educational attainment. The researchers found that self-efficacy of the students did not improved, who participated in the afterschool program.

1.4 SIGNIFICANCE OF THE STUDY

Decisions pertaining to choice of one's career have a vital influence on the wellbeing of student, social acceptance, health and bear lifelong consequences. At the same time as some individual decide their career decision without difficulty on the other hand, various others individual faces complexity before incoming the actual decision-making procedure or during it. These complexity can sometime results in attempt to move the accountability for creation the decision to somebody as well, postponing the decision or refraining from making it, in other cases complexity may lead to a less-than most select decision-making procedure and accordingly to a less-than-optimal choice. The negative consequences may particularly affect students.

Self-efficacy is important for making right career decision. An individual should have belief in his/her capabilities to make career decision, the one who have higher levels of self-efficacy is likely to have lesser difficulties in career decision making. Typically, student's

with highest levels of self-efficacy tend to engage extra gladly in educational task's utilize extra deep level and regulatory strategy, complete and persist longer highest grade than student's who are less sure of their capability to be successful (Bandura). So if sufficient levels of inspiration and capability existed, self-efficacy would affect really a person career decision making whereas weak efficacy beliefs could contribute to difficulties in career decision making.

Self-efficacy in career decision making is an integral variable in the process of career development among students. Self-efficacy reflects the strength of an individual to feel confident about one's capability to fruitfully get involved into tasks which are connected with making a good career choice and finally, a practical dedication to a career. In the general sense, it has also been observed that career-related self-efficacy could verify to be an main factor in formulating a model for career development. A research conducted by Bores and Rangel (1990) in substantiates the link between career self-efficacy and career interests.

The previous studies related to career decision making have been conducted in relation to locus of control, personality, self-esteem, academic stress etc. But the present study explored connection among career decision-making and self-efficacy. Therefore, the present study is an attempt on the part of investigator to fill the existing research gap. A part of the significance of this study is that the finding of this research is assumed to ensure that self-efficacy is very important for making career decision, it is necessary to pay attention to the number of factors that affect career decision making.

Previous research studies confirm that self-efficacy leads to enhancement of career decision making (Reese and Miller, 2006). Keeping all the points in mind the investigator resolved to undertake the present study.

1.5 STATEMENT OF THE PROBLEM

The present study was an effort on the part of investigator to find the relationship of career decision making in relation to self-efficacy. Therefore, the present study is entitled as

"Career Decision Making Among Senior Secondary School Students in Relation to Their Self Efficacy".

1.6 OPERATIONAL DEFINITION OF THE VARIABLES

Career Decision Making- Career decision making as the process by which individuals make career and educational decisions. It examines how people make career decisions, the factors that may influence or impede career decision making (career indecision) and individual's beliefs that they can successfully accomplish behaviors that will lead to desired outcome

Self-efficacy- Self-efficacy may be an individual belief that he/she able to accomplish a specific task. It is the mind's self-regulatory.

1.7 OBJECTIVES
The objectives of the study are:
1. To assess the career decision making and self-efficacy of senior secondary school students.
2. To study the relationship between career decision making and self-efficacy among senior secondary school students.
3. To find out the significant difference among senior secondary school students in career decision making and self-efficacy with respect to gender.

1.8 HYPOTHESIS
The following hypotheses were framed to achieve the objectives of the present study.

1. There exists no significant relationship between career decision making and self-efficacy among senior secondary school students.
2. There exists no significant difference in career decision making among male and female of senior secondary school students.
3. There exists no significant difference in self-efficacy among male and female of senior secondary school students.

1.9 DELIMITATION

The study under investigation was limited to the following:

1. The area of the study is limited to variables of career decision making and self-efficacy only.
2. The study was delimited to 10th class students of senior secondary school students only.
3. The study was delimited to government schools of Ludhiana district only.

CHAPTER-II
METHODOLOGY

Research methodology is a path to scientifically explain the investigate crisis. It may be understand as a science of studying how research is done. It is required for the research methodology is wider then research methods. It considers the logic behind the methods used in the context of our research study. It is the way which is to be followed by the research to attain the aim. In an easy word research plan is declared as a design of act, a design of collecting and analyzing records is a well-organized and relative manner.

A research method is an important in research process. A report should be based on objectivity, reliability and validity upon methods. The selection of proper method, tool and techniques adopted in research problem. Such as manner the definitions, validation of data gathering tools, collection, analysis and interpretation of data.
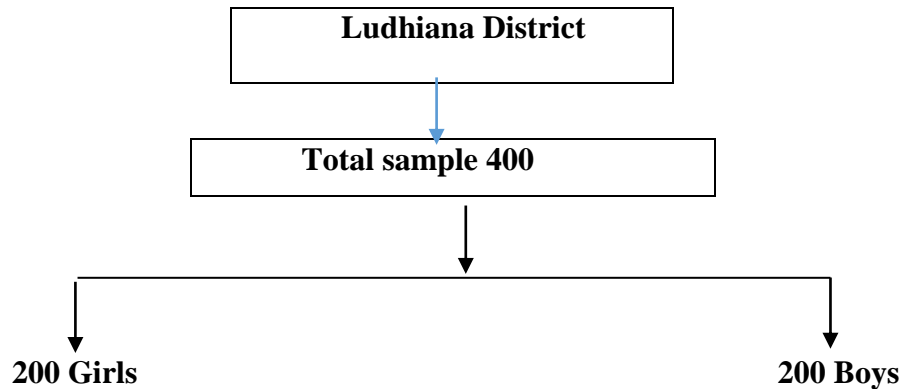
2.1 SAMPLE

In the present study random sampling technique is employed to choose the sample. The population for the present study is Ludhiana district of Punjab state. List of government schools prepared. All the schools could not have formed the subjects of the study by a single researcher. Hence, it is decided to select a representative sample of ten schools on the basis of simple random sampling method (lottery method). 40 students (20 males and 20 female) is selected from each school. Finally, a sample of 400 students studying in different senior secondary schools constituted the sample for the study. Out of which 200 were female students and 200 were male students.

Table 2.1: School wise distribution of the sample

.No	Name of school	Girls	Boys	Total
	Senior Sec School, Basti Jodhwal			
	High School, Jamalpur, Awana			
	High School, Salem Tabri			
	Sr. Sec. School, Mangat			
	i Senior Secondary School, Ladhowal			
	Sr. sec. school, Bija			
	Sr. Sec. School, Sakhewal			
	High School, Indira puri,			
	High School, Bhrampuri			
	High School, Jawaddi			
	L			

2.2 DESIGN

Following design was employed in the study:

```
                    ┌─────────────────────────┐
                    │     Ludhiana District    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │     Total sample 400     │
                    └─────────────────────────┘
                                 │
                   ┌─────────────┴─────────────┐
                   │                           │
              200 Girls                    200 Boys
```

2.3 TOOLS USED

Following tools were used in the study:

1. The Career Decision Making Inventory (CDM; Singh, 1999).
2. Self Efficacy Scale (SES; Dr. G. P. Mathur & Dr. Raj KumariBhathagar, 2012).

2.4 DESCRIPTION OF CAREER DECISION MAKING INVENTORY

The Career Decision Making Inventory (CDMI) is an 18 items self-report measure to assess the career decidedness and career indecision. It consists of career decidedness scale (5 items) and career indecision scale (13 items). The test items are printed in reusable booklet designed to be used with a separate answer sheet, respondents are asked to circle the three options i.e. exactly like me, somewhat like ma and not all like me, on the basis of how closely the items describes them.

(1) Decidedness Scale: Decidedness scale provides a measure of the degrees of decidedness in having made a decision about career. To obtain the raw scores for decidedness scale ratings of items1 through 5 are added. The decidedness scale score which are at the 15 percentile or less should be consider significant suggesting that the students is uncertain about the selection of career or major.

(2) Indecision Scale: It is a measure of career indecision. Total ratings for items 6 through 18 added and thus raw scores are obtained for the indecision scale. The score on indecision scale which equal or exceed the 85th percentile is considered significant indicating a serious level of indecision.

Only indecision scale is used by the investigator in the study to find out the career indecision of the adolescents

2.4.1 SCORING

Each item alternative is assigned a weight age ranging from 3 to 1, 3 is given to exactly like me, 2 is given to somewhat like me and 1 is given to not at all like me. A copy of inventory has been presented in Appendix-1.

2.4.2 NORMS

Table 2.2: Cut off Scores for Interpretation of Career Decidedness Scale and Career Indecision Scale Scores

Category	Career decidedness scale		Career indecision scale	
Class XII	Boys	Girls	Boys	Girls
Decided	11 or more	11 or more	27 or less	27 or less
Tentative	10 or more	10 or more	28	28
Undecided	09 or less	09 or less	9 or more	29 or more
Class X	Boys	Girls	Boys	Girls
Decided	11 or more	11 or more	30 or less	29 or less
Tentative	10	10 or more	31	30 or more

Undecided	09 or less	09 or less	2 or more	32 or more

2.4.3 VALIDITY

The criterion related with career decision scale (Osipow, 1986) yielded significantly coefficient of correlation of 0.69 and 0.59 for career decidedness scale and career indecision scale respectively.

2.4.4 RELIABILITY

The test-retest reliability coefficient for career decidedness scale and career indecision scale were found to be 0.97 and 0.94 respectively.

2.5 DESCRIPTION OF SELF-EFFICACY

Self-efficacy scale intends to assess the level of self-efficacy in any age group above 14 years. It consists of 22 items, dealing with following eight factors.

Table 2.3: Serial numbers of items fall in different 8 factors of self-efficacy

.	rs	. Of items	items
	gulatory skills		
	fluence	, 18	
	onfidence	, 12	
	achievement	, 10	
		, 22	

	valuation	, 19	
	steem		
	ognition	,16	
	TOTAL		

It is appropriate in Indian social conditions; each item describes human self-efficacy in different situation in the society the scale presents belief items to denote self-efficacy on the scale.

The scale was initially constructed as 7-point scale, which is mostly used in behavioral sciences and more use full in studying research problems in different fields. It helps in minute analysis, evaluation of multidimensional and qualitative knowledge, value and attitudes. these scale was standardized and administrator on large sample. but for the cause of simplicity and clarity in application and analysis of the scale, Likert type 5-point scale was considered to be more appropriate and there for 5-point scale was constructed. In this scale items into forms i.e. positive and negative.

2.5.1 RELIABILITY

Reliability co-efficient of the scale was measured by test-retest on a sample of 600. In male in it range between .73 to .81 and in female .79 to .86. and in significance.

2.5.2 VALIDITY

To obtain concurrent validity co-efficient of self-efficacy scale, the scale was compared with the views of experts' rating. Validity ranges in male .73to .81and in female .76 to .83. A copy of inventory has been presented in Appendix-2.

2.5.3 SCORING

Scoring of the self-efficacy scale is very easy. For the convenience purpose of scoring the scale, in the scale, before the serial number of the item, means Negative items & remaining Items

as Positive Items has been given. There are 15 Positive and 07 Negative items which are as following:

Table 2.4: Types of items

. No.	Types of items	Item wise serial numbers	Total items
	ositive	5,7,9,10,11,14,16,17,18,19,21,22	
	gative	2,13,15,20	
TOTAL			**22**

Table 2.5: Scoring procedure: Award scheme

Sr. No.	es of items	Scoring of alternative				
		ly agree		ided	ee	ly Disagree
	ve Items					
	ve Items					

2.5.4 NORMS

Z-Score Norms for the Self-Efficacy scale have been prepared and presented in table for. The Norms for interpretation of z-scores and finding out the level of Self-Efficacy have been given in Table 2.6.

After scoring the scale the sum total of score of 22 items shall be the Raw Score which be transferred on the cover page in scoring table, the corresponding z-score, Grade and Level we found -out from table 2.6 and table 2.7 and write the same in scoring table.

Table 2.6: Z-score norms for self-efficacy scale

core	re	core	re	core	re	core	re

47		59		71		83	
48		60		72		84	
49		61		73		85	
50		62		74		86	
51		63		75		87	
52		64		76		88	
53		65		77		89	
54		66		78		90	
55		67		79		91	
56		68		80		92	
57		69		81		93	
58		70		82		94	

Table 2.7 Norms for interpretation of the levels of self-efficacy

NO.	Range Of Z-Scores	Grade	Levels Of Self-Efficacy
	and above		ent
	to +2.00 to +1.25		Average
	o +0.50		ge/Moderate
	o -1.25 o -2.00		Average
	o below		Poor

2.6 PROCEDURE OF DATA COLLECTION

For the present study permission were taken from the principals of the government schools. After getting the permission data is collected from 10th class students. Firstly, all

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students are made comfortable by assuring them that the information taken from them will be kept confidential. Then questionnaire of both the variables i.e. Career Decision making and Self Efficacy are provided and instruction was given to students. Ample amount of times were given to them to fill the questionnaire. After that, booklets were collected & scoring was done.

2.7 STATISTICAL TECHNIQUES

1. Descriptive Statistical technique such as mean, standard deviation was used to check the distribution of score.
2. Correlation was used to find out the relationship of career decision making with self-efficacy.
3. 't'- test has been applied to determine the significance of difference between gender (male and female) in their career decision making and self-efficacy.

CHAPTER-III
ANALYSIS AND INTERPRETATION

The present chapter deals with the results and their corresponding interpretation in accordance with hypothesis. Data once collected should be analyzed with the help of statistic techniques that yield certain results. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach a solution of the research problems. The depiction of the results and their interpretations is considered the most important part of the research work as it verifies the hypothesis and eventually leads to conclusions of the study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical technique. It involves breaking up of the complex factor into simpler parts and putting them in new arrangement for the purpose of interpretation.

The research has no meaning of its own if the data are not analyzed and interpreted. The whole scheme of research methodology revolves round the analytical interpretation of the reality. The research methodology approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. Therefore, analysis is very essential to study problem carefully. After collecting data from government senior secondary school students, it was analyzed keeping in view the objective and hypothesis of the study. The investigate or summarizes. The findings in a lucid and practical so that anybody at mere glance can understand the whole picture of the results.

3.1 ANALYSIS OF DESCRIPTIVE STATISTICS

Descriptive statistic like mean, Standard deviation, Skewness and Kurtosis were used to describe the nature of variables viz. Career decision making and self-efficacy of the sample. The mean, Standard deviation, Skewness and Kurtosis of the variables under study i.e. career decision making has been given in Table 3.1 and Figure: 3.1

Table 3.1: A summary of descriptive statistics of different variables (N= 400)

Variable	Mean	Standard deviation	Skewness	Kurtosis	Remarks
edness dimension of Career Decision Making	12.92	1.83	-.544	.033	Decided
sion dimension of Career Decision Making	29.82	4.33	.073	.325	entative
fficacy	73.61	6.54	-1.63	8.58	Average
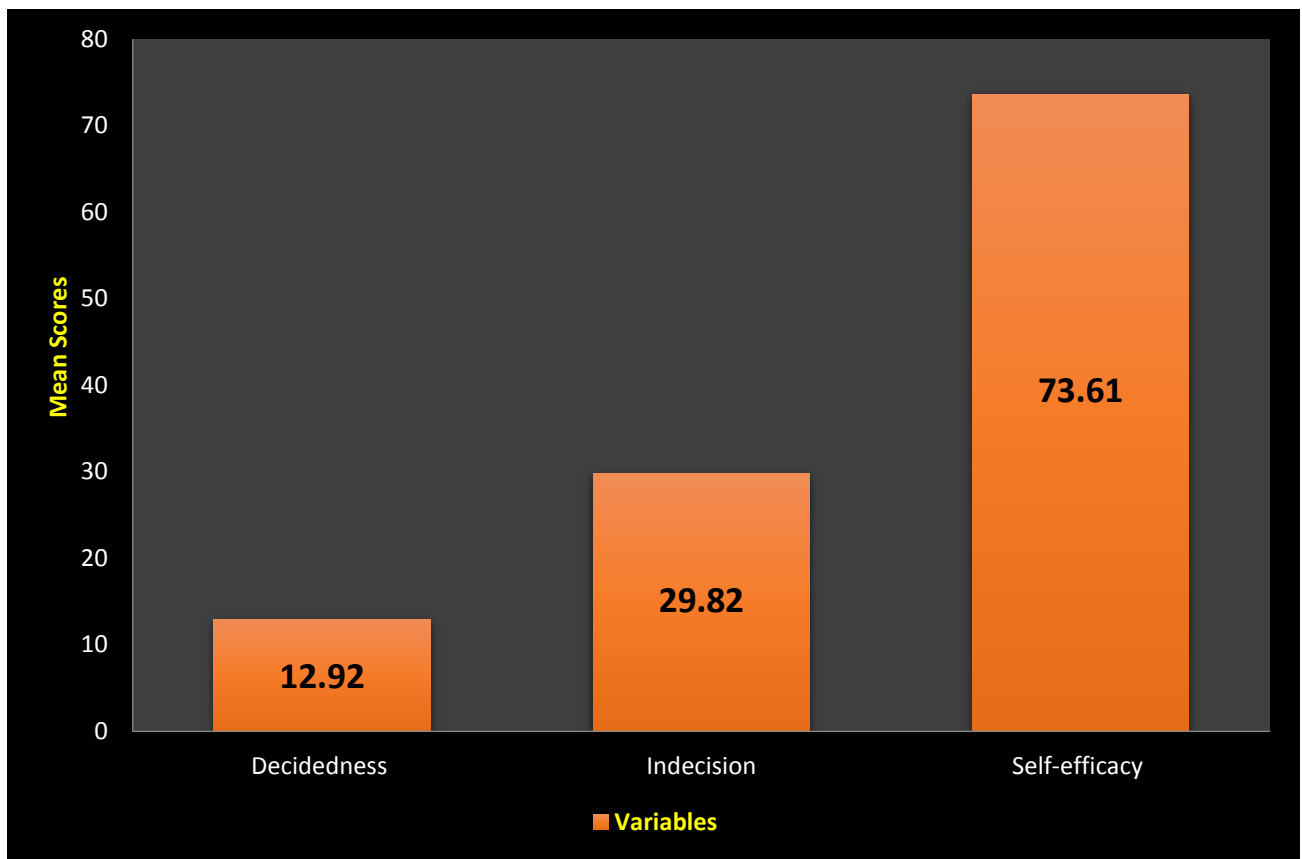
Fig: 3.1 Bar diagram showing comparison of different variables

1. **Career Decision Making**

   The career decision making comprises of two dimensions i.e. decidedness and indecision

i) Decidedness

Table and figure 3.1 shows that the value of mean and S.D. of self-efficacy for the sample were12.92 and 1.83 respectively. As per the norms the sample is decided. This demonstrates that the senior secondary students are certain about the selection of career or major. They are able to decide their career which they want to choose. Skewness is found to be -5.63 which is negative and reveals that the data is negatively skewed. Ku is .033 which is higher than 0.263 Ku for normal curve and shows that the curve is leptokurtic.

ii) Indecision

Table and figure 3.1 shows that the value of mean and S.D. of indecision were 29.82 and 4.33 respectively. As per norms sample is tentative. This demonstrates that the senior secondary students are not very clear about the selection of career or major. They are somehow able to decide their career between they want to choose. Skewness is found to be .073 which is positive and reveals that the data is positively skewed. Ku is .325 which is higher than 0.263 Ku for normal curve and shows that the curve is leptokurtic.

2. **Self-Efficacy**

Table and figure 3.1 shows that the value of mean and S.D. of self-efficacy for the sample were 73.61 and 6.54 respectively. Mean is found to be average as per the norms. It means that the total sample had high average self-efficacy. This demonstrates that the senior secondary students had average persistence. They had average beliefs about their successful performance in a given situation. Skewness is found to be -1.63 which is negative and reveals that the data is negatively skewed. Ku is 8.58 which is higher that 0.263 ku for normal curve and shows that the curve is platykurtic.

3.2 ANALYSIS OF CORRELATION WITH DIFFERENT VARIABLES

This section deals with bivariate coefficient of correlations between the variables of career decision making and self-efficacy among senior secondary school students. The objective of this analysis is to find the relationship between the variable of career decision making and self-efficacy. In accordance with this objective, product-moment coefficients of correlation were worked out, to analyze the data.

3.2.1 CAREER DECISION MAKING WITH SELF EFFICACY

The variable of career decision making consist of two dimensions includes career decision making and indecision. The analysis of correlation matrix of decidedness indecision and self-efficacy has been given in table 3.2

Table 3.2: Correlation Matrix of dimension of career decision making and self-efficacy (N=200)

Variables	cidedness dimension of career decision making	lecision dimension of career decision making	Self-efficacy
ledness dimension of career decision making	1		
ecision dimension of career decision making	0.317**	1	
Self-efficacy	0.271**	-0.213**	1

Critical value of 'r' at 0.05 is 0 .98   *Critical value of 'r' at 0.05 is 0.128*

*** Significant at 0.01 level*

1.   **Correlation of Decidedness dimension of Career Decision Making with Self Efficacy**

As per the table 3.2 value of correlation between decidedness dimension of career decision making and self-efficacy came out to be 0.271, which is positive. The calculated value 0.271 exceeds the table value 0.128 at .01 level. Therefore, it may be analyzed that there exists significant positive relationship between decidedness dimension of career decision making and self-efficacy of senior secondary school students.

Senior secondary school students who have high self-efficacy are decided about their career or major and easily choose a career which they want to pursue and vice versa.

2. **Correlation of Indecision dimension of Career Decision Making with Self Efficacy**

As per the table 3.2 value of correlation between indecision dimension of career decision making and self-efficacy came out to be -.213, which is negative. The calculated value -.213 exceeds the table value 0.28 at .01 level. Therefore, it may be interpreted that there exists significant negative relationship between indecision dimension of career decision making and self-efficacy of senior secondary school students.

Hence, the null hypothesis Ho1. "There exists no significant relationship between career decision making and self-efficacy of senior secondary school students" is rejected.

As the self-efficacy of the senior secondary school students improve the decidedness towards their career also increases and their indecision towards career choice decrease and vice versa.

3.3 ANALYSIS OF 't' RATIO

The objective of this analysis is to find the difference between the male and female senior secondary school students in their career decision making and self-efficacy.

Table 3.3: Showing difference between male and female adolescents in the dimensions of career decision making and self-efficacy.

o.	Variables	Iale (200)	emale (200)	Df	alues
	edness dimensions of career decision making	M- 13.19 S.D.-1.72	M-12.64 S.D.-1.90	98	.05**
	sion dimensions of career decision making	M-30.75 S.D.-4.38	M-28.89 S.D.-4.08	98	.38**
	fficacy	M-74.05 S.D.-7.08	M-73.18 S.D.-5.93	98	1.33

Critical value of t at 0.01is 2.59   *Critical value of t at 0.0 5is 1.97*

*** Significant at 0.01 level*

1. Difference in decidedness dimension of career decision making among senior secondary boys and girls

It is clear in table 3.3 that mean score of the decidedness dimension of career decision making of male and female senior secondary school students are 12.64 and 13.19 respectively. The S.D for male and female senior secondary school students are 1.90 and 1.72 respectively. The t-value is -3.05, which is significant at .01 level. This demonstrates that there is a significance gender difference in decided dimension of decidedness. It is evident from Table 3.3 that mean score (13.19) of female senior secondary school students is greater than the mean score (12.64) 0f male senior secondary school students in their decidedness. Figure 3.2: Bar Diagram Showing Comparison of male and female senior secondary school Students on Decidedness dimension of career decision making.
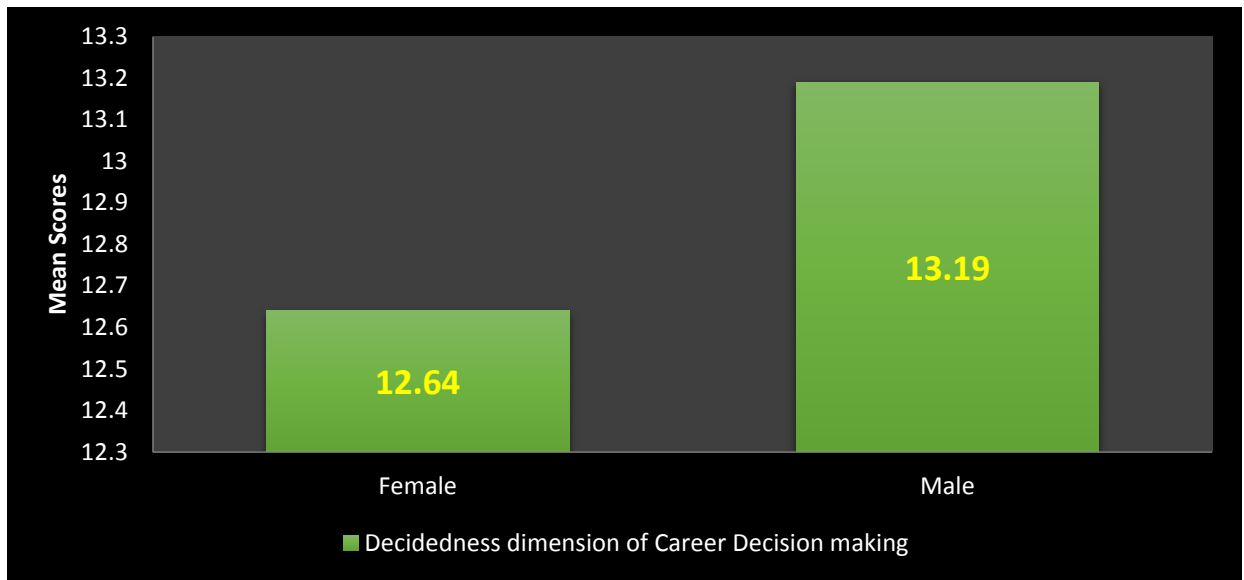
Figure 3.2: Bar diagram showing comparison of male and female senior secondary school students on decidedness dimension of career decision making

2. Difference in indecision dimension of career decision making among senior secondary boys and girls

It is clear in table 3.3 that mean score of the indecision dimension of career decision making of male and female senior secondary school students are 30.75 and 28.89 respectively. The S.D for male and female senior secondary school students are 4.38 and 4.08 respectively. The t-value is -4.38, which is significant at 0.01 level. The demonstrates that there is a significance gender difference in indecision dimension of career decision making. It is evident from Table 3.3 that mean score (30.75) of male senior secondary school students is greater than the mean score (28.89) 0f female senior secondary school students in their indecision.

Thus, the null hypothesis Ho2 "There exists no significant difference in career decision making among male and female senior secondary school students" was rejected.

It shows that male and female senior secondary school students difference significantly from each other on decidedness dimension of career decision making. Girls are more decided towards their career as compared to their counterpart. Also male and female senior secondary school students differ significantly from each other on indecision dimension of career decision making. Boys are more undecided toward their career as compared to girls.
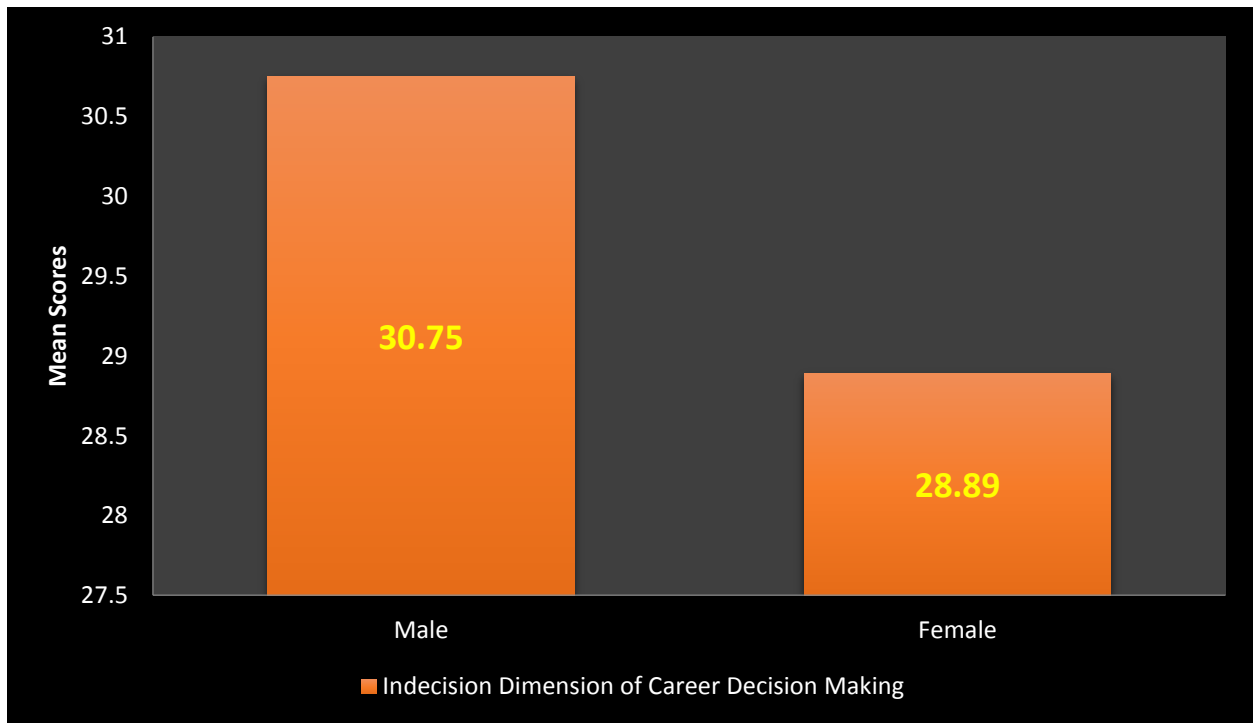
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Figure 3.3: Bar diagram showing comparison of male and female senior secondary school students on indecision dimension of career decision making

3. Difference in self- efficacy among senior secondary boys and girls

It is clear in Table 3.3 that mean score of the self-efficacy of male and female senior secondary school students are 73.18 and 74.05 respectively. The SD for male and female senior secondary school students are 5.93 and 7.08 respectively. The t-value is -1.33, which is not significant even at .05level. It is evident from Table 3.3 that mean score (74.05) of female senior secondary school students is greater than the mean score (73.18) of male senior secondary school students in their self-efficacy.

Thus, the null hypothesis Ho3 "There exists no significant difference in self-efficacy among male and female senior secondary school students" was accepted.

Figure 3.4: Bar Diagram Showing Comparison of male and female senior secondary school Students on Self Efficacy

CHAPTER- IV
CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

After the data analysis, the investigator proceeds for the interpretation of the results and at the final stage the concussions are made. The current chapter concludes the results.

4.1 CONCLUSIONS

Conclusions are very essential part for any study to reach at some results of the study. They provide an end touch to the study and review to the whole critical effort. In research work this part of the study plays an important role. Results of research show acceptance or rejection of the hypotheses:

1. The majority of senior secondary school students have average persistence self efficacy. They had average beliefs about their successful performance in a given situation

2. The majority of senior secondary school students are found to be decided on the decidedness dimension of career decision making. The senior secondary students are certain about the selection of career or major. They are able to decide their career which they want to choose.

3. The majority of senior secondary school students are found to be on the tentative persistence of indecision dimension of career decision making. The senior secondary students are not very sure about the selection of career or major. They are somehow same problem in choosing a career they want to pursue.

4. There exists significant positive relationship between decidedness dimension of career decision making and self efficacy of senior secondary school students. Senior secondary school students who have high self-efficacy are decided about their career and major and easily choose a career which they want to pursue and vice versa.

5. There exists significant negative relationship between indecision dimension of career decision making and self efficacy of senior secondary school students. Senior secondary school students who have high self-efficacy are less undecided about their career and major and easily choose a career which they want to pursue and vice versa.

6. There exists significant difference in decidedness dimension of career decision making among male and female senior secondary school students.

7. There exists significant difference in indecision dimension of career decision making among male and female senior secondary school students.

8. There exists no significant difference in self efficacy among male and female senior secondary school students.

4.2 RECOMMENDATIONS

Keeping in views the findings of the study the following recommendations are hereby put forward for the parents, teachers and academicians to improve the career decision making and self efficacy of senior secondary school students.

1. As the results revealed that self-efficacy plays an cardinal role in establishing career decision among the students, so that they can be able to become efficient in the specific profession or career which would be of their interest and capabilities so it is recommended that educational planner shall plan and organize more programs in senior school students to improve their self-efficacy.

2. Belief of self-efficacy should be developed among the students by parents, teachers, peers and relatives because self efficacy play a prominent part in the life of students.

3. There should be an efficient arrangement of providing guidance and counseling in the schools and colleges so that students can be aware of career decision which is very much needed for the individual to be an efficient in specific profession.

4. Students should be encouraged to identify their strengths and make a list of their best task or things which they can do well and which they can look at when they are feeling down.

4.3 DELIMITATIONS

Research has always some limitations. That is true in the research studies includes human behavior because at the time of data collection any individual can try to conceal his negative aspects. The present study also has some limitations to the follows-:

1. The study was delimited to 10th class students of senior secondary school students only.

2. The study was delimited to government schools of Ludhiana only.

3. The study was delimited to 400 students of senior secondary school students.

4. The area of the study was limited to variables of career decision making and self-efficacy.

4.4 SUGGESTIONS

Research was never ending process. Every investigator after completing his research is aware of areas in which further research is needed and naturally feels motivated to indicate area which may be taken up for the research by other investigators. The present study was undertaken to study the career decision making among senior secondary school students in relation to self-efficacy. The investigator on completion of the study suggests the followings-:

1. The generalization of the findings could be increased by further studied based on larger sample.

2. The similar study can be conducted on secondary students and college students.

3. Similar study can be conducted in different districts of Punjab and with other states.

4. The study can also be extending to the national level.

5. Similar study can be conducted on the rural and urban schools.

6. Comparison can be made between government and private schools among senior secondary school students.

7. Relationship career decision making and self-efficacy can be studied with other variables self-aspiration, academic motivation and academic achievement.