

## Correlational Study of Grit and Career Decision Self-Efficacy among secondary School Students

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### Abstract

*This study examined the relationship between Grit and career decision self efficacy (CDSE) of Indian school students (N = 260). Findings from correlation analysis indicated that grit is positively significant correlated with career decision self-efficacy (CDSE). This paper will help to highlight the importance of these findings and provide recommendations for future research.*

**Keywords:** career decision self-efficacy, grit

### INTRODUCTION

There is a lack of literature regarding how grit influences Indian school students' career growth. Career decision self-efficacy is one of the most important constructs in career development (Taylor & Betz, 1983). It is proved that CDSE is positively related to life satisfaction, career satisfaction, educational outcomes, so this research will also help in investigating predictors of CDSE.

In this global world, which is constantly undergoing rapid changes, there is an increased need for positive traits and resources in humans to attain fulfilment. Career decision is among the most important decisions one has to make and it is significant for both the individual and the society as a whole. Making a career decision is a complex task. Choosing a career does not begin with the selection of the career itself, but first with an understanding of oneself in relation to work, and then with finding a career at which one could excel. The concept of a career or decision of career begins right from the time children indulge in pretend play as a doctor, teacher and other professionals they see around them. Often children find themselves answering questions as to what they want to become when they are older. The career trajectory of a person begins when he starts thinking of his future career and starts preparations for a successful foray into the same "Educational and occupational scene is fast changing here, there and everywhere. The construct of career decision is one of the cornerstones of career development theory.

Career decision is an issue for both high school and college/university students and has even been shown to be a concern for children in their pre-teens. It is associated with a range of personal variables, such as age, gender, personality and interpersonal variables. Career decision has demonstrated empirical relationships with personality factors, traits such as grit and cognitive motivational variables and career related parental support. Although the investigator wanted to see the influence of all these factors and variables on career decision of adolescents but due to paucity of time and resources, out of various variables influencing career decision, the present study is taken up to investigate the career decision self efficacy of adolescents in relation to grit.

### REVIEW OF LITERATURE

#### Career Decision Self efficacy

People make many choices every day. There is need of more attention on some of these choices than that of others. Most career-related selections belong to the latter kind as a result of they usually have important long vary implications on people's manner, the associates with whom they mingle, the career activities in which they connect, and therefore on their worth of life (Gati& Asher, 2001). It revealed through research that parenting follows are concerned within the growth of students' "career decision self efficacy" (Sovet and Metz, 2014). It was concluded through the research that faculty learners' stage of planned ability influenced the associations amid occupational decision assurance, "CDSE" and occupational engagement. A sample of two hundred and seventeen Korean undergraduate learners were taken for research

and the consequences analyzed through moderated mediation point out that “career decision self-efficacy” intercede association involving career engagement variable along with career decision certainty variable (Kim et al., 2014). It was found that there was positive relation of independent variable parenting style on dependent variables “career decision self efficacy” along with career maturity (Chauhan, 2015). Learners make better career decisions, that are surer regarding their ability in constructing superior occupational decisions that have more curiosity to cultivate their occupational goals, allot extra time period to their occupational explorations, could in all probability create higher occupational choices ultimately (Chiesa et al., 2016). “Career decision self efficacy” is defined as self-belief of a person to his potential that connect in learning, career planning and choice making and is an important pointer of high school students career proficiency (Chiesa et al., 2016). The correlation among the “career decision self-efficacy” and career maturity of 268 participants of undergraduate college was examined. In this study SES, type of college and generational status were the three independent variables. This analysis revealed that SES has impact on “career decision self efficacy” (Harlow, 2016). The connection linking emotional intelligence and “career decision-making self-efficacy” was examined on 185 Chinese college learners to find the moderating role of gender. It was found that through goal commitment and trained commitment, emotional intelligence would influence “career decision self efficacy” and female adolescents exhibited a weak connection between emotional intelligence and goal commitment as compared to male adolescents (Jiang, 2016). It was concluded through a research on 280 learners of Italy high school that the controlled-cluster occupation intervention could not help in decreasing occupational selection nervousness but helped in enhancing “career decision self-efficacy” (CDSE) and, therefore, career exploration (Chiesa, 2016). The researcher examined the role of independent variable thinking styles on dependent variable “career decision self-efficacy” through a demographic sheet, “CDSE-SF” scale and Thinking Vogue scale (revised) on nine hundred and twenty-six university students. After analyzing of data, it was obtained that creative thinking style had positive impact on learners “CDSE” (Fan, 2016). A study was conducted on 341 students’ sample of undergraduate nursing college to find the influences of independent variables self leadership, ego-resilience and critical disposition on dependent variable “Career decision self efficacy” through questionnaires. The descriptive statistics were used to analyze data and concluded that disposition of critical thinking and leadership of self has positive noteworthy result on “career decision self efficacy” of nursing learners (Kim and Hwang, 2016). It was concluded through the research that was conducted on 321 Korean college students that there was a significant positive impact of tolerance of uncertainty on association among chance skills and “career decision self-efficacy” (Kim et al., 2016).

Students’ life satisfaction has optimistic bond with “career decision self-efficacy” and coping efficacy (Wright et al., 2017). A research was conducted on 472 UK university students. It was concluded through regression analysis that there is strong association among emotional intelligence and “CDSE” and “Career decision self-efficacy” acts as an arbitrator between emotional intelligence along with CDD (Santos, 2018). A research was conducted on international college students to find the relationship between identity of ethnic, meaning in life and “CDSE”. Identity of ethnic and Meaning in life have positive significant impact on positive (career development) “Career decision self efficacy” (Lewis, 2018). A sum of one hundred thirty nine college learners were taken to examine the effect of causative factors i.e. socio economic status, sex, locus of management and classism on “career decision self efficacy” through assessment, and assumptions were tested by means of regression analysis. It was established that modern sexism, sex, classism and SES had not notably contribute to college learners’ “career decision self-efficacy” (Shin and Lee, 2018).

An investigation was performed on a sample of 545 nursing postgraduate Chinese students to uncover the connection linking “career decision self-efficacy” (CDSE) along with PC. Correlation analysis was used to analysis the data and it was concluded that there was a positive correlations between PC and “CDSE” (Wang et al., 2018). The occupational-specific parenting follows on Chinese adolescents’ “career decision- self-efficacy” (CDSE) was examined and identified on the basis of information provided by 641 Chinese adolescents in 2016. The adolescents’ “CDSE” was significantly positively associated with parental career engagement

(Zhang et al., (2019).A study on sample of 211 adolescents of continent of Australia by using an empirical interventional non-equivalent cluster devise was conducted and concluded that the intervention has strong effect on “career decision self-efficacy” as well as enhance it. It was also found that “career decision self efficacy” can be increase through using student intervention programmes (Berger, 2019). Kim and Choi (2019) stated that on the behalf of research on a sample of 425 colleges’ students of America and Africa that students have high intellect of proficiency in carrying out tasks related to occupational decision, who have high curiosity.“CDSE” in general is an essential cause to market occupational conclusions, career preparation conclusion expectations, invariable career and as well as vocational decision-making abilities (Zhang et al., 2019).

## Grit

Von Culin and Duckworth (2014) conducted a study on 317 adults through the use of public website i.e.Amazon.com’s Mechanical Turk (MTurk) system. The result obtained in this study was that two facets of grit are inter-correlated to each other.Scott (2014) investigated the association between, conscientiousness, morningness- mindset, procrastination and grit. The result of this study reveals that grit and procrastination are negatively related to each other.Wolters and Hussain (2015) conducted a study on a sample of 213 students from public university. It was observed after the study that SRL is strongly predicted by Perseverance of efforts but in other side consistency of interesthad no relation to SRL.Reraki and Saricam (2015) examined the association between academic achievement, grit and academic motivation on a sample of 334 students of university. This research also investigated the mediated role of grit. The result obtained by Pearson Moments Correlation Analysis and Hierarchical Regression Analysis (HRA) showed that there are positive association between academic motivation, academic achievement, and grit. Rojas (2015) took two samples of undergraduate 187 studentsforexploringthe association between creativity, perseverance, academic motivation, and academic achievement. It was found that grades are predicted by grit only in one samplebut creativity had no relationship with grades. Dalton (2016) investigated the relationship between stress mindset and griton a sample of 136 adolescents and found that grit was not predicted by stress mindset.Vinothkumar (2016) examined the relationship of Resilience, Grit and, Psychological Wellbeing through a sample of adolescents aging between 14 to 17 year.It was analysis that there is positive relation between well being, resilience and grit.

O’Neal et al. (2016) explored through cross-sectional study to find the relationship between grit, stress, depression, and grade point average (GPA) of a sample of 180 persons.It was proved that grit had a significant relationship with academic achievement.

Lee(2017) researched on a sample of 345 college students of Hong Kong from age range between 18 to 21. Grit was found to be related significantly with academic performance but gender influence was not there.

Muenks and Wigfield(2017) studied variables i.e. two facets of grit self-efficacy, goal orientations, task vales and achievement of 190 high school pupils. It was found that self-efficacy, task values, and goal orientations were more strongly correlated to perseverance of effort(Grit) than that of other facet of grit i.e. consistency of interests.

Sharkey et al.(2017) investigated variables:grit, depression, anxiety, and emotional well-being and after analysing by path analysis it was found that grit has positive association with EWB andwith decreased depressive.

Pack (2018) conducted a case study on a company employees (N=12) to explore effect of perceptions on employees’ levels of grit and resilience. It was identified that there is positive connection between the variables.

Al-Mutawah andFateel (2018) investigated the association between attitudes toward mathematics and science, grit, and the academic achievements of a sample of 297 adolescents’ school students of Bahrain. It was analyzed that academic achievement is positively related with grit.

Chen and Hangen(2018) investigated on a sample of two hundred and seventy-two undergraduate of spring semester 2015. Out of 272 students 158 students were from a university in the Northeast region of the United and 114 students came from a university in East China. The grit-goal relation was examined among Chinese and American university students to find the contributions of

the two components of grit separately. It was found that the two facets of grit have different associations with achievement goals.

Hernández, Muñoz-Villena, and Gómez-López (2018) researched on a sample of 127 adolescent students' through tests to measure perfectionism, perceived stress, perseverance, including an socio-demographic questionnaire. It was found that particular skills have a moderating effect on stress perception in students with perfectionist maladaptive tendencies.

Lee, C. S. (2018) conducted a study on university students' to find the association among wellbeing, hope, and growth mindset. It was found that employment stress is negatively associated with wellbeing, growth mindset, hope, and grit.

O'Neal (2018) took a sample of 142 low income students from US of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. It was analysed through path analysis that teacher related grit is positively related with engagement.

Steinmayr, Weidinger, and Wigfield (2018) examined relationship among grit and other variables on students' sample students under the age of 18 after taking consent from their parents. It was found that consistency of interests of students were weakly associated with their perseverance of effort.

Vela, Sparrow, Wittenberg and Rodriguez (2018) investigated a study on a sample of 129 Mexican American adolescent students to examine influence of character strengths, importance of family on career decision self-efficacy. Results showed that career decision self efficacy was significantly predicted by grit.

#### **PURPOSE OF THE STUDY**

The purpose of this study is to find the relationship of grit and CDSE of Indian school students. It is overviewed that some of the studies have been investigated on CDSE of Indian College students; no study has examined to find the relationship of grit and CDSE. In Indian context there is a lack of information investigating how grit interacts with Indian students' CDSE. The lack of literature in this area underscores the need to examine how specific grit relates to CDSE.

#### **OBJECTIVES OF THE STUDY:**

Following are the objectives of the study:

1. To compare the grit and career decision self efficacy on the basis of gender, location and type of school board.
2. To find the relationship between career decision self efficacy and grit.

#### **Hypotheses of the Study:**

Following are the hypotheses of the study:

1. There is no significant difference in grit and career decision self efficacy on the basis of gender, type of location and type of school board.
2. There is no significant relationship among career decision self efficacy and grit.

#### **Method**

##### **Participants**

This study was conducted amongst 250 Students (150 boys and 100 girls) in the age group of 16-18 years attending 3 schools (private) at Punjab and Himachal.

##### **Measures**

The two scales were used for this study. The descriptions of the scales were as follows:

- Grit-Grit Scale (GD) developed by Duckworth, Peterson, Matthews and Kelly (2007), consisted of 12 items measures on 5-point Likert scale from 1 = not at all like me, (not at all gritty) to 5 = very much like me (extremely gritty). An example of one of the statements is "Setbacks don't discourage me." Many studies shows that "Reliability coefficients range from .78 to .82" (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2011; Reed, 2012). The reliability coefficient i.e Cronbach's Alpha for the current study was 0.706.

- CDSE. The CDSE Scale–Short Form (Betz & Taylor, 2001) measures students' CDSE. The scale contains five subscales: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving. Participants respond to items on a 5-point Likert-type scale ranging from 1 (no confidence at all) to 5 (complete confidence). Sample items include "Make a career decision and then not worry whether it was right or wrong" and "Prepare a good resume." The reliability coefficient i.eCronbach's Alpha for the current study was 0.767.

### Materials and Methods

It is a correlation study, conducted amongst 250 Students (110 boys and 150 girls) in the age group of 16-18years. First of all, researcher explains the questionnaire to the students (adolescents) so that Data can be collected from the students and data was analyzed.

#### Study area:

In this study data was collected from students from age group of 16-18years attending 3 schools at Punjab and Himachal.

#### Sample size:

250 Students (110 boys and 150 girls)

#### Inclusion criteria:

Adolescent's students from age group 16-18 years, who are studying in private schools.

**Sampling:** Multi proportionate sampling technique was used to select a sample. Schools were selected that is most useful to the purpose of the research. Students to be included were determined in order to gather a varied range of data.

**Procedure:** All the students were explained about the goals of survey after taking the permission from school authority. Students were briefed about the rules and instructions of filling questionnaire were explained.

#### Data collection:

Data was collected during advisory period at each of the school. Researcher and one of the school teachers administered the CDSE and Grit questionnaires to students.

## RESULT

Table:1 Statistics analysis of CDSE Variable (Gender, Location, Type of Board)

S. No.	Variable	Basis	Sig. (2-tailed) Value	Test Conducted
1	CDSE	Gender(Male=110 & Female 150)	.000	Independent Sample T Test
2	CDSE	Location(Urban=132, Rural=128)	0.248	Independent Sample T Test
3	CDSE	Type Of Board(PSEB=132, CBSE=128)	0.248	Independent Sample T Test

On the basis of **Statistics analysis (Table-1)** we get the following results:-

1. CDSE on basis of Gender: The null hypothesis is rejected as P value is less than  $\mu$  value(0.000) at  $df=258$  and alternate hypothesis is accepted so there is significant difference in CDSE of male students and female students. The means value of male students (99.53) is more than females students (89.54).
2. CDSE on basis of Location: The null hypothesis is accepted as P value is more than  $\mu$  value (0.248) at  $df=258$  and alternate hypothesis is rejected so there is no significant

difference in CDSE of rural and urban students. The means value of rural students (94.59) is more than urban students (92.97).

3. CDSE on basis of Type of Board: The null hypothesis is accepted as P value is more than  $\mu$  value (0.248) at  $df=258$  and alternate hypothesis is rejected so there is no significant difference in CDSE of CBSE and PSEB students. The means value of CBSE students (94.59) is more than PSEB students (92.97).

**Table: 2 Statistics analysis of Grit Variable (Gender, Location, Type of Board)**

S. No.	Variable	Basis	Sig. (2-tailed) Value	Test Conducted
1	Grit	Gender(Male=110 & Female 150)	0.117	Independent Sample T Test
2	Grit	Location(Urban=132, Rural=128)	0.02	Independent Sample T Test
3	Grit	Type Of Board(PSEB=132, CBSE=128)	0.02	Independent Sample T Test

On the basis of **Statistics analysis (Table-2)** we get the following results:-

1. Grit on basis of Gender: The null hypothesis is accepted as P value is more than  $\mu$  value (0.117) at  $df=258$  and alternate hypothesis is rejected so there is no significant difference in Grit of male and female students. The means value of male students (49.22) is more than females students (48.19).
2. Grit on basis of Location: The null hypothesis is rejected as P value is less than  $\mu$  value (0.02) at  $df=258$  and alternate hypothesis is accepted so there is significant difference in grit of urban and rural students. The mean value of rural students (49.65) is more than urban students (47.63).
3. Grit on basis of Type of Board: The null hypothesis is rejected as P value is less than  $\mu$  value (0.02) at  $df=258$  and alternate hypothesis is accepted so there is significant difference in grit of CBSE and PSEB students. The means value of CBSE students (49.65) is more than PSEB students (47.63).

**Table: 3 Statistics analysis for relationship of Grit Variable and CDSE**

S. No.	Variables	Number	Pearson Correlation	Sig. (2-tailed) Value	Test Conducted
1	Grit and CDSE	260	0.980	0.000	<b>Correlation</b>

On the basis of **Statistics analysis (Table-3)** we get the following results:-

1. Grit and CDSE: There is significant correlation between grit and CDSE as the value of Pearson Correlation is 0.980 at its sig (2tailed) value is 0.000.

## DISCUSSION/CONCLUSION

The following conclusion were is concluded from the above that

1. There is significant difference in the CDSE of students on the basis of Gender. The CDSE of male students is more than that of female students.
2. There is no significant difference in the CDSE of students on the basis of Location.

3. There is no significant difference in the CDSE of students on the basis of type of board.
4. There is no significant difference in the Grit of male and female students.
5. There is significant difference in grit of students on the basis of location. The grit of rural students is more than that of urban students.
6. There is significant difference in grit of students on the basis of type of board. The grit of CBSE students is more than that of PSEB students.
7. There is Positive significant correlation between grit and CDSE as the value of Pearson Correlation is 0.980.

## LIMITATIONS

This study has many limitations such as it is a correlation study and finds only correlation not cause and effect depiction (Vela, Lu, et al., 2014). The participants were taken only from 3 privates schools.

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