

Impact of Psychological Hardiness and Self-Efficacy on Career Orientation of Female College Students

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Abstract: The present study conducted to know the impact of psychological hardiness and self-efficacy on career orientation of female college students. In the present investigation, the sample of female college students was drawn from degree colleges affiliated by Punjab University Chandigarh. The random sampling technique was adopted. The total sample size was 200 female college students. Career Orientation scale designed by Tanwar and Singh 1988, Psychological Hardiness scale by Arun Kumar Singh (2008) and Self-efficacy scale by Dr. Shonali Sud (2009) were used. Findings of present study: (i) Impact of low and high psychological hardiness on career orientation of female college students was found significant in favor of high psychological hardiness, (ii) Impact of low and high self-efficacy on career orientation of female college students was found significant in favor of high self-efficacy.

Keywords: Psychological Hardiness, Self-efficacy, Career Orientation and College Students.

1. INTRODUCTION

A career is an individual's journey through learning, work and other aspects of life. Career amongst female is a recent phenomenon. It is only during the last two decades that Indian female have started acquiring careers and this number is greatly increasing in numbers. Education created a need amongst them to redeem their status and to work towards the betterment of their gender in general and the society in particular. Education led to the awareness among female about the rights and privileges which were earlier denied to them. Traditional gender stereotypes that suggested that female's primary social roles were wife and mother. Women of today are contributing towards the global economy and to their surrounding communities. Today's, female college students, in particular, are becoming more career-oriented, with high educational aspirations and greater ambitions at the same time. They delay their marriages to achieve their career goals. Psychological hardiness and self-efficacy are the elements which play a basic role in female's life quality and to create a balance among different dimensions of it. Psychological hardiness and self-efficacy are one of the most influential factors that facilitate the career orientation of female college students. Hardy persons tend to have dedication to a purpose, a sense of control over events and tend to perceive events as opportunities and challenges. People who have low hardiness will hurt more by harmful elements in long term while people with high hardiness apparently have natural or acquirable security against the stressful elements. Self-efficacy is a measure of one's own ability to complete a task and reach goals. Low self-efficacy means that we will doubt our capabilities. This self-doubt will cause us to avoid moving out aspirations will be lower and we will set ourselves small goals and be less motivated to achieve them. Our self-efficacy will be affected by the encouragement that we receive from others. A number of studies have been conducted in the field of psychological hardiness, self-efficacy and career orientation.

Jomhari (2002) reported that hardiness is the ability to understand the external conditions accurately and to make a desirable decision about oneself. Kobasa and Maddi (1982) stated that a hardy person is very resistant to mental pressure

and stressful situations, and that he/she may even welcome such situations because of the belief that these situations are necessary for development in life. Issacson (2002) expressed that hardiness mainly relates to ones' positive adjustment to when encountering problems and difficulties. Kobasa (1979) stated that hardiness can enforce person ability to control situation, to commit duties and to encounter events. Bandura (1993) reacted that our expectation for succeeding or failing at a particular task will be influenced by our sense of self-efficacy in that area. Sense of self-efficacy influences the goals we will attempt to reach and our persistence. If we have a high sense of self-efficacy in a given area, we will set high goals and persist when we encounter difficulties. If our sense of self-efficacy is low, we may avoid a task altogether or give up easily when problems arise. Fieldman (1996) reported that people, who perceive themselves as self-efficacious accept greater challenges, expend more effort and may be more successful in reaching their goals.

Objectives of the Study

- i) To find out impact of low and high psychological hardiness on career orientation of female college students.
- ii) To find out impact of low and high self-efficacy on career orientation of female college students.

Hypothesis of the Study

- i) There is no significant impact of low and high psychological hardiness on career orientation of female college students.
- ii) There is no significant impact of low and high self-efficacy on career orientation of female college students

Sample of the Study

The sample of the study consisted of 200 female college students from the college affiliated by Punjab University Chandigarh, offering B.A/B.S.C/B.com courses.

Tools Used

Following tools were used for data collection:

- 1) Career Orientation scale designed by Tanwar and Singh (1988) was used to measure the career orientation of female college students.
- 2) Self-efficacy scale designed by Dr. Shonali Sud (2009) was used to measure the self-efficacy of female college students.
- 3) Psychological Hardiness scale designed by Arun Kumar Singh (2008) was used to measure the psychological hardiness of female college students.

Statistical Techniques Used

To test hypothesis of present study, t-test was used.

2. RESULTS

To compare the career orientation of female college students across high and low levels of psychological hardiness t-test was used. Summary of t-test is given in Table-1. Table-1 show that t- value is 3.9800 which is greater than table value 2.58 for significant at 0.01 level for 190 degree of freedom (df). This means that in career orientation of female college students across high and low levels of psychological hardiness differ significantly at 0.01 level of significance.

Table-1: Summary of t-test for difference between female college students across high and low levels of psychological hardiness on career orientation.

Psychological Hardiness	N	Mean	S.D	t
Low Psychological Hardiness	93	31.365	12.763	3.9800**
High Psychological Hardiness	99	39.303	15.233	
**P < 0.01 (significant at 0.01 level)				

Therefore, null hypothesis that “There is no significant impact of low and high psychological hardiness on career orientation of female college students” is rejected.

Summary of t-test to compare the career orientation of female college students across high and low levels of self-efficacy is given in Table-2. Table-2 show that t- value is 4.625 which is greater than table value 2.62 for significant at 0.01 level for 135degree of freedom (df). This means that in career orientation of female college students across high and low levels of self-efficacy differ significantly at 0.01 level.

Table-2: Summary of t-test for difference between female college students across high and low levels of self-efficacy on career orientation.

Self-Efficacy	N	Mean	S.D	t
Low Self-Efficacy	63	29.968	12.556	4.625**
High Self-Efficacy	74	41.000	15.602	
**P < 0.01 (significant at 0.01 level)				

Therefore, null hypothesis that “There is no significant impact of low and high self-efficacy on career orientation of female college students” is rejected.

3. DISCUSSION

Findings of present study show that significant impact were found in career orientation of female college students across high and low levels of psychological hardiness. Previous studies also show significant impact of hardiness on career orientation. Fieldman (1996) indicated that female, who has a high sense of self-efficacy may be more successful in reaching their goals. Obura (2012) found that students’ career aspirations were significantly related to high level of self-efficacy. Chen (2006) revealing that the higher level of self-efficacy a person has more competent and prepared, the person is to handle career tasks and solve career problems. Self-efficacy represents a powerful predictor of individuals’ capacity for and potential in their vocational development trend. Conyers et. al. (1998) results indicate that people who have a high level of self-efficacy are more likely to pursue their own goals and do better at difficult tasks.

Significant impact of career orientation of female college students across high and low levels of self-efficacy was found in present study. Several studies have been conducted on hardiness of students. Bartone (2006) found that the high hardy persons have a strong sense of work commitment and more openness to change and challenges in life.

Maddi et al (2009) examined that the hardiness was associated with positive attitudes one's own capabilities. Funk (1992) also found that the hardy individuals are goal-oriented people .who are committed to themselves. Allred and Smith (1989) found that hardy students engaged in even more positive thinking while low hardy students did not.

These researches are supportive results of present study. Investigator thinks that in present time career is a social stand of a person’s course through life. It is the sequence of work related activities and associated attitudes, values and aspiration over the span of one’s life. It connects intention to work or less continuously throughout life; desire to work even when there is no financial need, expecting to derive a large amount of satisfaction from work, therefore, significant impact were found on career orientation of female college students across high and low levels of psychological hardiness and self-efficacy.

Educational Implication and Suggestions

Since significant impact of hardiness and self-efficacy were found, therefore, to enhance career orientation of female college students’ teachers and parents help them to maintain and develop high hardiness and self-efficacy. The college administration and local authority should provide such environment and activities that develop hardiness and efficacy of female college students. Teachers and parents provide special help and care to college students in development of their career orientation.

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