

ROLE OF ACADEMIC FAILURE TO UNDERSTAND THE SELF-EFFICACY OF THE STUDENTS INFLUENCING CAREER ASPIRATION EXAMINING IN WEST BENGAL

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ABSTRACT

Career Aspiration is an important part of human life as it means the vision for future. It is a long-term career goal, plan, and dream about the future. On the other hand, Self-Efficacy is an integral part of human life, and its importance is very prominent. The present study aims to give a detailed viewpoint regarding the career aspiration and self-efficacy among young adults who have faced a year(s) loss during their academic years. During the study, thorough information was collected from the participants about the reason behind their level of career aspiration and self-efficacy. This will help to understand the implication of academic failure in the future of the youth, and how and what measures may be taken to boost up the confidence in the young adults and lead them to a better future. In this study, two groups of boys and girls of 30 people each, ranging from 21-25 years of age ($M = 22.48$, $S. D = 1.049$, $N = 60$) were chosen. The career aspiration and self-efficacy were evaluated based on their response, and the result was analyzed according to the anova. It was found out there is no role of academic failure and self-efficacy of the students influencing career aspiration examining in West Bengal. It was also found out that there lies no significant difference in the career aspiration among girls and boys, and in self-efficacy among girls and boys and even in the interaction effect.

KEYWORDS: Career Aspiration, Self-Efficacy, Academic Failure, Early Adulthood

INTRODUCTION

Academic failure can be defined as lack of success in education. It not only leads to loss of academic years but also social and economic loss. The students fall back and lose connection and contact with their peers. Sometimes they are also highly criticized socially by their peers, neighbors, and even by their family members. But there is a saying "failures are the pillars of success". Our study somehow accepts the notion, it was found out that there is no role of academic failure and self-efficacy of the students influencing career aspiration.

CAREER ASPIRATION

Career aspiration refers to the dream or vision for future about career. It is one of the important aspirations of our life. It is a long-term goal which we try to achieve. It varies from person to person. It is the main aspect of our life that keeps people working or motivating to achieve the desired goal. Various studies suggests that gender, socio-economic status, academic performance, parents' occupation and educational level, and parental expectations can influence career aspiration in an

individual (Domenico & Jones, 2006; Adragna, 2009; Berzin, 2010).

There are three factors in the career aspiration scale, such as factor 1 is leadership aspiration which indicates how much someone is capable to acquire or to be a proper leader in their career, factor 2 is achievement aspiration which indicates the possible ratio to achieve the desired goal in the career. The factor 3 is educational aspiration which indicates how much someone is ready to educate themselves to acquire more knowledge in their field.

SELF-EFFICACY

Self-efficacy is the belief of our own self. It plays an important role in determining our goals. Research suggests that many choices that directly influence health- including physical exercise, seat belt use, self-exams, and smoking are all reliant on at least in part on self-efficacy which propose self-efficacy is also a distinguished facet of our life. According to Bandura (1986) self-efficacy is “an individual’s belief in his or her own ability to organize and implement action to produce the desired achievements and results”. There are four sources of self-efficacy according to Bandura- mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (1977).

- **Mastery Experiences-** Successful experiences of an individual tends to boost up the self-efficacy, while failure wears down it in an individual.
- **Vicarious Experiences-** When an individual sees another individual, say a friend, classmate, colleague, or relative, succeed while performing a task, it can strengthen the belief in that individual’s own abilities.
- **Verbal Persuasion-** An individual’s self-efficacy can be boosted with communication which may guide them to make better efforts and work hard to achieve the goal.
- **Physiological and Affective States-** A positive mood and better health can lift up an individual’s self-efficacy.

In a Norwegian twin study conducted in 2013, it was found out that self-efficacy in adolescents was 75% heritable and the rest 25% was due to the environmental factors.

There is no domain in the self-efficacy scale. The questionnaire of self-efficacy scale indicates how much someone manages themselves to solve any problem or how they stick to their belief, self-confidence an efficiency.

ACADEMIC FAILURE

Research shows that the students who couldn’t succeed in their academic life perceived factors like teacher behavior, teaching methods, subject content and examinations, lack of commitment to study, and psychological problems as the most significant (Freda Aysan, 1996). Even use of traditional methods of teaching instead of modern techniques can be a probable cause of low academic achievements among students (Samer M Al-Zuobi, Mohammad A Bani Younes, 2015). Back in 2005, Neff published work finding that students who are self-compassionate in the wake of exam failure go on to study harder for future exams. The effects of academic year loss on students are pretty bad. They face discrimination from the teachers, neighbors, and relatives. Even at some point of time parents behave differently towards them. Consistent discrimination can even sometimes lead to school/college drop out. But even failures can have positive effects. It teaches to try different ways before completely giving up because there can be more than one way to reach the goal.

In the present study we were focusing on some young adults (21-25 years) who have faced any academic failure or year loss and their career aspiration and self-efficacy. 60 responses were collected, 30 of them were boys and remaining 30 were girls.

REVIEW OF LITERATURE

A study was conducted in 2017 on the career aspiration of undergraduate students of the rural area which showed that more than half of the respondents had ambition in their life. 2/3rd of them performed well in their academic life, and they considered academic performance to be a factor of career aspiration. Around 54% of them also reported that the faculty members help the students in their career aspiration (T. Selvam, 2017). Another study on career aspiration among Kashmiri Adolescents in relation to their gender showed that the boys and girls have moderate level of career aspiration and there was no significant difference between the boys and girls in terms of their leadership aspiration but a significant difference was found in terms of their achievement aspiration and educational aspiration (Irshad Ali Dar, 2019). A very recent study conducted in 2021 on tribal residential school students of Kerala showed above average level of career aspiration among the participants, and the boys were found to score more in the career aspiration scale than the girls (Dr. T. Mohamed Saleem, Muneer Vazhayil, 2020). Self-efficacy, social support, gender role attitudes, and role model are significantly related to career aspiration among which self-efficacy, social support, and gender role seems to be noteworthy in explaining career aspiration (Aminah Ahmad, Maimunah Ismail, Wu Hwei Ming, 2007).

Objectives

The aim of the current study is to find out the impact of self-efficacy and sex of the students in influencing career aspiration examining in West Bengal.

Considering the subscales of career aspiration-

- To find out the impact of self-efficacy, sex, and their interaction effect of the students on leadership aspiration among students in West Bengal.
- To find out the impact of self-efficacy, sex, and their interaction effect of the students on achievement aspiration among students in West Bengal.
- To find out the impact of self-efficacy, sex, and their interaction effect of the students on educational aspiration among students in West Bengal.

Hypothesis

- H1a: There is a significant impact of self efficacy on leadership aspiration among students in West Bengal.
- H1b: There is a significant impact of sex on leadership aspiration among students in West Bengal.
- H1c: There is a significant interaction effect of self-efficacy and sex upon leadership aspiration among students in West Bengal.
- H2a: There is a significant impact of self efficacy on achievement aspiration among students in West Bengal.
- H2b: There is a significant impact of sex on achievement aspiration among students in West Bengal.

- H2c: There is a significant interaction effect of self-efficacy and sex upon achievement aspiration among students in West Bengal.
- H3a: There is a significant impact of self efficacy on educational aspiration among students in West Bengal.
- H3b: There is a significant impact of sex on educational aspiration among students in West Bengal.
- H3c: There is a significant interaction effect of self-efficacy and sex upon educational aspiration among students in West Bengal.

Sample

Sampling was done on the basis of purposive sampling for the fair representation of the population. Two groups were selected, each group consisting of 30 members each. Group one consisted of 30 male members between the age of 21 to 25 years and group 2 consisted of 30 female members between the age range 21 to 25 years.

Inclusion Criteria

- All the participants must be exactly within the age range of 21 to 25 years.
- All the participants must have at least one academic year loss.
- All the participants must come from almost same socioeconomic background.

Exclusion Criteria

- The participants having an academic year loss before their age of 16 were excluded.
- Participants with any prior mental or physical illness were excluded.
- Participants with more than two years of academic failure were excluded.

METHOD

Procedure

The research problem was selected that the career aspiration and self-efficacy among young adults who have faced a year(s) loss during their academic years. Then the suitable scales (General Self efficacy scale and Career aspiration scale) were also selected accordingly.

Rapport was established with the participants before giving them the questionnaire. The questionnaire was prepared through Google Form because of the pandemic situation. The instructions were properly explained to the participants on how they should give the responses also they were instructed that there is no right or wrong answer and they have to respond all the items as soon as possible.

To get a better view of the reasons behind the academic year loss and if it has affected their career aspiration, the reasons behind their year(s) loss, and how they were treated after the year(s) loss they faced, we did a qualitative analysis. Five questions were asked (an additional question was asked on the basis of the answer of the 5th question) to the respondents, and their answers were recorded. The questions are as follows-

- Were you discriminated by the teachers for the academic year loss that you have faced?
- How did your parents react to this?
- What are the reasons do you think is behind the academic year loss that you faced?
- Would you say that you have succeeded after facing a year(s) loss?
- What are you currently pursuing and is it something you always wanted to pursue?
- (If the respondent answered “no” to the 5th question) What do you think are the reasons behind you not being able to pursue what you wanted to?

After receiving all the responses (60responses) the calculations were done that is anova and descriptive statistics. From the result the data were interpreted and concluded properly.

Description of the Tools

In the present study General Self Efficacy Scale and Career Aspiration Scale were used to access the role of academic failure of the students (21-25 years old) in West Bengal.

- **Scale for Self-Efficacy-** General Self efficacy scale was introduced with the participants who have faced any academic failure in their life. This scale was developed by Schwarzer. R. & Jerusalem, M. in 1995. This scale was used to observe the level of self-efficacy the participants have after getting academic year loss. The validity of General Self Efficacy Scale is correlated to emotional stability, optimism and work satisfaction. Negative coefficients are also present for depression, stress, anxiety and dissatisfaction. The internal reliability for GSE is Cronbach’s alphas ranged between .76 to .90. There are 10 items questionnaire on a 4-point scale. The responses ranging from 1-Not at all true, 2-Hardly true, 3-Moderately true to 4- Exactly true.
- **Scale for Career Aspiration-**Career Aspiration Scale was developed by Gregor & O' Brien. This scale consists three sub scales such as leadership aspirations, educational aspirations and achievement aspirations. The leader aspirations subscale measures the leader factor of a person like how much someone is wanted to be a leader, the educational aspirations subscale measures a person's eagerness to be educated and achievement aspirations subscale is used to measure the degree of courage to acquire the achievement in their life. Cronbach's alpha coefficient ranged from .71 to .88. In this scale participants have to respond to 24 items, which is divided into 3 factors (Factor 1- leadership aspiration, Factor 2- achievement aspiration, and Factor 3- educational aspiration) each consisting of 8 items, for which responses are 0- Not at all true of me, 1-Slightly true of me, 2- Moderately true of me, 3- Quite a bit true of me, and 4- Very true of me.

RESULT AND DISCUSSION

Table 1: To Show the Descriptive Statistics of the given Variables

Variables	Sex	N	Mean	Standard Deviation
Self-Efficacy	Male	30	34.3	3.949
	Female	30	30.83	4.363
Career Aspiration	Male	30	72.666	11.888
	Female	30	71.033	11.427
Sub-domain of Career Aspiration	Sex	N	Mean	Standard Deviation
Leadership Aspiration	Male	30	21.966	6.800
	Female	30	21.733	5.199
Achievement Aspiration	Male	30	26.275	3.643
	Female	30	25.333	5.491
Educational Aspiration	Male	30	24.366	4.759
	Female	30	24	4.856

The mean score for self-efficacy of the male respondents is 34.3 and the S.D is 3.949, and the mean score for self-efficacy of the female respondents is 30.83 and the S.D is 4.363. This means that the male respondents have higher self-efficacy in comparison to the female respondents. Another study that showed similar result was conducted by Lars Fallan & Leiv Opstad (2016).

The mean score for career aspiration of the male respondents is 72.666 and the S.D is 11.888, and the mean score for career aspiration of the female respondents is 71.033 and the S.D is 11.427. This mean that the male respondents have higher career aspiration in comparison to the female respondents. A study done in 2020 by Muna Abdulla Al-Bahrani, Suad Mohammed Allawati, Yousef Abdelqader Abu Shindi, and Bakkar Suliman Bakkar showed that females have higher scores on career aspiration than male.

There are 8 items in leadership aspiration (Factor 1). The mean score for leadership aspiration of the male respondents is 21.966 and the S.D is 6.800, and the mean score for leadership aspiration of the female respondents is 21.733 and the S.D is 5.199. This means that the male respondents have higher leadership aspiration in comparison to the female respondents. A study conducted in 1989 by Ming Singer put on a view that male had higher aspiration to be in leadership positions. A probable reason for lower leadership aspiration among female maybe the traditional practice of males acquiring the leadership position and females being discriminated against time and again.

There are 8 items in achievement aspiration (Factor 2). The mean score for achievement aspiration of the male respondents is 26.275 and the S.D is 3.643, and the mean score for achievement aspiration of the female respondents is 25.333 and the S.D is 5.491. This means that the male respondents have higher achievement aspiration in comparison to the female respondents.

There are 8 items in educational aspiration (Factor 3). The mean score for educational aspiration of the male respondents is 24.366 and the S.D is 4.759, and the mean score for educational aspiration of the female respondents is 24 and the S.D is 4.856. This means that the male respondents have higher educational aspiration in comparison to the female respondents. It was seen in a study conducted in 1974 that significant sex differences existed in educational aspirations, with females desiring fewer years of higher education.

Table 2: A Two-Way ANOVA is used to Show the Main Effect and The Interaction Effect Of Self –Efficacy and Gender upon Leadership Aspiration

Tests of Between-Subjects Effects						
Dependent Variable	Leadership Aspiration					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	857.483 ^a	26	32.980	0.858	0.653	
Intercept	19417.012	1	19417.012	505.266	0.000	
Self-efficacy	426.740	15	28.449	0.740	0.728	
Gender	66.132	1	66.132	1.721	0.199	
Self-efficacy * gender	483.676	10	48.368	1.259	0.293	
Error	1268.167	33	38.429			
Total	30771.000	60				

To see the effect of Self-Efficacy on Leadership Aspiration ANOVA was done for the statistical analysis. The F ratio is calculated to be 0.740 and the significant value is found to be 0.728. Therefore, it can be said that there is no effect of Self-Efficacy on Leadership Aspiration.

There was no effect of gender on Leadership Aspiration. The F ratio is calculated to be 1.721 and the significant value is 0.199.

It was also found out that the interaction effect of Self-Efficacy and gender had no significant effect on Leadership Aspiration. The F ratio was 1.259 and the significant value is 0.293.

Table 3: A Two-Way ANOVA is used to Show the Main Effect and The Interaction Effect of Self –Efficacy and Gender upon Achievement Aspiration

Tests of Between-Subjects Effects						
Dependent Variable	Achievement Aspiration					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	494.583 ^a	26	19.022	0.816	0.701	
Intercept	27859.751	1	27859.751	1194.377	0.000	
Self-efficacy	308.239	15	20.549	0.881	0.590	
Gender	74.118	1	74.118	3.178	0.084	
Self-efficacy * gender	206.268	10	20.627	0.884	0.557	
Error	769.750	33	23.326			
Total	41306.000	60				

To see the effect of Self-Efficacy on Achievement Aspiration ANOVA was done for the statistical analysis. The F ratio is calculated to be 0.881 and the significant value is found to be 0.590. Therefore, it can be said that there is no effect of Self-Efficacy on Achievement Aspiration.

There was no effect of gender on Achievement Aspiration. The F ratio is calculated to be 3.178 and the significant value is 0.084.

It was also found out that the interaction effect of Self-Efficacy and gender had no significant effect on Achievement Aspiration. The F ratio was 0.884 and the significant value is 0.557.

Table 4: A Two-Way ANOVA is used to Show the Main Effect and The Interaction Effect of Self –Efficacy and Gender upon Educational Aspiration

Tests of Between-Subjects Effects					
Dependent Variable	Educational Aspiration				
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	521.317 ^a	26	20.051	0.805	0.713
Intercept	24945.410	1	24945.410	1001.864	0.000
Self-efficacy	329.652	15	21.977	0.883	0.588
Gender	30.469	1	30.469	1.224	0.277
Self-efficacy * gender	149.436	10	14.944	0.600	0.802
Error	821.667	33	24.899		
Total	36433.000	60			

To see the effect of Self-Efficacy on Educational Aspiration ANOVA was done for the statistical analysis. The F ratio is calculated to be 0.883 and the significant value is found to be 0.588. Therefore, it can be said that there is no effect of Self-Efficacy on Educational Aspiration.

There was no effect of gender on Educational Aspiration. The F ratio is calculated to be 1.224 and the significant value is 0.277.

It was also found out that the interaction effect of Self-Efficacy and Gender had no significant effect on Educational Aspiration. The F ratio was 0.600 and the significant value is 0.802.

As per the obtained result, it is evident that there lies no significant role of academic failure and self-efficacy of the students influencing career aspiration examining in West Bengal. It was also found out that there lies no significant difference among male and female respondents in terms of their self-efficacy and career aspiration. So, the null hypothesis is accepted.

No significant effect of academic failure on career aspiration of the students was also found out.

To find out the exact reasons as well as the background of the academic year loss of the participants in this research, we also did a qualitative analysis with some general questions which were given to all of them individually but unfortunately 12 people out of 60 participants were not comfortable and they were not willing to give the answers of the questions. They were asked to give responses on the basis of their experiences. The questions with responses are explained in the following-

- Were you discriminated by the teachers for the academic year loss that you have faced?

In this question we got to know many experiences, we have received such responses like - “No, they have always treated me the same way they treat others.” “I wasn’t much discriminated by the teachers for the year loss. They have been surprisingly supportive throughout the time.” “No not at all, I didn’t face anything” “No, I was not discriminated by my teachers. In fact, after an academic year loss, my teachers helped me a lot in my studies and motivated me more to fulfil my goals.” But this is not the full scenario, many responses were like “Yes, I was discriminated by the teachers. They told me to quit the college and join another college” “Yes somewhat” “Yes, in some cases I have been discriminated by my teachers” so on. Out of 48 people 37 of them were not discriminated by their teachers but 11 of them faced discrimination by their teachers for the academic year loss.

- How did your parents react to this?

Almost every participant replied that initially their parents were worried and tensed but some of the parents were supportive throughout the time where some of them were not. The main concern of their parents was the year loss would

affect their carrier path greatly.

- What are the reasons do you think is behind the academic year loss that you faced?

There are different reasons behind the academic year loss they faced. Nearly 11 participants assured that they neglected their studies at that time for many reasons. Some of them think that they were forced to take subjects, they didn't find interest in that subject so the year loss happened.

- Would you say that you have succeeded after facing a year(s) loss?

In this phase we got some indefinite responses. According to most of them year loss gave them immense amounts of experiences both negative and positive. After receiving the responses, we understood that many of them couldn't say that they have succeeded after a year loss but they believe that it was a lesson for them which helped them and will help them to grow and identify the importance of things in life.

- What are you currently pursuing and is it something you always wanted to pursue?

Out of 48 people almost 39 people are pursuing their jobs or higher studies which they always wanted to pursue and they are happy at the same time satisfied right now with what they are doing. 11 of them said that they are not doing something which they always wanted to do. Only to them again we asked a question that what do you think are the reasons behind you not being able to pursue what you wanted to? They replied that for some reason still they are not suitable for what they always wanted to pursue.

CONCLUSION

The purpose of the present study was to see the role of academic failure and self-efficacy of the students influencing career aspiration examining in West Bengal. We can conclude that there is no significant role of academic failure and self-efficacy on career aspiration of the students. So, we can assume that even if someone has failed in their academic area it is not right to say that they have failed in their career. It was also found out that there is no significant difference in terms of self-efficacy and career aspiration among the male and female respondents. This is maybe because of the reason that parents, teachers, and the government are proving both the sexes with equal opportunity.

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CONFLICT OF INTEREST

The author(s) declared no conflict of interest.

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