Differences in Career Decision Making Self Efficacy (CDMSE) Between Men and Women in Generation Z

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ARTICLE INFO	ABSTRACT
Keywords: *Career,* *Decision Making,* *Self-Efficacy,* *Generation Z*	*The current phenomenon shows that teenagers often need more confidence in making career decisions. This study aimed to identify differences in the level of Career Decision Making Self-Efficacy (CDMSE) between male and female students in Senior High School (SMA). The type of research used was quantitative and used a comparative method. The population of this study was 640 students in grades XI and XII in high school. The sample of this study was 200 students taken using a random sampling technique. The method used in collecting data was a questionnaire. The instrument used was the CDMSES-SF scale developed by N.E. Betz. The data analysis technique used in this study was non-parametric analysis with the Mann-Whitney test. The results obtained from the data analysis showed significant differences in the level of CDMSE between male and female students. Male students have higher CDMSE than female students. For male students, special attention is needed on the planning and goal selection aspects, while for female students, it is on the planning aspect. These results suggest that male and female students need different approaches to career guidance, especially in planning and goal selection.*

INTRODUCTION

Gen Z is individuals born from 1997 to 2013, namely individuals in the age range of 10-26 years, (Azzam, 2021; Schroth, 2019; Smith & Johnson, 2022). This period is crucial because individuals are faced with various challenges such as knowing their future careers. For some teenagers, determining a career after graduating from high school is easy, but some teenagers find it difficult to determine a career after graduation (Jayati & Nuryono, 2018; Nasa et al., 2022; Yulianisa et al., 2018). Generation Z's difficulties in deciding on a career are caused by several things, such as technological advances making many changes in the life sector to make employment narrower. In addition, there are certain jobs that have disappeared and there is a need for new skills that did not exist before (Iswara, 2021; Nasa et al., 2022). One of the impacts of changes in life sectors is the high number of disorders, especially in adolescents who are in Gen Z.

A person's career development is influenced by several things that can affect a person's career development in this technological era, including *career self-management* (CSM), career self-exploration, and *carerr decision making self efficacy* (CDMSE), *self efficacy karir* (CDMSE) is one of the direct causes that affect a person's career choice (O'Brien & Kauffman, 2020; Sinring & Umar, 2021; Wu & Chiu, 2021). The results of other studies support this statement that *self efficacy* have a significant positive relationship with career decision-making (Chan & Hsu, 2020; Hani Agnia & Dwi Dasalinda, 2022). CDMSE is one of the important concepts in the field of career psychology that refers to a person's belief in their ability to make appropriate career decisions. Choosing a career is one of the many developmental tasks that should be fulfilled by teenagers. To fulfill these developmental tasks, adolescents must have a high CDMSE (Chen & Wang, 2022; McIlveen & Perera, 2019). If the CDMSE in adolescents is high, it can increase career maturity and career satisfaction of students in the future.

But in reality, the phenomenon that occurs today shows that teenagers often lack confidence in their ability to make career decisions. This is supported by the findings of the research that resulted in a pretest of career self-

Annisa Silvia Wulandari1*, Diana Septi Purnama2

efficacy of SMA N 1 Rumbio Jaya students, which is 54.55% medium and 15.15% low (Muharram & Susilowati Barida Niken, 2022). In line with other studies that examined 371 people in the age range of 19-25 years, 72.7% of students had a CDMSE level in the medium category (Agoes Salim et al., 2023). External and internal factors can influence CDMSE, External factors that can affect CDMSE are peers and parental support (Bimrose & Kettunen, 2020; Kauffman & O'Brien, 2019), then the external factor that affects is the gender role between men and women (Decker & Bock, 2020). Supporting this study, it can be seen that the phenomenon that occurs in the field is quoted from the study that the CDMSE in men is higher than the level of CDMSE in women, but the difference has not been seen (Melianasari, 2022).

This gap is influenced by several things, namely the lack of suitable employment opportunities for women and the lack of access to employment opportunities. Women face challenges when trying to enter the workforce, difficulty getting a job (Boulter & Ainsworth, 2021; Melianasari, 2022a). In addition, this gap exists because of the stereotypes given by society to women. These factors ultimately lead to a gap between men and women in Gen Z in terms of *self-efficacy* Career. In general, men tend to have higher levels of CDMSE compared to women. This is due to a variety of factors, including differences in gender socialization, social expectations, and different experiences in the world of work. Gender socialization often shapes individuals' beliefs about their roles and abilities in a career context (Betz & Hackett, 2006; Decker & Bock, 2020). Men tend to be encouraged to take risks and pursue challenging careers, while women are often encouraged to choose more stable and traditional careers, which are considered more appropriate for their gender roles (An & O'Brien, 2022; Betz & Hackett, 2023). The difference in confidence in performing tasks in determining further studies between men and women is supported by several studies (Anyango et al., 2024). Previous research revealed that men had a higher CDMSE than women, but the difference shown was not significant (Melianasari, 2022).

This phenomenon of differences needs special attention by counselors or guidance and counseling teachers. The role of a guidance and counseling teacher or counselor is very important in terms of helping adolescents, especially Gen Z, to grow their confidence in job choices (Duffy & Blustein, 2020; Gysbers & Henderson, 2019; McMahon & Watson, 2021). Therefore, it is important to develop interventions that can improve CDMSE in women so that they are more confident in making career decisions and can pursue the various career opportunities available. There has been no study on the difference in career decision making cell efficacy (cdmse) between men and women in generation Z. Based on this, the purpose of this study is to analyze the difference in career decision making cell efficacy (cdmse) between men and women in generation Z.

METHOD

This study applies a type of quantitative research by using a comparative research method. The population of this study is 640 students who are in grades XI and XII in high school. The sample of this study amounted to 200 students who were taken using the random sampling technique. The method used in collecting data is a questionnaire. The instrument used is the CDMSES-SF scale developed by N.E. Betz in 1996 and has been adapted to the Indonesian version by the researcher, which refers to the adaptation procedure consisting of five steps, namely: *Recruit translation team, forward translation, back translation, committee consolidation,* and *pilot test and finalize* (Cheung et al., 2020). In the adaptation process, the researcher collaborated with several official institutions for the translation process and collaborated with two experts for the instrument validation process. The instrument grid is presented in Table 1.

Table 1. Research Instrument Grid

Variable	Aspects	Item	Sum
Caree Decision Making Self Efficacy	*Self-appraisal*	7, 8, 11, 12, 15	5
	Occupational information	9, 13, 16, 17	4
	Goal selection	1, 4, 10, 14	4
	Planning	2, 3, 18, 19, 21	5
	Problem solving	5, 6, 20, 22 23	5

The research instrument uses a scale of 5 which totals 23 items. The items used are statements with a scale of 1 "very unsure", 2 "not sure", 3 "hesitant", 4 "confident" and 5 "very confident". The data analysis technique

Annisa Silvia Wulandari1*, Diana Septi Purnama2

used in this study is non-parametric analysis with the Mann-Whitney test. The data was analyzed using the IBM Statistical Program for Social Science (SPSS) version 25 for Windows.

RESULTS AND DISCUSSION

The sample of this study was in the form of 200 students of high school grades XI and XII of SMA N 1 Air Batu, consisting of 74 male students (37%) and 126 (63%) female students. The data that has been obtained is then carried out a descriptive test to see the overall condition of the student's CDMSE. The results of the descriptive analysis are shown in Table 2.

Table 2. Descriptive Analysis

Category	Schor's Rent	Frekuen si	Percentage (%)
Very Low	X < 77	15	8%
Low	77 < X 85	43	22%
Keep	85 < X 93	117	59%
Tall	93 < X ≤ 101	24	12%
Very High	X > 101	1	1%
Total		148	200

Based on the results of the descriptive analysis data presented in Table 2, it is concluded that in general, the average CDMSE level of SMA N 1 Air Batu students is in the medium category, which is 59% with a total of 117 students, then the low category is 22% with a total of 43 students, the high category is 12% with a total of 24 students, the very low category is 8% with a total of 15 students and the very high category is only 1% with a total of 1 student. It was concluded that the CDMSE level of students at SMA N 1 Air Batu was mostly in the medium category, namely 59% or 117 students. Furthermore, 22% of students or 43 students are in the low category, 12% or 24 students are in the high category, 8% or 15 students are in the very low category, and only 1% or 1 student is in the very high category. The results of the CDMSE descriptive analysis on each aspect are presented in Table 3.

Table 3. Descriptive analysis of CDMSE for each aspect

No	Aspects	P.	P
1.	Self appraisal (SA)	78%	77%
2.	Occupational information (OI)	78%	75%
3.	Goal selection (GS)	76%	76%
4.	Planning (P)	76%	74%
5.	Problem solving(PS)	77%	75%

The CDMSE data that has been analyzed using descriptive analysis on each of the above aspects can be concluded that in men the highest aspect is in self-assessment which is 78% and *occupational information* 78%, while in women there is only self-assessment which is 77%. The lowest percentage for men is in the aspects of planning (76%) and *goal selection* (76%), while women are only in planning (74%). It can be concluded that the condition of confidence of SMA N 1 Air Batu students between boys and girls is different in various aspects. However, both men and women have a high confidence that they are able to recognize themselves, and men are not only confident in being able to recognize themselves but have confidence that they are able to obtain good information about career decisions. Male and female students have less confidence in the ability to make plans, then in men there is one aspect of laggi that has a low score, namely *goal selection*. This means that male students of SMA N 1 Air Batu have doubts about themselves to determine goals. To get clearer results about the significant differences between women and men, the following are the results of the differences that have been carried out. Before the difference test is carried out, the data that has been collected first in the prerequisite test, is in the form of a normality test.

Annisa Silvia Wulandari1*, Diana Septi Purnama2

Table 4 Results of the Normality Test

One-Sample Kolmogorov-smirnov test								
	N	Normal Parameters		Most Extreme Differences			Tes statistic	Asymp.sig (2-tailed)
		Mean	SD	Absolute	Positive	Negative		
CDMSE	200	87,38	6,98	0.131	0.092	-0.131	0.131	0.000

Based on the results of the normality test using SPSS, a significance value of 0.00 was obtained, which means that the value was less than 0.05 (p < 0.05). This shows that the data in this study are not normally distributed. Therefore, non-parametric analysis is a data analysis technique used, then using the Mann-Whitney test. The following are the results of the difference test using SPSS using the Mann-Whitney Test, this test is used to test the difference in CDMSE levels between women and men presented in Table 5.

Table 5. *Mann Whitney Difference Test*

	Mann-Whitney	Wilcoxon W	With	Asymp.sig (2-tailed)
CDMSE	3864.000	11865.000	-2.024	0.043

The results of the data analysis carried out by the MannWhitney test can be concluded that the gis value is (0.043 < 0.05) or the p value is less than 0.05, this means that there is a significant difference in the level of CDMSE between women and men. Furthermore, in order to make the results obtained clearer, different tests were carried out on each aspect presented in Table 6.

Table 6. CDMSE Aspect Test Results

Uji	Aspects of CDMSE	Mann-Whitney	Wilcoxon W	With	Asymp.sig (2-tailed)	To be sure. [2*(1-tailed.)]
Mann Whitney Self Aprraisal	Self Aprraisal	0.000	15.000	-2.611	0.009	0.008
Mann Whitney Planning	Planning	0.000	15.000	-2.619	0.009	0.008
Mann Whitney Problem Solving	Problem solving	0.000	15.000	-2.611	0.009	0.008
Mann Whitney Occupational Information	Occupational information	0.000	10.000	-2.309	0.021	0.029
Mann Whitney Goal Selection	Problem solving	0.000	10.000	-2.309	0.021	0.029

The results of data analysis using SPSS *mann-whitney t-tet* on each aspect of CDMSE, it can be concluded that each aspect shows a significant difference between women and men in generation Z. Results of *the Mann Whitney* test on each aprairial aspect Niali P is smaller than 0.05, which is the SIG value (0.009 < 0.05). Based on these results, it can be concluded that there is a significant difference between Gen Z men and women in the *self-aprairial apreliminary.* The *Planning aspect* has a sig value of 0.009, the value is small from 0.05 (p < 0.05). This means that there is a significant difference between women and men in the planning aspect . The *problem solving*

Annisa Silvia Wulandari1*, Diana Septi Purnama2

aspect yielded a sig value of 0.009. A small sig value of 0.05, it can be concluded that a p value < 0.05 means that there is a significant difference between women and men in the problem solving aspect. The aspect of *occupational information* received a small sig value of 0.021 from 0.05, it can be concluded that there is a significant difference in *the problem solving* aspect . Finally, in the goal selection aspect, a significance value of 0.021 was obtained, which indicates that the p value is less than 0.05. Overall, it was concluded that there was a significant difference between men and women.

The results of the data analysis show that There are significant differences between men and women in every aspect. The results of the description show The average student has a moderate confidence in deciding a career that is classified as moderate. This shows the need for special help to students to increase their confidence in themselves, not only general help, counselors at school need to pay more attention to the condition of students (Duffy & Blustein, 2020; Gysbers & Henderson, 2019; McMahon & Watson, 2021). Generation Z who are currently expected to achieve career maturity is one of the responsibilities that must be achieved (Jayati & Nuryono, 2018; Nasa et al., 2022; Yulianisa et al., 2018). To achieve career maturity, generation Z should have the ability to make career decisions and have confidence that they are able to perform their duties in making career decisions. It is important for them to develop the ability to make effective career decisions (O'Brien & Kauffman, 2020; Sinring & Umar, 2021; Wu & Chiu, 2021). This ability not only includes gathering information about various career options, but also involves self-analysis to understand the interests, values, and skills possessed. In addition, self-efficacy is a key factor that allows them to feel capable and confident in making these decisions (Alafgani & Purwandari, 2019; Çetin & Aşkun, 2018). By having confidence that they can overcome challenges and undergo the decision-making process. Generation Z will be better prepared to face uncertainty and take advantage of existing opportunities, so that they can achieve their desired career goals more effectively (Azzam, 2021; Schroth, 2019; Smith & Johnson, 2022).

The results of the Mann-Whitney analysis carried out to test the difference in CDMSE between men and women, it was found that there was a significant difference in CDMSE between men and women of Generation Z. This difference is caused by several factors, including technological advances that bring many changes in various sectors of life, resulting in increasingly limited employment, there are certain jobs that have disappeared and there is a need for new skills that are previously none (Melianasari, 2022b; Nasa et al., 2022). In addition, it includes differences in gender socialization, social expectations, and different experiences in the world of work. Gender socialization often shapes an individual's beliefs about their roles and abilities in a career context. The differences in CDMSE between men and women in each aspect also show differences (Gysbers & Henderson, 2019; Melianasari, 2022a). Then between men and women also have differences in various aspects, the level of women's CDMSE is higher in terms of *self aprraisal* (SA) while men have 2 aspects that are highly assessed, namely in *Self apraisal* (SA) dan *occupational information* (OI). Then the thing that needs to be given special attention is in the aspect *planning* (planning) for men and women and especially for men requires special attention again on the aspect of *goal selection.*

The researcher recommends to guidance and counseling teachers in schools to pay special attention to students in improving CDMSE. The implication of this study is that the results of this study provide an overview of the difference in CDMSE levels between women and men. Men need special attention to increasing their ability to set goals and make plans, while women only need to increase their confidence in making future plans. This study also emphasizes the importance of the role of guidance and counseling teachers in helping adolescents, especially Generation Z, to overcome this gap. More specific interventions and attention to gender differences in career development are needed, so that all learners can achieve optimal career maturity. Thus, the results of this study can be a reference for the development of career guidance programs in schools, as well as provide insights for educators and counselors in supporting students in making better career decisions in the future.

CONCLUSION

It was concluded that there was a significant difference in self-efficacy in career decision-making (CDMSE) between male and female students among Generation Z. This study showed that male students had a higher CDMSE level than female students' CDMSE levels, especially in terms of career planning and decision-making. Men need special attention to the aspects of planning and goal selection and women need special attention to planning. This phenomenon shows that although both men and women have confidence in self-recognition, there is a difference in confidence in their ability to plan and determine career goals. This is influenced by a variety of factors, including gender socialization, social expectations, and different experiences in the world of work.

Annisa Silvia Wulandari1*, Diana Septi Purnama2

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