Abstract

The relationship between self-esteem, job search intensity, and career decision making was examined. The study investigated the correlation between self-esteem and job search intensity among graduate students. The results showed a significant relationship between self-esteem and job search intensity. Results also indicated that students with higher self-esteem had a higher level of job search intensity. The findings suggest that self-esteem plays a critical role in shaping individuals' career decision-making processes. Future research could explore the underlying mechanisms that link self-esteem and job search intensity.
14

found that the career decision-making self-efficacy plays a significant role in career
education from different racial and ethnic backgrounds. On the same note, Chin (2007)
and colleagues (2007) studied decision-making difficulties among college
students and found that self-efficacy and career decision-making self-efficacy are
interrelated. However, the interplay between self-efficacy and career decision-making
for example, Gatti et al. (2007) investigated the

Research conducted in Western countries investigated certain variables related with

(Swanson et al., 2005)

behaviors that will lead to desired outcomes (decision-making self-efficacy beliefs)
and more recently, individual's beliefs that they can successfully accomplish
and, more recently, individuals' beliefs that they can successfully accomplish
making choices (the predictors) in their own career choice (career decisions)
and educational decisions. It examines how people make career decisions (decision-
making, career decision-making is the process by which individuals make career
decisions, decision-making is the process by which individuals make career
 decisions) and educational decisions, how people make career decisions (decision-
making, career decision-making is the process by which individuals make career
decisions) and educational decisions, how people make career decisions (decision-

Research on career decision making is also extensive in the vocational psychology

must be equipped in students' psychological development.

Those skills and help them appear better human beings in their social circle. Those skills
decision makers and problem solvers. Undergraduate students will be allowed to develop
and interpersonal skills. By having these skills, the students will be trained in effective
and interpersonal skills. By having these skills, the students will be trained in effective
self-development that need to be considered as decision making and problem solving.

Noh et al. (2007) in their study, focused on the preparation for students

1.0

Introduction

International Conference of Communication Dynamics - ICD 2010
Sharpe (Kantor et al., 2001) observed that the person's response to experiences of success, acceptance, and personal self-labels is a set of attitudes that influence the self-esteem, self-concept, and self-reflection. Low self-esteem influences the personal satisfaction and effective functioning. Low self-esteem is associated with self-esteem concerns, problems of work, and the belief that the individual is capable of expressing themselves in a manner that others find valuable. The individual with high self-esteem is described as a person who judges others with high confidence in their own abilities and who is more likely to have high academic and high achievement skills. Hogarth (2009) notes that in the twenty-first century, many college students will require high academic and high achievement skills.

Effectively reaching college students


International conference on Communication Dynamics - ICD 2010
a model of predictive personality and job search success with a sample of 180
students for job search, networking, and general search. Brown et al. (2006) found a
positive correlation between personality traits and job search success. In their study, they
examined the connection between personality traits and job
search behavior. When we examined Koppens (2002) survey of a randomly representative sample of
self-efficacy, social and network attributes were positively related to job
search sources and preparation for effective job interviews. Kwan and al. (2002) found that
job search anxiety and self-esteem were significantly related to job
search anxiety and self-esteem. In the study, the degree of job search effort by
students was significantly related to the perceived type of job search. By
Brown et al. (2006), we found that the differences between self-esteem
and its components were significant. In this study, we compared self-esteem scores of
male students with female students. We found that the female students had a higher level of
self-esteem than the male students. Brown et al. (2006) examined the correlation
between self-esteem and assertiveness. When the students' self-esteem scores were
compared with their gender, it was seen that the female students had a higher level of
assertiveness than the male students. Study done by Koppens (2002) examined the correlation
to gender on self-esteem. There were statistically significant differences between students in different
fields. These differences were not statistically significant for Turkish university students in different
fields. There were lower levels of self-esteem than mean levels among
students in all age groups. Women of all age groups had higher levels of self-esteem than men.

levels and gender

students' achievement overall well-being and four of its dimensions in terms of self-esteem
by Juran and Tazer (2006) investigated the difference among the four universities
family function, parental marital status, and making students' work done
scores and sex, race, religion, number of siblings, having an older
brother or sister, age, sex, race, and religion. It is a major
research question to determine the association between self-estem and
self-esteem. To determine the mean self-esteem score and to determine the association between self-esteem
and its components we compared the scores of the students. When the students' self-esteem scores were
compared with their gender, it was seen that the female students had a higher level of
assertiveness than the male students. Study done by Koppens (2002) examined the correlation
to gender on self-esteem. There were statistically significant differences between students in different
fields. These differences were not statistically significant for Turkish university students in different
fields. There were lower levels of self-esteem than mean levels among
students in all age groups. Women of all age groups had higher levels of self-esteem than men.

Study done by McMillan and Creamer (2002) explores the relationships among self-
Second – The model includes both job search and employment goals, variables, individual differences variables, and situational variables.

First – the model shows the main groups of predictors, including biographical outcomes (Sacks, 2005) in this study. (Figure 1)

An Integrated Self-Efficacy Model of Job Search, Predictions, Behaviors, and Outcomes

I. Theoretical Framework

Job-search intensity and career decision making influence among students’

statements, this study examined whether there are relationships between self-efficacy variables, their influence on students’ decision making. Career decision making among students could be related with other decisions, such as the selection of college. Students may be more active in the job market when they regard the decision of career and self-efficacy.

In summary, relationships were stronger for intensity than effort and for job sources compared to new sources. A positive relationship led to job search intensity and job search effort. However, the relationship led to job search intensity and job search effort. However, the relationship was stronger for intensity than effort.

A number of studies have found that self-efficacy predicts job search behavior and moderates effects of job search self-efficacy.

Job search behavior on the criteria of job search success as well as the direct and indirect effects. Sacks (2006) examined the combined effects of job search learned self-efficacy, job search behaviors, job search effort, and job search.

Using structural equation modeling, the researchers examined college students' learning from the structural equation modeling.
An Integrated Self-Regulatory Model of Job Search Predictors

Figure 1: Psychological well-being

The model also shows the interrelationships among the outcome variables. The model includes two other predictors of job search and employment outcomes. The model shows that job search behaviors are directly related to job search outcomes and indirectly related to employment quality.
Specific hypotheses are:

- There is no significant difference in job search intensity among students of different gender, residential setting, and ethnicity.
- There is no significant difference in career decision-making self-efficacy among students of different gender, residential setting, and ethnicity.
- There is no significant difference in self-esteem among students of different gender, residential setting, and ethnicity.
- There is no significant difference in job-search intensity and self-esteem among students of different gender, residential setting, and ethnicity.
- There is no significant relationship between job-search intensity and self-esteem, and career and decision-making self-efficacy among students of different gender, residential setting, and ethnicity.

In this study, the authors examine whether there are differences in self-esteem, job-search intensity, and career decision-making among students. The study also examines whether these differences are related to gender, residential setting, and ethnicity. If differences are found, the authors then explore whether these findings are related to the job search process itself. The problem addressed in this study is that students may be entering into the job search process with little regard to the influence of career decision-making. Career decision-making is shown in a box at the bottom of the figure.
Internal consistency reliability of the scale was .71 and Grimm (2007) in his study. The Cronbach's Alpha for the current sample was 0.60. The assessment of self-esteem in higher education (Marten-Albo, et al. 2007) of the self-esteem correlation was 0.4. These findings support the use of the RSES for Alpha of 0.85 and 0.88 obtained in the first and the second administration. The values the previous studies were 0.86 (Roes & Gough 2009), other studies found that coefficients for consistency of the scale was assessed with Cronbach's Alpha. The Cronbach's Alpha in the Rosenberg Self-Esteem Scale (RSES) were used to measure students' self-esteem.

The Rosenberg Self Esteem Scale (RSES, Rosenberg 1965)

2.1.2 Participants

The participants are 76 first-year undergraduate students from Faculty of Information Technology. 28 males (37%) and 48 females (63%). There were 22 Bachelors of Science (Information Media), 12 Bachelor of Communication Science (Artificial Intelligence), 12 Bachelor of Computer Science (Database Management), 8 Bachelor of Computer Technology & Communication, 7 Bachelor of Science (Software Development), 7 Bachelor of Computer Science (Information Technology). 28 males (37%) and 48 females (63%). There were 76 first-year undergraduate students from Faculty of Information Technology. 28 males (37%) and 48 females (63%).
were given 30 minutes to complete the survey.

The participants were distributed in the class room to the participants. The participants consisted when the distribution of questionnaires was done. On the second day, classes were identified. The class instructors were informed about the study and in preparing the lesson, the assignment was carried out. The study was divided into two sections using a cluster sampling technique. The procedure involves selection of classes within clusters (e.g., 0.79). The study was survey-based and participants recruit clusters using cluster sampling.

The current sample was 0.89.

The correlation alpha of 0.96 was obtained for scores in their study. Conbach’s alpha in a population alpha of 0.94 for the total scale, Fores et al. (2006) reported that was not significant in performing tests related to career decision-making. Beta et al. (1996) reported that the Coriolis is confidence. Higher scores indicate considerable confidence in performance, repeated measures confidence in accomplishing career-related goals. The Coriolis is used to assess career decision-making confidence. The Coriolis is a measure of self-efficacy scale. (CDMS)

Regarding the decision making self-efficacy scale, short form (CDMS-S) the correlation was 0.89.

The internal consistency reliability of this scale was 78. Conbach’s alpha in the international conference of communication dynamics - ICD 2016.
Decision Making-Self-Efficacy, between Self-Esteem and Career Decision Making-Self-Efficacy, between Self-Esteem and Job-Search Intensity, and between Job-Search Intensity and Career

Pearson product moment correlation was used to measure the strength of association. Correlation matrix was used to analyze the hypotheses related to correlation. A

Correlation Matrix:

<table>
<thead>
<tr>
<th></th>
<th>2.94</th>
<th>1.79</th>
<th>2.80</th>
<th>1.49</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.71</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Scale

Table 2: Means and Standard Deviations of the Scores

3. Results
Decision Making Self-Efficacy ($r = 0.319, p < 0.01$), Intensity and Career Decision Making Self-Efficacy ($r = 0.374, p < 0.01$). There is no significant relationship between Self-Esteem and Job-Search Intensity ($r = 0.397, p > 0.05$). There is a significant positive relationship between Self-Esteem and Job-Search Intensity. There is a significant positive relationship between Self-Esteem, Career Decision Making Self-Efficacy and Job-Search Intensity. Table 3 and Figure 3 present the matrix of Pearson Correlations computed to examine Intensity and Career Decision Making Self-Efficacy relationships between Self-Esteem, Job-Search Intensity and Career Decision Making Self-Efficacy.

** Figure 3: Matrix Correlations between Self-Esteem, Job-Search Intensity and Career Decision Making Self-Efficacy

<table>
<thead>
<tr>
<th></th>
<th>Table 3: Correlations between Self-Esteem, Job-Search Intensity and Career Decision Making Self-Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>1</td>
</tr>
<tr>
<td>Job-Search Intensity</td>
<td>0.319 **</td>
</tr>
<tr>
<td>Career Decision Making Self-Efficacy</td>
<td>0.397 **</td>
</tr>
<tr>
<td>Gender</td>
<td>City</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Male</td>
<td>Small Town</td>
</tr>
<tr>
<td>Female</td>
<td>Res. Set</td>
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<tr>
<td>Male</td>
<td>Small Town</td>
</tr>
<tr>
<td>Female</td>
<td>Res. Set</td>
</tr>
</tbody>
</table>

Table 4: t-Test

Female, and between small town and city.

Making Self-Efficacy and Job-Satisfaction Inventories between male and female.

Table 4 presents the scores of t-tests for Self-Efficacy Career Decision.
The mean job search intensity scores of students from small town (M) is 12.2 (SD = 5.9). The mean job search intensity scores of male students (M = 13.69, SD = 5.49) and female students (M = 13.77, SD = 5.6) are not significantly different (t = 1.18, p = 0.24). The mean job search intensity scores of students from small town (M = 12.2) is significantly different from the mean job search intensity scores of students from city (M = 8.32, SD = 11.18) (t = 2.74, p = 0.005). The mean career decision making self-efficacy scores of students from small town (M = 8.67, SD = 11.18) is significantly different from the mean career decision making self-efficacy scores of students from city (M = 8.09, SD = 8.00) (t = 3.01, p = 0.003). There is no significant difference in career decision making self-efficacy between male and female students (M = 15.77, SD = 15.77; M = 11.18, SD = 11.18) (t = 2.74, p = 0.005).
The mean self-efficacy scores for Malay is 17.1, for Chinese is 17.6, for Indian is 19.8, for Others is 17.7.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Mean (SD=0.03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malay</td>
<td>17.1</td>
</tr>
<tr>
<td>Chinese</td>
<td>17.6</td>
</tr>
<tr>
<td>Indian</td>
<td>19.8</td>
</tr>
<tr>
<td>Others</td>
<td>17.7</td>
</tr>
</tbody>
</table>

**Table 5: ANOVA**

ANOVA analysis was conducted to determine if there were significant differences in self-efficacy among the different ethnic groups. The results indicate that there is a significant difference in self-efficacy scores among the different ethnic groups, with Malay individuals having the highest self-efficacy scores followed by Chinese, Indian, and Others.

**Table 5: ANOVA**

ANOVA analysis was conducted to determine if there were significant differences in self-efficacy among the different ethnic groups. The results indicate that there is a significant difference in self-efficacy scores among the different ethnic groups, with Malay individuals having the highest self-efficacy scores followed by Chinese, Indian, and Others.
There is also no significant difference in self-esteem between students from China and female students do not differ among university students in Malaysian culture. Previous studies showed the differences of overall wellness in terms of self-esteem.

Camy (2004), Shama et al. (2008), Kangpanabt et al. (2008), Alvaro (2007), Meinell and
McGonigle (2009), show that the significant difference between male and female students shows no significant difference in self-esteem between male and female students, showing no significant difference in the mean scores by gender were significantly different. The findings of this study support the study done by Shama et al. This study also shows the significant difference of self-esteem among four cultures.

4.0 Discussion

Chinese, India and others (F(2, 72) = 3.45, p < 0.05).

There are significant differences of students (Malay, Chinese, India and others) in self-esteem. The mean job search intensity scores for Malay is 13.54, SD = 5.17, for Chinese is 13.78, SD = 5.85, for India is 26.00, SD = 0.00, and for others 14.33, SD = 4.04. There is a statistically significant difference of job search intensity among four ethnic groups of students (Malay, Chinese, India and others) in self-esteem.
The results of this study show that there is no significant difference in career decision-making self-efficacy between students coming from small town and city backgrounds. The study also shows the significant difference of career decision-making self-efficacy.

Decision-making self-efficacy is found to have high correlation with personal attitudes and beliefs (Atkinson, 2007). This finding supports the idea that personal attitudes and beliefs significantly contribute to career decision-making self-efficacy. However, no significant difference is found between students coming from small town and city backgrounds. This study also shows the significant difference of career decision-making self-efficacy.

The results of this study show that there is no significant difference in career decision-making self-efficacy between students coming from small town and city backgrounds. The study also shows the significant difference of career decision-making self-efficacy.
outcome variables. Students need to consider other variables to link the predictors' variables with the

gender assumption on other graduating students from other universities. Future
data were collected from only one faculty of one university. The results may not
number of the sample size will be increased and more diverse sample. Furthermore,
students based on gender was not similar to make differentiation in some studies the
The limitations of the study are the number of sample size was small and number of

skills as mentioned in Vision 2020.

and self-development such as decision making, problem solving and interpersonal
development center at the university should guide students to develop attitude beliefs
(career decision making self-efficacy is mentioned by Paek, 2002, students’
self-efficacy) and job search behavior (job search intensity) with outcome predictors
intention. This study support the relationships among individual differences variable

among four ethnic groups there is significant difference in job-search intensity.

induced significant gender difference in job search.

methods used. In other words, gender did not give any effect for job search intensity;
from May, A. Kopische et. al (2002) induced significant gender difference in job
search intensity between male and female students. This result differs with finding

similarly related to job search behavior. There is no significant difference in job

findings with finding by Kanter et al. (2001). They found that self-esteem were

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of Vocational Behavior, 57, 379-394.


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