COMPARISON OF DIFFICULTIES IN CAREER DECISION-MAKING: IN TERMS OF GENDER AND THE ASPECTS THAT INFLUENCE IT

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Abstract: This article contains the results of a descriptive analytical study on the profile of career decision making for guidance and counseling students at the IKIP Siliwangi by applying a questionnaire on career decision-making difficulties from Itamar Gati et al. The subjects in this study were 170 students. The results of this study are to discuss a person's difficulties in making career decisions related to: (1). lack of knowledge of the steps involved in the career decision-making process; (2). lack of self-information; (3). lack of information about the type of work; (4). lack of information on how to obtain additional information. The results obtained were tabulated and analyzed to obtain statistical descriptions. Based on the results of data analysis, it is known that the difficulty level of student career decision making is moderate. The results of statistical tests on differences in the difficulty of making career decisions based on gender show that male students are more difficult in making career decisions than female students.

Keywords: career decisions, gender, aspects of difficulty in career decision making.

INTRODUCTION

Government Regulation Number 4 of 2014 Article 25 Concerning the Implementation of Higher Education and Management of Higher Education which contains "... development of student talents and interests ...". The development of these abilities, interests and talents will affect how a person determines his life, namely in making career decisions. The traditional view of career decisions made only once in a lifetime has been replaced with the view

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that career decision making is a continuous, iterative process involving the creation of professional narratives (in Fabio, Palazzeschi, Levin, Levin, & Gati, 2015).

According to Smith and Wood (Maree, 2019) life focuses on the experience of the individual as a whole with a career that begins in childhood with initial knowledge of himself and leads to life-long career decision making, work experience, and ultimately, retirement. This is supported by his opinion Amundson, Borgen, Iaquinta, Butterfield, & Koert (Sharf, 2013) that in adults, career decisions are shown to be part of decisions about relationships, how to make meaning in a person's life, including making decisions about finances.

Viewed from a developmental point of view, students are in the late adolescence and early adulthood phase which according to the Super life span theory (Sharf, 2013) uses two main concepts, namely the role of life and life stages. For Super (Sharf, 2013), an important role for an individual is study, work, community services, home and family, and recreational activities. The importance of these roles can be seen from a person's participation in an activity, commitment to the activity, or how much the activity is valued.

When someone becomes an adult, they try to find more satisfaction in a job by frequently questioning their current career choices and reviewing their reasons for looking for that job. It can happen at any time during one's work life (Sharf, 2013). According to Super (Sharf, 2013), the exploration stage ranges from about 15 to 25 years. This stage includes the individual's efforts to get a better idea of job information, choose a career alternative, decide on a job, and get to work. This stage includes three substances: crystallize, define, and implement. Late adolescent or early adulthood career development is at a crystallization stage that is, making job choices, being more specific in choices, and implementing them by finding and selecting jobs. Other stages are establishing oneself in one's career, maintaining one's position, and breaking away from the world of work.

Recently, Jeffrey Arnett (Sharf, 2013) has proposed a stage which he refers to as adult adulthood that includes roughly the age of 18 to the late 20s. Emerging in adulthood is a psychological stage that includes career development but includes other issues such as love and marriage, living arrangements, and exploration of identity in general. This substitution implies

a gradual growth in knowledge of interests, abilities, values, and the world of work that was absent at Arnett's adult stage.

The importance of having the skills to explore a variety of jobs, including having an understanding of how talents, interests, and values impact overall career satisfaction and career decision making (Curry and Milsom, 2017). So according to Gati, Krausz, & Osipow (Germeijs & Verschueren, 2009) not a few who often feel stressed due to complex processes and facing difficulties. Because in career life, one must have fundamental skills that refer to special knowledge and education. These basic skills refer to reading comprehension, active listening, writing, speaking, mathematics, and science, while process skills include critical thinking, active learning, learning strategies, and monitoring. Cross-functional skills are social (persuading, negotiating, and instructing), problem solving, and technical skills (testing, maintenance, and repair); assessment and decision making; manage time and finances. Educational requirements refer to the level of education or experience required for a particular subject (Sharf, 2013).

Career decision making is often defined as an ambiguous process due to lack of clear criteria for optimal career choice, lack of valid information, and inconsistencies in the process (Xu & Tracey in Maree, 2019). Individuals are less motivated to start the career decision-making process if they find ambiguity that triggers anxiety (Xu & Tracey in Maree, 2019). Individuals who are tolerant of ambiguity in making career decisions tend to have distorted career beliefs and are trapped in the process of optimizing results (Xu & Tracey in Maree, 2019).

Research conducted by Xie et al., (Maree, 2019) shows that to achieve meaningful goals one must first explain the positive relationship between vocations, satisfaction, attitudes and positive work behavior. It is thought to promote important career adaptation attitudes and behaviors (i.e. career planning, decision making, inquisitive exploration, and effective problem solving) that support the achievement of important career goals.

Gary Peterson, James Sampson, Jr., Robert Reardon, and Janet Lenz (Sharf, 2013), focus more on how individuals think about careers and how their thought processes affect their careers, not only concerned with helping individuals learn about interests, abilities, values, job preferences and the world of work, but it's also about helping individuals understand how they think and how it influences their career decision making. According to Nauta

and Kahn (Sharf, 2013) when making career decisions for themselves, they tend to use a rational decision-making process based on information obtained through work literature and talking to other people. Having belief in one's own ability to build the future means using the will and ability to make decisions specifically to be able to make choices that are meaningful for a career (Di & Bernaud, 2018).

Dik and Duffy (Maree, 2019) highlighted that "the desire to find a meaningful and purposeful job can be an important component in the career decision making process". In other words, lack of willingness to make decisions, distorted perceptions of career decision-making processes (including irrational expectations and dysfunctional thinking about careers), and inconsistent information challenges (Maree, 2019). Salomone (Gati, Asulin-Peretz, & Fisher, 2012) states that temporary hesitation is often caused by a lack of knowledge about the choice process, and it may be sufficient for counselors to provide counselees with tools to gather information about themselves.

Great learning experiences, in turn, increase the quality and effectiveness of the actions taken. Because actions are executed in various life-career contexts covering a wide variety of events, situations and very diverse settings, learning experiences associated with career action are dynamic, diverse, and broad, in accordance with the main principles of learning experiences in social learning theory of career decision making by Krumboltz (in Fabio et al., 2015).

Decision making by a person is considered a failure (Gewirtz et al. In White, 2007) because it captures elements of choice randomly, multi-dimensional, intuitively and seems irrational or non-rational. This is similar to the opinion of Hodkinson et al. (White, 2007) that is unrealistic in decision making and largely ignores the complex reality of social life that is culturally embedded, does not make 'irrational' decisions but uses 'pragmatic rationality', then is limited by individual 'action horizons' built through understanding subjective about the deterministic that is formed by individuals, limited and / or by the history, socio-cultural context, and the economy in which the individual lives.

Difficulties experienced during the career decision-making process can jeopardize the quality and satisfaction of career choices, consequences that can interfere with job achievement and even overall well-being (Udayar et al.,

2020). Career decision-making difficulties are related to the individual's need to continuously explore various options and a lack of readiness to make decisions. However, decision-making difficulties are also associated with other types of psychological problems, such as general anxiety and doubt, the relationship between humans and nature, time orientation, interpersonal relationships, modes of activity, human nature (Gysbers, Heppner, And Johnston, 2014). If in the dimension of career control, which tends to be indecisive in making decisions, always hesitates to start a career by looking for a job that suits his condition, he doesn't do much. Many choose to seriously finish college first instead of having to go to college while working. Especially seeing their friends who only sit in college (not while working) so that many of them do not want to take risks where they think that if they study while working, their studies will be neglected (Rindanah, 2018).

For this reason, career guidance and counseling will show the process of helping individuals make career-related decisions and effectively manage their careers throughout their life, including developing emotional resilience to overcome challenges that arise as their work life progresses (Kidd in Maree, 2019). From this approach, clients are encouraged to move towards greater awareness of themselves and the situation to develop decision-making skills related to their respective developmental or life stages (Kidd in Maree, 2019).

Based on what has been described above, the authors are interested in discussing career decisions that are viewed from the perspective of guidance and counseling students because the choice of job, position or career aspired to have a close relationship with the education that is carried out which is part of a person's career journey and elements the main of a person's efforts in preparing to enter a particular type of job. It is believed that the suitability of work with one's condition will also lead a person to be able to live a better life. Thus it can be said that the accuracy of making decisions about the choice of work to be taken later will have direct implications for the direction of choice of job, position or career.

METHOD

Subjects in this study consisted of 170 students consisting of 50 (29.4%) male and 120 (70.6%) female. The procedure in this study was that students filled out a questionnaire which was an adaptation *Career Decision Difficulties Questionnaire* of Gati et al obtained from www.cddq.org which was later

modified into a google formulir. The scale aims to identify the sources of student difficulties in the process of making career decisions. This scale uses amodel *Likert* with 9 response options, namely a score of 1 indicating that the statement does not really describe me until a score of 9 really describes me.

This study was carried out in 8 steps, namely (1) determining the object of study, (2) identifying the hypothesis, (3) identifying the population and sample, (4) determining the type of survey, (5) selecting the instrument, (6) administering the instrument, (7)) data processing and analysis, and (8) writing articles (Creswell, 2012). The data analysis is to create a frequency distribution table and descriptive statistics using SPSS.

FINDINGS AND DISCUSSIONS

Findings

The findings / results of this study were obtained through the distribution of the difficulty instrument for career decision making which aims to describe the level of difficulty experienced by students in making career decisions. The results of the study are as follows:

Table 1. Difficulty Career Decision-Making Category

		Frequency	Percent	Valid Percent	Cumulative Percent
			Kategori		
Valid	Difficult	24	14.1	14.1	14.1
	Quite Difficult	119	70.0	70.0	84.1
	Not Hard	27	15.9	15.9	100.0
	Total	170	100.0	100.0	

Based on the above table, it is known that the profile of the difficulty level of the decision-making careers student guidance and counseling IKIP Siliwangi in general are in the category hard enough or moderate, namely 70%.

Table 2. Aspects of Career Decision Making Difficulties

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Aspect_1	6	520	1123	793.33	225.740
Aspect_2	7	710	837	784.43	41.206
Aspect_3	8	801	857	826.00	18.647
Aspect_4	7	685	865	753.86	63.926
Valid N (listwise)	6				

The aspects of difficulty in making career decisions consist of 4, namely: (1). lack of knowledge of the steps involved in the career decision-making process; (2). lack of self-information; (3). lack of information about the type of work; (4). lack of information on how to obtain additional information. Based on table 2, the order of the difficulty level in making career decisions experienced by students is the lack of information about the type of work, lack of knowledge about the steps involved in the career decision making process, lack of information about themselves, and lack of information about how to obtain additional information.

Table 3. Difficulty Levels of Career Decision Making Based on Gender

	Descriptive Statistics				
N		Minimum	Maximum	Mean	Std. Deviation
Male	50	28	237	134.06	46.691
Women	120	35	241	128.61	41.380

Table 3 shows that the level of difficulty in career decision making tends to be experienced by male students.

Discussions

Career decisions are defined as the ability to use knowledge and thoughts in making career plans (Sharf, 2013). Meanwhile, career decision making according to Brown (2002) is a thought process where a person integrates self-knowledge and job knowledge to arrive at job choices that can be seen as career development. Career decision making is a process that does not only include career choice but involves making a commitment to take the actions necessary to implement the choice (Brown, 2002). A central aspect of the career decision-making approach that starts with communicating problems, analyzing information, synthesizing alternatives, evaluating or assessing alternatives, and implementing action plans (Sharf, 2013). A central aspect of career decision making that starts with communicating problems, analyzing information, synthesizing alternatives, evaluating or assessing alternatives, and implementing action plans.

Based on the results of the study, the level of difficulty in making career decisions for guidance and counseling students of the IKIP Siliwangi in general is in the quite difficult or moderate category, namely 70%. This is in accordance with Vertsberger & Gati's (2015) opinion that someone who is in

early adulthood tends to worry about his future career by showing that making choices is difficult for them (65%).

LK Mitchell & Krumboltz (Patton & McMahon, 2014), which in particular, there are four categories of factors that influence a person's career decision-making process, namely:

1. Individual genetic abilities and special abilities, including gender, ethnicity, appearance, ability or disability, and other qualities;

2. Environmental conditions and events consisting of 12 factors, namely 1). The number and nature of job opportunities; 2). The number and nature of training opportunities; 3). Social policies and procedures for selecting trainees and workers (for example, secondary school diploma requirements); 4). Monetary and social rewards from various occupations; 5). Labor laws and trade union rules; 6). Natural disasters; 7). Availability and demand for natural resources; 8). Technological development; 9). Changes in social organization (for example, welfare); 10). Family training experience and social and financial resources; 11). Education system and; 12). Environmental and community influences;

3. Each person's learning experience has a unique pattern of learning experiences that are of two types, namely instrumental (experiences in which individuals act on the environment to generate positive responses) and associative (refers to developing positive and negative attitudes and beliefs about work through a variety of external stimuli) relevant in career decision making).

4. Task approach skills consisting of performance standards, work habits, perceptual and cognitive processes, mental devices, and emotional responses.

Miller-Tiedeman (Sharf, 2013) sees each individual as a theorist of his own career, doing what he wants to do, not what which other people think is best for us. In emphasizing the importance of listening to oneself, Miller-Tiedeman distinguished between private and general reality. So that Greenberg & Baron (Hartono, 2018) describe 8 stages of career decision making, namely: 1). Problem identification, namely by understanding the description or complexity of a problem to be decided; 2). Formulate problem-solving goals; 3). Making predictions is a decision about how to make

decisions based on research results and other valid information; 4). Finding alternatives: a possible alternative to do as a solution that has been identified; 5). Evaluation of several alternatives to be carried out; 6). Make choices; 7). Make a choice; 8). Follow-up.

There are 4 aspects of difficulty in making career decisions (Rochat, 2019), namely: (1). lack of knowledge of the steps involved in the career decision-making process; (2). lack of self-information; (3). lack of information about the type of work; (4). lack of information on how to obtain additional information (Willner, Gati, & Guan, 2015). Meanwhile, based on the results of the study, the order of difficulty in making career decisions experienced by students is due to lack of information about the type of work, lack of knowledge about the steps involved in the career decision making process, lack of information about themselves, and lack of information about how to obtain additional information.

Abilities that allow individuals to process information about themselves and their jobs are referred to as general information processing skills (Sampson et al., In Sharf, 2013). These skills are known as the acronym CASVE, namely:

1. Communication: to become aware of a problem, that is, the individual begins to examine himself, the environment, and existing problems (realizing that it is necessary to act based on information or make choices).

2. Analysis: individuals look for information on the causes of problems and reflect on the problem. Reviewing values, interests, skills, job preferences and family situations is a recommended part of this phase.

3. Synthesis: taking information and synthesizing it by elaborating or crystallizing what has been analyzed, namely elaboration which refers to limiting potential choices through the application of reality constraints such as finances and abilities, jobs that are not in accordance with one's interests, abilities, values, or job preferences can be eliminated.

4. Valuing: evaluate or assess actions regarding career direction in considering the domain of self-knowledge and the domain of job knowledge. This phase can include considering job opportunities, qualifications, job assignments, tuition or training costs, and so on.

5. Execution: a plan or strategy is formulated to implement the choice by taking small and medium steps.

According to Brown (2002), a person's ability in career problem solving and career decision making is influenced by a willingness to honestly explore self-knowledge (for example, values, interests, and skills) which leads to a clearer sense of identity (self-knowledge domain); motivation to learn about the world of work (work knowledge domain); a willingness to learn and engage in problem solving and career decision-making, including the capacity to think clearly about career problems, belief in the ability to make decisions, commitment to follow up with action plans, and personal acceptance, responsibility for decision making (decision-making skills domain)); awareness of how negative thoughts and feelings can limit the ability to solve problems and make decisions, the willingness to seek assistance with career choice when needed, and the capacity to monitor and regulate low-level problem-solving and decision-making process (executive processing domain).

Career decision making is based on learning principles and demonstrates that individuals learn about themselves, their preferences and the world of work through direct and indirect experiences. They then take action based on this knowledge and skill-based learning (Holland in Patton & McMahon, 2014).

The career decision-making approach focuses on (a) self-assessment, (b) career awareness, and (c) decision making can be used to help them make early career decisions, which will ultimately lead to subsequent choices (Curry and Milsom, 2017). Meanwhile, Brown's theory (Curry and Milsom, 2017) focuses on the importance of one's value in making career decisions. Brown explained that value is what is used to evaluate the actions of himself and others; those things that are important to us and that influence behavior and goals. Thus, values are prioritized in informing job choice. So that they will be aware of their own beliefs and cultural assumptions and incorporate that awareness into making decisions about interactions with individuals and other career professionals (Curry and Milsom, 2017).

Someone can make decisions based on information by finding a match between themselves and work. The assessment data is very important to get self-awareness and work. Three characteristics of Parsons' approach and factors involve (a) gathering information about themselves, (b) gathering

information about the world of work, and (c) applying decision making processes to make work choices. Common target areas for self-assessment include abilities, interests, values, and personality styles (Curry and Milsom, 2017).

Based on the theoretical considerations and constructs that underlie the assessment, there are three categories of assessment in the Antecedents: (1) Readiness includes assessment of dysfunctional beliefs about career decision making, self-efficacy of career decision making, willingness to be involved in the process, and career doubts; (2) Orientation includes an assessment of the style and profile of career decision making, how to deal with career decision making, and adaptability; and (3) information include assessing the difficulty that comes from feeling lack of information - about themselves, the world of work, and how to make a career decision - or the use of information - information that is unreliable, internal conflict and external conflict. (Kulcsár, Dobrean, & Gati, 2020)

Career decisions affect many interrelated issues and have long-term effects on individual career satisfaction, well-being and standard of living. Individuals need to develop their career adaptability to be able to adapt to changes in the environment. While many people remain satisfied with the choices they have made, others come to regret a career decision or consider a career change in light of changes in the world of work or their own personal situation. To help individuals make better decisions and reduce regrets, it is important to understand the complex career decision-making process (Kulcsár et al., 2020).

Then based on the results of the study, the level of difficulty in career decision making tends to be experienced by male students. This could also be due to high adolescent-parent career congruence involving factors that enhance career exploration and school attachment, such as support, career development, career trust, planning, career search self-efficacy, and decision making (Çelik, 2019).

The results of this study differ from the results of other studies, namely that women have a higher level of difficulty in making decisions in careers, while men and women have the same level of depression. This finding is in line with previous findings showing that, although women report more career-related difficulties, these difficulties are more predictive of men deciding careers than continuing on purpose (Gati et al., 2012).

In addition, the level of depression experienced by men was more strongly associated with problems of autonomy in career decision making, while women's depression was more strongly associated with relational problems in career decision making. This is also in line with the finding that men are more likely to experience depression due to work-related stress than women (Gadassi, Waser, & Gati, 2015).

CONCLUSION AND RECOMMENDATION

Career decisions are defined as the ability to use knowledge and thoughts in making career plans where a person must integrate self-knowledge and job knowledge to arrive at a job choice that can be seen as career development and make a commitment to take the necessary actions to implement the choice. Because each individual is capable of doing what he wants to do, not what other people think is best for us.

Based on the study of the difficulty aspects of making career decisions, the sequence is as follows: consists of 4 (Rochat, 2019), namely: (1). lack of information about the type of work; (2). lack of knowledge about the steps involved in the career decision making process; (3). lack of information about themselves; (4). lack of information about how to obtain additional information.

The results of this study indicate that men have a higher level of difficulty decision making in careers than women. This is related that men are stronger because of the problem of autonomy in career decision making.

The recommendation from the results of this study is that everyone can make decisions based on the information they have by finding a match between oneself and work. As for the details, namely by: (a) collecting information about oneself (abilities, interests, values, and personality styles), (b) collecting information about the world of work, and (c) applying the decision-making process to make job choices.

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