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The Investigation of General Self-Efficacy Beliefs and Life Satisfaction of the Job and Vocational Counselor Education Candidates' in Terms of Socio-Demographic Variables

Burhan Capri^a*, Faculty of Education Department of Educational Sciences PDR Department, Mersin

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Abstract

The purpose of this research is to investigate the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction in terms of gender, educational level, the faculty they graduated, the geographical region they live in and social support variables. Research group consists of 357 volunteers (148 women and 209 men) attended to "Job and Vocational Counselor Education" conducted by Mersin University Information Processing Research and Application Center. The data of the research have been collected with "General Self-Efficacy Beliefs Scale", "Life Satisfaction Scale" and "Personal Information Form". "One-way MANOVA" and "t test" has been used in the analysis of the data. As a result of investigations, significant differences were statistically found among the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction in terms of socio-demographic variables. The findings were discussed according to the literature.

Keywords: Job and Vocational Counselor; General Self-Efficacy Belief; Life Satisfaction

* ADDRESS FOR CORRESPONDENCE: **Burhan Capri**, Faculty of Education Department of Educational Sciences PDR Department, Mersin

E-mail address: burhancapri@gmail.com / Tel.: 03243412815

1. Introduction

It has been announced by ISKUR that between 2011 and 2012, 4000 Job and vocational counselor would be employed progressively. In accordance with this resolution a 360 hour education program has been laid out in the direction of The Official Gazette and 3 thousand 500 hundred people has been taken to educate among 18 thousand 500 hundred who made applications to 16 universities according to their "Public Personnel Selection Examination (PPSE)" scores. Their PPSE scores have been taken into account, however, their graduation fields have not been limited. Especially, instead of psychological counseling and guidance, psychology, social work, etc. graduates, candidates having higher scores in PPSE such as mathematics, psychics, chemistry, biology and even engineering graduates have been taken for job and vocational counselor education. It can be thought that life satisfaction and general self-efficacy beliefs of job and vocational counselor candidates' whom has no educational background directed to these fields might be affected by the experience they have experienced during this training.

The efficacy belief that has been defined by Bandura (1986), as one's beliefs about his own capabilities to organize the behaviors required to realize a performance and to realize these behaviors is one of the most significant concepts of Social Learning Theory. This concept, despite being generally used as "domain-specific self-efficacy", have been used by some researchers (Choi, 2004; Marakas, Yi, & Johnson, 1998; Schwarzer, 1994; Schwarzer & Jerusalem, 1995; Zhang & Schwarzer, 1995) as "a general self-efficacy belief". Domain-specific self-efficacy; while it has been described by Bandura (1986, 1988, 1997) as "the trust of one's ability concerning of performing a task or a special situation", on the other hand general self-efficacy belief; has been defined by Luszczynska, Scholz, & Schwarzer (2005) as one's belief about his ability to cope with a stressful situation that spread in a wide area or with the demands coming from the environment and leaves him in a difficult situation. According to Bandura (1977, 1986), the stronger the efficacy belief is which is a determinant in regard to how much individuals can struggle against the difficulties and how much they regard these difficulties as manageable is, the higher the struggling power against the situations in which the individuals encountered is.

On the other hand the notion of well-being has been examined in two aspects those being subjective well-being and psychological well-being (Sahranc, 2007). The notion of subjective well-being (Diener, 1984), which tends to the individuals' positive utilization of their lives includes the elements of positive and negative emotions and also life satisfaction (Andrews & Withey, 1976). Life satisfaction which is a key indicator of subjective well-being (Linley, Maltby, Wood, Osborne, & Hurling, 2009) should be conceptualized as a structure that represents a positive evaluation of an individual's whole life (Diener, Emmons, Larsen & Griffin, 1985; Diener, Suh, Lucas & Smith, 1999; McDowell, 2010; Pavot & Diener, 1993). According to Rothman (2010), work (profession) and work environment has ranked among the top levels of life satisfaction's determinants just like home, marriage, family. If the work environment which has a direct effect on the workers' life satisfaction has pleasant and fun properties, it will provide the worker with a higher level of life satisfaction. However, according to Zastrow and Kirst - Ashman (2004), if the work environment has a property which causes negative feelings, it could affect the worker's life satisfaction very negatively and cause some unwanted effects on the workers' health and well-being such as low self-esteem and high levels of pessimism.

It has been emphasized by ISKUR that job and vocational counselors which gives job and vocational consultancy service should help individuals to recognize themselves (their personalities, competences, interests, expectations, etc.), have knowledge about the job and vocation, comparing their knowledge of personal and vocation and thus heading towards the most suitable profession. Therefore, for a job and vocational counselor to give them help one must first recognize themselves and internalize the sense of recognizing themselves (Deniz, 2013). In this situation, it can be thought that in the event that job and vocational counselors who are employed in order to help, clients are aware of the general self-efficacy and life satisfaction levels, they can provide a more efficient counseling service in this

direction. Besides, in the case of identification of socio-demographic variables' which has an effect on general self-efficacy belief and life satisfaction of job and vocational counselor candidates, it would contribute to the process of taking precaution for the possible problems that the candidate and present counselor workers within the scope of İSKUR could encounter.

Therefore, it would be beneficial to examine the extent of the socio-demographic variables affect general self-efficacy beliefs and life satisfaction of the candidates in the process of job and vocational counselor education. In consideration of all these explanations, the purpose of this research is to examine the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction in terms of gender, educational level, the faculty they graduated, the geographical region they live in and social support variables. For this purpose; it is looked for an answer for the following questions:

1. Is there a significant difference in the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to gender?
2. Is there a significant difference in the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to educational level?
3. Is there a significant difference in the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to the faculty they graduated?
4. Is there a significant difference in the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction, according to the geographical region they live in?
5. Is there a significant difference in the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to social support?

2. Method

2.1. Participant

Research group consists of 357 volunteers [148 women (41,5%) and 209 men (58,5%)] attended to "Job and Vocational Counselor Education" conducted by Mersin University Information Processing Research and Application Center.

2.2. Instruments

2.2.1. General Self-Efficacy Scale (GSES):

GSES's original form was initially developed as 20 items by Jerusalem & Schwarzer (1981) and then a 10-item scale was designed (Jerusalem & Schwarzer, 1992). It is a 10-item scale with a response format ranging from not at all true (1) to completely true (4). The lowest grade of the scale is 10 and the highest is 40. The rise in the grades of the people can be interpreted as their self-efficacy belief levels have also increased.

2.2.2. The Satisfaction with Life Scale (SWLS):

The five-item Satisfaction With Life Scale has been developed by Diener, Emmons, Larsen, & Griffin (1985) in order to assess the individuals' life satisfaction. Participants responded to the items (e.g., "If I could live my life over, I would change almost nothing") on a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The test – retest reliability coefficient was .82, and coefficient alpha was .87.

2.2.3. Personal Information Form:

This form, including the information about the participants' gender, educational level, the faculty they graduated, the geographical region they live in and social support variables was designed by the researcher.

2.3. Data Analysis

One-way MANOVA and t test has been used in the analysis of the data. To investigate the source of the difference, Scheffe Test has been used as a Post Hoc test. For determining the superiority effect of independent variables Cohen's "d" index, eta square (η^2) has been used. In the research, SPSS 17 version has been used for analyzing the data. The upper bound for an error margin in the analyses has been accepted as 0.05.

3. Results

In this section, the findings of the research are given in accordance with research questions.

For the first question, one-way MANOVA was applied to determine the possible differences between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to gender and results are given in Table 1.

Table 1. Results of One-Way MANOVA of the Job and Vocational Counselor Candidates' General Self-Efficacy Beliefs and Life Satisfaction according to Gender

VARIABLES	GENDER	N	\bar{x}	Ss	F	p	Source of the Difference
General Self-Efficacy Scale (GSES)	Female (F)	148	28,49	4,29	.096	.757	-
	Male (M)	209	28,65	4,98			
The Satisfaction with Life Scale (SWLS)	Female (F)	148	17,35	6,69	5.038	.025*	F>M
	Male (M)	209	15,75	6,58			

($\lambda = .982$; $F = 3.190$; $p < .05$)

In Table 1, while there is not a significant difference the general self-efficacy belief mean scores of job and vocational counselor candidates' from different genders, significant difference in terms of life satisfaction mean scores is observed ($\lambda = .982$; $F = 3.190$; $p < .05$). When the results of one-way ANOVA that was performed by mean and standard deviation values regarding general self-efficacy belief and life satisfaction of job and vocational counselor candidates according to the genders is examined, it comes out that only life satisfaction mean scores ($F = 5.038$, $p < .05$) show significant differences according to the genders. When mean and standard deviation values are viewed in order to determine from which gender arises this difference that come out according to the gender, it is seen a significant difference in favor of the women between women's' SWLS mean scores and men's' SWLS mean scores. On the other hand, the eta square (η^2) value has been looked upon in order to determine the superiority effect of gender independent variable. In this case, when the acquired eta square value ($\eta^2 = .014$) has been looked upon, it has been seen that the gender variable has small effect size on the job and vocational counselor candidates' life satisfaction scores.

For the second question, the one-way MANOVA test was applied to determine the possible differences between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to educational level and the results are given in Table 2.

Table 2. Results of One-Way MANOVA of the Job and Vocational Counselor Candidates' General Self-Efficacy Beliefs and Life Satisfaction according to Educational Level

VARIABLES	Educational Level	N	\bar{x}	Ss	F	p	Source of the Difference
General Self-Efficacy Scale (GSES)	Graduate (G)	288	28,33	4,65	4,481	.035*	PG>G
	Postgraduate (PG)	69	29,66	4,78			
The Satisfaction with Life Scale (SWLS)	Graduate (G)	288	15,98	6,37	6,263	.013*	PG>G
	Postgraduate (PG)	69	18,20	7,55			

($\lambda = .978$; $F = 4.041$; $p < .05$)

When Table 2 has been examined, it has been seen that there is a significant difference between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction mean scores according to the educational level ($\lambda = .978$; $F = 4.041$; $p < .05$). One-way ANOVA results that were performed by mean and standard deviation values regarding general self-efficacy belief and life satisfactions of job and vocational counselor candidates according to the educational levels exhibit that general self-efficacy belief ($F = 4,481$, $p < .05$) and life satisfaction mean scores ($F = 6,263$; $p < .05$) shows significant differences according to the educational levels. When mean and standard deviation values are viewed in order to determine from which educational levels arises this difference that come out according to the educational levels, it has been found that there are significant differences in favor of postgraduates GSES' and SWLS' mean scores in comparison to graduate's GSES' and SWLS' mean scores. On the other hand, the eta square (η^2) value has been looked upon in order to determine the superiority effect of educational level independent variable. In this case, when the acquired eta square value has been looked upon, it has been seen that the educational level variable has small effect size on the job and vocational counselor candidates' general self-efficacy belief ($\eta^2 = .012$) and life satisfaction ($\eta^2 = .017$) scores.

For the third question, the one-way MANOVA test was applied to determine the possible differences between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction, according to the faculty they graduated and the results are given in Table 3.

Table 3. Results of One-Way MANOVA of the Job and Vocational Counselor Candidates' General Self-Efficacy Beliefs and Life Satisfaction according to the Faculty They Graduated

VARIABLES	The Faculty They Graduated	N	\bar{x}	Ss	F	p	Source of the Difference
General Self-Efficacy Scale (GSES)	Faculty of Education (FED)	110	27,69	4,69	2.949	.050*	FSL>FED
	Faculty of Science and Letters (FSL)	216	28,94	4,66			
	Faculty of Engineering (FEN)	31	29,29	4,69			
The Satisfaction with Life Scale (SWLS)	Faculty of Education (FED)	110	15,73	6,55	1.680	.188	-
	Faculty of Science and Letters (FSL)	216	16,51	6,79			
	Faculty of Engineering (FEN)	31	18,17	5,95			

($\lambda = .979$; $F = 1.915$; $p < .05$)

In Table 3, while there is not a significant difference life satisfaction mean scores of job and vocational counselor candidates' according to the faculties they graduate, significant difference in terms of the general self-efficacy belief mean scores is observed ($\lambda = .979$; $F = 1.915$; $p < .05$). When the results of one-way ANOVA results that was performed by mean and standard deviation values regarding general self-efficacy belief and life satisfactions of job and vocational counselor candidates according to the faculty they graduated is examined, only significant differences draw attention in terms of general self-efficacy belief mean scores ($F = 2.949$, $p < .05$). When it is viewed in the results of Scheffe test that was performed in order to specify from which faculty arises this difference that came

out, according to the faculties they graduated, it is seen a significant difference in favor of the FSL graduates between GSES mean scores of FSL graduates and GSES mean scores of FED graduates. On the other hand, the eta square (η^2) value has been looked upon in order to determine the superiority effect of the faculty they graduated independent variable. In this case, when the acquired eta square value ($\eta^2 = .016$) has been looked upon, it has been seen that the faculty they graduated variable has small effect size on the job and vocational counselor candidates' general self-efficacy belief scores.

For the fourth question, the one-way MANOVA test was applied to determine the possible differences between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction, according to the geographical region they live in and the results are given in Table 4.

Table 4. Results of One-Way MANOVA of the Job and Vocational Counselor Candidates' General Self-Efficacy Beliefs and Life Satisfaction according to the Geographical Region They Live in

VARIABLES	The Geographical Region They Live in	N	\bar{x}	Ss	F	p	Source of the Difference
General Self-Efficacy Scale (GSES)	Mediterranean Region (MR)	218	28,93	4,69	1.810	.145	-
	Central Anatolia Region (CAR)	31	27,90	4,67			
	Eastern Anatolia Region (EAR)	30	29,22	5,81			
	South Eastern Anatolia Region (SEAR)	78	27,66	4,17			
The Satisfaction with Life Scale (SWLS)	Mediterranean Region (MR)	218	16,93	6,97	2.964	.032*	MR>SEAR CAR>SEAR
	Central Anatolia Region (CAR)	31	17,96	6,07			
	Eastern Anatolia Region (EAR)	30	15,53	6,24			
	South Eastern Anatolia Region (SEAR)	78	14,69	5,85			

($\lambda = .963$; $F = 2.220$; $p < .05$)

As can be seen in Table 4, while there is not a significant difference the general self-efficacy belief mean scores of job and vocational counselor candidates' according to the geographical region they live in, significant difference in terms of life satisfaction mean scores is observed ($\lambda = .963$; $F = 2.220$; $p < .05$). When the results of one-way ANOVA that was performed by mean and standard deviation values regarding general self-efficacy belief and life satisfaction of job and vocational counselor candidates according to the geographical region they live in is examined, it comes out that only life satisfaction mean scores ($F = 2.964$, $p < .05$) show significant differences according to the geographical region they live in. When it is viewed in the results of Scheffe test that was performed in order to specify from which geographical region arises this difference that came out, according to the geographical region they live in, it is seen a significant difference in favor of the inhabitants of MR and CAR between SWLS mean scores of inhabitants of MR and CAR and SWLS mean scores of inhabitants of SEAR. On the other hand, the eta square (η^2) value has been looked upon in order to determine the superiority effect of the geographical region they live in independent variable. In this case, when the acquired eta square value ($\eta^2 = .025$) has been looked upon, it has been seen that the geographical region they live in variable has small effect size on the job and vocational counselor candidates' life satisfaction scores.

For the fifth question, t test was applied to determine the possible differences between the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction according to social support and results are given in Table 5.

Table 5. Results of the Test of the Job and Vocational Counselor Candidates' General Self-Efficacy Beliefs and Life Satisfaction according to Social Support

VARIABLES	Social Support	N	\bar{x}	Ss	t	p	Source of the Difference
General Self-Efficacy Scale (GSES)	Receiving (R)	174	28,75	4,26	.645	.520	-
	Not Receiving (NR)	183	28,43	5,08			
The Satisfaction with Life Scale (SWLS)	Receiving (R)	174	17,24	6,80	2.290	.023*	R>NR
	Not Receiving (NR)	183	15,63	6,45			

*p<.05

When looked into the t test result in Table 5, while there is not a significant difference the general self-efficacy belief mean scores of job and vocational counselor candidates' according to the status of receiving social support ($t = .645$; $p > .05$), significant difference in terms of life satisfaction mean scores is observed ($t = 2.290$; $p < .05$). When mean and standard deviation values are viewed in order to determine from which status of social support arises this difference that come out according to the status of receiving social support, it is seen a significant difference in favor of the one's that receive social support between the one's that receive social support SWLS mean scores and the one's that not receive social support SWLS mean scores. On the other hand, the eta square (η^2) value has been looked upon in order to determine the superiority effect of the status of receiving social support independent variable. In this case, when the acquired eta square value ($\eta^2 = .017$) has been looked upon, it has been seen that the status of receiving social support variable has small effect size on the job and vocational counselor candidates' life satisfaction scores.

4. Conclusion

As a result of findings obtained from the study that was aimed to examine the general self-efficacy and life satisfactions of the job and vocational counselor candidates according to the variables of gender, educational level, faculty they graduated, geographical region they live in and social support, it was found that the job and vocational counselor candidates that were graduated from Faculty of Arts and Science and that have a master educational level have a higher general self-efficacy beliefs. It has been seen in the terms of Life Satisfaction, female candidates having master's degree, living in the Mediterranean region and Central Anatolia, receiving social support from their environment has even higher scores. Besides, it has been found that effect size of all socio-demographic variables that affect general self-efficacy beliefs and life satisfaction of the job and vocational counselor candidates' are at the small size.

In accordance with the research findings, the following suggestions can be offered:

In the light of this research it has been found that even though it is small size, socio-demographic variables such as gender, education degree, the faculty they graduated, the geographical region they live in and social support has an effect on the job and vocational counselor candidates' general self-efficacy beliefs and life satisfaction. Hence, another similar research has been considered very useful when other job and vocational counselor candidates included in the process that had the same education from another educational institutions rather than Mersin University or even with candidates that had no education from other cities but works in ISKUR.

Besides, due to its being seen that postgraduate education is effective on general self-efficacy belief and life satisfaction, it would be beneficial for job and vocational counselors to participate in postgraduate programs such as vocational guidance, career counselling etc. for contribution to both their vocational and personal improvement. Further, it is thought that to encourage participations in this kind of program in cooperation with ISKUR authorities and universities strengths the motivations of the job and vocational counselors in this direction.

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