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Research Paper

Impact of Self-Efficacy on Career Aspirations Among Males and Females an In-Depth Analysis of Gender Differences in the Professional Development of Males and Females

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ABSTRACT

This study explores the influence of self-efficacy on career aspirations among males and females, utilizing two scales: the General Self-Efficacy Scale developed by Schwarzer (1995), and the Career Aspirations Scale, revised version by Gregor and O'Brien (2015). The Career Aspirations Scale encompasses three primary domains: leadership, achievement, and education. A sample size of 100 participants (50 males and 50 females) aged between 16 and 30 years was recruited for the study. The primary objective was to assess the disparities in self-efficacy levels and their implications on career aspirations across gender lines. The study intends to shed insight on the interaction between self-belief and professional goals across gender contexts by using statistical analysis to identify potential disparities in how self-efficacy promotes career aspirations among males and females. The study intends to shed insight on the interaction between self-belief and professional goals across gender contexts by using statistical analysis to identify potential disparities in how self-efficacy promotes career aspirations among males and females.

Keywords: *Career Aspirations, Self-Efficacy, Gender Influence, Leadership, Societal Expectations, Achievement, Education*

Career aspirations are an individual's desire to achieve their career goals, it requires a person's belief in their ability to achieve their goals. Career aspirations can be to become a leader, financial stability, gain more knowledge, learn new skills, work-life balance, and to make meaningful contributions. Career aspirations are very subjective and can vary from person to person, it can be influenced by various factors such as:(1) An individual's educational background makes the base of their career and by education it doesn't mean that only high academic achievers will have a successful career. (2) Family and societal expectations are both inter-related as the family's beliefs are also shaped by the society of which they are part of. It is really common that family and society expect you to go for traditional career paths like doctor, engineer, teacher or government or private employee. (3) Individuals are often inclined to choose a career in which they are interested. (4) Personal beliefs: Career aspirations are majorly influenced by personal beliefs and a person's belief in their abilities is crucial for achieving their goals, it provides confidence

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and vision. (5) Career aspirations can be shaped by workplace experiences and exposure, it provides an idea about a particular career and what kind of environment you are comfortable to work in. (6) Career aspirations can be influenced by peer groups because when you are part of a group you tend to share similar interests, likes and dislikes and it sometimes shapes your beliefs. (7) Globalization is considered to be beneficial as it not only opens the gate for different countries and their trends but also often leads to an increase in the job market. Job market status of a particular country in which an individual is brought up might shape his or her career aspirations. (8) When you have chosen a career path the possibility of career growth influences one's career aspirations. For instance, if there is a possibility of career growth in a particular field then one might aspire to explore more, learn new skills and gain more knowledge, and grab opportunities of career development. (9) Gender roles are often defined by the society and the culture you are from; it is generally those roles that fit perfectly with a person's sex by the society. Namely females are expected to choose those career paths that won't disturb their married life and they get time to look after their family. Whereas males are expected to work hard, earn more money for family even if it takes not giving time daily or doing household chores.

Career aspirations are not fixed career goals that a person sets at a young age, due to the above influential factors career aspirations can evolve overtime. As the individual grows older, he might gain new experiences, learn new skills, explore different fields, changes in beliefs, current job market trends, and many more can lead to changes in career aspirations. In one of the studies conducted by Kate E. Junk and Patrick Ian Armstrong in 2009, the researchers explored the discrepancies between current and idealized career aspirations among 2674 students over a span of 1 year. It was observed that male participants were more prone to drop out from their course than female participants and those participants were older than those who were inclined to achieve their career goals in the current field they are majoring in. The reason behind the change of career aspirations was high academic pressure, lack of hope & support, and low self-efficacy, these three reasons common among youth as these are major issues that are rarely addressed. To be determined towards one's goal requires belief in yourself, family or peer support, guidance and identification of areas of improvement, usually students are not even aware what they are doing wrong or what is required to achieve their career goals due to which they drop out or change their career aspirations.

Self-efficacy is a set of beliefs that determine how well one can execute a plan of action in a prospective situation (Bandura,1977). It plays a major role in shaping career aspirations, self-efficacy provides motivation, confidence and a sense of personal accomplishment.

Albert Bandura is a well-known psychologist who worked on self-efficacy and according to him there are 4 primary sources of influence that affect one's self-efficacy.
1. Mastery of experiences: Mastery of experiences is considered to be one of the most influential sources of self-efficacy. Having experienced a situation or solving a problem increases the confidence or belief of that person whenever faced with a similar situation or problem. It is one of the best ways to learn new skills or accomplish your goals.
2. Social role models: Social role models can have a positive or negative impact on one's self-efficacy. Having a positive role model can have a positive impact on the person as the person not only learns positive things or follows the discipline but motivates the person to work hard for his goals.

3. Social persuasion: Receiving positive feedback can boost an individual's confidence and it can also act as extrinsic motivation. It enhances one's belief in themselves and their capabilities to face any challenges or to turn their future vision of success into reality. In many organizations receiving positive feedback is considered to boost the level of productivity of employees because it motivates the person to achieve more and to do better.

4. Emotional and Physiological well-being: Overall well-being is not just limited to physical well-being it also includes emotional and psychological well-being; it is crucial to understand that overall well-being can influence self-efficacy of an individual. Mental, physical and psychological well-being are interrelated and disruption in any one of the aspects can affect overall well-being. For instance, students who suffer from any mental disorder tend to have low self-efficacy.

Therefore, an individual can build their self-efficacy through self-introspection, journaling, taking care of their well-being, being participative in community or organization programs, learning from experiences or mistakes, learning new skills, and gaining more knowledge.

High self-efficacy is often considered to be positively related to high career aspirations, self-efficacy is one's belief in their abilities and strong belief can boost one's confidence which provides motivation to accomplish goals. Self-efficacy also influences the type of goal. People who have high self-efficacy often set goals on the basis of their capabilities, skills and experiences because self-efficacy not only increases one's confidence but also makes them self-aware about their strengths and weaknesses. In one of the studies conducted by Wang, D., Guo, D., & Hao, L. (2022) to explore general self-efficacy and employability which also examines the role of achievement, motivation and career aspirations among underprivileged students. All four hypotheses were proved to be right after analysis. There is a positive relationship between general self-efficacy and employability, achievement motivation plays a major role in self-efficacy and employability, it helps to build career aspirations, and career aspirations are mediators of motivation achievement and positively predicts employability. The researchers identified some limitations that hinder one's career growth that the indicators of employability haven't received required attention by authorities or the educators.

It has been observed that certain career paths are dominated by any one gender, for instance the majority of males are in engineering fields whereas more females are in psychology. It can be due to societal norms, gender stereotypes, family responsibility, lack of awareness and education, work culture, and biasness. Career aspirations are often influenced or shaped by these factors and it is quite common for an individual to aspire to become something that society accepts and respects. In relation to career aspirations, gender stereotypes hinders the possibility of achieving career goals or aspiring to become something that is beyond the traditional gender specific careers. Men are often expected to choose a career that is masculine according to society like engineer, pilot, businessman, CEO, scientist, police officer, politician or diplomat, and many more. Even today the percentage of women in these fields are less than men, women are expected to choose a career path that requires care giving or more emotional such as teacher, nurse, air hostess, dancer, therapists, etc. Even today women in the corporate line are paid lower than their male colleagues, most of the women don't feel safe in their office which is one of the major reasons for less female employees. The authorities often underestimate women employees when it comes to doing an important task, or taking an important decision for the development of the company. In

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Indian society an adult is expected to get married before 30 and start a family, the society and family often expects women to give up their career and look after their family or choose a career that requires to work only on weekdays and for a few hours due to which there are majorly female teachers in schools. Family responsibilities not only affect females but also puts pressure on males because they have the responsibility of providing financial support to the family. Therefore, gender differences influence career aspirations in one of the studies conducted by Shelly J. Corell explored why men and women tend to work in different types of jobs, even when there are changes in society. This study explored the cultural beliefs about gender roles and its effect on career aspirations, it was found that men and women develop career goals based on how they see themselves and what they think are good at, and these thoughts are influenced by societal norms and expectations.

Abdullah, M., Allawati, S., & Shindi, Y. (2020) conducted research to study career aspirations and related contextual variables. The researchers conducted this study on 2717 students of 10th and 11th grade students and examined the differences between female and males students and the effect of their math study on their career aspirations. Career aspirations scale was used in this study and after data analysis it was discovered that female students have higher career aspirations than male students. Students who secure high marks in math have higher levels of career aspirations than those who score less marks in math. Therefore, there was a significant relation between achievement in math and career aspiration among school students. According to researchers various variables influence career aspirations like students with low level of career aspirations came from an uneducated family and those with high career aspirations came from educated families.

Martinez, R., Baker, S., & Young, T. (2016) conducted research to explore career and college readiness, aspirations and self-efficacy. The researchers studied the classroom guidance and curriculum by using pretest and posttest nonequivalent groups which included 163 ninth standard students. There was a significant effect of the school curriculum on the career and college readiness, it was observed that school counselors played a major role in shaping and providing accurate guidance to the students. Notably, while individual-level variables such as gender, ethnicity, and first-generation status influenced certain outcomes, classroom-level variables accounted for significant variance in career and college readiness self-efficacy. Overall, the study indicated positive enhancements in postsecondary education knowledge and self-efficacy among participants, particularly benefiting first-generation low-income students of color, thereby supporting the efficacy of classroom guidance interventions in achieving career and college readiness goals.

Gbadamosi, G., Evans, C., Richardson, M., & Chanthana, Y. (2015) undertook a study to explore how students who do part-time work while doing full time education build their self-efficacy and development of their career aspirations. After exploring all these variables it was found that female students had a more positive attitude towards their part-time work and had high career aspirations than male students. Students recognized the value of work and that practical experience which is crucial for career development. The school curriculum offers the opportunity to learn work based and work learning experience and also facilitate collaboration between higher education institutions and employers. It creates a path for students to achieve their career goals with more clarity and soft & hard skill based learning which will help the students to face challenges in the practical and corporate world,

according to the researchers theoretical based are as important as practical experience as it helps to build the self-efficacy of students to face the world outside the school.

Kim, M., & Yun, S. (2015) studied the academic self-efficacy, motivation and career aspirations among nursing students. The results of the study revealed that there is positive correlation between personality, satisfaction, academic self-efficacy and achievement motivation, it also revealed that these factors are predictors of career aspirations. The researchers suggested that a motivational program can help to provide proper guidance to the students and how to handle academic stress and build their self-efficacy.

Larson, M., Wei, M., & Wu Feng, T. (2007) conducted a study to determine personality traits and vocational confidence of university students in Taiwan. It was differentiated into four college majors and seven career aspirations. The researchers focused on gender differences, their college majors and career aspirations. There were significant differences in personality traits and level of vocational confidence among different majors depending upon academic pressure and interest. There were differences in the level of career aspirations among males and females also.

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Aim: To study the impact of self-efficacy on career aspirations and examining the gender differences in the professional development of males and females.

Hypothesis
- **H 1 (a):** There is a significant relationship between self-efficacy and the leadership factor of career aspirations.
- **H 1 (b):** There is no significant relationship between self-efficacy and the leadership factor of career aspirations.
- **H 1 (c):** Gender differences influence the relationship between self-efficacy and the leadership factor of career aspirations.
- **H 2 (a):** There is a significant relationship between self-efficacy and the achievement factor of career aspirations.
- **H 2 (b):** There is no significant relationship between self-efficacy and the achievement factor of career aspirations.
- **H 2 (c):** Gender differences influence the relationship between self-efficacy and the achievement factor of career aspirations.
- **H 3 (a):** There is a significant relationship between self-efficacy and the education factor of career aspirations.
- **H 3 (b):** There is no significant relationship between self-efficacy and the education factor of career aspirations.
- **H 3 (c):** Gender differences influence the relationship between self-efficacy and the achievement factor of career aspirations.

Research Design
The objective of this study was to explore the impact of self-efficacy on career aspirations among males and females aged 16-30. To accomplish this goal quantitative study was conducted by using standardized versions of both the variables, the General Self-Efficacy Scale developed by Schwarzer and Career Aspirations Scale revised version developed by Gregor and O'Brien.

To analyze the relation between the two variables, statistical analysis was performed by using Pearson Correlation method, this method enabled an in-depth analysis of both the variables and how independent variables have an impact on dependent variables among males and females.

Participants
The quantitative study was conducted on 98 individuals, 49 males and 49 females from16 to 30 years of age. To collect the data google form was formed in which all the questions and options were included from general self-efficacy scale by Schwartz and career aspirations scale by Gregor and O'Brien. The Google form includes all the required information to give an idea about the test to the participants.

The Google form was circulated through online platforms which ensured wide reach and inclusion of participants from diverse cultural, educational or occupational backgrounds.
- Inclusion Criteria: Individuals aged between 16-30 years were selected for both male and female. It was required that participants should have access to mobile devices as the data was collected through online platforms.
- Exclusion criteria: Individuals below the age of 16 and above 30 were excluded from the study and those who were unable to access Google form.

Data Collection Procedure
A Google form was created which included a questionnaire of 2 scales, General self-efficacy scale by Schwartz and Career Aspiration Scale revised version (2015) by Gregor and O'brien.

The data was collected through social media platforms by circulating the link of the Google form. In the Google form it was clearly mentioned that individual's aged 16-30 are required to fill this form and informed consent was also taken from the participants.

The participants were ensured that their results will be kept confidential.
Personal email-id was also provided so that if they needed any help they could mail me.
The first section of the Google form included demographic details (age, gender and education qualification) of the participant and informed consent was also taken from the participant. "Are you willing to participate in this research by providing your consent?".

Next two sections of the Google form included the instructions and questionnaire of both the scales.

General Self-Efficacy scale instructions:
- There are 10 statements, you are required to indicate the extent to which each statement applies to you.
- There are no right or wrong answers. Select the option that best reflects your feelings or beliefs.
- Be honest and respond based on your actual experiences and perceptions

Career Aspirations Scale instructions:
- There are 24 statements and you have to choose a number from "0" (not at all true of me) to "4" (very true of me). If the statement does not apply, choose "0".

- Please be completely honest.
- Your answers are entirely confidential and will be useful only if they accurately describe you.

0 = Not at all true of me
1 = Slightly true of me
2 = Moderately true of me
3 = Quite a bit true of me
4 = Very true of me

Measures used in the study
The aim of this study was to examine the impact of self-efficacy on career aspirations among males and females, 2 scales were utilized General Self-Efficacy Scale developed by Schwarzer and Career Aspirations Scale revised version 2015 developed by Gregor and O'Brien.

General Self-Efficacy scale:
This scale was developed by Schwarzer in 1992, the original version is in German later it was translated into English by Mary. This scale assesses the strength of an individual's belief in his or her ability and the capacity to achieve their goals.
This questionnaire includes 10 items and each item has 4 options which the participant is required to choose with full honesty.

The options are:
- Not at all true
- Barely true
- Moderately true
- Exactly true

The Participant has to choose anyone option which defines how much they agree with the given statement.

There is no reverse scoring, the options are scored from 1 "Not at all true" to 4 "exactly true".

Higher the score higher the level of self-efficacy and lower the score lower the level of self-efficacy.

Career Aspiration Scale:
This scale was a revised version (2015) and developed by Gregor and O'brien. It includes 24 items and this scale consists of 3 domains, Leadership factor, Achievement factor, and Educational factor, the scores of each domain are calculated separately.

For 24 items 5 options were given from 0 "Not at all true of me" to 4 "Very true of me". Reverse scoring was done for a few items 2, 4, 12, 20 and 22.

Therefore, if the participant chooses "Not at all true of me" that option will be scored 4 and for "Very true of me" 0.

As Career Aspiration Scale has three main domains the level career aspiration of a participant were interpreted on the basis of sum scores in all three domains separately.

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The aim of this study was to study the Impact of Self-Efficacy on Career Aspirations: An In-depth Analysis of Gender Differences in the Professional Development of Males and Females.

A quantitative study was conducted by utilizing 2 scales, General self-efficacy scale by Schwarzer in 1995 and Career aspirations scale by Gregor and O'Brien revised version 2015.

Sample size: 100
Gender: Male and Female

Pearson Correlations method is used to determine the relationship between self-efficacy and career aspirations. As career aspirations scale has three domains Leadership, Achievement, and Education, correlation self-efficacy and all three domains were analyzed.

Pearson Correlation is a statistical measure that analyzes the strength and direction of relationship between 2 variables.

Variables
- Independent Variable: Self-efficacy
- Dependent variable 1: Leadership factor
- Dependent variable 2: Achievement factor
- Dependent variable 3: Education Factor

Table 1: To Show Correlation Between Independent Variable and Dependent Variables of Career Aspirations Among Males

SELF-EFFICACY	LEADERSHIP	ACHIEVEMENT	EDUCATION
COEFFICIENT (R)	0.24	0.31	0.21
N	50	50	50
T STATISTICS	1.74	2.33	1.54
DF	48	48	48
P Value	0.08	0.02	0.12

- Coefficient (r) of self-efficacy and leadership factor is 0.24 which indicates positive correlation between self-efficacy and leadership among males. This correlation indicates that individuals with high self-efficacy will have high leadership aspirations.
- Coefficient (r) of self-efficacy and achievement factor is 0.31 which indicates positive correlation between self-efficacy and leadership among males. This correlation indicates that individuals with high self-efficacy will have high achievement aspirations.
- Coefficient (r) of Self efficacy and Education factor is 0.21 which indicates positive correlation between self-efficacy and leadership among males. This correlation

indicates that individuals with high self-efficacy will have high education aspirations.

- T statistics of leadership is 1.74, as it is greater than 0, which indicates that there is correlation between self-efficacy and leadership factor of career aspirations.
- T statistics of achievement is 2.33, as it is greater than 0, which indicates that there is correlation between self-efficacy and leadership factor of career aspirations.
- T statistics of education is 1.54, as it is greater than 0, which indicates that there is correlation between self-efficacy and leadership factor of career aspirations.
- p value of leadership is 0.08 as it is greater than 0.05 which indicates coefficient is not statistically significant.
- p value of achievement is 0.02 as it is less than 0.05 indicates coefficient is statistically significant.
- p value of Education is 0.12 as it is greater than 0.05 which indicates coefficient is not statistically significant.

Interpretation
1. Self-efficacy and Leadership: The positive correlation coefficient (0.24) indicates a weak positive relationship between two variables. Even though the correlation is positive, the strength of correlation is weak and the non-significant p-value indicates that the relationship is not that strong enough to say that it is statistically significant.
2. Self-efficacy and Achievement: The positive correlation coefficient (0.31) which indicates positive correlation and as the p- value is less than 0.05 that coefficient is statistically significant, this suggests individuals with high self-efficacy have a high level of achievement aspiration.
3. Self-efficacy and Education: The p-value (0.12) that there is not enough evidence to say that there is significant relationship between self-efficacy and education factor of career aspirations. Even though correlation is positive the strength of the relationship is from weak to moderate.

Table 2: To Show Correlation Between Independent Variable and Dependent Variables of Career Aspirations Among Females

SELF-EFFICACY	LEADERSHIP	ACHIEVEMENT	EDUCATION
COEFFICIENT (R)	0.32	0.58	0.51
N	50	50	50
T STATISTICS	2.37	5.01	4.19
DF	48	48	48
P Value	0.02	0.00	0.01

- Coefficient (r) of self-efficacy and leadership factor is 0.32 which indicates positive correlation between self-efficacy and leadership among females. This correlation indicates that individuals with high self-efficacy will have high leadership aspirations.
- Coefficient (r) of self-efficacy and achievement factor is 0.58 which indicates positive correlation between self-efficacy and leadership among females. This correlation indicates that individuals with high self-efficacy will have high achievement aspirations.
- Coefficient (r) of Self efficacy and Education factor is 0.51 which indicates positive correlation between self-efficacy and leadership among females. This correlation

indicates that individuals with high self-efficacy will have high education aspirations.

- T statistics of leadership is 2.37 respectively as it is greater than 0, which indicates that there is correlation between self-efficacy and leadership factor of career aspirations.
- T statistics of achievement is 5.01 as it is greater than 0, which indicates that there is correlation between self-efficacy and achievement factor of career aspirations.
- T statistics of education is 4.19 as it is greater than 0, which indicates that there is correlation between self-efficacy and education factor of career aspirations.
- p value of leadership is 0.02, as it is less than 0.05 it indicates that coefficient is statistically significant and there is a relationship between independent and dependent variables.
- p value of achievement is 0.00, as it is less than 0.05 it indicates coefficient is statistically significant and there is a relationship between independent and dependent variables.
- p value of education is 0.01, as it is less than 0.05 it indicates coefficient is statistically significant and there is a relationship between independent and dependent variables.

Interpretation
1. Self-efficacy and Leadership: The positive correlation coefficient (0.32) indicates positive relationship between two variables and the p-value (0.02) indicates that the relationship is statistically significant. Which implies that a high level of self-efficacy will lead to a high level leadership factor in career aspirations.
2. Self-efficacy and Achievement: As the coefficient is 0.58 which indicates strong relationship between self-efficacy and achievement, the p-value 0.00 indicates that correlation between self-efficacy and achievement is highly statistically significant.
3. Self-efficacy and Education: p-value (0.01) indicates that there is a statistically significant relationship between self-efficacy and the education factor of career aspirations. Therefore, higher the self-efficacy higher the education aspirations.

Table: 3 Two way ANOVA test examining gender differences in the impact of self-efficacy on leadership, achievement and education (career aspirations)

Source of Variation	SS	df	MS	F	P-value	F crit
Sample (Gender)	0.04	1	0.04	0	0.97	3.86
Columns (Self-efficacy)	4365.09	3	1455.03	36	1.42	2.62
Interaction	67.9	3	22.63	0.56	0.64	2.62
Within	15841.68	392	40.41			
Total	20274.71	399				

- The effect of gender differences on the factors of career aspiration (leadership, achievement, and education) is not statistically significant as F is 0 and p is 0.97 which suggest that there is no significant difference in the mean scores of career aspirations between males and females.
- The effect of self-efficacy on the career aspirations (leadership, achievement and education) is statistically significant because F is 36 and p is less than 0.005. This indicates that there are significant differences in the mean scores of leadership, achievement, and education across different levels of self-efficacy.

- The interaction between self-efficacy and gender is not statistically significant which indicates there are no gender differences, therefore the impact of self-efficacy on leadership, achievement, and education is similar for both genders.

Therefore, gender does not have a significant effect on career aspirations, it's the self-efficacy that influences and shapes one's career aspirations. Additionally, there is no significant interaction between gender and self-efficacy which indicates that relationship between self-efficacy and leadership, achievement, and education is consistent across the genders.

Limitations
1. Sample size and representation: While the Sample size is quite adequate there can be a lack of diversity of population, there are high chances that the majority of people can be of 20 to 25 and fewer represent individuals of 30 years or below 20. Due to which the results can vary if the same study was conducted on 25 to 30 years of age.
2. Self-report bias: As the questionnaire was a self-report measure there are high chances that answers may be biased or influenced by cultural factors or one's belief.
3. Limited scope and variables: The study might not be able to study all the factors influencing Career aspirations like culture, peer influence, parent and societal pressure or experiences.
4. Cross sectional design: This was a quantitative study and questionnaires were used to study the aim of the study, but it could have been better if longitudinal study was conducted as it can provide an in-depth analysis of the study and deeper insight into the factors influencing Career aspirations.

The aim of this primary research was to study the impact of self-efficacy on career aspirations and examining the gender differences in the professional development of males and females. Kim, M., & Yun, S. (2015) studied the academic self-efficacy, motivation and career aspirations among nursing students. The results of the study revealed that there is positive correlation between personality, satisfaction, academic self-efficacy and achievement motivation, it also revealed that these factors are predictors of career aspirations. The researchers suggested that a motivational program can help to provide proper guidance to the students and how to handle academic stress and build their self-efficacy. Two scales were utilized for this primary research on impact of self-efficacy on career aspirations. (1) General self-efficacy scale by Schwarzer (1995), it has 10 items and each item has 4 options and the participant has to choose any one of them, "not at all true", "Barely true", "Moderately true", and "exactly true". (2) Career aspirations scale by Gregor and O'Brien (2015) revised version, it consists of 24 items and these items are divided into three factors, Leadership, Achievement, and Education.

The participants were recruited from different social media platforms and the link of Google form was provided to those whose age ranged between 16 to 30. The Google form consisted of the purpose of study, questions of both the scales and the instructions. It was assured that the participants' responses will be kept confidential and if they have any doubts they can mail me.

After the collection of data the scoring and analysis was done, for determining the relationship between self-efficacy and the factors of career aspirations Pearson Correlation

method was used and to examine whether gender had an impact on the relationship between the two variables a two way ANOVA data analysis was utilized.

The relationship between self-efficacy (independent variable) and leadership (DV1), achievement (DV2), and education (DV3) was studied by using Pearson Correlation statistical method for both males and females respectively. For males it was found that there was a positive correlation between Self-efficacy and Leadership. Even though the correlation was positive, the strength of correlation is weak and the non-significant p-value indicates that the relationship was not that strong enough to say that it was statistically significant. There was positive correlation between self-efficacy and achievement because coefficient was 0.31 and as the p- value is less than 0.05 which indicates that coefficient is statistically significant, this suggests individuals with high self-efficacy have a high level of achievement aspiration. As the p value of self-efficacy and education was greater than 0.05 which shows that even though correlation is positive the strength of the relationship is from weak to moderate.

There was a positive correlation between self-efficacy and leadership among females and the p-value was 0.02 which indicates that the relationship is statistically significant. Which implies that a high level of self-efficacy will lead to a high-level leadership factor in career aspirations. As the coefficient is 0.58 which indicates strong relationship between self-efficacy and achievement and the p-value was 0 which indicates that correlation between self-efficacy and achievement is highly statistically significant. There was a statistically significant relationship between self-efficacy and education because the p-value was less than 0.05. Therefore, higher the self-efficacy higher the education aspirations.

A two way ANOVA analysis was utilized to analyze the influence of gender on the relationship between self-efficacy and career aspirations factors that is leadership, achievement and education. After the analysis it was found that the effect of gender differences on the factors of career aspiration (leadership, achievement, and education) is not statistically significant as F was 0 and p was 0.97 which suggest that there was no significant difference in the mean scores of career aspirations between males and females. The effect of self-efficacy on the career aspirations (leadership, achievement and education) was statistically significant because F was 36 and p was less than 0.005. This proved that there are significant differences in the mean scores of leadership, achievement, and education across different levels of self-efficacy.

 The interaction between self-efficacy and gender was not statistically significant which showed that there were no gender differences, therefore the impact of self-efficacy on leadership, achievement, and education is similar for both genders. Therefore, gender does not have a significant effect on career aspirations, it's the self-efficacy that influences and shapes one's career aspirations. Additionally, there was no significant interaction between gender and self-efficacy which indicates that relationship between self-efficacy and leadership, achievement, and education is consistent across the genders.

CONCLUSION

Hypothesis 1 (a), hypothesis 2 (b), and hypothesis 3 (c) that there is a significant relationship between self-efficacy and the factors of career aspirations among males and females respectively is proved to be true. Among males it was found that there is a positive relationship between self-efficacy and 3 factors of career aspiration, but they only varied in

the strength of relationship. Whereas among females the relationship between self-efficacy and factors of career aspirations was positive and the strength of the relationship was also strong.

The findings shows that there is an impact of self-efficacy on career aspirations among males and females, as stated by Albert bandura self-efficacy is an individual's belief in their abilities, high self-efficacy enhances one's drive to achieve their goals and encourages an individual to aspire more.

Hypothesis 1(c), hypothesis 2(c), and hypothesis 3(c) that gender differences influence the relationship between self-efficacy and factors of career aspirations was rejected on the basis of statistical analysis A two way ANOVA test which indicates that the effect of gender on the relationship between self-efficacy and career aspiration is not statistically significant as F is 0 and p is 0.97.

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