

GENDER AND DOMICILE ORIGIN IN CAREER DECISION MAKING IN THE PUBLIC SECTOR: EMPIRICAL EVIDENCE FROM KUPANG INDONESIA

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Abstract

Self-efficacy career decisions for students are not easy, this is influenced by various factors. Two factors that influence career decisions in this study are gender and domicile of origin. Women are more likely to have a strong will to improve their academic abilities so that their career choices are not missed when applying for work after completing their undergraduate education. Environmental factors also influence a person's personality in determining career direction after completing undergraduate education. The urbanization of rural communities to cities has also changed their mindset to be better than their life in the village. So students from rural areas struggle more to change their destiny by working in the public sector. Although in this study there was no strong difference between students from villages and students from cities in increasing academic scores after attending training. But this is an important review that urbanization in high-income countries has changed the mindset so far that the younger generation in the village will always follow the profession of their parents. Urbanization is a strong indicator that rural people are increasingly interested in working in the public sector in government offices, rather than working physically like their parents in the village.

Keywords: career decision self-efficacy, public sector, urbanization

JEL : J23, J24, J45

INTRODUCTION

Developing countries are still very dependent on government policies in creating jobs. The private sector has not become the prima donna for job seekers because there is no certainty of old age security. This has an impact on increasing unemployment from year to year, especially job seekers from generations who have academic titles. The current millennial generation is increasingly obsessed with working in an office environment. This is influenced by the experience of the family or environment that is very dependent on being a civil servant. A person's life is greatly influenced by the environment, according to Garcia, et al. (2015) this is due to the existence of social relations between children, parents, the environment, and educational institutions that shape the interests and aspirations of a child in the future. From that, a child who wants to continue to tertiary education usually has been directed by teachers at high school, parents, or their home environment to take the right major, because according to Chiesa, et al. (2016), there are doubts about the age of these teenagers, so there is a need for

direction for them, it is hoped that in the future after completing college they will not be unemployed for long to get a job. Children should not follow the flow of their generation, as what is influenced by their peers. According to Dostanić et al. (2021) emphasize the need for responsibility in shaping the direction of interest for future careers.

The public sector is ideal for determining a career after completing higher education. This has become an image in itself that there is a guarantee after retirement or no longer productive age. There is a sense of anxiety and prestige working in the private sector. Certain societal views assume that working in a government office enhances the dignity of the family. Cultural factors and work ethic also influence this view. Communities with a high work ethic culture are more likely to work independently or create jobs, while people with a low work culture and want to be seen as having social status, then are more likely to work in environments with bureaucratic and regulatory systems. In addition, the thing that influences career choice is the domination factor of the majority, minorities feel squeezed, so there is an effort to work hard so that they must be superior to the majority. As in Ojeda et al. (2012) research explained that there is a majority ethnic identity in maintaining the inheritance of their ancestors such as land and plantations to maintain self-existence. Usually, they feel proud of what their ancestors have given them. In contrast to minorities who feel marginalized or subordinate and will surely lose in competing for jobs and pursuing positions in the government environment, they work extra hard to improve their welfare.

It has become a separate trend in career decision research by studying the aspects of gender roles. Bolat and Odaci (2017) research emphasizes the importance of self-efficacy in determining careers, and this is formed in line with changes in age from children, and adolescents to pre-adult emotional maturity. Sugiati, et al. (2021) explain the need for a gender-based division of labor and authority, even though there is mainstreaming of gender in the work environment but there are differences in the social roles of men and women. Usually working women will not be separated from their nature as housewives, which is the perception of Eastern society. In fact, career determination is not only influenced by gender for a child entering pre-adulthood, or as the results of Kulcsár, et al. (2019) research is influenced by information and technology that is absorbed and develops in society. As in this region of Indonesia, the determination of a person's career can be influenced by other factors such as the domicile of origin of the student. The domicile of students from the village has a different mindset from the domicile of students from the city. Therefore, in this study, it is important to synergize the variable of domicile origin with the gender variable, so that it will form a separate model in career decisions in the public sector.

LITERATURE REVIEW

In today's modern era, every tertiary institution integrates the lecture system not only face-to-face but through online methods. To improve one's performance, training using online methods such as Zoom or E-learning is urgently needed today (Mohammadyari & Singh, 2015). The current era of digitalization is making major changes in the world of work, therefore individuals with high skills are needed (Wallin, et al., 2020). The era of artificial intelligence technology

gave birth to the digital generation. Therefore, digital-based training is becoming a distinct trend for certain regions of the developing country.

Good academic ability will foster self-confidence in a person, it is assumed that increased academic achievement during college will provide better opportunities for job seekers to apply for jobs (Duffy, et al., 2015). According to the theory of self-efficacy in career decisions (career decision self-efficacy) developed by Lent confirms a positive relationship between academic ability and career decisions. Every company or institution that needs to regenerate its employees, always emphasizes competence and personal skills to be recruited. Competence is related to the level of education required, while skills are closely related to academic abilities and certain skills. It is hoped that guardianship or counseling lecturers can help students guide and direct careers through specialization in the subjects they take (Chuang, et al., 2020). Self-efficacy for career decisions for adolescents is more interested in the gender and educational level of parents, and usually, parents want their children to be better socially and economically than them (Bolat & Odaci, 2017). Girls will have a career according to their gender. Therefore, we designed the first hypothesis related to the ability of female academics after attending training.

H1: There is an increase in the academic abilities of female students after attending training in determining careers

A person's personality is formed from the environment in which he lives. Usually, people perceive that those who come from the interior and far from the crowds are identified as people with backward thinking patterns, and are late in accessing information. In contrast to people who live in cities, because of the ease of obtaining access to technology and information, they are more confident in developing careers. The lack of information for students in their career decisions makes their doubts (Santos, et al., 2018), this is due to the environment where their families live. Cities have faster access to technology and information than villages. This is a challenge for students who come from villages and continue their studies in big cities to be more motivated to find more accurate information. Therefore, in the second hypothesis, we designed the impact after attending the training for students from the village.

H2: There is an increase in the academic ability of students from the village after attending training in determining careers

Higher education institutions are the hope of the community to produce output that is ready to be absorbed into employment. The need for a curriculum that combines theory and practice. Usually, semester VI or VII students have to take a work internship course. The purpose of this internship is to provide provisions for students when, after graduating from college, they are not surprised by the change in situation from college to an office or bureaucratic atmosphere. According to Al-Hadrami et al. (2023), tertiary institutions must be able to shape and mature the personality of students, so that when they graduate they are mentally ready to work. It is important for a student's ability to combine his emotional intelligence with thoughts and actions, this will affect the ability to determine future careers (Santos, et al., 2018). Women put feelings first so that every action and decision taken is always considered first by emotion and

then by common sense. Therefore, in the third hypothesis, we designed differences in the academic abilities of male and female students after attending the training.

H3. There are differences in academic abilities between female and male students after attending training in determining careers

Psychosocial development in the village and the city must be different. Villages are more identified with jobs such as farmers, fishermen, carpenters, and buildings that require physical work, while cities are more identified with service jobs that require more specific skills, so they are more interested in working in offices. However, with the development of the era, this mindset began to change, village people began to penetrate office professions, because they wanted to change their destiny and raise their social status in the village. So in the developing countries with high urbanization. This is a result of rapidly growing access to technology and information in cities, so this revolution will change the environment (Kulcsár, et al., 2019). Therefore, in the fourth hypothesis, we design differences in the academic abilities of village students and city students after attending training.

H4: There are differences in academic abilities between students from villages and cities after attending training in determining careers

METHODOLOGY

Participant

The participants in this study were students majoring in accounting from one of the state universities in Kupang City, Indonesia. In particular, accounting students who are majoring in public sector accounting and are currently taking regional financial accounting and village financial accounting courses. The number of students included in this experiment amounted to 60 people. Determination of this number by grouping based on gender, namely men and women, and based on domicile origin, namely villages, and cities. The determination of this grouping is random so each group consisted of 30 women and 30 men. Meanwhile, the grouping based on domicile consisted of 30 from villages and 30 from cities. The gender and domicile groups were chosen randomly, meaning that the gender group could consist of domicile groups unequally and randomly and vice versa in the domicile group the pattern was the same. This can be seen in Table 1 below.

Table 1: Participant Distribution Patterns

No	Gender Group	Domicile in Village	Domicile in City
1	Male	12	18
2	Female	18	12
	Total	30	30

Procedure

This experimental activity was carried out by participating in training activities that were carried out for 2 days. Before experimenting, we applied for permission from the academic

faculty and were given a permit to carry out this experimental activity. There was a student who did not take part in this training activity and was given the responsibility to control the experiment. The pattern of questions that have been arranged is in the form of 25 multiple-choice numbers, made in the Google Form application format, each question is randomized, and there is no numbering sequence for each question. The goal is to minimize the occurrence of cooperation between participants. Before the training activities are carried out, the 60 participants will be grouped in sending questions via the Google Form link, divided into 4 groups. The student in charge of this experiment is the one who arranges the grouping himself. One day before the activity begins and based on a permit from the faculty, the person in charge of the experiment will notify the students who have been selected to be participants that there is a test activity before the training activities begin. This training activity uses the online method because learning methods are currently permitted to use mixed methods in every lecture on campus.

On the first day, the training activities were carried out, the link questions were sent to the first group 60 minutes earlier, 45 minutes, 30 minutes, and to the last group 15 minutes before this activity started. Then on the second day or the last day of the training activity, the same questions were randomized again in the Google Form to send a link to the randomized group again. The student in charge himself sent the link to the students and previously randomized the questions on the second day. The link was also sent after the closing event and was delivered at the closing event to ask participants to continue taking the test after the activity. Sending the link is the same as on the first day, it's just that the delivery time is reversed from the first day. The first group to the last group was sent a question link, namely 15 minutes, 30 minutes, 45 minutes at the closing event.

DATA ANALYSIS

The results of the participant test scores for both the gender and domicile groups were processed using the SPSS software application version 26. The Women's group had the lowest pre-test score was 28, and the highest was 76, while for the post-test the lowest was 45 and the highest was 80. The statistical average of the pre-test scores was 51.87, and the post-test score is 62.63. Male group. The lowest pre-test score was 32 and the highest was 80, while for the post-test the lowest was 40 and the highest was 80. The statistical average of the pre-test score was 54.47, while the post-test was 55.47.

Presentation of data in the domicile group, namely in the group originating from the village with the lowest pre-test score being 28, and the highest being 80, while the lowest post-test score was 44 and the highest was 80. The statistical average of the pre-test score was 54.33, and the post-test was 61.23. The group that came from the city with the lowest pre-test score was 32, and the highest was 76, while the lowest post-test score was 40, and the highest was 80. The statistical average of the pre-test score was 52.00, and the post-test score was 56.87.

The normality test for the gender group, namely in the female group, the results of the pre-test and post-test values for the Kolmogorov-Smirnov test and the Shapiro-Wilk test show a significant > 0.05 . In the domicile group, the results of the pre-test and post-test values for the

Kolmogorov-Smirnov and Shapiro-Wilk tests showed a significant > 0.05 . The following is presented in Table 2 of the normality test results for gender and domicile groups.

Table 2: Result of Test of Normality

Class	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Pre-test experiment for female	.129	.200*	.969	.516
Post-test experiment for female	.138	.152	.959	.292
Pre-test control for male	.120	.200*	.975	.697
Post-test control for male	.137	.157	.957	.266
Pre-test experiment for a domicile in a village	.129	.200*	.976	.719
Post-test experiment for a domicile in a village	.105	.200*	.962	.346
Pre-test control for a domicile in the city	.139	.142	.945	.122
Post-test control for a domicile in the city	.149	.089	.955	.233

^a Lilliefors Significance Correction

* This is a lower bound of the true significance.

Because the data presented in Table 2 above shows a distribution greater than 0.05, the paired sample test is continued (paired sample test) and the independent sample test (independent sample test). The results show a significant value for each pair, both from the gender group and the domicile group. The data for this study included 30 paired participants, both groups of men and women, as well as groups of domiciles from villages and cities, so the value of the t table was 2.402. To compare the t count and t table, if the t count results get a negative sign, then the negative is to the left of 0. Then compare the alpha 0.05 with the two-tailed test method, then each limit from 0 left and right to 0.025. Pairs of women's groups who were given the treatment for the pre and post-test showed a t value of -4.603, and a significant value of 0.000. Pairs of women's groups who were not given treatment or as a control showed a t value of -0.505 and a significant value of 0.617.

The domicile group pair, namely the domicile group from the village, on the pre and post-tests, showed a t-value of -3.013, and a significant value of 0.005. Meanwhile, the pair of domicile groups originating from the city on the pre and post-tests showed a t-value of -2.036 and a significant value of 0.051. The following is presented in Table 3 the results of the paired sample test.

Table 3: Result of Paired Samples Test

No	Pair	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
1	Pre-test experiment for female – Post-test experiment for female	-10.767	12.811	2.339	-4.603	.000
2	Pre-test control for male – Post-test control for male	-1.000	10.837	1.979	-.505	.617
3	Pre-test experiment for a domicile in a village – Post-test experiment for Domicile in Village	-6.900	12.543	2.290	-3.013	.005
4	Pre-test control for a domicile in the city – Post-test control for a domicile in the city	-4.867	13.093	2.390	-2.036	.051

After the paired sample test, it is followed by a homogeneity test. The purpose of this homogeneity test is as a requirement before conducting an independent sample test. If the results do not show homogeneity, then the next step is the Mann-Whitney test. This homogeneity test requires an average value with a significance of > 0.05 . The test results in the gender group showed a significant variance in the average value of 0.765 and greater than 0.05. While the test results in the domicile group showed a significant variance in the average value of 0.881 and greater than 0.05.

If the results of the homogeneity test show that the class data variance is homogeneous, then the next step is an independent sample test. This test was conducted to see whether there was a difference between the treated group and the non-treated group. To see the difference seen from the post-test results of the two groups. The requirements of this test are if the significant value is < 0.05 , then there is a difference between the post-test values between the treated and untreated groups, while

If the significant value > 0.05 , then there is no difference between the two groups. The following are presented in Table 4 and Table 5 the results of the unpaired group test.

Table 4: Result of Test for Group Statistics

No	Class	Mean	Std. Deviation	Std. Error Mean
1	Post-test experiment for female	62.63	9.946	1.816
2	Post-test control for man	55.47	10.088	1.842
3	Post-test experiment for a domicile in a village	61.23	10.421	1.903
4	Post-test control for a domicile in the city	56.87	10.431	1.904

Table 5: Result of Independent Sample Test

No	Class	t	Sig. (2-tailed)
1	Equal variances assumed (not) for gender group	2.771	.008
2	Equal variances assumed (not) for the domicile group	1.622	.110

DISCUSSION

The description of test results data for both groups, both the gender group and the domicile group, clearly shows that on average there is an increase in scores after attending training from practitioners. After participating in the training it was illustrated that the female student group had the will to improve their academic abilities than the male student group. The same thing happened to groups of students who came from villages who had more willingness to improve their academic abilities than groups of students who came from cities. More details can be seen from the results of the paired sample test. These results indicate that the female student group has the will to improve their academic abilities, while the male student group does not have the will to improve their academic abilities. Therefore, the first hypothesis is accepted. However, according to Eastern patriarchal culture, men's motivation to get a job and become a leader is still very prominent compared to women's (Sugiati, et al., 2021).

Student groups from villages have the will to improve their academic abilities. This is different from the group of students from the city who are a little less willing to improve their academic abilities. Even though the changes were significant for the group of students who came from the city it was quite a bit and there was almost no visible change. Therefore, the second hypothesis can be accepted, because there is an increase in the academic ability of students from the village. This can break the negative stigma from a society that village people will be excluded from city people because city people can get access to technology and information more easily and quickly.

The results of the study explained that there was an average increase for the female student group, meaning that it exceeded the standard scores set by the campus academics, while the male student group with an average score after attending the training could not reach the minimum threshold. From the difference test between the female student group and the male student group, statistically, there is a difference. Therefore, the third hypothesis is acceptable, because there are differences between the two gender groups. This is corroborated by the theory in the study of Sugiati, et al. (2021) stated that women prioritize feelings more than men, so that in academic achievement and work performance, women have a higher sense of happiness than men. This study can break the findings of Dostanić, et al. (2021) explained that men are more independent in determining future career directions.

The minimum score limit is set by the campus and the results of this test show that the average value of the group of students with domiciles comes from villages, but groups of students with domiciles come from cities, that is, the average value does not reach the minimum limit set by the campus. Even though after attending the training and the scores for the group of students with domiciles coming from the village were obtained beyond the minimum limit, the test

results were statistically significantly lower than alpha. Therefore, the fourth hypothesis is rejected, meaning that there is no difference between the two domicile groups. Urbanization will encourage reducing the uncertainty of technology and information obtained, students from the village should have higher curiosity, but the reality is not like that.

CONCLUSION

Women put more emotional priority in determining their fate in the future, but in the development of Eastern culture which emphasized masculinity, it became a little influenced by advances in technology and information that women today tend not only to use their emotional abilities but to synergize with their intellectual abilities. Employment in the public sector is now increasingly evident in the equality between men and women. Women are increasingly showing their existence among male domination. Public awareness is getting higher to send their children to school no longer looking at men or women because all children have the same right to get an education and are equal in getting a decent job by skills and education.

Stereotypes have so far said that rural people cannot compete with city people, because of the assumption that city people with family backgrounds and physically dependent jobs will continue to follow the mindset of their parents. The growing development of technology and information that knows no boundaries of time and place, makes this pattern of thinking broken. In addition, the impact of urbanization affects changes in the mindset of rural communities. Students from villages are currently increasingly motivated to improve their academics so that they can be accepted in the public sector. Even though the changes in competition between villages and cities in getting jobs in the public sector are not yet obvious, gradually villagers will be increasingly taken into account in the competition to become public officials.

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