

General Self-Efficacy and Career Aspiration: A Study Investigating its Influence on Career Decision Self Efficacy among Young Adults

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Abstract -The focus in building a career will have different dimensions in each stage of one's life cycle. Hence it becomes complex over a person's life time especially when the transition from academics to industry happens. A study among post graduate students becomes relevant as they are at the prime of career exploration and hence can throw light on various influences that shapes the career decision stages. During this stage self-efficacy plays a very important role in a general way as well in the career decision alongside the career aspiration of the individual. This study focuses on exploring the factors shaping general self-efficacy and career aspiration and further examines the influence of these two variables on career decision self-efficacy. The study was mainly focused on the post graduate students who are in their career exploration stage of the career decision trajectory. The study found that persistency, trend seeking ability and institutional support shapes career decision self-efficacy while career aspiration is defined by achievement motivation along with recognition focus and knowledge drive. General self-efficacy among the respondents were characterized by their career focus, confidence to solve problems and gather relevant information. Further the study identified that Career Decision Self efficacy is influenced mostly by career aspiration while self-efficacy plays a relatively low influence. It is also understood that career decision self-efficacy does not differ with gender and work experience but differs with age and future plans among young adults.

Keywords: Career Decision Self Efficacy, Career Aspiration, Self-Efficacy, Career decision, Career exploration,

Introduction

Developing a career is a long-term process that begins at a very early stage in one's life and takes different perspectives at different stages of life. One of the relevant areas of discussion in the career theories is career decision. It is necessary to identify the key concept of career exploration in understanding its importance in one's life considering his aspirations, education, self-efficacy etc. As children get exposed to or rather introduced to various occupations and during adolescence getting exposed to various vocations leads to career decision process. This also develops vocational self-concept (Super, 1957)

Career exploration is considered by career theorists as a very essential as far as adolescence and early adulthood life stage of any individual is concerned. This is mentioned in several career related literatures irrespective of what element related to career and career development being discussed (Lan Yang, 2020). The concept of life stages expresses the changing need of the

individual according to the life progression and attainment of skills as well as knowledge and establishes the need for an intentional career decision at such stages (Super D. E., 1980) Evolving self and identification of the self enables an individual to begin developing skills for career related decision making. Through identification of the self the individual start accepting the differentiated self and begin integrating the skills sets that facilitate him for better decision making (Tiedeman, D. V., and O'Hara, R. P., 1963). The individual thus initiates thoughts and expresses behaviors that will affect their future career choices. Thus, in this course of career development the exploration of a suitable career is evoked that relates with the identified and accepted self. Thereby career exploration is established as a critical element in career planning of the individual. To capture how changes in social contexts affect careers, Super (1980) incorporated life span and life space elements into the concept of career decision process and "recycling" as a

phenomenon was articulated to enrich this process. An individual's life roles are articulated in a highly integrated network of diverse as well as mutually affecting each other in a given situation represents Super's argument of life-career rainbow model. It is in this context Super argues that there is a variety of experiences across various domains of an individual's life that makes a career decision nonlinear in nature and it becomes more dynamic in the career journey progression becoming more flexible as newer experiences are added. The focus of an individual in the exploration process of his career is seen as both exploratory and cognitive in nature. This is mostly objective manifestation of his exploration. All this together determines the depth of the individuals career exploration focus. (Stumpf, S. A., Colarelli, S. M., and Hartman, K, 1983). Reaching a career decision point and finding a suitable fit is found mostly at the early adulthood or young adult stage of one's career life as this is the most relevant stage of life in the current scenario that individuals normally make the final career decision.(Jelena Zikic, 2009)Such exploration is based on one's focus and interest towards a specific vocation leading to acquisition of new information and knowledge.Self-identity and the self-motivational aspects are said to establish the foundation of Self-Construct whereas the self-construct determines the capability of the individual to construct themselves at a time of adversity and taunting challenges. Reflecting this to the career decision perspective establishes the linkage between the self-construct concept and career exploration (HanochFlum, 2000)Further it is argued that individuals who are conferred identity may be externally motivated and requires the external environment to induct information gathering which also requires external motivations to internalize. On the other side individuals who are internally motivated tend to be naturally collecting relevant information in their interested domains and without much external effort internalizes. This argument gives way to identifying the triggers that set the process of career exploration (HanochFlum, 2000)Individual in the age group of 14 to 21 years tend to be driven by education and exposures to work experiences tend to develop knowledge and interest related to certain

vocations, thus developing a desire to seek opportunities triggering deep explorations. Further such opportunity seeking behavior could be recognized as career exploration (Wendy Patton and Erik J.Porfeli, 2007). There has been an argument that establishes that career exploration is a continuous process and thus this continuity perspective has shadowed the career related theories during this time thus, career exploration is seen as a means of coping roles of career or roles in life alongside life transitions resulting out of various environmental changes to which adaptability is sought after. (Zikic, J., and Klehe, U. C., 2006). Through encapsulating in such exploratory behaviors the individual , questions various attributes, experiment with situations as well as opportunities, seek clarifications to establish a connection between their self-identity and the vocational identity before establishing the values and goals they must pursue (Crocetti, E., Sica, L. S., Schwartz, S. J., Serafini, T., & Meeus, W., 2013)Super's establishment of career exploration as an ongoing task stimulated through triggered transitions in life stages had influenced a wider connotation of career decisions in the subsequent career literatures. (Michal Gross-Spector, 2018).Initial career exploration activities are tried out in early adulthood, according to academics, to reach a professional choice point and then to locate a match, a niche, and thereby establishing career routines. (Zhang, 2018)No matter how much an individual settles into a certain job pattern, these routines may shift or be interrupted at different points, either deliberately or unintentionally, which might result in repeated cycle of exploration.(Zikic, 2009). Environmental changes influencing career exploration process as well as influencing career decisions has been a focus point in career development studies. (Zikic, J., and Klehe, U. C., 2006). According to the life-span, life-space theory of job choice and its derivations, people's careers advance as they advance in their principal life responsibilities. Individuals' career exploration, a component of their larger career decision processes, emerges in the early stages of life, in accordance with the decisional and constructionist viewpoints.This generally is found to happen in the childhood stage of life and found to increase during

adolescence and early adulthood, whereby continue across the rest of the life span (RW Lent, 2013) this perspective enables the fair integration of the career exploration scholarly concept with life stage -life span approach put forth in literatures. (e.g., (HanochFlum, 2000)

Researchers and practitioners have used a variety of career exploration measures to evaluate the sorts of exploratory behaviors people participate in and people's degrees of participation in such activities in connection to occupation choice in order to examine these theoretical bases. This study explores Career aspiration, Career Decision Self Efficacy and General self-efficacy among the many variables that constitute the career decision studies.

Theoretical background

Career Decision Self Efficacy

Research on career self-efficacy has advanced, highlighting the necessity to distinguish between self-efficacy for various types of job responsibilities. The content and process domains of career decision making were presented as two distinct domains of career self-efficacy by Hackett and Betz in 1981. While the process domain of career self-efficacy focuses on self-efficacy in employing the appropriate techniques for successfully navigating a decision-making process, the content domain of career self-efficacy refers to self-efficacy in certain career fields, such as math, writing, or science. Following these complex divisions of career self-efficacy into content and process domains, it is acknowledged that self-efficacy tests should be created for certain career domains (Hackett, 2006) Career decision-making and career search activities are process-domain self-efficacy measures. The career decision self-efficacy is process domain self-efficacy measure (EBetz, 1983) CDSE has been acknowledged as a significant component, linked to a variety of career-related behaviors. Career indecision is strongly predicted by CDSE (Bergeron, 1994), (Betz, 1996) (EBetz, 1983). Additionally, it shows a relationship between adaptive career development and CDSE and positively correlates with career adjustment (Betz, 1996) career exploration behavior and other career decision-making attitudes and skills (Blustein, D. L, 1990).

Additionally, a number of psychological factors, including global self-esteem and internal locus of control, have favorable correlations with CDSE (Betz N. E., 1996); (Taylor, 1990). A meta-analytical study concluded that their results show no significant differences of career decision self-efficacy related to age, gender, ethnicity and certain career related variable such as career barriers whereas a moderate relationship exists with the vocational outcome expectations. It then relates with self-esteem, vocational identity, peer support and negatively relates to career indecision (Bo Young Choi, 2011) A recent study among early adulthood students in Indonesia revealed a similar result where career decision self-efficacy showed differences among demographic factors like age, gender, experience and residence region (Khatijatussalihah, 2022). Self-efficacy has a positive significant role in determining career decision self-efficacy (Evelyn Sandra, 2021)

Career Aspiration

Career aspiration has been conceptualized in career decision literatures as relatively major task for adolescents in the context of career seeking which is compatible to their concept of their own self (Creed, 2007). Self-concept was associated with future projections of one's career (Holcomb-McCoy, 2012) Interaction with environment by a person formulates one's self concept that is derived from his own self-image to a great extent as proposed in Super's Vocational decision theory which is one of the key factors that matches career with the self of an individual. This match in turn results in an individual connecting with a particular career trajectory over time. Environmental factors like opportunities, resources, constraints, parental behavior, peer influence, school level influences and the like were established in the Social Cognitive Theory. Thus, there establishes a link between the early aspirations with the later aspirations of an individual's career which is expressed at various life stages. These aspirations lead a person to choose a career (Rojewski, 2005) A conscious awareness is exhibited at the adolescent age of 14 years or older. The greatest problem adolescents face during this life stage is that their personal characteristics have not grown fully for them to identify it and match it with the career

characteristics they prefer. Hence, they struggle to know what their personal interests are specifically, their abilities, goals are still fractional and this leads to a disconnect with their own self-concept and the preferred career characteristics (Gottfredson, 2005). This lack of self-awareness may lead them to an early choice of career path without fully exploring the capabilities they possess. Thus, being myopic on the still accessible options in the career spectrum. Most students report making career choices out of sheer emotional factors that drive them rather than on rationally landing on the next best career opportunity (Holcomb-McCoy, 2012). Around 76% of the adolescent students have below moderate level of occupational aspirations. This indicates that majority of the students have fallen short of career aspirations and many have moderate to low level of occupational aspirations that results in a low level of orientation towards future expectations (Beal, 2010). The career aspiration remain dynamic over the life stages as the fantasy driven career aspiration is shifted to a tentative and then to a final expectation as they become increasingly aware about their own personal characteristics and the career opportunities they can access. These changes exhibited over a life time through the adolescent stage is based on the influences of social, economic, political, technological, school factors, peer group influences and accessibility to opportunity structures (Sadolikar, 2016). There are several contextual factors related to career aspiration.

Career aspirations are influenced by gender, academic qualifications, social status, economic resources, occupation of parents and siblings, expectations from parents as well as other members in the family and society in general (Adragna, 2009) (Berzin, 2010). Differences exhibited by male and female students is based on the contextual factors especially social bias (Massey, 2008). This results in male and female individuals finding occupational opportunities differently and while seeking various tasks involved in the occupation under consideration also, these differential variables come into influence the perceptions of executing tasks associated with the occupation (Correll, 2001). There were few studies that highlighted on the

gender based career aspirations and it was found that female individuals have more career aspirations compared to male (Nadeem, 2018). Females show greater role flexibility and are aspirational towards a greater number of careers than their male counterparts (Mendez, 2002). Females are likely to grab higher positions as they aspire for it even in a male dominated organizations (Feliciano, 2005). Female exhibits a significant aspiration to be part of the social careers whereas the male counterparts are more aspirational towards realistic career (Migunde, 2012). Rewards associated with the career also can be found significantly differentiated among male and female respondents. It is identified that male prefer to place greater importance to prestige and external rewards whereas female associate themselves with internal rewards (Tang, 2008). There are studies that fully do not approve this perspective also. At the adolescent level due to socio-economic circumstances if the prior achievements are lower than they are more likely to have uncertainty in their career aspirations (Gutman, 2008). Parental influence also affects the aspiration of youngsters. The aspiration of the teenage students is mostly influenced by parental aspiration and these early aspirational influences form a positive perception towards certain occupations (Schoon, 2002). It is studied that students internalize the parental academic expectation to promote higher a high level of career aspiration in them (Ma, 2001). Aspiration of male students are mostly influenced by socio-economic and family status (Guo, 2015). There is significant gap exist between the career constructs and family variables across populations and this has made the career counselling ignore the influence of family on the aspirants thus finding difficulty on projecting the career decision cycle (Wahl, 2000).

Self-Efficacy

Self-efficacy was in use in literature in the late 1950 and in early 1960s emphasizing the concept of one's action as a result of feelings as well as emotions derived through interaction with the environment that motivates someone to perform beyond basic instincts (Kear, 2000). Bandura's social learning theory was later changed to social

cognitive theory so as to distinguish the contributions of cognition in a person's ability to process information, feelings, emotions so as to direct his own behavioral performances (Schunk, 2002). It was later mentioned that the human cognition and action cannot be separately found and hence requires understanding of its interactions in the production of skilled performances further adjusting them as the proficiency increases (Bandura Albert, 2006). As proficiency of behavior increases individuals select the most advantageous elements, improvise, adjust or modify them to new forms and customize to suit the existing circumstances. Thus, acquired behavior is regulated by contextual influences coupled with self-regulated influences along with incentive motivations. Thus, it is understood that individuals purposefully set their performance with a forethought whereby they gather sufficient resources to self-regulate themselves to performances and adjust the self-regulations and performance based on the responses received. Hence the intentionality is based on forethought and is moderated by self-reactiveness and self-reflections. The main sources of self-efficacy can be attributed to self-concept mastery vicarious, social or para-social learning social or verbal persuasion, somatic or emotional states, reducing stress reactions and locus of control. Self-efficacy is influenced by past experiences that resulted in various forms of performance accomplishments and through observed experiences basically based on modelling by others. Further the verbal persuasion through coaching, mentoring, teaching and training influence self-efficacy of an individual along with his or her visualizations of future outcomes. Thus, overall self-worth is determined by oneself based on his self-efficacy and aspirations. The individual with a high self-worth may navigate setbacks in future actions and performance outcomes through self-efficacy and aspirations. (Hajloo, 2014) (Orth, 2012). Students with high self-efficacy can better monitor and self-regulate their efforts and more effectively use their cognitive strategies for time management and learning as compared to students with lower self-efficacy, and this leads to higher academic performance (Komarraju, 2013). students' learning outcomes, learning strategies,

self-regulation, and metacognition highly correlate with self-efficacy (Bartimote-Aufflick, 2016)

The self-efficacy related to academic performance is influenced by social context, nationality and field of study (Filippou, 2019). Students whose achievement motivation is higher tends to perceive themselves of having higher self-efficacy in handling academic performances (Huang, 2019).

This study

This study is focused towards capturing the career decision self-efficacy, general self-efficacy and career aspiration among young adults who are in their career exploration stage possibly ready to begin making a final decision related to their best alternative career. The study uses responses received within the stipulated time frame from among MBA/PGDM institutions in Kerala. The institutions were selected upon convenience of access excluding premium institutions. An online questionnaire was used to collect responses where permission or access could be obtained. Further scrutiny of collected responses extracted 345 responses which were further analyzed for fulfilling the study objectives: -

To explore the influence of General Self Efficacy and Career Aspiration on Career Decision Self Efficacy

To understand whether there exists difference in Career Decision Self efficacy based on age, gender, work experience and plans after studies

Instruments

Career Decision Self Efficacy short form Survey was used. CDESES-SF (Betz et al., 1996). The scale was developed to measure "an individual's degree of belief that he or she can successfully complete tasks necessary to making career decisions" (Betz et al., 1996, p. 48). The short form consisted of 25 items representing Crites' (1978) five career choice competencies in his model of career maturity. Accordingly, self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving are the subscales of the CDESES-SF. Items are rated on a 5-point Likert-type scale ranging from 1 (no confidence at all) to 5 (complete confidence). A more condensed format (CDSE-SF) will ensure that both (long form

and short form) formats yield comparable results while giving researchers and practitioners more flexibility in administration and feedback (Nancy E. Betz, 2005).

Career Aspiration scale (Gray, 2007) was used to capture the career aspiration of the subjects under the study. This scale is popularly known as CAS developed by Karen M. O'Brien. This 10- item measure assessed the degree to which individuals valued their careers, and aspired to leadership positions within their career. Participants responded to each item on a 5-point Likert scale.

Generalized self-efficacy scale (Jerusalem, 1995) forms the major tool for general self-efficacy studies. In this study General Efficacy was captured using the New General Efficacy scale (Gilad Chen, 2001) developed and tested by organizational psychologists Gilad Chen and team. The scale consists of 8 items and it measures how much people believe themselves of achieving their objectives despite hindrances.

Analysis

Demographic information of the respondents

<i>Variables</i>		<i>Frequency</i>	<i>Percent</i>	<i>Variables</i>		<i>Frequency</i>	<i>Percent</i>
Age	Below 25	319	92.5	Gender	Male	120	34.8
	Above 25	26	7.5		Female	225	65.2
Plans after PG	Job	332	96.2	Work experience	Less than 6 months	6	1.7
	Higher studies	6	1.7		6 months - 1 year	6	1.7
	Continuing with family business	7	2		1 year -1.5 years	12	3.5
					More than 1.5 years	6	1.7
					No work experience	315	91.3

The responses were collected from MBA/PGDM (Students in colleges enrolled in masters /post graduate level management education) Thus the demographic data shows 319 respondents below the age of 25 years (between 21 to 25 years in general as majority join MBA/PGDM soon after their graduation) and 7.5% of the respondents in the age group of above 25years that shows that

the respondents are in their career exploration stage as well as the early stages of career decision. Majority of the respondents are female and most are from the commerce graduation. Around 91% of the respondents are fresher and has no work experience with a wide majority aspiring for a job. Limiting to these demographical factors further analysis was made.

Results

An exploratory factor analysis was initiated to explore the factors of Career decision Self efficacy, career aspiration and general self-efficacy. The factor loadings extracted six components for career decision self-efficacy which formed persistency, self-reliance, trend seeking ability, self-confidence, institutional support and consistent

planning. Further the influence of these factors on career decision self-efficacy was examined using confirmatory factor analysis. All the attributes loaded significantly on the latent constructs. The value of the fit indices indicates a reasonable fit of the measurement model with data

Model fit Indices for CFA – Career Decision Self Efficacy

	χ^2	DF	P	Normed χ^2	GFI	AGFI	NFI	TLI	CFI	RMR	RMSEA
Career Decision Self Efficacy	5.273	5	.384	1.055	.995	.979	.997	.999	1.000	.097	.013

The regression coefficient estimate, p-value and the variance explained in the path model shows persistency (0.888, <0.001, 78.9), self-reliance (0.745, <0.001, 55.5), trend seeking ability (0.874, <0.001, 76.3), self-confidence (0.852, <0.001, 72.7), institutional support (0.853, <0.001, 72.8), and consistent planning (0.733, <0.001, 53.8) respectively determining career decision self-efficacy and hence the following equation was derived.

$$\text{Career Decision Self Efficacy} = 0.888 \text{ Persistency} + 0.745 \text{ Self-reliance} + 0.874 \text{ Trend seeking ability} + 0.852 \text{ Self-confidence} + 0.853 \text{ Institutional support} + 0.733 \text{ Consistent Planning}$$

Persistency is the subscale that is most reliable (alpha = 0.915), whereas institutional support (alpha = 0.778) is relatively less dependable. With

alphas ranging from 0.778 to 0.915, the final score is very reliable independent of the response strategy. While identifying the influence of these subscales on Career decision self-efficacy we could see that persistency, trend seeking ability, institutional support and self-confidence has regression values expressing higher influence than other subscales relatively.

Career Aspiration survey returned five components while performing exploratory factor analysis. The components were achievement motivation, knowledge drive, expertise focus, recognition focus and leadership focus. The confirmatory factor analysis resulted in all attributes loading significantly on the latent construct and the model fit indices are as follows

	χ^2	DF	P	Normed χ^2	GFI	AGFI	NFI	TLI	CFI	RMR	RMSEA
Career Aspiration	6.456	3	.091	2.152	.993	.963	.990	.981	.994	.215	.058

The regression coefficient estimate, p-value and the variance explained in the path model shows achievement motivation (0.790, <0.001, 32.7), knowledge drive (0.742, <0.001, 57.1), expertise focus (0.694, <0.001, 48.1), recognition focus (0.756, <0.001, 57.1) and leadership focus (0.572, <0.001, 32.7) respectively determining Career Aspiration which is captured in the equation as Career Aspiration = 0.790 Achievement motivation

+ 0.742 Knowledge drive + 0.694 Expertise focus + 0.756 Recognition focus + 0.572 Leadership focus
 General self-efficacy scale employed eight statements for which the responses were captured on a five-point scale. The influence of each of the statements on General Self Efficacy is identified. the statements included (GSE1) I will be able to achieve most of the goals that I have set for myself. (GSE2) When facing difficult tasks, I am

certain that I will accomplish them. (GSE3) In general, I think that I can obtain outcomes that are important to me. (GSE4) I believe I can succeed at most any endeavor to which I set my mind. (GSE5) I will be able to successfully overcome many challenges. (GSE6) I am confident that I can perform effectively on many different tasks.

(GSE7) Compared to other people, I can do most tasks very well. (GSE8) Even when things are tough, I can perform quite well.

The regression coefficients, the P value and the variance explained for the statement are as follows

Factors/ Variables (Dependent Variable)	Latent Construct (Independent Variable)	Regression Coefficient	Critical Ratio.	P	Variance explained (%)
General Self efficacy	GSE1	0.987	46.505	<0.001	97.3
	GSE2	0.693	15.788	<0.001	48.1
	GSE3	0.58	12.251	<0.001	33.6
	GSE4	0.738	17.496	<0.001	54.5
	GSE5	0.535	11.043	<0.001	28.6
	GSE6	0.666	14.86	<0.001	44.3
	GSE7	0.579	12.223	<0.001	33.6
	GSE8	0.506	10.307	<0.001	25.6

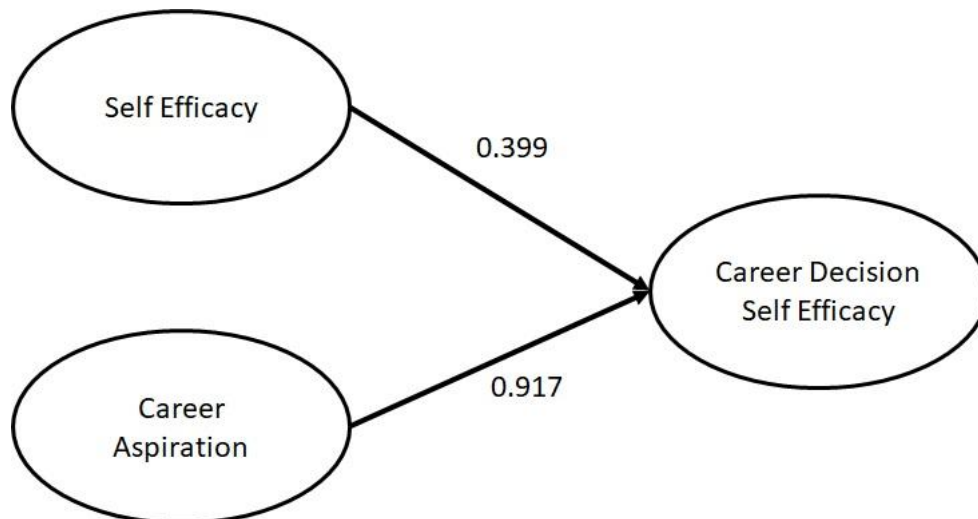
Further the combined influence of General self-efficacy and career aspiration on career decision self-efficacy was examined and the Model fit

Indices for CFA- General Self Efficacy – Career Aspiration-Career Development Self efficacy is as follows

	χ^2	DF	P	Normed χ^2	GFI	AGFI	NFI	TLI	CFI	RMR	RMSEA
General Self Efficacy – Career Aspiration-Career Development Self efficacy	484.440	89	.000	5.443	.880	.744	.901	.839	.916	1.653	.114

The values of the model fit indices indicate a reasonable fit and the regression effect of the relationship between the variables is expressed based on regression coefficient effect in the path

model. The results provide the regression equation as: Career decision self-efficacy = 0.399 General Self Efficacy + 0.917 Career Aspiration.



Thus, the study reveals that there exists a relationship between career aspiration, self-efficacy and career decision self-efficacy. Career Aspiration ($r=0.917$) among the young adults has a relatively higher influence on career decision self-efficacy than general self-efficacy ($r=0.399$).

Further, whether there is a difference in career decision self-efficacy in relation to the age, gender, work experience and their plans after post-graduation is examined. The age group of the respondents is captured as "above 25 years" and "below 25 years" and a Z test was performed where the result shows that career decision self-efficacy differs with age groups. Further to examine whether career decision self-efficacy differs with gender a Z test to compare means of male and female gender groups was performed and it shows that there exists no significant difference in career decision self-efficacy between the male and female gender groups. This result confirms the previous literatures that examined the demography of the respondents with difference in career decision self-efficacy. To identify whether there exists any difference in career decision self-efficacy in relation to work experience of the respondents an ANOVA test was performed which shows that there is no significant difference of career decision self-efficacy exist

Discussion and future scope

The study examined whether there is an influence of self-efficacy and career aspiration on career decision self-efficacy. It is identified that there exists a positive relationship between the variables under consideration. Career aspiration of young

between different work experience years. It was hypothesized that career decision self-efficacy shows significant difference between "plans after post-graduation" of the respondents. ANOVA test showed that there exists significant difference in career decision self-efficacy in relation to the "plans after post-graduation" of the respondents. Plans after post-graduation was captured as "job", "Higher studies" and "continuing with family business" and hence there is a difference in career decision self-efficacy based on the mean scores of the plans mentioned a post hoc analysis was made. Career decision self-efficacy differs with those young adults with plans for job and those with plans for higher studies. there is no significant difference in career decision self-efficacy between those having plans for going for job and those with plans to continue with their family business. It is also seen that career decision self-efficacy differs with those with plans for higher studies and those young adults planning to continue with family business. Hence it is concluded that career decision self-efficacy differs significantly with young adults having plans for higher studies and those with plans to either go for a job as well as those planning to continue with their family business.

adults shows a greater influence than Self efficacy on career decision self-efficacy when combined influence is measured. Further it was understood that career decision self-efficacy differs with age and does not differ with gender. It is also understood that career decision self efficacy does

not differ with work experience. Future plans among young adults were never found to be considered while studying career decision self-efficacy. In this study while examining whether career decision self-efficacy differs with future plans which is captured as “plans after post-graduation”, the results shows that there exists significant difference. On further analyzing is revealed that the difference in career decision self-efficacy exist between those having plans to join a job after post-graduation and higher studies and those with continuing in their family business and those planning for higher studies. Career decision self-efficacy does not differ between those planning for a job and those continuing in family business. This shows that those with career aspiration and those having specific career plans specifically in the form of job or family business

exhibits difference in career decision self-efficacy. The difference in career decision self-efficacy is exhibited with different age groups also is relevant. Career decision self-efficacy does not differ with gender confirms with previous literatures specifically. In the future studies on career decision self-efficacy, it will be ideal to examine whether entrepreneurial orientation influence career decision self-efficacy can be studied as young adults tend to focus on entrepreneurial venture, even though not immediately after studies in most cases, may have significant influence. Career decision self-efficacy is an important construct in the career development theories as higher career decision self-efficacy results in better career choices and career decisions.

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