



Faculty of Cognitive Sciences and Human Development

THE RELATIONSHIP BETWEEN CAREER MATURITY AND CAREER DECISION MAKING SELF-EFFICACY AMONG UNIVERSITY STUDENTS IN MALAYSIA

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MALAYSIA**

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ABSTRACT

THE RELATIONSHIP BETWEEN CAREER MATURITY AND CAREER DECISION MAKING SELF-EFFICACY AMONG UNIVERSITY STUDENTS IN MALAYSIA

Nur Farisha Binti Hanafi

This study aims to examine the relationship between career maturity and career decision-making self-efficacy (CDMSE) among university students in Malaysia. The study adopts a quantitative research design using a questionnaire that measures career maturity and CDMSE. Data will be collected through an online survey distributed via social media platforms. The sample is selected using a simple random sampling method, with the sample size determined based on Steven K. Thompson's formula. The instruments used include the **Career Maturity Inventory-Revised (CMI-R)** and the short form of the **Career Decision-Making Self-Efficacy Scale (CDMSE-SF)**, both of which have been validated for reliability and accuracy. This study is expected to provide valuable insights into the methodological approaches employed to understand the relationship between career maturity and CDMSE within the context of Malaysian university students.

ABSTRAK

HUBUNGAN ANTARA KEMATANGAN KERJAYA DAN EFIKASI KENDIRI DALAM MEMBUAT KEPUTUSAN KERJAYA DALAM KALANGAN PELAJAR UNIVERSITI DI MALAYSIA

Nur Farisha Binti Hanafi

Kajian ini bertujuan untuk mengkaji hubungan antara kematangan kerjaya dan efikasi sendiri dalam membuat keputusan kerjaya (CDMSE) dalam kalangan pelajar universiti di Malaysia. Kajian menggunakan reka bentuk kuantitatif dengan soal selidik yang mengukur kematangan kerjaya dan CDMSE. Data akan dikumpulkan melalui tinjauan dalam talian yang diedarkan menerusi platform media sosial. Sampel kajian dipilih menggunakan kaedah persampelan rawak mudah, dengan saiz sampel ditentukan berdasarkan formula Steven K. Thompson. Instrumen kajian yang digunakan termasuk **Career Maturity Inventory-Revised (CMI-R)** dan skala pendek **Career Decision-Making Self-Efficacy Scale (CDMSE-SF)**, yang telah disahkan kebolehpercayaan dan kesahihannya. Kajian ini dijangka memberikan pandangan yang mendalam tentang pendekatan metodologi yang digunakan untuk memahami hubungan antara kematangan kerjaya dan CDMSE dalam konteks pelajar universiti Malaysia.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This study explores the relationship between **Career Maturity** and **Career Decision-Making Self-Efficacy (CDMSE)** among university students in Malaysia. Career maturity refers to an individual's readiness and ability to make realistic and informed career decisions, encompassing self-awareness, occupational knowledge, and effective decision-making skills. On the other hand, CDMSE, which is grounded in Bandura's theory of self-efficacy, denotes the confidence individuals possess in navigating the various tasks associated with career planning, goal-setting, and decision-making.

Given the increasing complexity of the modern labor market and the rapid transformations in career landscapes, understanding how these constructs interact is critical. This research addresses a significant gap in the existing literature by examining these relationships within the unique sociocultural and educational context of Malaysia. By integrating **Super's Career Development Theory** and **Bandura's Self-Efficacy Theory**, the study provides a robust theoretical framework for investigating factors influencing students' career readiness and decision-making capabilities.

In this chapter researcher explained regarding the background of the study, the problem statement, the research objective, the research hypothesis(es), the research question, term definitions; conceptual definition and operational definition, and the significance of study.

1.1 Background of Study

In the context of educational psychology and career development, the constructs of career maturity and career decision-making self-efficacy (CDMSE) have garnered significant attention over recent decades (Super, 1990). Career maturity involves the readiness and ability of individuals to make well-informed, realistic career decisions, and is considered a key indicator of career readiness (Savickas, 2013). Donald Super's career development theory posits that career maturity progresses through different stages, beginning in adolescence and extending into adulthood, highlighting its developmental nature (Super, 1990).

On the other hand, CDMSE refers to an individual's confidence in their ability to successfully navigate the career decision-making process. Rooted in Albert Bandura's self-efficacy theory, CDMSE encompasses the belief in one's competence to perform tasks associated with career planning, exploration, and decision-making (Bandura, 1997). High levels of CDMSE are correlated with proactive career behaviors, effective career planning, and greater resilience in the face of career-related challenges (Betz, 2004).

In Malaysia, the emphasis on higher education has intensified, with a growing number of students pursuing tertiary education to enhance their employability and career prospects (Ministry of Education Malaysia, 2021). The Malaysian government's efforts to improve the quality of higher education and align it with the demands of the global job market have underscored the importance of career readiness among university students (Ministry of Education Malaysia, 2021). However, the transition from higher education to the workforce is fraught with challenges, necessitating a comprehensive understanding of the factors that influence students' career readiness (Aizuddin et al., 2021).

Despite the significant strides in educational reforms, there is a dearth of research focusing on the career development processes of Malaysian students. Existing studies have

largely concentrated on Western populations, with limited attention given to the unique cultural, social, and economic contexts of Malaysia (Gati & Kulcsár, 2021). This gap in the literature presents an opportunity to explore the relationship between career maturity and CDMSE among Malaysian university students, providing insights that are both locally relevant and globally significant (Aizuddin et al., 2021).

Additionally, the dynamic and competitive nature of the modern job market has heightened the need for students to possess robust career maturity and CDMSE (Savickas, 2013). Technological advancements, evolving job roles, and global economic shifts have created a complex landscape where traditional career paths are less predictable (Betz, 2004). In this environment, students equipped with high career maturity and CDMSE are better positioned to navigate uncertainties and make informed career decisions that align with their aspirations and market realities (Gati & Kulcsár, 2021).

Moreover, understanding how career maturity influences CDMSE can inform the development of targeted interventions and career guidance programs. Such initiatives can empower students to build their self-efficacy in career decision-making, enhancing their overall career readiness and success (Savickas, 2013). This study aims to bridge the existing research gap by examining the relationship between career maturity and CDMSE among students in higher education institutions in Malaysia. The findings will contribute to the academic discourse on career development and provide practical implications for educators, career counselors, and policymakers (Aizuddin et al., 2021).

1.2 Problem Statement

The transition from higher education to the workforce is a pivotal phase for students, demanding informed career decisions that significantly shape their future professional trajectories. In Malaysia, despite the increasing emphasis on career guidance within

educational institutions, there remains a lack of comprehensive understanding of how career maturity and career decision-making self-efficacy interact among students in higher education. According to Nor Syazila Abdul Rahim et al. (2021) highlighted in their study on students in the Foundation Studies for the Agricultural Science programme at Universiti Putra Malaysia that both career maturity and career decision-making self-efficacy are significant predictors of career adaptability. However, their research was limited to a specific cohort, and there is a paucity of studies that extend these findings to a wider student population across various fields of study and higher education institutions in Malaysia.

Moreover, while the study underscored the importance of interventions to enhance career maturity and self-efficacy, there is limited research on the development and effectiveness of such interventions tailored to the diverse educational and cultural context of Malaysia (Abdul Rahim et al., 2021). This gap is particularly concerning given the diverse backgrounds and varying levels of support systems available to students in different regions and institutions.

Additionally, the evolving job market and the increasing complexity of career paths necessitate a deeper investigation into how career maturity and decision-making self-efficacy can be cultivated effectively. Without addressing these gaps, students may face challenges in making well-informed career decisions, potentially impacting their long-term career satisfaction and success.

This research aims to fill these gaps by examining the relationship between career maturity and career decision-making self-efficacy among students in higher education institutions across Malaysia. It will explore the specific factors contributing to these constructs and identify potential gaps and barriers that students face.

1.3 Research Objective

The main objectives of the study are:

- 1) To identify the relationship between career maturity (attitude scale and competence test) and career decision-making self-efficacy among students in higher education in Malaysia.
- 2) To identify the relationship between career maturity (attitude scale) and career decision-making self-efficacy among students in higher education in Malaysia.
- 3) To identify the relationship between career maturity (competence test) and career decision-making self-efficacy among students in higher education in Malaysia.

1.4 Research Hypotheses

The research hypothesis(es) are:

H_{01} : There is no significant relationship between career maturity (attitude scale and competence test) and career decision-making self-efficacy among students in higher education in Malaysia.

H_{02} : There is no significant relationship between career maturity (attitude scale) and career decision-making self-efficacy among students in higher education in Malaysia.

H_{03} : There is no significant relationship between career maturity (competence test) and career decision-making self-efficacy among students in higher education in Malaysia.

1.5 Research Question

This study was conducted with several research questions that have been identified:

1. Is there any relationship between career maturity (attitude scale and competence test) and career decision-making self-efficacy ?
2. Is there any relationship between career maturity (attitude scale) and career

decision making self-efficacy ?

3. Is there any relationship between career maturity (competence test) and career decision making self-efficacy ?

1.6 Terms Definitions

1.6.1 Career Maturity

Conceptual definition

Career maturity is defined as the degree to which individuals are prepared to make informed and realistic educational or vocational decisions. It encompasses a blend of self-knowledge, occupational knowledge, and decision-making skills necessary for effective career planning. According to Super (1990), who originally proposed the concept, career maturity includes understanding oneself, knowing the requirements of various occupations, and reasoning about the relationships between personal attributes and occupational choices. This developmental construct is influenced by an individual's experiences and is often assessed through their ability to navigate career-related tasks appropriate for their developmental stage. Career maturity is not static; it evolves as individuals progress through different life stages, influenced by personal experiences, educational background, and external factors such as family, peers, and societal expectations (Qonitatin & Kustanti, 2021).

Operational definition

Career maturity refers to the readiness and ability of individuals to make informed and realistic career decisions, which includes competencies like self-appraisal, planning, and problem-solving. To measure career maturity in this study, the Career Maturity Inventory-Revised (CMI-R) by Crites and Savickas (1996) was used. This inventory was chosen because its content is highly relevant for postsecondary adults, as noted by Busacca and Taber (2002).

The CMI-R is a standardized instrument designed to assess how adolescents and adults approach tasks related to career development. It evaluates career maturity across two main components: the Attitude Scale and the Competence Test. Each component consists of 25 items, resulting in a total of 50 items for the entire inventory. Responses are recorded using a 5-point Likert scale, ranging from (1) = *strongly disagree* to (5) = *strongly agree*.

The Attitude Scale measures an individual's readiness to engage in career exploration and planning, while the Competence Test assesses specific skills related to career decision-making, such as gathering occupational information and setting career goals. The inventory provides insights into both the attitudes and competencies that influence a person's ability to make well-informed career decisions. Higher scores on the CMI-R indicate a greater level of career maturity and readiness to engage in effective career planning processes (Lee et al., 2022).

1.6.2 Career Decision-Making Self-Efficacy (CDMSE)

Conceptual definition

Career Decision-Making Self-Efficacy (CDMSE) is conceptually defined as an individual's belief in their ability to successfully make decisions related to their career development. This concept is rooted in Bandura's theory of self-efficacy and has been adapted by researchers like Taylor and Betz (1983) to specifically address career-related tasks. CDMSE encompasses the confidence to explore career options, set career goals, and implement career decisions.

Operational Definition

Career decision-making self-efficacy (CDMSE) refers to an individual's confidence in their ability to perform tasks related to career decision-making. To measure CDMSE in this study, the short form of the Career Decision-Making Self-Efficacy (CDMSE) scale developed by Betz et al. (1996) was used. This instrument was chosen due to its efficiency and relevance to the research context. The original CDMSE scale, developed by Taylor and Betz (1983), consists of 50 items and has been widely used in various studies. However, the short form used in this study includes 25 items, making it more suitable for the research purpose. The content of the short form focuses on five key behaviors: (a) Self-Appraisal, (b) Occupational Information, (c) Goal-Selection, (d) Planning, and (e) Problem-Solving. The responses were collected using a 5-point confidence continuum, ranging from (1) = *no confidence at all* to (5) = *complete confidence*. The scale scores were calculated by summing up the responses for each behavior, and the total score was the sum of all five scale.

1.6.3 Career Decision-Making

Conceptual definition

Career decision-making involves the process through which individuals make choices about their career paths and goals. This process includes self-assessment, exploration of career options, decision-making, and implementation of career plans. It is influenced by various factors including personal interests, values, personality traits, and self-efficacy beliefs (Gati & Kulcsár, 2021).

Operational definition

In this study, career decision-making refers to the actions and processes undertaken by students to make informed choices about their career paths, as measured by the Career Decision-Making Self-Efficacy Scale (CDMSES).

1.7 Significance of Study

This study holds substantial significance as it addresses critical gaps in understanding the career development process among university students in Malaysia, particularly in the context of the modern, competitive job market (Abdul Rahim et al., 2021). For students, the findings provide valuable insights into the interplay between career maturity and career decision-making self-efficacy (CDMSE), two essential constructs that influence their career readiness and ability to make informed choices (Gati & Kulcsár, 2021). By understanding how career maturity affects their confidence in navigating career decisions, students can better assess their strengths and weaknesses, enabling them to focus on areas that require further development. This understanding can empower students to approach their career paths with a greater sense of purpose and adaptability, ultimately enhancing their success in transitioning from academia to the workforce (Betz, 2004).

This study is also valuable for researchers as it addresses a notable gap in the existing body of literature by focusing on Malaysian university students. While previous studies have examined career maturity and CDMSE in other populations, limited research has explored their relationship in the Malaysian context. This research adds to the body of knowledge by providing a localized understanding of these constructs, setting a foundation for future studies to investigate additional variables and explore these relationships in broader contexts. By examining the unique challenges and experiences of Malaysian students according to Betz (2004), this study contributes to the global conversation on career development while emphasizing cultural and contextual factors that shape career readiness and decision-making efficacy.

In summary, this research holds significant academic and practical implications, aiming to enhance the understanding and support of career development processes among Malaysian university students. It highlights the importance of integrating career maturity and self-

efficacy into educational strategies, ensuring students are well-prepared to navigate their career paths confidently and competently.

1.8 Limitations of the Study

This study acknowledges several limitations. One primary concern is the reliability of self-reported data, as participants may consciously or unconsciously provide socially desirable answers, a common challenge in psychological and career-related research (Latkin et al., 2017). This can impact the authenticity of responses regarding career maturity and decision-making self-efficacy.

Additionally, cultural diversity within Malaysia introduces potential biases. Cultural norms and societal expectations may influence how participants perceive and respond to survey questions (Rahim et al., 2021). For instance, students from collectivist cultural backgrounds may prioritize external influences over personal preferences, which could skew the results. Such cultural factors need to be considered when interpreting findings and assessing their generalizability across different populations. Despite these limitations, the study strives to provide meaningful insights by employing robust methodology and acknowledging potential constraints in the analysis.

1.9 Summary

In this chapter, the researcher explains the overview of the key components, focusing on the relationship between career maturity and career decision-making self-efficacy (CDMSE) among university students in Malaysia. It highlights the challenges faced by students transitioning from education to the workforce and underscores the importance of understanding these constructs. By presenting the research objectives, hypotheses, and

conceptual framework, the study establishes a structured approach to exploring these factors. Additionally, the significance of the research is outlined, emphasizing its contributions to career development strategies and the understanding of student readiness for career decision-making. This summary serves as a foundation for further exploration in subsequent sections.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of the literature related to the constructs of **Career Maturity** and **Career Decision-Making Self-Efficacy (CDMSE)**. This chapter critically examines previous studies, journal articles, and theoretical contributions to establish the academic foundation of the research. Additionally, it presents the **conceptual framework** and **theoretical framework** guiding the study, with a focus on **Super's Career Development Theory** and **Bandura's Self-Efficacy Theory**.

The chapter also explores the application of these theories in understanding the interplay between career maturity and CDMSE, particularly within the context of Malaysian university students. By synthesizing existing knowledge, this chapter aims to identify research gaps and provide a theoretical basis for the study's methodology and objectives.

2.1 Career Maturity

Career maturity refers to the preparedness of individuals to make informed educational and vocational decisions. It encompasses several dimensions, including self-knowledge, understanding of career options, and decision-making abilities. Frank Parsons, a pioneer in career development, emphasized that career maturity involves a clear understanding of oneself and the requirements of various occupations, along with the ability to reason about career choices (Ni et al., 2023).

According to Super (1990), who first coined the term "career maturity," defined it as the degree to which individuals are ready to tackle developmental tasks associated with their career stages. According to Super's model, career maturity evolves through various stages of development growth, exploration, establishment, maintenance, and withdrawal each characterized by specific tasks that individuals must navigate (Singh, 2020).

Recent studies have expanded on Super's foundational work by integrating psychological readiness and adaptability into the concept of career maturity (Jia et al., 2024). For instance, career maturity is now seen as not only the ability to make informed decisions but also the capacity to adapt to changing circumstances within the work environment (Abdul Rahim et al., 2021). This dual perspective highlights the importance of both cognitive and affective elements in career decision-making processes.

2.2 Career Decision-Making Self-Efficacy

Career decision-making self-efficacy is essential for helping people make certain career choices. This is because a person's capacity for successful decision-making can be significantly impacted by their level of self-confidence. Three key elements are frequently used to assess self-efficacy: individual achievements, life satisfaction, and self-motivation. Additionally, it is regarded as a belief system that helps individuals to overcome obstacles in life. This shows that an individual's ability to respond to life decisions is greatly influenced by their level of self-efficacy.

Self-efficacy reflects an individual's perception of their ability to plan and manage career-related matters (Zulkifli et al., 2021). Understanding one's self-efficacy is crucial because it is personal and unique to each individual. Barriers to workplace effectiveness may arise if an individual's level of self-efficacy is low. Betz (1992) argued that strong self-belief

can empower individuals to achieve their goals successfully. The ability to make decisions independently, without relying on external help, further strengthens a person's sense of self-efficacy (Maddux et al., 2021).

Self-efficacy is also influenced by several factors, including behavior, skills, and personal values (Fadhilah, 2013). Since each person's self-efficacy varies, this contributes to differences in personality among individuals. High levels of self-efficacy boost confidence, enabling individuals to approach decisions with greater assurance. Therefore, individuals need to identify their self-efficacy levels to better navigate life, particularly when making career-related decisions. Decisions made based on strong self-efficacy often lead to greater personal satisfaction.

2.3 Career Maturity and Malaysian University Students

Career maturity is a dynamic construct that encompasses the readiness and ability of individuals to make informed and realistic career decisions, crucial for navigating the transition from education to the workforce. Super (1990) defines career maturity as a developmental process influenced by an individual's attitudes, competencies, and situational factors, which collectively determine their ability to engage effectively in career-related tasks. It includes components such as self-awareness, exploration, decision-making, and planning, which are critical for aligning career choices with personal goals and market realities.

In the Malaysian context, career maturity plays a vital role in shaping students' readiness to enter the workforce amidst a rapidly evolving job market and societal expectations. As noted by Aizuddin et al. (2021), Malaysian university students often encounter challenges in achieving career readiness due to limited exposure to diverse career pathways, cultural influences, and socioeconomic constraints. These factors highlight the

necessity for comprehensive career guidance programs that are culturally relevant and tailored to the unique needs of Malaysian students.

Research by Nor Syazila Abdul Rahim et al. (2021) indicates that career maturity significantly predicts career adaptability among Malaysian students, suggesting that students with higher career maturity demonstrate greater resilience and flexibility in navigating career challenges. This finding underscores the importance of fostering career maturity through targeted interventions, including self-reflection exercises, career planning workshops, and mentorship programs.

The Career Maturity Inventory-Revised (CMI-R) has been a widely used tool for assessing career maturity among students. This instrument evaluates various dimensions, including goal setting, problem-solving, and decision-making readiness. In Malaysia, studies using the CMI-R have shown that students with high career maturity are more likely to engage in proactive career behaviors, such as exploring job opportunities, participating in internships, and building professional networks (Lee et al., 2022).

Relating career maturity to Super's developmental theory, individuals progress through different life stages, each characterized by distinct career development tasks. For university students, this stage involves crystallizing career goals and preparing for employment. Super's theory suggests that career maturity is not merely a function of age but also depends on the individual's experiences, education, and cultural background. In Malaysia, family expectations and societal norms often influence students' career decisions, further complicating the development of career maturity (Savickas, 2013).

Studies by local researchers have highlighted the challenges faced by Malaysian students in achieving career maturity. For instance, Aizuddin et al. (2021) found that many students lack adequate career planning skills, which hinders their ability to make informed

decisions. This gap is particularly evident in students from underprivileged backgrounds, who may have limited access to career resources and opportunities.

To address these challenges, interventions aimed at enhancing career maturity should focus on developing students' self-awareness, fostering decision-making skills, and providing exposure to diverse career pathways. Such initiatives are critical for equipping students with the competencies needed to thrive in an increasingly competitive and unpredictable job market.

In conclusion, career maturity is a pivotal factor in shaping Malaysian university students' career readiness and success. Understanding its components and influences provides valuable insights for educators, policymakers, and career counselors to design effective strategies that support students in their career development journey. By fostering career maturity, Malaysian students can build the confidence and skills necessary to make informed and meaningful career decisions.

2.4 Career Decision-Making Self-Efficacy and Malaysian University Students

Career decision-making self-efficacy (CDMSE) refers to an individual's belief in their capability to successfully navigate career decision-making processes. Rooted in Bandura's (1997) self-efficacy theory, this construct emphasizes confidence in performing tasks related to career planning, exploration, goal setting, and problem-solving. CDMSE is considered a critical determinant of career readiness, as it directly influences students' ability to make informed and proactive career choices.

In the Malaysian context, CDMSE is a particularly vital construct, given the country's competitive job market and rapidly changing career landscapes. Research suggests that

Malaysian university students with high CDMSE are more likely to exhibit resilience, adaptability, and proactive behaviors in their career development processes (Nor Syazila Abdul Rahim et al., 2021). These behaviors are essential for navigating uncertainties in the modern workforce, such as technological disruptions, global economic shifts, and evolving job roles.

Taylor and Betz (1983) developed the Career Decision-Making Self-Efficacy Scale (CDMSES) to measure this construct, encompassing five key domains: self-appraisal, occupational information gathering, goal selection, planning, and problem-solving. In Malaysia, studies utilizing the CDMSES have demonstrated significant correlations between high CDMSE and positive career outcomes. For instance, students with higher CDMSE tend to engage more in career-related activities, such as internships and networking, which enhance their employability (Aizuddin et al., 2021).

CDMSE is influenced by both personal and contextual factors. Personal factors include individual experiences, personality traits, and prior successes in making career decisions. For Malaysian students, these factors are often shaped by cultural values, family expectations, and educational systems. Contextual factors, such as access to career guidance services and mentorship programs, also play a significant role. In Malaysia, however, the availability and quality of such resources vary widely across institutions, creating disparities in students' CDMSE levels (Zaidatol Akmaliah Lope Pihie & Afsaneh Bagheri, 2011).

Relating CDMSE to Bandura's self-efficacy theory, students with higher self-efficacy are more likely to take the initiative in exploring career opportunities and overcoming obstacles. Bandura (1997) emphasizes that self-efficacy beliefs develop through mastery experiences, vicarious learning, social persuasion, and emotional regulation. For Malaysian

students, these experiences might include participating in career fairs, engaging with role models, or receiving encouragement from educators and peers.

Studies in Malaysia have highlighted the need to strengthen CDMSE among university students to address career-related challenges. For example, Zaidatol Akmaliah Lope Pihie and Afsaneh Bagheri (2011) found that CDMSE significantly contributes to students' confidence in setting and achieving career goals. Their research also emphasized the importance of fostering self-regulation skills to enhance CDMSE, enabling students to manage career-related stress and uncertainties effectively.

Moreover, CDMSE plays a critical role in mitigating indecision and anxiety in career planning. Students with low CDMSE may struggle with setting clear career objectives or lack the confidence to pursue their aspirations. This issue is particularly relevant in Malaysia, where societal pressures and limited career exposure can hinder students' ability to make confident decisions (Aizuddin et al., 2021).

In conclusion, CDMSE is a fundamental aspect of career readiness for Malaysian university students. It equips them with the confidence and skills necessary to navigate career-related challenges, fostering resilience and adaptability in a dynamic workforce. Enhancing CDMSE through targeted interventions, such as mentorship programs, career workshops, and self-efficacy training, is essential for empowering students to achieve their career aspirations and succeed in the modern job market.

2.5 Conceptual Framework

In this study, a conceptual framework was constructed to show the flow of the relationship between the two domains selected which are; career maturity and career decision-making self-efficacy. The figure 1.1 below shows the flow:

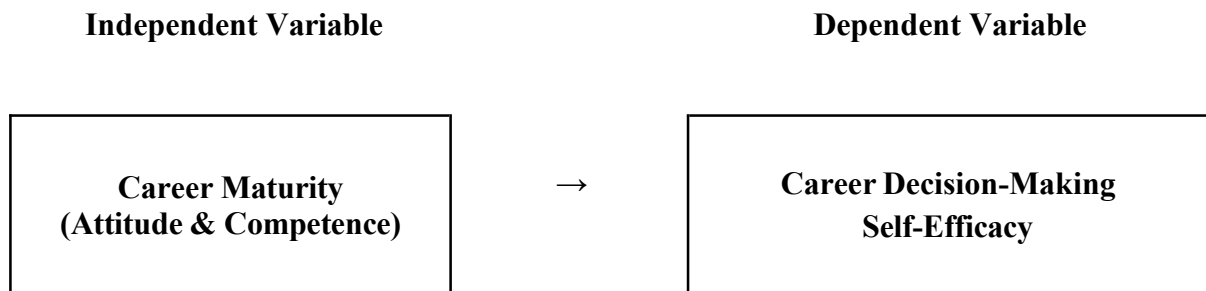


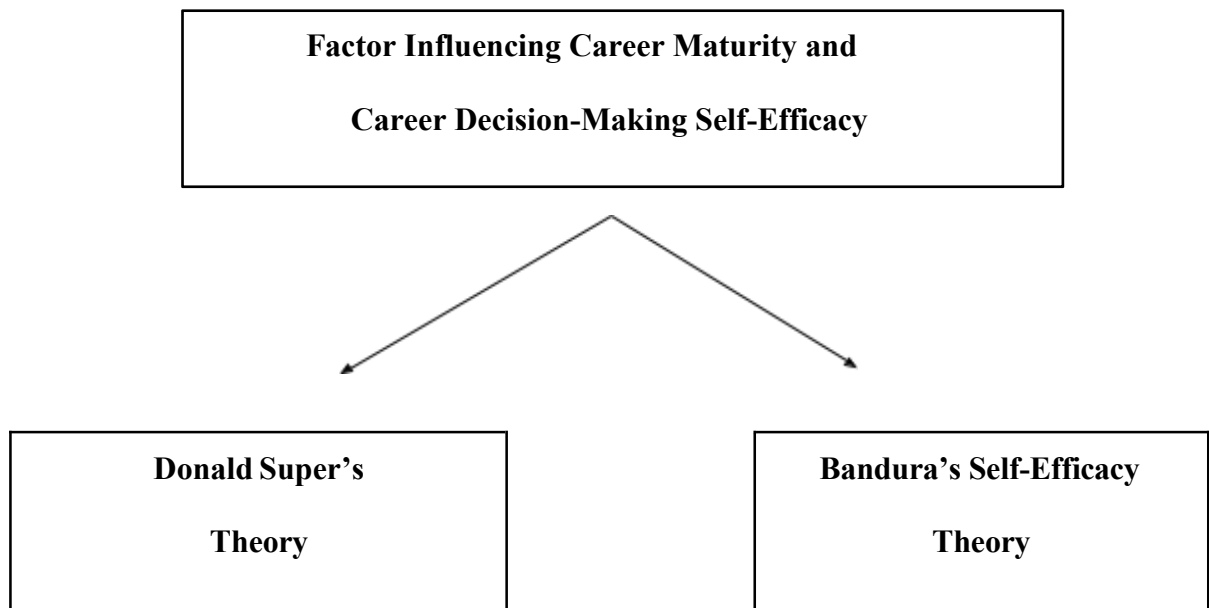
Figure 1 Conceptual Framework

Figure 1.1 above shows the relationship between the independent variable with dependent variable of the study. As shown in figure 1 above, career maturity directly influences career decision-making self-efficacy (CDMSE), with its various dimensions (such as self-appraisal, planning, and goal-setting) acting as key factors in determining an individual's confidence in making career-related decisions.

The relationship suggests that higher levels of career maturity result in greater CDMSE. Specifically, individuals with well-developed attitudes, knowledge, and skills in career maturity are better prepared to handle the complexities of career decision-making. This is because their readiness to engage in self-reflection, explore options, and create actionable plans enhances their confidence in their decision-making capabilities. Conversely, low career maturity may lead to lower self-efficacy in making career-related decisions, potentially resulting in indecision or career-related anxiety.

2.6 Theoretical Framework

Figure 1.2 presents the theoretical framework underpinning this study. The framework integrates Donald Super's Theory, and Bandura's Self-Efficacy Theory, offering a comprehensive basis for understanding the constructs explored in this research.



(Bandura, 1978)

Figure 2 The theoretical framework

Figure 1.2 above illustrates the theoretical framework of the study, which integrates **Donald Super's Career Development Theory** and **Bandura's Self-Efficacy Theory**. As depicted in Figure 1.2, Super's theory highlights career maturity as a developmental process influenced by an individual's progression through life stages and the evolution of their self-concept. This theory emphasizes the readiness to engage in informed career decision-making and effective career planning.

In contrast, Bandura's theory focuses on self-efficacy, defined as an individual's belief in their capability to achieve specific tasks. In the context of this study, self-efficacy plays a

pivotal role in career decision-making by influencing an individual's confidence in exploring career options, setting goals, and overcoming obstacles.

2.7 Application of Theories

This study will utilize two types of theories relevant to the research. The theories to be applied are Donald Super's Theory and Bandura's Self-Efficacy Theory. Both theories are closely related to career maturity and career decision-making self-efficacy (CDMSE).

2.7.1 Donald Super's Theory

Donald Super's Career Development Theory emphasizes that career development is a continuous process that evolves throughout an individual's life span. It highlights the importance of personal growth, developmental tasks, and environmental factors in shaping one's readiness to engage in career decision-making. Super's concept of career maturity is particularly significant, as it measures an individual's ability to effectively handle career-related tasks appropriate to their developmental stage.

This theory is especially relevant in understanding Malaysian university students, whose career decisions are often shaped by cultural and familial influences. In Malaysia, parents and societal expectations play a crucial role in guiding students' career choices (Karim & Jebat, 2024). Super's stages of career development—growth, exploration, establishment, maintenance, and disengagement—provide a structured lens to evaluate how students progress in their career decision-making journeys. For example, the exploration stage aligns closely with the period during which students assess their interests, values, and opportunities. By applying this framework, the study aims to uncover how well Malaysian students are equipped to transition from exploring their options to making concrete decisions about their future careers.

2.7.2 Bandura's Self-Efficacy Theory

Bandura's Self-Efficacy Theory highlights the critical role of self-belief in determining an individual's behavior and persistence in achieving goals. It posits that self-efficacy, or confidence in one's ability to perform specific tasks, is a key factor influencing decision-making and problem-solving. High levels of self-efficacy encourage individuals to approach challenges with confidence, set ambitious goals, and remain motivated despite setbacks, while low self-efficacy may lead to hesitation and avoidance of decision-making tasks.

For Malaysian university students, self-efficacy is influenced by a range of factors, including access to career resources, peer and parental support, and the quality of guidance received from academic and career counselors. In a cultural context where career decisions are often perceived as collective rather than individual responsibilities, self-efficacy becomes a vital component in helping students assert their agency and make decisions that align with their personal aspirations (Ni et al., 2023). This theory provides a framework for understanding how confidence in one's abilities can shape the quality of career choices and the steps students take toward achieving their goals.

Together, these theories offer complementary perspectives for understanding the career development process. Super's framework emphasizes developmental readiness, while Bandura's theory focuses on psychological empowerment. By integrating these perspectives, this study seeks to provide a holistic view of how career maturity and self-efficacy interact to influence Malaysian students' career decision-making processes.

2.8 Summary

In conclusion, this chapter has discussed previous studies conducted by researchers in Malaysia. Most of these studies primarily focused on individual factors, such as career maturity or career decision-making self-efficacy (CDMSE). Additionally, the conceptual and theoretical frameworks guiding this research have been explained. Furthermore, the chapter outlined the theories applied in this study, including Donald Super's Career Development Theory, which emphasizes the stages of career growth and development throughout an individual's lifespan, and Albert Bandura's Self-Efficacy Theory, which highlights the role of self-belief in influencing an individual's ability to make effective career decisions.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter elaborates on the research methodology adopted to address the objectives of this study. It discusses the overall research design, the sampling technique employed, the instruments used for data collection, and the procedures followed to collect and analyze the data. Furthermore, it explains the rationale for selecting specific methods, ensuring that the process is both systematic and robust. By employing a well-structured approach, the researcher aims to obtain reliable data to explore the relationship between career maturity and career decision-making self-efficacy among Malaysian university students.

3.1 Research Design

The study utilizes a **quantitative research method**, which focuses on numerical data collection and statistical analysis to determine the relationship between the variables. Quantitative research is particularly suitable for this study as it enables the researcher to systematically measure the constructs of career maturity and career decision-making self-efficacy (CDMSE) and analyze their relationship.

A Correlation Research Design is employed, which involves collecting data at a single point in time from the target population. This design is advantageous as it allows for an efficient and practical means of gathering a large amount of data. The data collected is

analyzed statistically to provide objective insights into the relationship between the variables. The decision to use a quantitative approach is further justified by its ability to ensure the reliability and generalizability of the findings.

3.2 Population

The target population for this study comprises university students across Malaysia. This group is particularly relevant because they are at a critical stage in their career development, where both career maturity and decision-making self-efficacy play significant roles in shaping their future pathways. Students from various academic disciplines, programs, and levels of study are included to ensure diversity and a comprehensive understanding of the constructs being examined.

3.3 Sample and Sampling Procedure

3.3.1 Sampling Method

The study employs a **simple random sampling technique**. This method is chosen for its ability to eliminate bias, ensuring that each individual in the population has an equal probability of being selected as a respondent. Simple random sampling is one of the most basic and widely used techniques, particularly when dealing with a large and diverse population (Fink, 2016).

The sampling frame, which lists all potential participants, is drawn from university enrollment records. Using a random number generator, the researcher selects participants without bias. This approach increases the representativeness of the sample, enabling the findings to be generalized to the broader population of Malaysian university students.

3.3.2 Sample Size

The sample size for this study is determined using Steven K. Thompson's formula, which is specifically designed for studies using simple random sampling. This statistical method calculates the minimum number of participants required to ensure reliable and statistically significant results (Thompson, 2012). By incorporating factors such as population size, expected effect size, and the desired confidence level, the researcher is able to determine an optimal sample size that balances the need for resource efficiency with scientific rigor (Cochran, 2017).

Selecting an appropriate sample size is essential to the success of the study. A sample that is too small may lack the statistical power necessary to detect meaningful relationships between variables, while a sample that is too large may result in unnecessary consumption of time and resources (Krejcie & Morgan, 1970). By applying Thompson's formula, the researcher ensures that the study's findings are robust and generalizable to the larger population of Malaysian university students.

For this study, the minimum number of participants is set at 100. This decision is based on calculations using a 95% confidence level, a 5% margin of error, and an assumed maximum variability of 50%. This ensures the study is both statistically strong and practical, while also being efficient with resources.

3.4 Instruments

To collect data for this study, two standardized instruments are used, each carefully chosen for its relevance to the constructs under investigation and its proven reliability and validity in previous research.

The first instrument is the **Career Maturity Inventory-Revised (CMI-R)**, which assesses career maturity through two primary scales: **Attitude** and **Competence**. This inventory consists of 50 items rated on a 5-point Likert scale, ranging from (1) *strongly disagree* to (5) *strongly agree*. The Attitude scale evaluates an individual's readiness to engage in career planning, while the Competence scale measures skills related to decision-making and problem-solving. The CMI-R is widely recognized for its robustness in capturing the multidimensional nature of career maturity, making it an ideal tool for this study.

The second instrument is the **Career Decision-Making Self-Efficacy Scale - Short Form (CDMSE-SF)**. This scale comprises 25 items that measure an individual's confidence in performing career-related tasks across five domains: **Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem-Solving**. Responses are recorded on a 5-point Likert scale, where (1) *indicates no confidence at all* and (5) *represents complete confidence*. The CDMSE-SF has been extensively validated in prior studies, demonstrating its suitability for assessing self-efficacy in career decision-making processes. Together, these instruments provide a comprehensive framework for examining the relationship between career maturity and CDMSE.

3.5 Pilot Study

3.5.1 Reliability

A pilot study is conducted with a sample of 30 university students from UNIMAS to evaluate the reliability of the instruments. **Cronbach's Alpha** is used to measure internal consistency, which reflects how closely related the items within each scale are as a group. A Cronbach's Alpha value above 0.7 is considered acceptable, indicating that the instruments produce consistent results. By testing the instruments in a local context, the pilot study ensures that they are appropriately calibrated for the Malaysian educational environment.

Table 1

Comparison of Cronbach Alpha Late Research and Current Research

	Late Research	Current Research
Career Maturity Inventory- Attitude Scale	.764	.816
Career Maturity Inventory- Competence Test	.818	.859
Career Decision-Making Self-Efficacy	.942	.965

3.5.2 Validity

Validity is assessed through both **content validity** and **construct validity**. Content validity is established by consulting experts in career development to ensure that the instruments comprehensively cover the constructs they are intended to measure. Construct validity is evaluated statistically, verifying that the items align with the theoretical dimensions of career maturity and CDMSE. These steps enhance the credibility of the instruments and ensure that they are well-suited for the objectives of the study.

3.6 Data Collection Procedure

Data is collected using an **online survey**, hosted on **Google Forms**. The use of online survey platforms like Google Forms is chosen due to its ease of use, cost-effectiveness, and ability to quickly reach a large audience (Mondal et al., 2019). The survey link is distributed via **social media platforms** such as WhatsApp, Instagram, and Facebook to maximize participation.

Before completing the survey, participants are provided with a detailed explanation of the study's purpose, and their consent is obtained. Informed consent is obtained from participants, ensuring they understand their rights and agree to participate voluntarily (Dillman et al.,

2014). Confidentiality and anonymity are assured, encouraging honest and accurate responses. Confidentiality and anonymity are assured to participants to promote honest and accurate responses, as confidentiality is crucial for ethical research (Singh & Engel-Hills, 2022).

3.6.1 Data Analysis

The collected data is analyzed using **SPSS software**, which provides a suite of statistical tools to interpret the findings. Descriptive statistics are used to summarize the demographic characteristics of the sample, while **Pearson Correlation** is applied to examine the strength and direction of the relationship between career maturity and CDMSE. This statistical method is particularly well-suited for identifying linear relationships, offering valuable insights into the hypotheses of the study.

3.7 Ethics and Limitations

3.7.1 Ethics

Ethical considerations are vital in this research, particularly in ensuring the collection, analysis, and interpretation of data are handled responsibly. In correlational research, ethical guidelines necessitate careful control of demographic variables such as age, gender, and academic background to maintain validity and reduce bias (Apuke, 2017). Furthermore, manipulation or misrepresentation of data, such as suggesting causation in correlational studies, is strictly avoided to prevent ethical breaches that could undermine the credibility of findings (Shaw, 2018).

The research also upholds participants' rights, emphasizing informed consent and the confidentiality of their responses. Participants are fully briefed on the study's purpose, ensuring they understand their role and voluntarily agree to participate, as suggested by

Leavy (2017). Information provided by respondents is kept private unless explicit permission is given for educational use. Proper citation and acknowledgment of sources are employed to prevent plagiarism and ensure academic integrity. Adherence to these ethical practices reflects the researcher's commitment to minimizing harm and maintaining the integrity of the research process (Bell et al., 2019).

3.8 Summary

This chapter elaborated on the methods employed to conduct the research, focusing on the quantitative approach used to investigate the relationship between career maturity and career decision-making self-efficacy (CDMSE) among Malaysian university students. It detailed the Correlation Research Design and simple random sampling technique, ensuring unbiased participant selection.

Additionally, it highlighted the instruments used, such as the Career Maturity Inventory-Revised (CMI-R) and the Career Decision-Making Self-Efficacy Scale (CDMSES-Short Form), both of which have been validated and tested for reliability. A pilot study was conducted to ensure the clarity and consistency of the instruments, reducing potential issues during the main data collection.

Ethical considerations, including participant consent and confidentiality, were strictly adhered to, emphasizing the importance of research integrity. Finally, the chapter addressed the study's limitations, acknowledging constraints that could influence the findings and ensuring transparency in the research process.

CHAPTER 4

FINDINGS

4.0 Introduction

The purpose of this study was to examine the relationship between career maturity and career decision-making self-efficacy among university students in Malaysia. This chapter presents the findings obtained from the data analysis process. It begins with the demographic profile of the respondents, followed by descriptive data and analysis of the main variables. Finally, the chapter concludes with the results of inferential analysis in relation to the research objectives and hypotheses..

4.1 Overview

This chapter will explain on overview of results for this research. Report on demographic information followed by summary of descriptive data for independent and dependent variables that already been analyzed by Statistical Package for the Social Science (SPSS). Finally, this chapter will outlined with the results of inferential analysis based on research objectives and research hypotheses.

4.2 Data Analysis

All analyses were conducted using a two-tailed test with an alpha value of 0.05. Descriptive statistics such as mean, standard deviation, and frequency were used to describe the demographic characteristics of the respondents. The research question was examined using Pearson Product-Moment Correlation Coefficient to determine the relationship between career maturity and career decision-making self-efficacy.

4.3 Descriptive Information

During the data collection phase, a total of 100 respondents from various universities in Malaysia participated in the study by completing the online questionnaire. Therefore, the total sample size was $N = 100$.

4.3.1 Descriptive Analysis of Respondents' Demography

The demographic characteristics include gender, age, ethnicity, year of study, and university. Among the 100 respondents, 60% were male ($n = 60$), and 40% were female ($n = 40$). The majority of respondents were aged between 21 and 24 years old (87%), followed by those aged 18–20 years old (8%), and 25 years and above (5%).

In terms of ethnicity, 45% were Bumiputera Sabah ($n = 45$), followed by 35% Malay ($n = 35$), 14% Bumiputera Sarawak ($n = 14$), 3% Chinese ($n = 3$), 1% Bugis ($n = 1$), 1% Buton ($n = 1$), and 1% Indian ($n = 1$). For the year of study, most respondents were in Year 3 (47%), followed by Year 2 (33%), Year 1 (14%), and Year 4 (6%). Frequency and percent of respondents' year of studies are as presented in table 2 below.

Table 2

Descriptive Information of Respondent Demography ($n=100$)

Descriptive Information	Categories	Frequency	Percentage (%)
Gender	Male	60	60.0
	Female	40	40.0
Age	18 - 20	8	8.0
	21 - 24	87	87.0
	25 - above	5	5.0
	Melayu	35	35.0

	Cina	3	3.0
	India	1	1.0
Race	Bumiputera Sarawak	14	14.0
	Bumiputera Sabah	45	45.0
	Bugis	1	1.0
	Baton	1	1.0
Year Of Study	Year 1	14	14.0
	Year 2	33	33.0
	Year 3	47	47.0
	Year 4	6	6.0
University Name	UIAM	1	1.0
	UKM	1	1.0
	UM	3	3.0
	UMK	11	11.0
	UMP	1	1.0
	UMS	48	48.0
	UMT	7	7.0
	UPSI	5	5.0
	UPM	6	6.0
	USM	7	7.0
	UTM	1	1.0
	UiTM	6	6.0
	UTP	1	1.0
	UUM	2	2.0

Regarding university affiliation, the majority of respondents were from Universiti Malaysia Sabah (UMS) with 48% (n = 48). This was followed by Universiti Malaysia Terengganu (UMT) and Universiti Sains Malaysia (USM) with 7% each (n = 7), Universiti Putra Malaysia (UPM) and Universiti Teknologi MARA (UiTM) with 6% each (n = 6), Universiti Pendidikan Sultan Idris (UPSI) with 5% (n = 5), Universiti Malaya (UM) with 3% (n = 3), Universiti Utara Malaysia (UUM) with 2% (n = 2), and 1% each from UIAM, UKM, UMK, UMP, UTM, and UTP (n = 1 each).

4.3.2 Descriptive Analysis of Independent and Dependent Variables

This section presents the descriptive statistics for the independent and dependent variables used in the study: Career Maturity Attitude Scale (CMI-R/AS), Career Maturity Competence Test (CMI-R/CT), and Career Decision-Making Self-Efficacy (CDMSE). These variables were measured using two validated instruments : Career Maturity Inventory-Revised (CMI-R) and Career Decision-Making Self-Efficacy Scale–Short Form (CDMSE-SF).

The CMI-R consists of two subscales: the Attitude Scale (CMI-R/AS) and the Competence Test (CMI-R/CT), each comprising 25 items. Participants responded using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), resulting in a total score range of 25 to 125 for each subscale. The CDMSE-SF also contains 25 items measuring students' confidence in performing various career-related tasks.

All 100 responses were valid with no missing data, allowing for complete analysis. Table 6 summarizes the mean, median, mode, standard deviation, and variance for each variable.

Table 3

Descriptive Statistics of CMI-R/AS and CMI-R/CT

	Mean	Median	Mode	SD	Variance
Career Maturity Inventory-Revised / Attitude Scale (25 items)	78.54	80.0000	80.00	12.63027	159.524
Career Maturity Inventory-Revised/ Competence Test (25 items)	91.59	89.5000	109.00	13.60711	185.153

The results show that the mean score for CMI-R/AS was 78.54, indicating that most students had a moderate to high level of positive attitudes toward career maturity. Meanwhile, the mean score for CMI-R/CT was 91.59, suggesting a higher level of perceived competence in handling career-related tasks. The variability in responses shows that while many students felt confident, there were still differences in how well-prepared they felt overall.

Table 4

Descriptive Analysis for Career Decision-Making Self-Efficacy (CDMSE) Scores

	Mean	Median	Mode	SD	Variance
Career Decision-Making Self-Efficacy (CDMSE) (25 items)	103.01	101.00	125.00	17.72261	314.091

The mean score for CDMSE was 103.01, while the mode was 125.00, indicating that a number of participants demonstrated a high level of confidence in their ability to make career-related decisions. The median was 101.00, which suggests that most students had a moderate to high self-efficacy level. These results imply that the majority of respondents felt fairly confident in performing career decision-making tasks such as goal setting, planning, and problem-solving. The descriptive statistics for CDMSE in this sample are summarized in Table 7 above.

4.4 Inferential Analysis based on Research Hypotheses

This study aimed to examine the relationship between Career Maturity (measured through the Attitude Scale and Competence Test) and Career Decision-Making Self-Efficacy (CDMSE) among university students in Malaysia. The study was guided by three research objectives and three corresponding hypotheses. To test these hypotheses, inferential analysis was conducted using Pearson Product-Moment Correlation, with a significance level (alpha) set at .05.

Pearson correlation is used to assess the strength and direction of the linear relationship between two continuous variables (Weigelt, 2016). The results determine whether the variables are significantly related and help answer the study's research questions.

The following null hypotheses were tested:

H₀₁: There is no significant relationship between Career Maturity (Attitude Scale and Competence Test) and Career Decision-Making Self-Efficacy.

H₀₂: There is no significant relationship between Career Maturity Attitude Scale and Career Decision-Making Self-Efficacy.

H₀₃: There is no significant relationship between Career Maturity Competence Test and Career Decision-Making Self-Efficacy.

To test these hypotheses, Pearson correlation was conducted between:

1. Career Maturity (combined CMI-R/AS and CMI-R/CT) and CDMSE,
2. CMI-R/AS (Attitude Scale) and CDMSE,
3. CMI-R/CT (Competence Test) and CDMSE.

The results are presented in **Tables 5, 6, and 7.**

Table 5

Correlation between CMI-R and CDMSE

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Career Maturity Inventory-Revised and Career Decision Making Self-Efficacy (CDMSE)	.371	.000	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6

Correlation between CMI-R (Attitude Scale) and CDMSE

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Career Maturity Inventory-Revised (Attitude Scale) and Career Decision Making Self-Efficacy	.065	.518	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7

Correlation between CMI-R (Competence Test) and CDMSE

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Career Maturity Inventory-Revised (Competence Test) and Career Decision Making Self-Efficacy	.466	.000	100

** . Correlation is significant at the 0.01 level (2-tailed).

Results show that career maturity had a significant influence on career decision-making self-efficacy (CDMSE). Based on the findings of the correlational analysis, the relationship between career maturity and CDMSE was statistically significant ($CMI-R = .371, p < .005$), while the competence test subscale also showed a significant positive relationship with CDMSE ($CMI-R/CT = .466, p < .005$). However, the attitude scale did not show a significant correlation ($CMI-R/AS = .065, p > .005$). Therefore, the first and third null hypotheses were rejected, while the second null hypothesis failed to be rejected.

These results indicate that students with higher competence in career decision-making tend to report greater confidence in managing career-related decisions. However, having a positive attitude alone may not strongly influence their self-efficacy.

4.5 Summary

Based on the analysis conducted, Pearson correlation analysis was employed to examine the relationship between career maturity and career decision-making self-efficacy among university students in Malaysia. Career maturity was measured using the Career Maturity Inventory-Revised (CMI-R), which consists of two subscales: the Attitude Scale and the Competence Test. The dependent variable, career decision-making self-efficacy, was assessed using the Career Decision-Making Self-Efficacy Scale–Short Form (CDMSE-SF).

The findings revealed that the total career maturity score and the competence subscale were significantly correlated with career decision-making self-efficacy, indicating a positive relationship. Therefore, the first and third null hypotheses were rejected, as there was sufficient evidence to support significant associations. However, the attitude subscale did not show a significant relationship with career decision-making self-efficacy, and thus the second null hypothesis failed to be rejected.

These results suggest that students who demonstrate higher competence in career-related problem-solving and decision-making are more likely to possess stronger self-efficacy in making career choices. In contrast, a positive attitude toward career planning alone may not be a strong predictor of career decision-making confidence.

CHAPTER 5

DISCUSSION, SUMMARY, RECOMMENDATION, IMPLICATIONS AND CONCLUSION

5.0 Introduction

This research was conducted to examine the relationship between career maturity and career decision-making self-efficacy (CDMSE) among university students in Malaysia. The study adopted a quantitative approach using the Career Maturity Inventory-Revised (CMI-R) and the Career Decision-Making Self-Efficacy Scale-Short Form (CDMSE-SF). Career Maturity (Attitude Scale and Competence Test) was the independent variable, while CDMSE served as the dependent variable. Three research hypotheses were developed and analyzed using Pearson correlation.

For research hypothesis 1, the null hypothesis is rejected, indicating a significant relationship between career maturity and career decision-making self-efficacy among university students in Malaysia. This shows a significant relationship between the independent variable and dependent variable.

For research hypothesis 2, the null hypothesis is failed to be rejected, indicating no significant relationship between the career maturity attitude scale and career decision-making self-efficacy. This indicates that the attitude component may not significantly affect the dependent variable.

For research hypothesis 3, the null hypothesis is rejected, indicating a significant relationship between the career maturity competence test and career decision-making self-efficacy. The rejection shows a significant influence of the independent variable on the dependent variable.

Hence, this chapter will focus on discussing the findings retrieved with the relations with previous studies, the implications and further recommendations for future studies.

5.1 Discussion

H₀₁: There is no significant relationship between career maturity (attitude scale and competence test) and career decision-making self-efficacy among university students in Malaysia.

The null hypothesis was rejected, indicating a statistically significant moderate positive relationship between career maturity and CDMSE ($r = 0.371$, $p < 0.01$). This suggests that students who demonstrate greater career maturity are more likely to have higher confidence in making career-related decisions. These findings are consistent with the studies by Abdul Rahim et al. (2021) and Betz (2004), which found that individuals with higher levels of career readiness tend to exhibit stronger self-efficacy in making educational and career decisions.

H₀₂: There is no significant relationship between career maturity (attitude scale) and career decision-making self-efficacy among university students in Malaysia.

The null hypothesis failed to be rejected. The results showed no significant relationship between the attitude scale and CDMSE ($r = 0.065$, $p > 0.05$). This may be influenced by cultural and contextual factors. In Malaysia's collectivist culture, individuals often prioritize group expectations over personal beliefs, which can weaken the link between attitude and

actual decision-making behavior (Fatehi et al., 2020). As a result, these attitudes may not be based on personal belief or readiness, and therefore do not lead to stronger decision-making confidence. Moreover, Bandura (1997) emphasized that mastery experiences, not just attitudes, are critical in building self-efficacy. Without practical exposure, students may have good attitudes but still lack the confidence to make decisions. This is supported by Che Amat and Talhah (2021), who found that Malaysian students rely more on practical experiences and guidance than on internal attitudes.

H₀₃: There is no significant relationship between career maturity (competence test) and career decision-making self-efficacy among university students in Malaysia.

The null hypothesis was rejected. A significant positive relationship was found between the competence test and CDMSE ($r = 0.466$, $p < 0.01$). This finding suggests that students who are competent in gathering occupational information, planning, and problem-solving are more confident in their career decision-making. This aligns with Bandura's Self-Efficacy Theory which highlights the importance of mastery experiences and cognitive readiness in building self-efficacy (Bandura, 1997).

5.2 Implications of the Study

5.2.1 Theoretical Implication

The findings of this study support Donald Super's and Albert Bandura's theoretical frameworks. Super's theory suggests that career maturity is a developmental task that evolves over time, involving both attitudinal and cognitive components (Super, 1990). Bandura's

Self-Efficacy Theory explains that individuals develop confidence in their abilities primarily through mastery experiences, social modeling, and verbal persuasion (Bandura, 1997).

The significant correlation between the competence component of career maturity and CDMSE affirms Bandura's proposition that actual performance and experience are key in developing self-belief. Meanwhile, the non-significant relationship between the attitude component and CDMSE provides valuable insight into how superficial or externally influenced attitudes may not translate into internal confidence. This reflects Super's emphasis on the complexity of career maturity development, where readiness involves more than motivation, it includes real engagement in decision-making processes (Savickas & Porfeli, 2011).

These findings also contribute to extending both theories within the Malaysian context. In collectivist cultures like Malaysia, career decisions are often influenced by family, community, and cultural expectations. The study highlights how these contextual factors can shape or limit how career attitudes are formed and expressed, thus moderating the relationship with decision-making confidence (Fatehi et al., 2020; Yusof & Ali, 2022). This suggests the need to further localize theoretical frameworks when applying them in diverse cultural contexts.

5.2.2 Practically Implication

The results offer valuable insights for trainee counsellors, practicing counsellors, and educational practitioners in the counselling field. For trainee counsellors, the findings emphasize the importance of gaining practical exposure and developing real career planning skills during their training. Internships and practicum placements should be structured to include activities that enhance students' ability to guide clients through career decision-making processes confidently (Norsuhaily et al., 2023).

For practicing counsellors, the study underlines the importance of incorporating both attitude and competence assessments in career counselling sessions. While positive attitudes are helpful, they should not be the sole focus. Interventions should be geared towards enhancing clients' skills in setting goals, researching careers, and planning effectively actions shown to significantly boost career decision-making self-efficacy (Kristina et al., 2024).

Practical counsellors, particularly those in schools or higher education settings, can use these findings to refine their program content. Career guidance programs should prioritize hands-on activities such as industry visits, workshops on career planning tools, and simulations that mirror real-life decision-making. These experiences can bridge the gap between theory and practice, strengthening students' career decision-making self-efficacy (Sidek & Ahmad, 2022).

Higher education institutions should also develop structured and ongoing career development initiatives that extend beyond informational talks. Collaborations with industry professionals, alumni, and mentors can give students exposure to real-world expectations. These efforts not only enhance students' confidence but also prepare them to navigate the uncertainties of today's job market (Che Amat & Talhah, 2021; Zainal et al., 2024).

Lastly, university administrators and policymakers should ensure that career readiness is embedded in the academic curriculum, particularly for first-year students. Early interventions can play a critical role in shaping students' career maturity and CDMSE, ultimately leading to more prepared and adaptable graduates.

5.3 Recommendations For Future Researcher

Based on the findings of this study, a few recommendations can be proposed to future researcher. Firstly, universities and career centers should provide more structured programs

that focus on improving both career maturity and decision-making self-efficacy. These programs could include workshops, career talks, and guided career exploration activities, which can help students gain confidence and clarity in their future plans.

Secondly, career counselors are encouraged to include both career maturity and self-efficacy assessments during counseling sessions. This will help students become more aware of their personal strengths and areas that need improvement.

Thirdly, it is recommended that future researchers consider a larger and more diverse sample that includes students from private institutions or different states in Malaysia. Additional factors such as family influence, academic background, or personality traits could also be explored to understand their impact on career development.

Lastly, qualitative studies such as in-depth interviews or focus group discussions may provide richer insights into students' real-life experiences and the challenges they face when making career decisions.

5.4 Summary of the Study

The research results indicate partial rejection of the null hypotheses, suggesting a significant relationship exists between Career Maturity and Career Decision-Making Self-Efficacy (CDMSE). Specifically, the Competence Test component of Career Maturity showed a significant relationship with CDMSE, while the Attitude Scale did not. Consequently, the findings highlight that only one of the two independent variables (Career Maturity Competence Test) has a significant influence on the dependent variable (CDMSE) in this

study. To support these statistical findings, several past studies are referred to, providing empirical evidence that validates the current research outcomes.

The implications of this study are evident in the contributions to understanding the career development of university students in Malaysia, especially regarding their readiness and confidence in making career decisions. To further improve career guidance services in Malaysian higher education, several recommendations are provided for future researchers. These include adopting a multidimensional approach, incorporating variables such as personal background, cultural context, and competence development. In conclusion, it is believed that by adopting these recommendations as guidelines for future research, the field of career counselling in Malaysia, particularly in the context of career maturity and self-efficacy, can be further enhanced.

5.5 Conclusion

Overall, the study has provided insightful knowledge and understanding on the relationship between the two components of career maturity (Attitude Scale and Competence Test) and their association with Career Decision-Making Self-Efficacy (CDMSE) among university students in Malaysia. To summarise, Chapter 1 presented the research background, problem statements, objectives, research questions, and hypotheses, along with the significance and scope of the study in the current educational and career landscape.

In Chapter 2, a detailed review of relevant literature was conducted focusing on the constructs of Career Maturity and CDMSE, while also identifying existing gaps in past research. Donald Super's Career Development Theory and Albert Bandura's Self-Efficacy Theory were introduced as the theoretical frameworks forming the basis of this study. Chapter 3 elaborated on the research methodology, particularly the non-experimental correlational design

involving 100 undergraduate students from Malaysian public universities. The sample was determined using simple random sampling. This study employed established instruments, namely the Career Maturity Inventory–Revised (CMI-R) and the Career Decision-Making Self-Efficacy Scale – Short Form (CDMSE-SF). Data were collected using an online questionnaire and analysed using the IBM SPSS Version 26, focusing on the Pearson Correlation Coefficient for hypothesis testing.

Chapter 4 presented and interpreted the findings. The results showed a significant correlation between the Career Maturity Competence Test and CDMSE ($p < .01$), while no significant relationship was found between the Career Maturity Attitude Scale and CDMSE ($p > .05$). These findings indicate that students' practical competence plays a more critical role in shaping their career decision-making confidence compared to their general attitudes.

Lastly, in Chapter 5, the findings were discussed in relation to previous studies and theoretical perspectives. Theoretical and practical implications were presented, particularly their relevance to trainee counsellors, practising counsellors, and educational institutions. This chapter also provided recommendations for future research, emphasizing the need for deeper exploration into cultural and experiential factors that influence career readiness and self-efficacy among Malaysian students.

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APPENDICES



Dear Participant,

My name is Nur Farisha Binti Hanafi (Matric number: 85070), year 3 Counselling Student. This study is conducted as part of my final year project KMC3104 under the supervision of AP Dr. Nor Mazlina binti Ghazali, from the Faculty of Cognitive Sciences and Human Development, University Malaysia Sarawak (UNIMAS).

The purpose of study: This study aims to understand how university students perceive their readiness to make career decisions and their confidence in executing tasks related to their career planning. Your participation will contribute valuable insights to this research.

This study consists of 3 sections :

- **Section A: Demographic Information**
- **Section B: Career Maturity**
 - **Part 1 (Attitude Scale)**
 - **Part 2 (Competence Test)**
- **Section C: Career Decision-Making Self-Efficacy**

Consent Statement:

- Your participation is completely voluntary.
- Your responses will remain **anonymous** and **confidential**.
- The survey should take approximately **10-15 minutes** to complete.
- By proceeding, you confirm that you are a university student in Malaysia and consent to participate in this study.

If you have any questions or concerns about the research, feel free to contact me at ;

e-mail : **nurfarishahanafi76@gmail.com**

Thank you for your valuable time and contribution to this research.



Study Title: The Relationship Between Career Maturity and Career Decision-Making Self-Efficacy Among University Students in Malaysia

Student: Nur Farisha Binti Hanafi

Supervisor: AP DR. Nor Mazlina Binti Ghazali

Institution: UNIMAS, Faculty of Cognitive Sciences and Human Development

Contact: 012-8639605, 85070@siswa.unimas.my

Participation Details:

This study aims to understand how university students perceive their readiness to make career decisions and their confidence in executing tasks related to their career planning.

Your responses are **anonymous** and will be used for research purposes only.

Consent:

I acknowledge that I have read and understood the purpose of this survey, and I voluntarily consent to participate and their exclusive use for academic purposes. I also understand that I can withdraw from the survey at any time without penalty. By clicking 'Yes, I agree'.

Section A : Demographic Information

A1. Gender

- ☐ Male/Lelaki
- ☐ Female/Perempuan

A2. Age

- ☐ 18 - 20 years old
- ☐ 21- 24 years old
- ☐ 25 years old and above

A3. Race/Ethnic

- ☐ Melayu
- ☐ Cina
- ☐ India
- ☐ Bumiputera Sarawak
- ☐ Bumiputera Sabah
- ☐ Lain-lain: _____

A4. Year of Study

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Lain-lain: _____

A5. Name of University/Institution*

- ☐ Universiti Islam Antarabangsa Malaysia (UIAM)
- ☐ Universiti Kebangsaan Malaysia (UKM)
- ☐ Universiti Malaysia Kelantan (UMK)
- ☐ Universiti Malaysia Pahang (UMP)
- ☐ Universiti Malaysia Perlis (UniMAP)
- ☐ Universiti Malaysia Sabah (UMS)
- ☐ Universiti Malaysia Terengganu (UMT)
- ☐ Universiti Malaya (UM)
- ☐ Universiti Pendidikan Sultan Idris (UPSI)
- ☐ Universiti Pertahanan Nasional Malaysia (UPNM)
- ☐ Universiti Putra Malaysia (UPM)
- ☐ Universiti Sains Islam Malaysia (USIM)

- ☐ Universiti Sains Malaysia (USM)
- ☐ Universiti Sultan Zainal Abidin (UniSZA)
- ☐ Universiti Teknikal Malaysia Melaka (UTeM)
- ☐ Universiti Teknologi Malaysia (UTM)
- ☐ Universiti Teknologi MARA (UiTM)
- ☐ Universiti Utara Malaysia (UUM)
- ☐ Lain-lain: _____

SECTION B : CAREER MATURITY
BAHAGIAN B: KEMATANGAN KERJAYA

Bahagian B (I) : SIKAP

Baca kenyataan dalam soal selidik Subskala Sikap dan tandakan jawapan anda pada kertas jawapan yang disediakan. Jika anda '**bersetuju**' atau '**amat bersetuju**' dengan kenyataan itu, gunakan pensil dan tandakan [/] pada ruangan '**Bersetuju/ Amat Bersetuju**'. Jika anda '**tidak setuju**' atau '**amat tidak setuju**' dengan kenyataan itu, tandakan [/] pada ruangan '**Tidak Setuju/ Amat Tidak Setuju**'. Padamkan dengan cermat sekiranya anda ingin menukarkan jawapannya.

Bil	Kenyataan	Bersetuju/ Amat Bersetuju	Tidak Setuju/ Amat Tidak Bersetuju
1	Setiap orang memberi saya maklumat yang berbeza-beza, akibatnya saya tidak tahu jenis pekerjaan yang patut saya pilih.		
2	Kemungkinan untuk berjaya dalam satu-satu pekerjaan adalah sama dengan pekerjaan yang lain juga.		
3	Saya hanya ada sedikit ataupun tiada langsung pendapat tentang dunia pekerjaan yang sebenarnya.		
4	Apabila anda telah memilih sesuatu pekerjaan, anda tidak boleh memilih pekerjaan lain.		
5	Saya tertanya-tanya bagaimanakah saya boleh menyesuaikan diri saya sekarang dengan diri saya pada masa akan datang apabila saya bekerja kelak.		
6	Adakalanya anda terpaksa memilih pekerjaan yang bukan pilihan pertama anda.		
7	Pekerjaan adalah sesuatu yang tidak menarik dan tidak menyenangkan.		
8	Saya tidak faham bagaimana ada sesetengah orang yang pendiriannya tidak berubah tentang apa yang hendak dilakukan oleh mereka.		
9	Dalam pemilihan pekerjaan yang berkaitan, pasti sesuatu akan diperolehi pada masa itu atau pada masa akan datang.		
10	Dalam pemilihan sesuatu pekerjaan, anda perlu membuat keputusan sendiri.		
11	Sepanjang ingatan saya, saya tahu pekerjaan apa yang hendak saya lakukan.		
12	Kemungkinan tidak ada peluang dalam pekerjaan yang saya harap-harapkan.		
13	Saya tidak tahu bagaimana hendak menceburi sesuatu bidang pekerjaan yang ingin saya lakukan.		
14	Tidak ada gunanya membuat keputusan tentang apa pekerjaan yang harus dipilih sebab masa depan masih belum tentu lagi.		
15	Saya menghabiskan banyak masa mengharap-harap agar saya boleh membuat pekerjaan yang saya tahu saya tidak boleh lakukan.		
16	Jika ada orang yang boleh memberitahu saya tentang apa pekerjaan untuk diceburi saya akan rasa lebih gembira.		
17	Saya hanya tahu sedikit-sedikit sahaja tentang kelayakan untuk sesuatu pekerjaan.		
18	Semasa memilih sesuatu pekerjaan, anda seharusnya menimbangakan pekerjaan-pekerjaan yang berbeza-beza.		
19	Hanya ada satu jenis pekerjaan yang sesuai untuk seseorang.		

Bil	Kenyataan	Bersetuju/ Amat Bersetuju	Tidak Setuju/ Amat Tidak Bersetuju
20	Tindakan yang paling baik adalah mencuba beberapa jenis pekerjaan dan kemudian memilih satu pekerjaan yang anda paling sukai.		
21	Anda melakukan sesuatu pekerjaan secara kebetulan sahaja.		
22	Saya jarang berfikir tentang pekerjaan yang saya hendak ceburi.		
23	Anda kadang-kadang terpaksa memilih pekerjaan yang kurang daripada apa yang anda harapkan.		
24	Saya benar-benar tidak dapat menemui sesuatu pekerjaan yang menarik.		
25	Saya lebih suka bekerja daripada bermain.		

Bahagian B (ii) : KECEKAPAN

Baca kenyataan dibawah dengan membuat penilaian dan pertimbangan terhadap keupayaan manusia, keutamaan kepentingan kerjaya, kemahiran yang dimiliki, kesesuaian bidang kerjaya dan nilai-nilai bagi seseorang manusia. Jika penilaian anda adalah **‘tepat’** atau **‘sangat tepat’** tentang keupayaan, kemahiran dan kepentingan sesuatu kerjaya bagi seseorang, tandakan [/] pada ruangan **‘Tepat/ Sangat Tepat’**. Jika penilaian adalah **‘tidak tepat’** atau **‘sangat tidak tepat’** tentang keupayaan, kemahiran dan kepentingan sesuatu kerjaya bagi seseorang, maka tandakan [/] pada ruangan **‘Tidak Tepat/ Sangat Tidak Tepat’**. Padamkan dengan cermat dan bersih sekiranya anda ingin menukarkan jawapan lain.

Bil	Kenyataan	Tepat/ Sangat Tepat	Tidak Tepat/ Sangat Tidak Tepat
1	Floyd suka kerjanya sebagai pembuat barang-barang menggunakan acuan dan dia telah meluangkan banyak masa mengendalikan mesin pembuatan yang dimilikinya dalam kedai dirumahnya. Dia lebih berminat bekerja dengan menggunakan alatan berbanding bekerja dengan manusia.		
2	Cheryl membaiki sebuah komputer IBM miliknya untuk melakukan kerja-kerjanya dan juga melakukan kerja taip menaip menggunakan komputer Macintosh dirumahnya. Beliau lebih berminat untuk bekerja dengan data-data berbanding dengan kerja-kerja melibatkan barangan, alatan atau benda.		
3	Juan menjual hartanah sebelum beliau bekerja di salah sebuah bank sebagai seorang pengurus kredit tetapi beliau lebih suka jika menjadi seorang juru jual. Beliau lebih berminat bekerja dengan melibatkan manusia berbanding dengan kerja-kerja yang melibatkan data-data.		
4	Frank suka untuk membaiki kereta-kereta dan bekerja sambil dalam sebuah garaj semasa beliau berada di sekolah menengah. Tetapi beliau pernah tercicir semasa berada di tahun pertama kerana mendapat markah yang rendah dalam matematik dan sains. Beliau lebih berkecenderungan untuk menceburi dalam bidang mekanik berbanding dengan bidang kejuruteraan.		
5	Otis telah bekerja sebagai penolong pengurus di salah sebuah syarikat perkilangan yang besar. Beliau boleh bersara sekarang kerana telah mencapai tahap 10 tahun perkhidmatan, tetapi beliau telah memutuskan untuk mengambil satu lagi jawatan kanan di salah sebuah syarikat yang lebih kecil. Beliau lebih mementingkan nilai-nilai cabaran berbanding dengan nilai-nilai keselamatan dalam pekerjaannya.		
6	Pekerjaan yang hanya memerlukan kelulusan Sijil Pelajaran Malaysia, dengan tiada latihan rasmi yang formal, adalah: ahli bomba, pemandu bas dan pengendali mesin pejabat.		
7	Pekerjaan dalam bidang teknikal memerlukan, sekurang- kurangnya, 4 tahun pendidikan peringkat ijazah di universiti adalah: jurutera perindustrian, perancang bandar dan wilayah, dan juruanalisis sistem komputer.		
8	Semua pekerjaan dalam bidang kerjaya sains memerlukan pemberatan pendidikan yang sama, seperti: doktor gigi, radiologik (Sinar X), juruteknik dan perawat kaki (pakar dalam perubatan dan jagaan pembedahan bagi kaki manusia).		

Bil	Kenyataan	Tepat/ Sangat Tepat	Tidak Tepat/ Sangat Tidak Tepat
9	Semua pekerjaan ini adalah sama bidang kerjayanya dan memerlukan pendidikan peringkat yang sama: juruwang bank, pembeli, dan pengatur cara komputer.		
10	Semua pekerjaan ini memerlukan, sekurang-kurangnya, sijil pelajaran Malaysia untuk memasukinya : pekerja sosial, broker saham dan pegawai perhutanan.		
11	Mary bekerja sebagai seorang setiausaha sebelum perkahwinannya dan menyukai dunia perniagaan. Semasa anak- anaknya sedang membesar, beliau merupakan pengerusi Persatuan Ibu Bapa Dan Guru di United Way Campaign. Kini dia merancang untuk melengkapkan pengajiannya diperingkat universiti dalam bidang pentadbiran perniagaan dan meneruskan kerjayanya dalam bidang pengurusan. Ini adalah merupakan suatu pilihan yang terbaik buatnya.		
12	Jody suka bekerja dengan melahirkan idea-idea baru dan semasa belajar di universiti beliau telah mendapat markah yang terbaik dalam antropologi, sains politik dan falsafah. Pekerjaan yang munasabah untuk beliau adalah: wartawan, peguam dan perancang bandar.		
13	Phil baru saja bersara dari Tentera Udara selepas 20 tahun berkhidmat dengan pesawat dan mekanik enjin. Beliau merancang untuk membuka pangkalan terbang miliknya sendiri untuk kapal terbang kecil, beliau telah melabur hartanya dengan membeli Maine hunting country. Pilihannya adalah sangat bersesuaian dengan latar belakang dan pengalamannya.		
14	Terry belajar seni sejak sekolah rendah dan beliau memiliki Ijazah Sarjana Seni Halus dalam seni cetak. Untuk menyara dirinya semasa belajar di sekolah, beliau telah bekerja sebagai seorang pelayan restoran. Kini beliau mempunyai satu peluang untuk menjadi rakan kongsi pengurusan dalam sebuah restoran baru dan ruang istirahat. Beliau harus mengambil pekerjaan baru ini kerana hiburan adalah sama bidang dengan seni dan beliau boleh menggunakan pendidikan yang diperolehi dalam bidang seni dahulunya.		
15	Sepanjang berada di sekolah menengah, Jim bekerja pada waktu cuti musim panas di tapak pembinaan bangunan, beliau telah dinaikkan pangkat menjadi seorang mandur pada tahun lepas sebelum beliau pergi ke universiti. Beliau menyukai kerja itu dan telah mencapai kejayaan yang cemerlang. Kejuruteraan asas, dengan memiliki sedikit pengetahuan dalam bidang perniagaan, akan menjadikan kursus yang diikuti di universiti sesuatu yang sesuai dengan pengalaman beliau.		
16	Anita mahu menjadi seorang peguam. Terlebih dahulu beliau mesti lulus peperiksaan badan peguam dan selepas itu barulah boleh mengikuti kursus dalam bidang undang-undang.		
17	Hugh telah memutuskan untuk menjadi seorang pencetak. Beliau mesti mengikuti latihan percetakan diperingkat perantis dahulu, kemudian mesti lulus ujian awalan percetakan sebagai pekerja yang terlatih.		

Bil	Kenyataan	Tepat/ Sangat Tepat	Tidak Tepat/ Sangat Tidak Tepat
18	Tom merancang untuk menjadi seorang pegawai perhutanan. Beliau mesti lulus ujian perkhidmatan awam dengan pihak Jabatan Perhutanan sebelum dibenarkan memasuki universiti bagi mengikuti program ijazah dalam perhutanan.		
19	Selepas 20 tahun dalam Tentera sebagai seorang mekanik automotif, Rich mahu bekerja sebagai pekerjaan awam iaitu sebagai seorang ahli teknologi dalam Sinar X (X-ray). Terlebih dahulu beliau mesti mempunyai kelulusan ijazah selama 2 tahun dalam bidang teknologi Sinar X (X-ray).		
20	Kate mahu menjadi seorang pemandu lori jarak jauh. Dia mesti terlebih dahulu mengikuti latihan disekolah memandu lori dengan jayanya dan kemudian mendapatkan lesen memandu.		
21	Bapa Jody adalah seorang doktor gigi dan menghendaki Jody menjadi seorang doktor gigi juga, tetapi beliau lebih menyukai kerjaya dalam bidang perniagaan. Beliau memutuskan untuk menjadi seorang peguam bagi mengelakkan pertengkaran dengan bapanya.		
22	Lou mempunyai ijazah dalam bidang kejuruteraan tetapi lebih menyukai kerja-kerja yang banyak melibatkan dan berkaitan dengan manusia. Beliau fikir, beliau mampu dan berkeupayaan untuk melakukan kedua-dua jenis pekerjaan dengan menjadi seorang jurutera jualan dan sehingga pada akhirnya beliau memiliki sebuah syarikat penghasilan produknya sendiri.		
23	Juliet telah memulakan kerjayanya sebagai seorang ahli teknologi perubatan dan sekarang beliau seorang pengurus di sebuah makmal bioperubatan hospital besar. Pada masa akan datang, beliau bercadang dan merancang untuk mengambil latihan siswazah dalam bidang pentadbiran hospital.		
24	Carol memiliki keupayaan untuk memasuki universiti dan berjaya dalam bidang perniagaan, tetapi beliau mahu bekerja sebaik saja tamat pengajiannya di sekolah menengah. Dia merancang untuk mengambil kursus di universiti pada sebelah malamnya dan kemudiannya, masuk belajar secara sepenuh masa.		
25	Angie mahu menjadi seorang peguam, tetapi dia telah gagal dalam peperiksaan kemasukkan ke Sekolah Undang-Undang sebanyak dua kali. Beliau merancang untuk menerangkan secara lisan tentang bidang guaman ini dengan cara mengikuti latihan sebagai seorang pengamal undang-undang secara tidak sah terlebih dahulu.		

SECTION C : CAREER DECISION-MAKING SELF-EFFICACY

Baca setiap pernyataan dibawah dengan teliti dan berhati-hati, sila tandakan jawapan anda yang sesuai, sejauhmanakah anda benar-banar yakin untuk berjaya dalam setiap tugas yang diberikan. Tandakan jawapan anda dengan membuat bulatan pada kertas jawapan.

5=Sangat Yakin

4=Yakin

3=Sederhana Yakin

2=Sedikit Yakin

1=Tidak Yakin

No	Sejauhmanakah anda yakin untuk menyelesaikan sesuatu tugas dengan jayanya:	5	4	3	2	1
1	Menggunakan kemudahan internet untuk mendapatkan maklumat berkaitan dengan bidang pekerjaan yang anda minati.					
2	Mempertimbangkan dan memilih satu matlamat kerjaya utama berdasarkan kepada senarai matlamat kerjaya utama yang sesuai dengan potensi diri anda.					
3	Membuat perancangan tentang matlamat kerjaya untuk lima tahun akan datang.					
4	Menentukan langkah-langkah yang boleh diambil sekiranya pencapaian akademik anda tidak dapat memenuhi syarat kelayakan matlamat kerjaya yang anda pilih.					
5	Menilai dengan tepat terhadap kebolehan anda.					
6	Mempertimbangkan dan memilih satu pekerjaan daripada satu senarai pekerjaan yang sesuai dengan potensi diri anda.					
7	Menentukan langkah-langkah yang perlu diambil oleh anda bagi memastikan matlamat kerjaya yang telah dipilih dapat dicapai dengan jayanya.					
8	Akan terus berusaha dengan penuh gigih mencapai matlamat kerjaya utama anda walaupun anda mengalami pelbagai dugaan, rintangan dan cabaran.					
9	Menentukan jenis pekerjaan yang paling unggul bagi anda untuk diceburi.					
10	Mengetahui tentang hala tuju sesuatu pekerjaan untuk sepuluh tahun akan datang.					
11	Memilih sesuatu kerjaya yang bertepatan dengan cara gaya hidup anda.					
12	Menyediakan resume dengan baik.					
13	Mengubah matlamat kerjaya utama anda sekiranya anda tidak menyukainya walaupun ianya pilihan pertama anda.					
14	Memastikan dan memutuskan apakah nilai terhadap sesuatu pekerjaan.					
15	Mendapatkan maklumat tentang purata pendapatan tahunan bagi seseorang yang menceburi dalam sesuatu pekerjaan tersebut.					
16	Membuat satu keputusan tentang pilihan kerjaya dan kemudian tidak berasa bimbang sama ada pilihan itu betul atau salah.					
17	Mengubah pekerjaan sekiranya anda tidak berpuas hati dengan pekerjaan yang anda ceburi.					

No	Sejauhmanakah anda yakin untuk menyelesaikan sesuatu tugas dengan jayanya:	5	4	3	2	1
18	Anda amat memahami tentang diri anda bahawa anda tidak bersedia untuk berkorban bagi mencapai matlamat kerjaya anda.					
19	Bercakap dengan seseorang yang telah pun bekerja dalam bidang pekerjaan yang anda juga minati.					
20	Memilih matlamat kerjaya utama yang benar-benar tepat dan sesuai dengan minat anda.					
21	Mengenalpasti majikan-majikan, firma-firma dan institusi yang berkemungkinan relevan dengan kerjaya pilihan anda.					
22	Menerangkan jenis cara gaya hidup yang anda sukai untuk diamalkan.					
23	Mendapatkan maklumat tentang pengsiswazahan dan bidang-bidang profesional.					
24	Akan berjaya melalui proses temuduga bagi sesuatu pekerjaan.					
25	Mengenalpasti beberapa bentuk kerjaya utama yang lain atau alternatif-alternatif kerjaya yang munasabah dengan diri anda, sekiranya anda gagal mendapatkan kerjaya pertama pilihan anda.					