

## Career Decision Self-Efficacy Mediates the Relationship Between General Self-Efficacy and Career Decision-Making of Undergraduate Students

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### Abstract

Career decision-making has remained a constant challenge for students due to a lack of appropriate policy aimed at assisting students in making informed career decisions. This paper examined whether general self-efficacy of undergraduate students would predict their career decision-making through career decision self-efficacy. We obtained data from a convenience sample of 453 undergraduate students in a Ghanaian public university in a cross-sectional survey. The sample comprised 261 (57.6%) males and 192 (42.4%) females, with ages ranging from 18 to 33, and an average of 21.32 (SD = 2.25) years. Data were analysed using Hayes PROCESS for mediation (model 4). General self-efficacy significantly predicted both career decision self-efficacy and career decision-making. Also, career decision self-efficacy was a better predictor of students' career decision-making than general self-efficacy was. Furthermore, career decision self-efficacy significantly mediated the relationship between general self-efficacy, and career decision-making. We concluded that even though both general self-

efficacy and career decision self-efficacy were relevant predictors of career decision-making, context specific self-efficacy is more relevant than general self-efficacy. Implications of the findings for interventions and policy have been discussed within the social cognitive career and the self-determination theories.

*Keywords:* career decision self-efficacy, general self-efficacy, career decision-making, context-specific self-efficacy, self-determination

University education is a pivotal period in the exploration of potential career objectives because during undergraduate school years, students make crucial career decisions that influence their career aspirations, plans, and goals. However, studies have suggested that undergraduate students across the globe face a dilemma in making career decisions (Macgregor, 2007; Watson et al., 2010). Indeed, Azhenov et al. (2023) and Kırdök and Harman (2018) also affirmed that the youth and university students experience difficulty in making career decisions, and these difficulties could hamper their

decision-making processes or lead to inappropriate career decisions (Kırdök & Harman, 2018; Hayden & Osborn, 2020).

Career decision-making difficulties represent the challenges encountered by individuals in their career-related decisions that need to be handled adequately before making career decision (Bacanlı, 2016). Gati et al. (1996) indicated that career decision-making difficulties span across three facets, namely lack of readiness, lack of information, and inconsistent information. Difficulty in career decision-making could be attributed to a lack of knowledge among students about the world of work as a result of ineffective school curriculum that does not address early career preparation of the learners (International Labour Organisation, 2011). Kırdök and Harman (2018) also indicated that these difficulties could emanate from lack of problem solving and decision-making skills, and the more individuals lack problem solving and decision-making skills, the more likely they are to encounter difficulties in their career decision-making process (Azhenov et al., 2023; Çolakkadıoğlu et al., 2011). In addition, the main sources of career decision-making

challenges among undergraduate students may be attributable to lack of information, ignorance, and a lack of exposure to career options (Austin, 2010; Stikkelorum, 2014). This lack of information, knowledge, and capacity to make informed and good career decisions leads to a reduced career decision self-efficacy.

Career decision self-efficacy refers to individuals' degree of confidence that they can successfully engaged in tasks associated with making a career choice and with commitment to a career (Crisan & Turda, 2015). It also denotes the degree of confidence held by a student regarding their own ability to engage in activities relevant to educational and work-related information collection, planning of goals, and decision-making (Peterso, 1993). Empirical studies have reported that approximately 20% to 60% of new students entering institutions of higher learning are usually undecided about their intended career paths (Adedunni & Oyesoji, 2013; Onoyase & Onoyase, 2009). This situation may result in university graduates pursuing careers that are unrelated to their college majors. Thus, many students experience job frustration due to deficiency in career decision self-efficacy and their career productivity is affected. This is consistent with studies that have shown that people get jobs that are not in line with their careers or professional training, but go in for what is available instead of what is in their

professional interest, ability or skills (Godia, 2009; Machio, 2007; Muigai, 2007). The literature suggests that factors including the context in which the individual lives, their personal aptitudes, and educational attainments influence the career decision-making process (Watson et al., 2010).

Career decision-making has remained a constant challenge for students due to a lack of appropriate educational policies and defective curricula. The ILO (2011) attributed the limited information and inadequate career and work-related knowledge amongst youth to inadequate educational curricula that do not address early career preparation of students. Maraya (2011) also noted that there is generally a lack of career guidance policy in educational institutions aimed at assisting students in making appropriate career decisions, making it challenging for students to make informed career decisions (Stikkelorum, 2014). The situation with career decision-making in the Ghanaian context is not different from that of the youth globally. For instance, Brew and Ngman-Wara (2018) argued that some Ghanaian university graduates entering the world of work have little or no knowledge on how to match their programmes of study to their career choice. Also, Ocansey (2000) observed that as a result of the challenges and frustrations in career decision-making, most of the youth in Ghana leave their career for fate to decide. It is significant to note that when there is a mismatch between

the individual's aptitude, values and orientation, dissatisfaction and lack of commitment to the career could occur. It is therefore important that various psychosocial, personal, and situational variables that influence the career decision-making process are explored to facilitate career guidance processes in order to reduce the negative consequences.

### Statement of the Problem

The unemployment rate keeps surging worldwide and this together with economic turmoil in the aftermath of the current COVID 19 pandemic makes a good career decision more imperative. Available data have shown that career mismatch contributed to an estimate of 75.8 million of the younger population being unemployed globally, a trend that could precipitate talent inadequacy, stifle economic growth, and ultimately alter the way workforce issues and challenges are approached (International Labour Organisation [ILO], 2022). The ILO estimates have also indicated that the Global youth unemployment rate has increased slightly from 12.9% in 2015 to 13.1% in 2016 through 2017, and the COVID 19 pandemic has really hurt the young population. The pre-pandemic level of youth unemployment estimates in 2019 of 69 million, was six million below that of 75 million in 2021, and reported to be 73 million in 2022 globally. The situation in Africa was estimated at 12.7% in 2020, and more than

20% of the youth are neither in an employment, education, nor in skills training. This trend keeps worsening over the years, which has implications for the career decisions of youth.

In addition, career indecision has been identified as the most common impediment to career advancement among today's youth. The majority of young people are more interested in achieving self-actualisation through a university degree than in pursuing a career that promotes the development of talents and skills that are market-driven (Ogotu et al., 2017). In this regard, the process of aligning career decisions with the choice of educational programme and requirements has become more complex with the evolution of advanced technology in the world today (Onoyase & Onoyase, 2009).

In the literature, we observed that despite the relevance of self-efficacy in the career decision-making of students, there is a dearth of research in Ghana that explored how both generalised and career decision self-efficacies of university students predict their ultimate decision-making regarding their career. Previous studies only focused on factors that determine career selection in relation to the programme of choice of senior high school students (e.g. Brew & Ngman-Wara, 2018). It is significant to note that senior high school students in Ghana are generally not considered ready for the world

of work; hence there is the need for them to proceed to acquire university degrees before making a fairly informed career decision. Also, within these studies, career decision self-efficacy and expectations have not been fully investigated. Self-efficacy is important for university students so that they have a high assurance they can approach difficult tasks and challenging goals; yet the particular factor that influences a university student's ability to approach the challenge of determining their career choice appears to be unknown within the Ghanaian context. Additionally, few studies explore the mediating role of career decision self-efficacy in the relationship between general self-efficacy and career decision-making of university students. The present study is to fill this research gap.

With the current difficulty that many students face in accomplishing the task of making career decisions, it is important that more research is conducted to understand how self-efficacy relates to one's ability to make a career decision. This study, therefore, examined self-efficacy and career decision self-efficacy as predictors of career decision making of university undergraduate students. Onoyase and Onoyase (2009) have suggested that most students in institutions of higher education have little idea about the career path they want to take. In the current study, we examined the levels of both general and career decision self-efficacy, as well

as the career decision-making potentials of undergraduate students. Literature suggests that individuals may have generalised self-efficacy, and/or self-efficacy in relation to specific situations, context or activity.

The social cognitive theory (Bandura, 1986) postulates that self-efficacy beliefs of individuals are the predominant causal mechanism involved in guiding important aspects of their psychological functioning and initiation of a cause of action. Duru and Soner (2024) emphasised the importance of self-efficacy in career decision-making, and noted that several personal and psychosocial factors affect career decisions of individuals. In this study, we explored the general belief in capabilities (generalised self-efficacy), as well as specific belief in the capabilities to successfully make career decisions (career decision self-efficacy) among undergraduate students of a public university in Ghana. We argue that both generalised self-efficacy and career decision-making self-efficacy would play significant roles in the ultimate decision-making regarding one's career. However, career decision self-efficacy would be a more proximal determinant in making career decisions than generalised self-efficacy. Thus, when both are in the model, generalised self-efficacy would account for less variance in career decision-making than career decision self-efficacy would. In view of this, we modelled career decision self-efficacy as a mediating variable

between generalised self-efficacy and career decision-making.

## Theoretical Background and Development of Hypotheses

### *Self-Efficacy and Career Decision-Making*

Social cognitive career theory has been used in studies investigating students' career decision-making processes (Liu et al., 2022). This theory includes self-efficacy and outcome expectations to help explain individuals' career interests. The theory primarily focuses on the decision-making process while weighing various career options. Wendling and Sagas (2020) employed the social cognitive career theory of career management model to investigate predictors and underlying theoretical mechanisms of college athletes' career planning processes for life after sport. Their findings suggested that the career self-management model is a useful theoretical model that explained 62.7% of the variance on career planning. Bandura et al. (2001) have suggested that the self-efficacy of students shapes the type of career and occupational level they pursued within a given field. Thus, it seems that self-efficacy may be crucial in widening the career aspirations of students. This is because as students' self-efficacy increases so does their career aspiration. Empirical studies (e.g., Crisan & Turda, 2015; Dos Santos, 2020; Ogotu et al.,

2017) have reported significant relationships between self-efficacy and career decision. For example, Previarzya and Asmarany (2023) found that higher self-efficacy is associated with better career decision-making because individuals with higher self-efficacy have higher motivation and belief in their capability to engage in career exploration activities. The self-belief sustains their career exploration activities and information seeking, even in the face of difficulties. In line with literature, we expect general self-efficacy to positively predict self-efficacy related to career decision-making (career decision self-efficacy). We therefore hypothesised that:

1. General self-efficacy of undergraduate students will significantly predict their career decision-making
2. General self-efficacy of undergraduate students will significantly predict their career decision self-efficacy

### *Career Decision Self-Efficacy and Career Decision Making*

Researchers hold varying points of view about the relationship between career decision self-efficacy and career-related variables such as vocational expectation and career barriers (Betz et al., 2005; McWhirter et al., 2000; Wang et al., 2006). Some empirical studies have found significant correlations between career decision self-efficacy and

career decisions (McWhirter et al., 2000), whereas others have reported no significant relationships between the two constructs (Brown et al., 2000; Patton & Creed, 2007). Based on the inconsistent findings, we hypothesised a non-directional relationship between career decision self-efficacy and career decision-making. In addition, we expect career decision self-efficacy to be stronger in predicting career decision-making than the general self-efficacy. Also, we expect general self-efficacy to predict career decision-making by first influencing their career decision-self-efficacy, then ultimately their career decision-making. In view of the foregoing arguments, the following two hypotheses have been formulated:

3. Career decision self-efficacy of undergraduate students will significantly predict their career decision-making
4. Career decision self-efficacy of undergraduate students will significantly mediate the relationship between general self-efficacy and their career decision-making

## Methods

### Design and Sample

The paper employed the cross-sectional research design, involving a convenience sample of 453 undergraduate students pursuing various courses in a Ghanaian public university. This comprises 261 (57.6%) males

**Table 1***Distribution of Sample by Level in the University*

Level	Frequency	Percentage
First-year 100	228	50.3
Second-year 200	114	25.2
Third-year 300	60	13.2
Fourth-year 400	51	11.3
<b>Total</b>	453	100

and 192 (42.4%) females, with ages ranging from 18 to 33, and an average age of 21.32 years (SD = 2.25). Approximately 13% of the sample were married, and most were first year Level 100 students, with final year students being the least (see Table 1).

Insert Table 1 here

## Data Collection Instrument

### General Self-Efficacy

The 10-item general self-efficacy scale (Schwarzer & Jerusalem, 1995) was used in the present study. The scale is unidimensional and has good psychometric properties. Responses are rated on a 4-point Likert-type scale, ranging from 1 (Not at all true) to 4 (Exactly true). A sample item is: “*I can solve most problems if I invest the necessary effort.*” Composite scores on the scale range from 10 to 40, with higher scores representing high self-efficacy. Reported reliability coefficients of Cronbach’s alpha range between .76 and .90 (e.g., Schwarzer &

Jerusalem, 1995). In the present study, the reliability was estimated using Cronbach’s alpha, and .83 was obtained. Sample item on the scale is “*I can always manage to solve difficult problems if I try hard enough.*”

### Career-Decision Making Self-Efficacy

The short-form of career decision-making self-efficacy scale (SFCDMSE; Betz et al., 1996) was used to measure career decision self-efficacy in this study. The 5-subscale format in the original scale is eliminated in this scale, and the total number of items was reduced to 20 items. We therefore used the general factor, unidimensional scale in this study. The response format is a 10-point Likert-type scale, 0 (*no confidence at all*) to 9 (*complete confidence*), and the total score is obtained by adding ratings on the 20 individual items. Thus, the range of possible scores extends from 0 to 180, with higher scores indicating greater career decision-making self-efficacy. Sample item

is: “*How confident are that you decide what you value most in an occupation.*” The scale has good reported coefficient alpha value (e.g.  $\alpha = .93$ : Betz et al., 1996).

### Career Decision-Making

The Career Decision Scale (CDS; Osipow et al., 1980) was employed as a measure of career indecision. The original CDS is an 18-item instrument, with items 1 and 2 (e.g., *I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice*) reflecting decidedness with respect to career and college major choice, respectively. Items 3-18 (e.g., *I need more information about what different occupations are like before I can make a career decision*) form a general indecision index. A composite indecision score could be obtained by reversing the scores of items 1 and 2, and summing the scores across the 18 items (Osipow et al., 1980).

In present study, three of the items on the general indecision sub-dimension did not load adequately were omitted, leaving 15 items. Responses to the items were rated on a 4-point Likert-type scale, ranging from “*not at all like me*” (1) to “*exactly like me*” (4). The summation of items 1 and 2 provides a measure of educational and vocational decidedness; whereas, the summation of items 3-15 provides a general career indecision score. However, the indecision scores were reversed to measure decidedness (career

**Table 2**

*Possible Score Ranges and Categorisation of Score Levels*

Variable	Range	Low	Mod	High
Self-efficacy	10-40	10-19	20-29	30-40
Career Decision SE	0-180	0-59	60-119	120-180
Edu & Voc Decidedness	2-8	2-4	4-6	7-8
Career Decision	13-52	13-25	26-38	39-52
Global Career Decision	15-60	15-29	30-44	45-60

decision-making), instead of indecision. Scores on the educational and vocational sub-dimension range from 2 to 8, with higher scores indicating more decidedness. Scores on the decision-making sub-dimension range from 13 to 52, with higher scores reflecting better career decision. A global career decision-making index was also obtained by summing all 15 items, with scores ranging from 15 to 60, with higher scores indicating better overall career decision-making. “Kush and Cochran (1993) used the CDS as a measure of confidence in making a career decision” (Osipow & Winer, 1996, p. 119). The scale has reported internal consistency of Cronbach’s alpha of .84 (Osipow et al., 1980).

**Results**

The main purpose of the paper was to find out the extent to which general self-efficacy of undergraduate students relate with their career decision self-efficacy, and ultimately, how the two measures relate with their career decision-making. All measures

were continuous and obtained through self-report questionnaires from a sample of regular undergraduate students. Hayes PROCESS micro for SPSS (model 4), was used to test the hypotheses, due to the basic mediation model hypothesis.

**Preliminary Analysis**

Preliminary analysis involved test of normality of the dependent variable, linear relationship between the predictors and the criterion, and multicollinearity of the predictors. The histogram presents graphical representation of the test of normality of the dependent variable, career decision-making, and it showed that the distribution of the scores was fairly normal (see Figure 1).

The Pearson’s correlation coefficients also showed that there were significant linear relationships between the predictor variables and the criterion, and that the predictor variables were not extremely (collinearly) related. The correlation between generalised self-efficacy and career

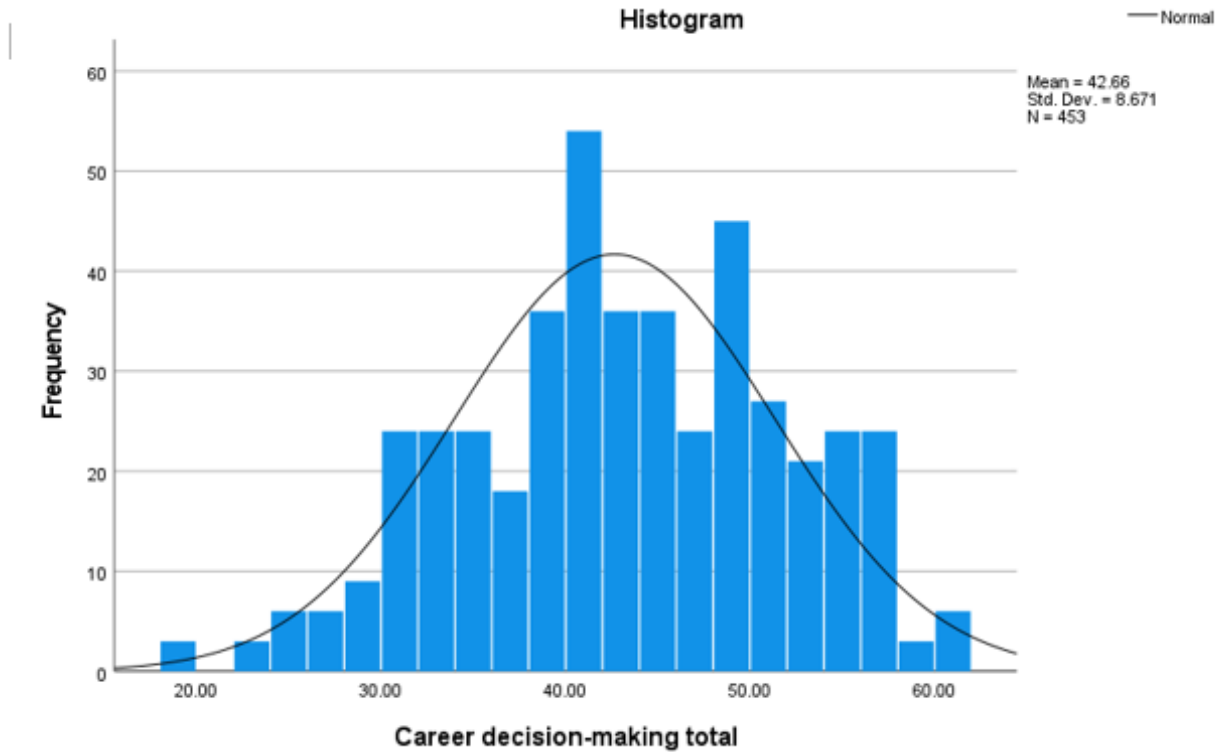
decision-making was  $r(451) = .357, p < .001$ , while that between career decision self-efficacy and career decision-making was  $r(451) = .506, p < .001$ . The relationship between generalised self-efficacy and career decision-making was also  $r(451) = .554, p < .001$ .

***Levels of General Self-Efficacy, Career Decision Self-Efficacy, and Career Decision-Making***

Estimates of the mean scores and standard deviations to give a general overview and levels of the scores are presented in Table 3. Generally, the scores of the students on general self-efficacy and career decision self-efficacy were high, while that of career decision-making was moderate. Further analysis indicated that 56.3% and 59.6% of the students scored high on general self-efficacy, and career decision self-efficacy respectively. The majority of them (53%) had moderate and 41.1% had high scores on career decision-making. Less than five percent (4.6 and 2.5%) were within the low categories of general self-efficacy and career

**Figure 1**

*Career Decision-Making Scores Distribution*



**Table 3**

*Score Ranges, Means Scores, and Standard Deviations*

Variable	Score Range	Mean	SD	Remark
Self-efficacy	10-40	30.13	5.67	High
Career Decision SE	0-180	125.36	32.43	High
Edu & Voc Decidedness	2-8	4.45	1.18	Moderate
Career Decision	13-52	38.21	8.49	High
Global Career Decision	15-60	42.66	8.69	Moderate

decision self-efficacy respectively, while 5.9% were in the same category for career decision-making.

**Research Hypotheses**

Hayes PROCESS for mediation and moderation analysis was used to test Hypotheses 1 to 4. Specifically, model 4 for basic mediation analysis was used, since there is only one mediating

variable. All scores were mean centred, and the significance of the coefficients was estimated using 5000 bootstrap samples at .05 level of significance.

***H1:** General self-efficacy of undergraduate students will*

significantly predict their career decision-self-efficacy

The first model tested the relationship between general self-efficacy and career decision self-efficacy. The results showed that general self-efficacy related positively with career decision self-efficacy,  $\beta = .554, p < .001$ , and accounted for 30.7% of the variance in career decision self-efficacy. Thus, Hypothesis 1 was supported.

**H1:** General self-efficacy will significantly predict career decision-making.

**H1:** Career decision self-efficacy will significantly predict career decision-making

In the second model, career decision-making was regressed on general self-efficacy and career decision self-efficacy. Both general and career decision self-efficacy significantly predicted career decision-making, and accounted for 26.5% of the

variance ( $R = .515, R^2 = .265, p < .001$ ) in career decision-making. Considering the relative strength of career decision self-efficacy ( $\beta = .445, p < .001$ ) and general self-efficacy ( $\beta = .111, p = .023$ ) in predicting career decision-making, the results showed that career decision self-efficacy was a stronger predictor than general self-efficacy.

**H1:** Career decision self-efficacy will significantly mediate the relationship between general self-efficacy and career decision-making

The test for mediation effect (Table 4) showed that career decision self-efficacy significantly mediated the relationship between general self-efficacy and career decision-making,  $b = .378; \beta = .246, [CI: .291; .477]$ . Both the total ( $\beta = .357, p < .001$ ) and direct ( $\beta = .111, p = .023$ ) effects of general self-efficacy on career decision-making were significant. Thus, general self-efficacy of students

in this sample significantly and positively predicted both their career decision self-efficacy, and career decision-making. Moreover, career decision self-efficacy of the students positively predicted their career decision-making potentials, and mediated the relationship between their general self-efficacy and career decision-making.

**Discussion of Findings**

The purpose of the study was to find out how general self-efficacy relates to career decision-making, through career decision self-efficacy. Three direct hypotheses and one mediating hypothesis were tested. Generally, the students' score for general self-efficacy and career decision self-efficacy were high, while that of career decision-making was moderate. General self-efficacy significantly predicted both career decision self-efficacy and career decision-making. Also, career decision self-efficacy significantly predicted, and was a stronger

**Table 4**

*Direct, Indirect, and Total Effects of Generalized Self-Efficacy on Career Decision-Making Through Career Decision Self-Efficacy*

Effect	Unstand	SE	T	P	LLCI	ULCI	Cs ( $\beta$ )
Direct	.170	.074	2.284	.023	.024	.316	.111
Indirect (CDSE)	.378	.047	-	-	.291	.477	.246
<b>Total</b>	.538	.067	8.122	.000	.415	.680	.357

*Cs = Completely standardized Total effect model summary:  $R = .357; R-sq. = .128, P < .001$*



predictor of career decision-making than general self-efficacy. The test of mediating effect indicated that career decision self-efficacy significantly mediated the relationship between general self-efficacy, and career decision-making.

As our findings show, general self-efficacy of the students positively predicted their career decision self-efficacy. This suggests that the general self-efficacy of the students is reflected in their career exploration activities and beliefs regarding their educational and career-related abilities, which could be linked to a wide-range of career options. General self-efficacy, being the belief in the capabilities of an individual to successfully organise and execute the courses of action (Bandura, 1995), suggests that individuals with high self-efficacy tend to have higher motivation and belief in their abilities to engage in career exploration activities. Similarly, higher decision-making self-efficacy could lead to a firmer decidedness in career decision-making activities. The initiation and sustenance of an activity is motivated largely by how one feels and what the individual thinks about the event or situation at hand (Brew & Ngman-Wara, 2018). Our findings also suggest that undergraduate students with higher self-efficacy scores have the belief that they can more effectively handle life issues and make career decisions. Extant literature indicated that general sense of self-efficacy has been associated with accomplishment

of goals deciding on issues across various spectrum of life (e.g., Previarzya & Asmarany, 2023). The findings of the current study are in consonance with previous studies which reported that higher self-efficacy is associated with better career decision-making (Brew & Ngman-Wara, 2018); Crisan & Turda, 2015).

Furthermore, our findings showed that career decision self-efficacy significantly predicted career decision-making (and was a stronger predictor of it than general self-efficacy). These findings suggest that career decision self-efficacy influences career decisions, achievements and adjustment behaviours, all of which are necessary for career development among undergraduate students. Pinquart et al. (2004) have illustrated the importance of career decision self-efficacy in successful school-to-work transition that would influence future career development. Career decision self-efficacy is the belief of an individual that they can successfully make career decisions. This is specific to the career decision-making process, unlike the general self-efficacy that is about the overall confidence and belief in one's ability to successfully complete a task in general sense. These findings imply that undergraduate students with higher beliefs in their abilities to make career decisions are able to make the best of the surrounding contexts or the potential career opportunities such as goal selection, planning, and seeking for occupational

information. Having accurate and effective occupational information might influence students' job expectations upon graduation. As our findings show, career decision self-efficacy was the strongest predictor of career decision-making. The significant effect size suggests that career decision self-efficacy may tend to have a facilitation role in enhancing the decision level of undergraduate students. Bandura (1977) argued that one can be successfully and satisfactorily employed only if one has career decision self-efficacy, the belief and confidence in different possibilities to get employed and to explore the available options before making the career decision. Thus, the career decision self-efficacy of an individual is critical in career-related activities and decisions. The findings of our study confirm the literature regarding previous studies on career adaptability and career decision-making which have reported that career decision self-efficacy significantly predicted career decision-making and career adaptability among students as well as existing workers (Gadassi et al., 2013; Loo & Choy, 2013).

The present study also tested the mediation effect of career decision self-efficacy in the relationship between general self-efficacy and career decision-making. The findings show that career decision self-efficacy significantly mediated the relationship between general self-efficacy and career decision-making among undergraduate students. The findings of the

current study corroborate previous studies (Kim & Lee, 2018) reporting the mediating effects of career decision self-efficacy in social support and locus of control towards career adaptability. In situating our findings within the framework of the social cognitive career theory, it is significant to note that career decision self-efficacy has a direct relationship with the set goals of an individual. The findings suggest that undergraduate students who have higher career decision self-efficacy may tend to have higher aspirations and would therefore, find it easier to achieve their set goals. Similarly, career decision self-efficacy helps students to be better prepared for their future careers as well as having the tendency to visualise future success for themselves. This is consistent with previous studies on career adaptability and career decision-making which have shown that students with higher levels of career aspirations mediated by career decision self-efficacy demonstrated higher adaptability (Gadassi et al., 2013; Zhou et al., 2021). This characteristic is key to the performance of task and it has great impact on work behaviour irrespective of knowledge and skills.

### Conclusion and Implications

The findings in the current study indicate that general self-belief in one's ability to successfully execute tasks tends to influence self-beliefs in specific

aspects of life, such as self-belief in making career decisions. We can also conclude from our findings that self-efficacy in specific domains of life is more relevant for actual execution of those tasks than general self-efficacy. As shown in this study, even though general self-efficacy predicted career decidedness, the strength of the more specific career decision self-efficacy in predicting actual career decidedness was far greater. Thus, career decision self-efficacy is a more proximal antecedent of career decision-making than general self-efficacy is. Again, we conclude from the current study that career decision self-efficacy helps or is relevant in explaining how general self-efficacy could influence the level of career decidedness of an individual. Thus, general self-efficacy influences career decidedness through the specific career decision self-efficacy.

The implication of the current findings is that measures and interventions by career professionals, as well as industrial and organisational psychologists to improve the general self-efficacy of the Ghanaian youth especially those in higher education institutions would be very valuable in helping them explore and take decisions in specific domains in their lives. Also, awareness creation among university students or the youth in Ghana regarding career opportunities and encouraging them to take necessary step to explore those opportunities would be valuable in enhancing their career decision

self-efficacy, and ultimately career decidedness.

Given that university or college years are significant developmental period to shape career identity and career decisions of students, the process of aligning career decisions with the choice of educational programmes within the context of higher education landscape in Ghana is key. We therefore recommend that the Counselling Centres in higher education intuitions and academic departments should incorporate career counselling programmes into their curricula as well as other extra curricula activities to create awareness and knowledge about various career options for students. These programmes could help in equipping the students relevant career information and knowledge and boosting their career decision self-efficacy and career decision-making. This would also help the students to be career ready and exploring options available to them before completing their programmes of study. In addition, a university-wide policy for all undergraduate programmes to incorporate industrial attachment into their programmes to provide students with opportunity to have practical workplace experiences would be essential in shaping and empowering the students to make informed career decisions. When informed career decisions are made after exploration of various options, the individual is more likely to be satisfied and committed to the chosen career path.

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