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The relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia

Nor Amiera Alya binti Azmi[1]
Shukran Abd. Rahman[2*]

Department of Psychology, Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University of Malaysia

*Corresponding Author: shukran@iium.edu.my

Abstract. The purpose of this study is to examine the relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia. Despite the importance of both constructs in the career decision-making process, limited research has examined their relationship among Malaysian fresh graduates context, highlighting the need for a focused investigation. Using a quantitative, cross-sectional correlational design, this study involved graduates aged 22 to 26 who had completed their degree within the past one to two years. Participants were recruited using convenience sampling through social media and alumni networks, yielding a final sample size 97 respondents. Data were collected using Career Maturity Inventory - Form C (CMI-C) and Career Decision-Making Self-Efficacy Scale - Short Form (CDSE-SF). Descriptive statistics and Spearman's rank-order correlation were used to analyze the data. The findings revealed a moderate positive correlation between career maturity and career decision-making self-efficacy, suggesting that graduates with higher career maturity tend to exhibit greater self-efficacy in making career-related decisions. These findings provide valuable insights for enhancing theoretical understanding and for informing educational and counseling practices that support the transition of graduates into the workforce.

Keywords:
Career decision-making self-efficacy,
career maturity,
correlational study,
fresh graduates,
Malaysian graduates,
quantitative research

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Entering the workforce presents significant challenges for many fresh graduates in Malaysia. After years of academic preparation, fresh graduates now face the complex realities of employment, often experiencing uncertainty about their career choices and future direction (Elfina & Andriany, 2023). One of the main difficulties they encounter is making informed and confident career decisions, which is often linked to low self-efficacy in this area (Rami et al., 2021). The ability to make effective career decisions is important, as it can influence long-term career satisfaction, adaptability, and personal development (Yunus et al., 2024).

Career maturity refers to an individual's psychological readiness to make informed, realistic, and responsible career choices (Sholikah et al., 2021). In contrast, career decision-making self-efficacy (CDMSE) refers to the belief in one's ability to successfully perform tasks related to career decision-making, such as exploring career options, setting goals, and solving problems (Baglama & Uzunboylu, 2017). Individuals with higher levels of career maturity tend to exhibit greater self-efficacy in making career decisions (Rahim et al., 2021). This suggests that career maturity may serve as a key predictor of CDMSE, as it fosters self-awareness, adaptability, and proactive attitudes towards their career (Jia et al., 2024). These qualities can lead to increased confidence in navigating the career decision-making process.

In Malaysia, the persistent issue of graduate unemployment and underemployment highlights ongoing concerns about career decision-making readiness among fresh graduates (Ujang & Shohaimay, 2021). These challenges point to possible gaps in career maturity and career decision making self-efficacy. Understanding the relationship between these two factors is essential for developing effective career guidance programs and support services. Although several initiatives have been introduced to prepare students for the workforce, limited attention has been given to how career maturity influences their career decision-making self-efficacy. Therefore, this study aims to explore the relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia.

Conceptual Definition

Career maturity refers to an individual's psychological, social, and physical readiness to make informed and responsible career decisions (Super, 1981). Crite (1978) further defined it as the degree of career development and the capacity for rational and realistic decision-making. Key dimensions of career maturity include decision-making readiness, clarity of career goals and planning, emotional and psychological preparedness, and integration with career demands. Unlike career

interest or aspiration, career maturity reflects actual competence and preparedness to engage in the career decision-making process.

According to Taylor and Betz (1983), career decision-making self-efficacy refers to an individual's confidence in their ability to successfully complete tasks related to making career decisions, such as educational and occupational planning. CDMSE comprises five dimensions: self-appraisal (evaluating one's strengths and weaknesses), occupational information (gathering relevant career data), goal selection (choosing appropriate career paths), planning (formulating strategies to achieve goals), and problem solving (overcoming barriers in the decision-making process). CDMSE is distinct from general self-efficacy, as it specifically relates to career decision-making tasks rather than overall confidence or career readiness.

Operational Definition

Career maturity is operationally defined as the score obtained from Career Maturity Inventory - Form C (CMI-C) developed by Savickas and Porfeli (2011). This scale consists of 24 dichotomous items (Agree = 1, Disagree = 0) measuring four dimensions: Concern, Curiosity, Confidence, and Consultation. The responses are summed to produce a total score, with higher scores indicating greater levels of career maturity and readiness for making career decisions.

Career decision-making self-efficacy is operationally defined as an individual's confidence in completing tasks related to career decision-making, as measured by the Career Decision-Making Self-Efficacy-Short Form (CDSE-SF) developed by Betz et al. (1996). This scale consists of 18 items rated on a 5-point Likert scale ranging from 1 (No confidence at all) to 5 (Complete confidence). Scores are averaged or summed, with higher scores indicating greater self-efficacy in career decision-making.

Research Objectives

The study aims to examine the relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia.

Research Question

Is there a significant relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia?

Statement of Problems

Making career decisions is one of the most important yet difficult tasks faced by fresh graduates. In Malaysia, many struggle to make informed decisions, often experiencing uncertainty, anxiety, and self-doubt (Rami et al., 2021). This uncertainty

can lead to hesitation and confusion, especially when graduates feel unprepared for the job market. Bullock-Yowell et al. (2011) found that students with lower career decision-making self-efficacy experience greater difficulty in choosing a career path, highlighting how psychological readiness impacts decision-making.

One key factor in this process is self-efficacy, which influences how confidently individuals approach their career goals (Savugathali et al., 2025). An underexplored but potentially important factor in developing self-efficacy is career maturity, or how ready a person is to make realistic and well-informed career choices. Although both constructs are crucial in the career decision-making process, few studies have examined their relationship, particularly among Malaysian fresh graduates. Much of the existing research draws from Western samples or studies these variables in isolation (Rahim et al., 2021 ; Karim & Rasdi, 2021).

Without better understanding of how career maturity relates to self-efficacy, career guidance programs may lack psychological depth. Therefore, this study aims to investigate whether there is a significant relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia. By addressing this question, the study hopes to provide insights that can enhance the design of career guidance initiatives and improve graduate readiness for the workforce.

Significance of the study

Theoretical Significance

This study contributes to the existing body of knowledge by deepening the understanding of psychological factors that influence career readiness, specifically within the Malaysian context. While career maturity and career decision-making self-efficacy have been studied in various settings, most research draws from Western populations and treats these variables in isolation (Prideaux & Creed, 2001). By examining the relationship between the two within a Malaysian sample, this research addresses a gap in the literature and extends current theories such as Super's Career Development Theory to a non-Western context. The findings are expected to refine theoretical models of career development by integrating cultural and contextual factors that affect young adults' career decisions.

Practical Significance

The findings of this study can support those directly involved in preparing students for the workforce. Educators and curriculum developers may use the insights to design programs that focus not just on skills, but also on building psychological readiness. Career counselors can tailor their guidance to help students

feel more confident and prepared. Policymakers may gain a clearer view of how to better align education with job market needs. Most importantly, the study can help fresh graduates navigate their career paths with greater maturity and self-efficacy.

Literature Review

Career maturity (CM) and career decision-making self-efficacy (CDMSE) are two critical constructs in understanding how individuals navigate career development, particularly during adolescence and early adulthood. Numerous studies have explored the interrelationship between these two variables, highlighting both theoretical connections and empirical findings that reinforce their significance in career development research.

According to Prideaux and Creed (2001), CM and CDMSE are positively correlated, with individuals possessing higher career maturity often demonstrating stronger self-efficacy in making career decisions. Their review, grounded in Super's Career Development Theory and Bandura's Self-Efficacy Theory, suggests that CM reflects the developmental readiness to cope with career tasks, while CDMSE represents the belief in one's capability to perform such tasks. They argue that as individuals develop greater awareness and understanding of their career options and responsibilities such as higher CM, they are more likely to feel capable of making career-related decisions. This theoretical linkage supports the idea that CM may serve as a precursor to CDMSE. However, the directionality of the relationship remains debated, as some research has proposed the reverse causal order.

Empirical findings further inform this relationship. Duru (2022) conducted a study among Turkish high school students and found that higher levels of CM significantly predicted greater CDMSE. Additionally, CDMSE was shown to partially mediate the effect of CM on other career outcomes, suggesting a developmental sequence in which maturity enhances self-efficacy, which in turn supports effective decision-making. This finding directly supports the hypothesis that CM is a foundation for CDMSE and also highlights the importance of early career development efforts. The study also emphasizes the role of contextual factors, such as gender and school type, which may moderate the strength of this relationship.

Abdullah's (2023) meta-analysis of 11 empirical studies involving 3255 participants also confirmed a moderate to strong positive correlation ($r = .4665$) between CM and CDMSE. Although the review acknowledged the correlational nature of most studies, it highlighted a trend where CDMSE was often positioned as a predictor of CM. However, the author also emphasized the lack of longitudinal and experimental research to firmly establish the causal direction. The call for future research to examine CM as a starting point for interventions implies a conceptual

openness to the idea that CM may precede CDMSE, particularly in the context of career education.

In summary, existing literature consistently supports a strong positive relationship between career maturity and career decision-making self-efficacy. While the directionality of this relationship is still debated, the overall evidence suggests that these constructs are closely linked. This body of research provides a solid foundation for examining their relationship among fresh graduates, as explored in the following section.

Hypothesis

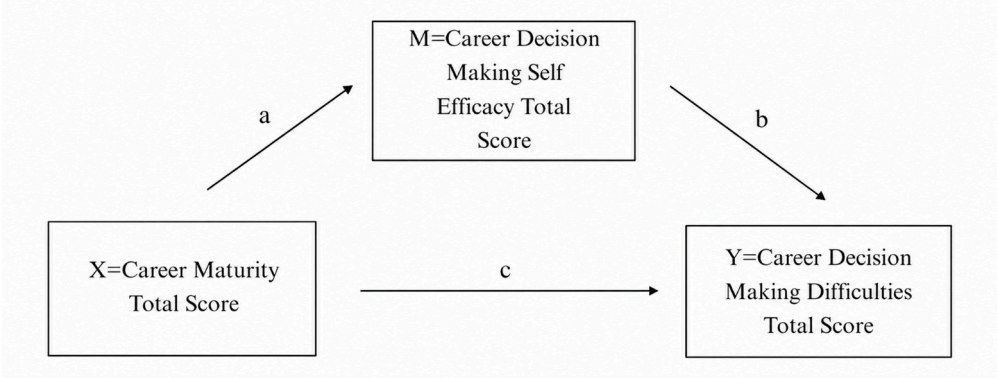
There is a significant positive relationship between career maturity and career decision-making self-efficacy among fresh graduates in Malaysia.

Theoretical Framework

This study adopts Super's Career Development Theory, which explains career development as a lifelong process shaped by one's self concept and evolving career-related tasks (Super, 1990). Within this theory, career maturity reflects the extent to which individuals have navigated career-relevant experiences and developed competencies such as self-knowledge, decision-making, and planning. As individuals demonstrate greater mastery in these areas, they are theorized to exhibit higher career decision-making self-efficacy (CDMSE), defined as confidence in performing career-related decisions. Empirical support for this framework is provided by Duru (2022), who found that in a sample of Turkish adolescents, higher levels of career maturity were associated with increased CDMSE.

Figure 1

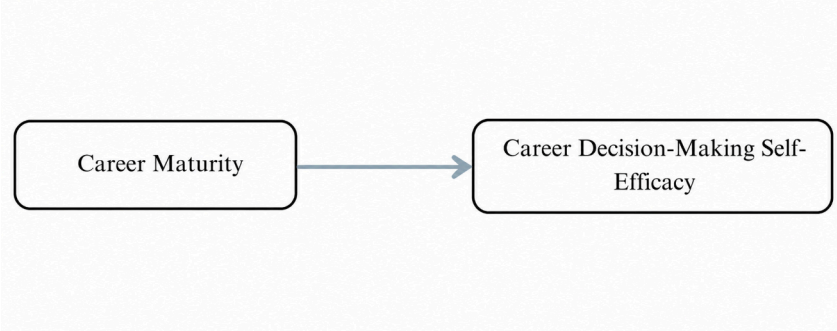
Model of Mediating Role



Source: *Duru (2022)*

Conceptual Framework

Figure 2
Conceptual Framework of the Current Study



The current conceptual framework is developed based on the theoretical framework by Super (1990), which suggests that career maturity significantly influences the career decision-making self-efficacy among fresh graduates in this research study.

METHOD

Research Design

This study used a quantitative research approach as it focuses on measuring variables numerically and examining the relationships statistically. The type of research is correlational, aiming to investigate the relationship between career maturity and career decision-making self-efficacy among Malaysian fresh graduates. The data collection was conducted using a cross-sectional design, where all data were gathered at a single point in time. This design is appropriate for identifying patterns and relationships between variables without manipulating any conditions. The data collection method used in this study was a survey, which consisted of standardized questionnaires measuring career maturity and career decision-making self-efficacy.

Participants and sampling

The participants in this study were Malaysian fresh graduates aged between 22 and 26 years old, who had completed their undergraduate degrees within the last one to two years. They were either employed or unemployed but had gone through the job search and career decision-making process, making them suitable for the study's focus on career maturity and career decision-making self-efficacy.

A convenience sampling technique was used due to the ease of access to the target population through social media platforms where fresh graduates actively

participate in job-related discussions and networks. This method aligned with the study's quantitative and cross-sectional correlational design.

The initial sample included 101 participants, but after data screening and removal of outliers, the final sample consisted of 97 valid cases. This sample size is adequate for correlational analysis, meeting the recommended minimum for detecting medium effect sizes ($r \approx .30$) with 80% power and $\alpha = .05$, as suggested by Cohen's (1992) guidelines.

Instrument

This study utilized two self-report measures: the Career Maturity Inventory - Form C (CMI-C) and the Career Decision-Making Self-Efficacy Scale - Short Form (CDSE-SF).

Career Maturity Inventory - Form C (CMI-C)

The CMI-C, developed by John Crites and revised by Savickas and Porfeli (2011), measures career maturity by assessing individuals' attitudes and readiness to make educational and vocational decisions. The version used in this study consists of 24 dichotomous items (Agree = 1, Disagree = 0) across multiple dimensions of career maturity, including decisiveness, involvement, independence, orientation, and compromise. An example item includes: Item 3: "I have so many interests that it is hard to choose just one occupation". All items were scored with Agree = 1 and Disagree = 0, with items 8, 12, 20, and 24 scored positively (not reversed) and the rest reverse-coded to ensure higher scores indicate greater career maturity. The total score ranges from 0 to 24. In this study, the internal consistency (Cronbach's alpha) was .778, indicating acceptable reliability for this sample of Malaysian fresh graduates.

Career Decision-Making Self-Efficacy Scale - Short Form (CDSE-SF)

The CDSE-SF, developed by Taylor and Betz (1983) and later shortened by Betz, Klein, and Taylor (1996), assesses an individual's confidence in their ability to complete tasks related to career decision-making. The scale consists of 25 items, rated on a 5-point Likert scale ranging from 1 (No Confidence at all) to 5 (Complete confidence). It covers five dimensions: self-appraisal, occupational information, goal selection, planning, problem-solving. A sample item includes: Item 4: "Choosing a job is something that you do on your own." Higher scores indicate greater career decision-making self-efficacy. No items were reverse-scored. The total possible score ranges from 25 to 125. The CDSE-SF demonstrated excellent reliability, with Cronbach's alpha of .939 in this study, supporting its use among Malaysian fresh graduates.

Procedure

Prior to data collection, ethical approval was obtained from the Final Year Project (FYP) Committee of the Department of Psychology. Upon approval, participants were recruited using convenience sampling through digital platforms. An invitation message containing a brief overview of the study and a Google Forms link was distributed via university alumni networks and social media platforms, such as WhatsApp groups, Tiktok, and Instagram. All communication was conducted digitally to ensure accessibility, convenience, and wide reach.

Before beginning the survey, participants were presented with an online informed consent form. This form explained the study's purpose, procedures, confidentiality safeguards, and participants' rights, including the right to withdraw at any time without penalty. Participants were required to provide informed consent before proceeding with the questionnaire.

Data were collected using a structured online survey via Google Forms, comprising two validated instruments: the Career Maturity Inventory (CMI-C) and the Career Decision-Making Self-Efficacy - Short Form (CDSE-SF). The estimated completion time was approximately 15 to 20 minutes. Participation was entirely voluntary, anonymous, and no personally identifiable information was linked to survey responses.

To show appreciation and encourage participation, respondents were given the opportunity to enter a lucky draw. Contact details for the lucky draw were collected through a separate form to maintain confidentiality and prevent response bias.

The data collection period lasted one week due to time constraints, and the duration was adjusted based on response rate to ensure sufficient sample size. After the data collection period ended, the responses were reviewed, cleaned, and prepared for statistical analysis. No additional research staff were involved in this study.

Ethic considerations

This study adheres to established ethical guidelines to protect the rights and well-being of all participants. Ethical approval was obtained from the Final Year Project (FYP) Committee of the Department of Psychology prior to data collection.

Informed consent was obtained digitally before participation. Participants were provided with a clear explanation of the study's purpose, procedures, the voluntary nature of participation, and their right to withdraw at any time without penalty. They were informed that they could stop responding to the survey at any point and were not required to submit the form if they felt uncomfortable.

Confidentiality and anonymity were maintained throughout the study. No personally identifiable information was collected within the main survey. For those who chose to enter the lucky draw, contact information (e.g., phone number) was submitted through a separate form, stored securely, and used solely for prize notification. All research data was kept confidential, accessible only to the researcher, and handled in accordance with the Personal Data Protection Act 2010 (PDPA).

The study posed minimal risks to participants. To support ethical transparency, a brief debriefing statement was provided at the end of the survey to clarify the study's purpose and reassure participants about the confidentiality and intended use of their data.

No vulnerable populations or control groups were involved, and no post-study treatment was applicable for this research.

Data Analysis

The data collected were analyzed using IBM SPSS Statistics. Descriptive statistics (mean, standard deviation, minimum, and maximum) were calculated to describe the overall level of career maturity and decision-making self-efficacy among Malaysian fresh graduates.. Internal consistency of the instruments was assessed using Kuder-Richardson Formula 20 (KR-20) for CMI-C, as it consists of dichotomous (Agree/Disagree) items and Cronbach's alpha for CDSE-SF, which uses a Likert-type scale.

The Shapiro-Wilk test was used to assess normality, as the sample size was less than 200. Due to violation of normality in one variable, non-parametric tests were selected for hypothesis testing.

To test the hypothesis, Spearman's rank-order correlation was used to determine the relationship between career maturity and career decision-making self efficacy.

RESULTS

The present study aimed to examine the relationship between career maturity and career decision-making self-efficacy among Malaysian fresh graduates. It was hypothesized that there would be a significant positive relationship between the two variables.

Descriptive Statistics

Descriptive statistics were computed to summarize the participants' scores on the Career Maturity Inventory - Form C (CMI-C) and the Career Decision-Making Self-Efficacy Scale - Short Form (CDSE-SF). Table 1 presents the mean, standard deviation, minimum, and maximum values for each variable. The results showed that

the average score for career maturity was 12.74 (SD = 4.22), and the average score for career decision-making self-efficacy was 91.41 (SD = 12.26).

Table 1

Descriptive Statistics for Career Maturity and Career Decision-Making Self-Efficacy

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Career Maturity (CMI-C)	97	5	21	12.74	4.221
Career Decision Self-Efficacy (CDSE-SF)	97	70	121	91.41	12.261

Reliability Analysis

The internal consistency of the instruments was assessed using Kuder-Richardson Formula 20 (KR-20) for the CMI-C, and Cronbach's alpha for the CDSE-SF. The CMI-C yielded a KR-20 reliability of .778, indicating acceptable internal consistency. The CDSE-SF demonstrated excellent reliability with a Cronbach's alpha of .939 (see **Table 2**).

Table 2

Reliability Coefficients for Career Maturity and Career Decision-Making Self-Efficacy Scales

Instrument	Reliability Coefficient	Value
CMI-C	KR-20	.778
CDSE-SF	Cronbach's Alpha	.939

Normality Testing

Normality of the total scores was assessed using the Shapiro-Wilk test, as the sample size (N=97) was below 200. The results showed that the total score for Career Maturity Inventory (CMI_total) was normally distributed ($p = .062$), while the total score for Career Decision-Making Self-Efficacy Scale (CDSE_total) violated normality assumptions ($p < .001$), as presented in **Table 3**. Therefore, a non-parametric test was selected for hypothesis testing.

Table 3

Shapiro-Wilk Test of Normality

Variable	p-value
CMI_total	.062
CDSE_total	<.001

Hypothesis Testing

To test the hypothesis that there is a significant positive relationship between career maturity and career decision-making self-efficacy, Spearman's rank-order correlation was conducted. The results revealed a moderate positive correlation, □(97) = .403, p < .001. This supports the research hypothesis, indicating that higher levels of decision-making self-efficacy are associated with higher levels of career maturity among Malaysian fresh graduates (see **Table 4**).

Table 4

Spearman's Correlation Between Career Maturity and Career Decision-Making Self-Efficacy

Variable		1	2
CMI_total		-	.403**
CDSE_total	.403**	-	

Note. N = 97. Correlation is significant at p < .001 (2-tailed)

Discussion

The aim of this study was to examine the relationship between career maturity and career decision-making self-efficacy (CDMSE) among fresh graduates in Malaysia. The results revealed a moderate positive correlation between career maturity and CDMSE, □(97) = .403, p < .001. This indicates that participants with higher levels of career maturity also tend to have higher levels of self-efficacy in making career decisions. These results support the initial hypothesis and are consistent with the existing literature that highlights a strong association between these variables.

One possible explanation for this finding is that individuals who are more mature in their career development may have had more exposure to experiences that strengthen their self-efficacy in decision-making (Rahim et a., 2021). Alternatively, those who feel more confident in their ability to make career-related decisions may be

more engaged in exploring and planning their careers, which in turn enhances their maturity.

This result aligns with Duru's (2022) findings, which also reported a significant positive relationship between career maturity and CDMSE in a sample of Turkish adolescents. Moreover, Abdullah's (2023) meta-analysis similarly confirmed a moderate to strong correlation (r = .4665) between these variables across multiple studies. Although the present study found a slightly lower correlation, the consistency across contexts suggest a consistent link between these constructs. The slight variations may be attributed to cultural differences, sample characteristics, or measurement instruments.

According to Super's Career Development Theory, career maturity encompasses the capacity to manage career-related tasks and transitions effectively. As individuals develop greater maturity, they are more inclined to participate in activities that reinforce their decision-making confidence. This supports the view that higher career maturity fosters stronger confidence in navigating career-related decisions.

These findings have several practical implications. Career counseling and guidance programs targeting fresh graduates should consider integrating activities that foster both maturity and self-efficacy. For instance, providing structured decision-making experiences, internships, or reflective exercise may help individuals feel more competent and confident in navigating their career paths. Higher education institutions may also benefit from developing workshops or career modules that address both constructs simultaneously.

Limitations and recommendations

Despite several findings, this study has several limitations. One key limitation is the sample size. Although the target was between 100 to 150 participants, only 101 responses were collected within the limited data collection period. After removing four outliers, the final sample was reduced to 97 participants. This relatively small sample size limits the generalizability of the findings, especially considering the diversity of fresh graduates across different regions in Malaysia.

The use of convenience sampling further constraints the representativeness of the sample. Participants were primarily recruited through online networks and personal connections, which may have introduced selection bias. While efforts were made to include respondents from various universities and regions, the sample may not fully reflect the broader population of Malaysian fresh graduates.

Time constraints also impacted the data collection process. Due to the need to meet a report submission deadline, the recruitment process was rushed. This urgency may have affected the quality of responses, as some participants were asked to share

the survey link with others, potentially leading to inattentive or rushed answers, particularly among those already employed and with limited time to engage with the questionnaire.

Additionally, the use of self-administered online surveys (Google Forms) may have influenced the quality of data. Participants might not fully engage with the items, either due to survey fatigue or lack of interest in the topic. While validated and culturally appropriate instruments were used, the lack of control over the testing environment could have introduced variability in how the questions were interpreted or answered.

Finally, due to the violation of normality assumptions, non-parametric tests were used. While these tests are appropriate under such conditions, they offer more limited options for in-depth analysis and do not provide information about causality or predictive power, which might have been explored using parametric methods such as regression.

Future studies should aim for a larger and more representative sample, ideally using stratified or random sampling methods to ensure broader generalizability. Allocating more time for data collection could also help improve participant engagement and response quality. Researchers may consider using mixed methods by combining quantitative surveys with interviews or focus groups to gain deeper insights into participants' experiences.

Moreover, where feasible, incorporating parametric analyses (e.g., regression) can help in testing predictive relationships more precisely, provided assumptions are met. Finally, future research could benefit from targeting specific subgroups (e.g., those transitioning from study to work) to explore differences in career development experiences across contexts.

Conclusion

This study aimed to examine the relationship between career maturity and career decision-making self efficacy (CDMSE) among Malaysia fresh graduates. Rooted in Super's Career Development Theory, the research explored how an individual's level of career maturity might influence their self-efficacy in making informed career decisions.

Findings revealed a significant moderate positive relationship between career maturity and CDMSE, suggesting that fresh graduates with higher levels of career maturity tend to exhibit greater self-efficacy in navigating career-related choices. This highlights the importance of fostering career development skills early, as they contribute to stronger self-efficacy in decision-making.

These results carry practical implications for career counselors, educators, and policymakers, emphasizing the need to design programs and interventions that

nurture career maturity to improve self-efficacy among fresh graduates. However the study also faced certain limitations, including a relatively small sample size, reliance on convenience sampling, and potential variability in participant engagement due to time constraints and survey fatigue.

Future research is encouraged to involve larger and more diverse samples across Malaysia, adopt mixed-methods approaches, and consider longitudinal designs to track changes over time.

In conclusion, this study provides valuable insights into the career development landscape of Malaysian graduates. By reinforcing the role of career maturity in shaping self-efficacy in decision-making, the findings contribute to both theoretical understanding and practical efforts to support graduates in navigating their career paths with greater confidence.

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Appendix A

Career Maturity Inventory - Form C (CMI-C)

Instruction: There are 24 statements about choosing the kind of job or work that you will probably do when you finish school. Read each statement. If you agree or mostly agree with it, then circle agree next to it. If you disagree or mostly disagree with it, then circle disagree next to it.

1. There is no point in deciding on a job when the future is so uncertain.
2. I know very little about the requirements of jobs.
3. I have so many interests that it is hard to choose just one occupation.
4. Choosing a job is something that you do on your own.
5. I can't seem to become very concerned about my future occupation.
6. I don't know how to go about getting into the kind of work I want to do.
7. Everyone seems to tell me something different; as a result I don't know what kind ofwork to choose.
8. If you have doubts about what you want to do, ask your parents or friends for advice.
9. I seldom think about the job that I want to enter.
10. I am having difficulty in preparing my self for the work that I want to do.
11. I keep changing my occupational choice.
12. When it comes to choosing a career, I will ask other people to help me.
13. I'm not going to worry about choosing an occupation until I am out of school.
14. I don't know what courses I should take in school.
15. I often daydream about what I want to be, but I really have not chosen an occupation yet.
16. I will choose my career without paying attention to the feelings of other people.
17. As far as choosing an occupation is concerned, something will come along sooner or later.
18. I don't know whether my occupational plans are realistic.
19. There are so many things to consider in choosing an occupation, it is hard to make a decision.
20. It is important to consult close friends and get their ideas before making an occupational choice.
21. I really can't find any work that has much appeal to me.
22. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my occupation.
23. I can't understand how some people can be so certain about what they want to do.
24. In making career choices, one should pay attention to the thoughts and feelings of family members.

Career Decision Self-Efficacy Scale - Short (CDSE-SF)

Instruction: Please rate your level of confidence in each of the following statements on a scale of 1 to 5, where:

1 = Not at all confident

2 = Very little confident

3 = Moderate confident

4 = Much confident

5 = Complete confident

1. Find information in the library about occupations you are interested in.
2. Select one major from a list of potential majors you are considering.
3. Make a plan of your goals for the next five years.
4. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.
5. Accurately assess your abilities
6. Select one occupation from a list of potential occupations you are considering.
7. Determine the steps you need to take to successfully complete your chosen major.
8. Persistently work at your major or career goal even when you get frustrated.
9. Determine what your ideal job would be.
10. Find out the employment trends for an occupation over the next ten years.
11. Choose a career that will fit your preferred lifestyle.
12. Prepare a good resume.
13. Change majors if you did not like your first choice.
14. Decide what you value most in an occupation.
15. Find out about the average yearly earnings of people in an occupation.
16. Make a career decision and then not worry about whether it was right or wrong.
17. Change occupations if you are not satisfied with the one you enter.
18. Figure out what you are and are not ready to sacrifice to achieve your career goals.
19. Talk with a person already employed in the field you are interested in.
20. Choose a major or career that will fit your interests.
21. Identify employers, forms, institutions relevant to your career possibilities.
22. Define the type of lifestyle you would like to live.
23. Find information about graduate or professional schools.
24. Successfully manage the job interview process.
25. Identify some reasonable major or career alternatives if you are unable to get your first choice.

Appendix B

Informed Consent Form

Title of the study: The Relationship between Career Maturity and Career Decision-Making Self-Efficacy among Fresh Graduates in Malaysia.

Researcher: Nor Amiera Alya binti Azmi (2012008) under the supervision of Prof. Dr., Shukran Abd. Rahman.

Purpose of the study: You are invited to take part in a research study examining the relationship between career maturity and career decision-making self-efficacy among Malaysian fresh graduates. This study is conducted as part of the requirements for my final year project in psychology.

Procedure: If you agree to participate, you will be asked to complete an online survey, which should take approximately 15–20 minutes. The survey will include questions about your career maturity and your confidence in making career-related decisions. The survey will be administered through Google Forms, and all responses will be collected anonymously and kept strictly confidential.

Participation:

- Participation is voluntary.
- You may choose to withdraw at any time without penalty.
- You may skip any question that you are uncomfortable answering.
- Confidentiality and Anonymity
- No personally identifiable information will be collected in this survey.
- Responses will be kept anonymous and strictly confidential.
- Data will be used solely for academic purposes and reported in aggregate form.

Risk and Benefits:

There are minimal risks involved in this study. However, you may experience slight emotional discomfort when reflecting on career-related experiences. If you feel uncomfortable, you may stop at any point. While there are no direct benefits, your participation will contribute to a better understanding of career development among Malaysian graduates.

Contact Information:

If you have any questions about this study or rights as a participant, please contact:

Researcher: Nor Amiera Alya binti Azmi (noramiera.alya@gmail.com)

Supervisor: Prof. Dr. Shukran Abd. Rahman (shukran@iium.edu.my)

Consent Statement By clicking "I agree", you confirm that

- You are aged between 22–26 years, You are a Malaysian fresh graduate who has completed a degree within the last 1–2 years,
- You have read and understood the information above, and
- You voluntarily agree to participate in this research study.

Appendix C

SPSS Output Tables

Reliability analysis (KR-20, Cronbach's Alpha)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.762	24

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.941	25

Normality tests (Shapiro-Wilk)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CMI_total	.080	101	.114	.976	101	.062
CDSE_total	.091	101	.040	.916	101	<.001

a. Lilliefors Significance Correction

Spearman correlation analysis

Correlations

			CMI_total	CDSE_total
Spearman's rho	CMI_total	Correlation Coefficient	1.000	.403**
		Sig. (2-tailed)	.	<.001
		N	97	97
	CDSE_total	Correlation Coefficient	.403**	1.000
		Sig. (2-tailed)	<.001	.
		N	97	97

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

Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CMI_total	97	5	21	12.74	4.221
CDSE_total	97	70	121	91.41	12.261
Valid N (listwise)	97				

Appendix D

Recruitment Material