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Developing Job Search Self Efficacy Scale and Turkish University Students' Job Search Self-efficacy Levels

Mehmet Ali Çakır¹ and Özlem Tagay^{1*}

¹Department of Psychological Counseling and Guidance, Faculty of Education, Mehmet Akif Ersoy University, İstiklal Yerleşkesi, 15100 Burdur, Turkey.

Authors' contributions

This work was carried out in collaboration between both authors. Author MAC designed the study, managed the literature searches and edited the manuscript. Author OT performed the statistical analysis and managed the analyses of the study. Both authors read and approved the final manuscript.

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ABSTRACT

In this study, it is objected to develop a valid-reliable scale to determine job search self-efficiency levels among university students. For this purpose, exploratory factor analysis was conducted with the data obtained from the first group consisting of 429 university students. Then, data obtained from 388 university students was used for confirmatory factor analysis. As a result of analyses, it was revealed that the 29-item scale shows a structure with four factors. Cronbach's alpha internal consistency coefficients of the subscales were found as 0.87 for the first subscale; 0.81 for the second subscale; 0.75 for the third subscale and 0.80 for the fourth sub-scale. Total score Cronbach's alpha internal consistency coefficient of the scale was found as 0.91. Obtained findings indicate that the scale is a valid and reliable one. It was determined whether job search levels of university students differ significantly in terms of gender, perceived academic success and work experience. It was revealed that some subscales of the scale differ significantly according to gender,

*Corresponding author: E-mail: ozlemtagay@gmail.com;

working experience and perceived academic success status. Obtained findings were discussed in accordance with related literature.

Keywords: Job search; self-efficacy; university students; job search self-efficacy inventory.

1. INTRODUCTION

People have to make decisions throughout different stages of their lives. A career is a composition of activities required by all roles in life that one plays at any time of his/her life [1,2]. University students may be faced with many problems during their educational lives. One of these problems is to carry out their professions they acquire during different periods of their education, namely, getting a job. As stated by Kuzgun [3] and there is an unemployment problem among students graduated from higher education in Turkey. While it is easier to find a job for students graduated from top universities and from fields such as economics, computer engineering, business which have popularity and wide business area, graduates from other department and universities face great difficulties in terms of job search. Higher education is a process that provides someone with a profession. However, unemployment is a barrier to implementation of professional skills, unemployment problem leads to despair and qualified manpower waste among the young.

It is necessary to inform university students about problems they will face in professional life before entering the business world. Higher education institutions, while training individuals about the finest details of vocation education, also need to provide education to these individuals about where they can find opportunity to carry out this profession and how to get a job related to their professions. Especially, in our age of rapid industrial and economic development, the human nature required by these institutions also varies. In such a case, it is apparent that individuals will need systematic and effective business consulting services [4].

Used in occupational consultancy studies and application after 1970s, the social cognitive theory has an important power in explaining explaining individuals' professional development and behaviors. The theory, initially put forward as Social Learning Theory by Bandura [2], was then transformed and renamed as Social Cognitive Theory. Besides, Social Cognitive

Theory contains some propositions about explanation of an individual's career choice behaviors. While individuals' behaviors are explained in the Social Cognitive Theory developed by Bandura [5], the relationship with cognitive structures (such as thinking, perception, evaluation, self, competence) are analyzed. As a result of this analysis, it is considered that self-efficacy expectations concept has an important role in explaining an individual's improvement, career choices and decision-making process [6].

Bandura and Solberg [7,8], defined competence as an individual's own judgments related to his/her capacity to arrange and successfully carry out necessary activities to show a certain behavior. In other words, this is an individual's judgment and faith in how much he or she will be in overcoming difficult situation in the future. Competence is not a function of individual's skills. It is a product of individual's actions that can be completed using his/her skills.

Bandura [5], defines the concept of self-efficacy as an individual's belief in realizing the behavior needed for acquiring certain results. In other words, self-efficacy concept is an individual's judgment and faith in how much he or she will be in overcoming difficult situation in the future. Self-efficacy emerges as an important concept that is elaborated in detail in the field of career guidance and psychological counseling services. Competency is an important concept in understanding an individual's occupational activities and explaining his/her career developments.

Competence is not a function of individual's skills. It is a product of individual's actions that can be completed using his/her skills or what more can be done. Competence is an individual's faith in coping with different situations and his/her ability to accomplish a certain activity. In perceptions of personal competence, individual and environmental factors are quite effective. Individual's perceptions of competence consist of information obtained from 4 primary sources. These are;

1. Individual's knowledge acquired as a result of direct personal successful or unsuccessful activities.
2. Indirect experiences: Successful or unsuccessful activities of other individuals similar to the individual strengthen that individual's judgment in him/her about whether he/she will succeed or fail in the same activities.
3. Verbal Persuasion: Incentives and advices regarding whether individual will succeed or fail influence individual's efficacy judgment in various dimensions.
4. Psychological state: Individual's stress and anxiety level also affects his/her efficacy level. Struggling with anxiety and stress efficaciously at the same time will relieve the individual, and an individual with well-being status will have higher efficacy expectation regarding finishing a job successfully [8].

Bandura holds the view that self-efficacy expectation varies in terms of 3 dimensions [9]. These are dimensions of level, power and generality. Level, shows the difficulty level in which the individual believes in succeeding. If a person believes in the level of difficulty that he/she can achieve, it can be said that self-efficacy expectation level will be that much higher. Strength is an individual's maintaining his/her behavior against preventive and deterrent conditions. When individuals with lower self-efficacy expectation face negative experiences, they change their behaviors and powerful ones persist and insist. Generality on the other hand, shows variety of situations for which an individual considers oneself competent.

There are also researches conducted regarding job search self-efficacy expectation. In the study conducted by [10], it is seen that self-efficacy expectation is an important predictor of whether individuals attempt an behavior or not. Career choices of individuals are related to their self-confidence, namely their self-efficacy level, related to fulfillment of requirements for their career choices. Women's professional preferences have generally been towards traditional female professions they see themselves as competent. Self-Efficacy expectations of men are quite higher regarding practice of jobs for woman and man. While women do not considered themselves as competent in traditional male professions, they consider themselves as competent in both group professions [11,12]. Harrison and Rainer [13],

examined the relationship between skill levels of effective and detailed computer usage and self-efficacy expectation levels to use computer effectively among 776 workers from American universities-including managers, technical staff, cleaner and lecturers. Findings attest Bandura's theory. In other words, there is a close relationship between self-efficacy expectation and behavior. The higher the level of self-efficacy expectation regarding computer usage, the higher the skill of using complicated computer programs. Again, self-efficacy level rises as much as complicated computer programs are used. Taylor and Betz [14] in the study conducted related to professional decision-making process, determined that individuals' self-efficacy expectations have an important influence on professional decision-making duration.

Individuals' considering themselves as competent is also effective in their academic achievements. [15] in their study conducted on 205 university students, studied the relationship between academic self-concept, global academic competence expectations and the concept of math self-efficacy expectations, as a result of versatile analyses, they obtained results attesting Bandura's theory. As maths self-efficacy expectations of students rise, their success from Maths course also rises. A similar study was conducted by [16] and effect of two separate self-efficacy expectation scales on academic performance was studied. The first application includes assessment of global self-efficacy expectations obtained in terms of these professions' fulfillment of "educational requirements" according to occupation topics in technical and scientific fields. In the second application, specific self-efficacy expectation in academics milestones related to being successful in basic engineering fields was evaluated. As a result, specific self-efficacy expectation in academic milestone increased the success since it was facilitator in both success levels.

Studying maths self-efficacy expectation in terms of different variables found that gender differences existed in maths self-efficacy expectation [17]. Male students' maths self-efficacy expectations are higher than those of female students. Similarly, it was specified that students with high maths self-efficacy expectation tended to prefer basic sciences. Similar results were also found by [18] and

Bandura's theory was supported. However, no difference among genders was found.

In the study a negative correlation between self-efficacy level and anxiety was found [19]. In other words, as self-efficacy level increases, individuals' anxiety levels decrease. Similar relationships between psychological health and self-efficacy also exist in studies conducted by [20]. As efficacy level increases, individuals' stress levels decreased.

While there are many publications and researches abroad on self-efficacy expectation, our country lacks a sufficient number of studies to address this issue. [21] carried out a research on the relationship between career self-efficacy expectations of students chosen the field natural science and abundance of career options and their performance in university entrance exam. In this study, it was revealed that male students had higher expectation levels in succeeding in traditional programs compared to female students' levels. Again, individuals with higher self-efficacy expectation tended to achieve higher scores from SSE and SPE.

In a study conducted by [22], self-efficacy expectations of highly gifted students were examined. As a result of assessments conducted by considering average scores obtained from each item of self-efficacy expectation scale regarding students' level of considering themselves competent to achieve success objectives of different levels, male and female students of Science High School had the highest averages and regular high school students had the lowest average. In the same study, it was found out that self-efficacy expectation of highly gifted students attending science high schools were higher than those of students attending in regular high schools. Again in another study conducted on high school students, [20] examined occupational self-efficacy expectations of girls' vocational high school students and found out that students of child development department considered they competent in working in a field of their study, and students of ready wear clothing department considered themselves in using their duties in their house lives. In addition, it was determined that there was a significant difference between professional competency expectations of students based on grade level. In the study conducted on university students' unemployment concerns, [23] it was found out that senior university student attending departments with narrow field of operation had

higher anxiety regarding job search life, and lack of knowledge in business world was the reason for anxiety in job search [24]. It was found out that senior university student attending departments with narrow field of operation had higher anxiety regarding job search life, and lack of knowledge in business world was the reason for anxiety in job search.

Analyzing researches in the field literature, self-efficacy has important effect in individuals' career choices, their professional achievements and academic successes. While there are various reasons affecting to find a suitable job, one can say that expectation level for job search self-efficacy is also effective in this respect. Therefore, it is necessary to determine and examine individuals' self-efficacy levels towards search and finding job during or after graduation period. There are two objectives of this research. The first objective of the research is to develop a valid and reliable tool to determine university students' job search self-efficacy levels. The second objective is to reveal whether students' expectation levels for job search self-efficacy significantly vary according to their gender, success level, field of education, graduation status and job opportunities of the related department or not.

Today when requirement for training qualified human has gained a great importance for the development of societies, main objective of education is to recognize students with all aspects and completion of their professional development duties. Contemporary education adopts a student-centered educational approach. Today, education programs based on subject fields have left their place to education programs based on students [25]. Therefore, education provided in schools should be given mainly to ensure development of individuals from all aspects. Vocational education given in universities should have the quality to train personnel only needed by business world and to help students to understand professional characteristics. It is necessary to improve individuals' methods of approach and evaluations faced in the future and to prepare them to the business world in a healthier way.

Several approaches and definitions are used in examining reasons of individuals' behaviors and development. Each of these approaches reveals different views to explain the cause of behavior. In recent studies, individuals' self-efficacy expectations have created a basic framework in

explaining reasons for these behaviors. In the basis of many behaviors of individuals, lower or higher expectations for self-efficacy are effective in realizing these behaviors. Individuals' self-efficacy expectations are quite effective in job search and finding. Prerequisite for an individual's finding a job is self-confidence in finding a job. In today's conditions where job opportunities are limited, it is estimated that people failing in finding a job has lower self-efficacy levels. Therefore, being aware of the level of individuals' self-efficacy expectations regarding job search and finding will make great contributions in solving unemployment problem. In this research, it is objected to develop Job Search Self-Efficacy Inventory (JSSEI) for university students and determined university students' job search self-efficacy levels from the point of gender, perceived academic success and working experiences.

2. METHODOLOGY

2.1 Participants

In this research, four different participant groups from Turkish student were studied from various universities with a view to prepare a tool towards measuring university students' job search self-efficacy levels. Information regarding the persons participated in the survey are given below. The first survey group of the research consisted of 48 people attending Education Faculty in Ondokuz Mayıs University within the scope of pilot application of 37-item scale. The second research group is the one which required data are collected by applying 37-item scale form to conduct explanatory factor analyses of JSSEI. The scale was applied on 436 students attending Faculty of Education, Faculty of Arts and Science, Faculty of Economics and Administrative Sciences and School of Health of Mehmet Akif Ersoy University in the 2014-2015 academic year. Seven of these students were excluded from processing because they filled in answer sheet absently. Therefore, analyses were based on data from 429 students. Within the group, 297 students (69.2%) were female, 132 of them (30.8%) were male. The ages of students range from 17 to 25. The third study group is the one in which confirmatory factor analysis is conducted. For this purpose, data from a total of 388 students were used from a total of 388 students including 264 (68%) females and 124 (32%) male students.

2.2 Measures

2.2.1 Job Search Self-Efficacy Inventory (JSSEI)

Within the scope of the research, job search self-efficacy expectation level scale was developed. Validity and reliability studies conducted during development period of the scale were given in detail in findings section.

2.3 Data Analysis

Validity and reliability of scale was investigated by exploratory and confirmatory factor analysis, Cronbach alpha, criterion related validity methods. In the second phase of the research, "Kolmogorov-Smirnov normal distribution" and "Shapiro Wilk Normal Distribution" were used to examine whether data were distributed normally or not. As a result of the conducted test, it was found that sub dimensions of the Job Search Self-Efficacy Inventory ($p < .05$) did not show normal distribution. Mann Whitney U-Test was used to reveal whether scores acquired from two groups showed significant differences, and with more than two groups, Kruskal-Wallis H-Test was used. Margin of error by 0.05 in the significant differences between the groups were accepted. SPSS and LISREL programs were used in the statistical analyses.

3. RESULTS

In this chapter, findings regarding validity and reliability studies of "Job Search Self-Efficacy Inventory", then findings related to research problem were given.

3.1 The Results Validity of Job Search Self-Efficacy Inventory

During the preparation period of Job Search Self-Efficacy Inventory (JSSEI), primarily characteristics about Bandura's self-efficacy expectation were examined in accordance with field literature. An item pool was established writing 50 items considered as belonging to these characteristics. After receiving opinions of experts in terms of suitability of items, these items were subjected to elimination based on whether they represented their objected efficacy status. Following expert opinions, 50-item trial form was applied on 48 students attending the Faculty of Education. In this application, students were requested to mark a question mark for statements not clear and concise. Items for which 20% or more students put a question mark

were removed from the scale. Consequently, 13 items were removed from the scale based on either expert opinion or applied preliminary application. Therefore, trial form of the scale consisting of 37 items as acquired. Each item of JSSEI consists of behavior expected from individuals depending on job search expectation level. Participants are expected to read each item carefully and to rate their trust level in realizing that expression from 1 to 5. Scores from the scale range from 29 and 145. Trial form of the scale was applied to 429 university students and factor analysis was conducted to determine its structure validity. To determine suitability of the data prior to analyses, extreme values including in data set were examined and 13 value and exceeding 3.29 were removed from data set [26]. Thus, 429 data were used for analysis subtracting excluded ones from data from 442 students. Whether data were suitable for factor analysis was evaluated with Kaiser-Meyer-Olkin (KMO) Coefficient and Bartlett Sphericity Test [24]. KMO value reports common variance amount established by variables. While a value closer to 1.00 shows that the data is suitable for factor analysis, a value below 0.60 shows that it will not be suitable to conduct factor analysis with the data [27]. Bartlett Sphericity Test value and its significance, on the other hand, tests whether variables show correlation with each other or not. KMO value for JSSEI was found as .92 and Bartlett Test result was found meaningful. Principal components analysis results showed that the eigenvalue of the scale was gathered in 9 factors higher than one. After this analysis, 7 items with close factor loads in one or more factors and those with factor loads below .40 were removed from the analysis and remaining analyses were reanalyzed with Varimax orthogonal rotation technique [27]. In the third analysis conducted, considering the contents of items, factor counts are classified with four factors that are considered as suitable conceptually. As a result of analysis, number of items in the scale was reduced to 29. Acquired eigenvalue graphic was analyzed and it was found that four factors were interpretable. Total variance rate explained by these four factors is 49.35. 16.43% of the total variance was explained by the first factor, 11.45% of it was explained by the second factor and 11.27% was explained by the third factor and 10.18% by the fourth factor.

As Table 1 demonstrates factor loading of the scale's items in the first factor range between

.590-.723, they range between .420-.770 in the second factor, range between .430-.723 in the third factor and range between .490-.738 in the fourth factor. In the whole scale, item factor loading range between .427-.758. Therefore, the scale consisting of 29 items and 4 dimensions were achieved to measure job search self-efficacy expectation of university students. The first factor of the scale consists of 9 items. The factor in which items are included such as "To find a job, I use my skills in interpersonal relationships," "I can define my personal values" is named as *self-knowledge efficacy*. The second factor of the scale consists of 7 items. The factor in which items are included such as "I trust myself in a job interview and I would be comfortable," "I can influence the employer in a job interview" are named as *job search skills self-efficacy*. The third factor is composed of eight items. In this factor, there are items such as "I can move up to the top step in the profession I have chosen," "I can make sacrifices to achieve my professional objectives" and this factor is named as *determination self-efficacy in the profession*. In the final factor, there are five items. The factor in which items are included such as "I can obtain information about business life by interviewing with those working in the profession I have prepared for" is named as *job search sources*.

With a view to verify validity of this 4-factor structure established after explanatory factor analysis, confirmatory factor analysis (CFA) was applied using Lisrel 8.88 software. For CFA, data obtained from 388 students in the third research group were used. Considering the fit indices tested with DFA, Chi-square value ($\chi^2=974.59$, $df=369$, $p=.00$) was found to be significant. As a result of CFA, fit indices of the model are RMSEA=0.06, GFI=0.85, AGFI=0.83, CFI=0.96, NNF=0.95, RMR=0.05 and SRM=0.06. Among these indices, it is expected that RMSEA and RMR have a value close to 0, and accepted between 0.05 and 0.08. GFI and AGFI values ranging between 0.80-0.95 show acceptable level of fit, and CFI and NNFI values as increasing fit indices being 0.95 and higher show good fit [28-30]. Analyzing fit indices, it can be said that acquired model shows good fit. When the fit indexes were examined, all the indicators showed that there is accordance between model and observed data. The structural co-efficients of the items ranged from 0.52 to 0.95 and all the co-efficients has significance level of .001. JSSEI measurement model is given in Fig. 1.

Table 1. Results of explanatory factor analysis for the job search self-efficacy inventory for Turkish university students

Items	F1	F2	F3	F4
3	.723			
6	.716			
7	.714			
5	.671			
4	.650			
2	.636			
1	.564			
8	.514			
9	.509			
26		.770		
27		.703		
35		.623		
33		.621		
24		.519		
28		.455		
23		.420		
17			.723	
18			.664	
16			.590	
14			.484	
11			.478	
13			.473	
15			.466	
19			.430	
21				.738
22				.714
37				.594
20				.523
30				.490

To determine criterion related validity of the scale, Job Search Attitude Inventory is used developed by [21] with a view to examine university students' anxiety levels towards job

search. Both inventories are applied to Civil Engineering students. Correlation coefficient obtained as a result of application was found as ($r: -0.51$). This result can be considered as a proof of validity of the inventory. Namely, negative correlation expected between efficacy level and job search anxiety is determined with this study. Self-efficacy levels of individuals with higher anxiety levels will be lower.

3.2 The Results Reliability of Job Search Self-Efficacy Inventory

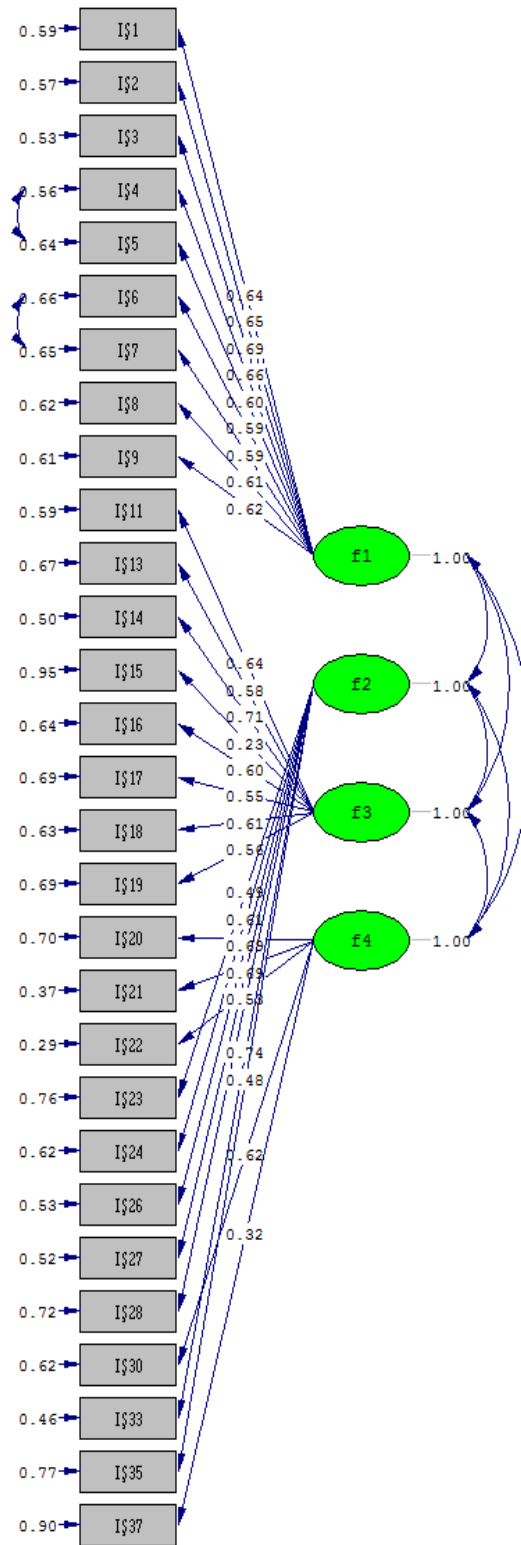
Reliability of job search self-efficacy level scale was obtained with internal consistency and test-retest method. Cronbach's alpha internal consistency coefficients of the subscales obtained by applying the scale on 436 persons were found as 0.87 for the first subscale; 0.81 for the second subscale; 0.80 for the third subscale and 0.70 for the fourth sub-scale. Total score Cronbach's alpha internal consistency coefficient of the scale was found as 0.91. Coefficients obtained for JSSEI scale and subscales reveal that the scale is reliable enough.

Test-Retest Reliability: The inventory was applied on 29 students with an interval of 21 days from teaching department for test-retest reliability, correlation coefficient obtained as a result of comparison of two application scores was found as $r=0.86$.

In the second phase of the research, since the data did not show normal distribution, Mann Whitney U-Test and Kruskal Wallis H-Test were used to examine whether university students' job search self-efficacy levels vary according to variables such as gender, perceived academic success and work experience. Whether university students' level of job search self-efficacy levels vary significantly as per gender was examined with Mann Whitney U-Test. The results are given in Table 2.

Table 2. University students' job search efficacy levels according to gender (Mann WHITNEY U-Test)

Variable		N	Order Average (OA)	Total order	U value	p
Self	Female	297	214.91	63828.50	19575.500	.982
Cognition	Male	132	215.20	28406.50		
Job search	Female	297	211.39	62783.00	18530.000	.365
Skills	Male	132	223.12	29452.00		
In Profession	Female	297	214.86	63812.00	19559.000	.971
Stability	Male	132	215.33	28423.00		
Job search	Female	297	222.92	66207.50	17249.500	.046
Sources	Male	132	197.18	26027.50		



Chi-Square=974.59, df=369, P-value=0.00000, RMSEA=0.065

Fig. 1. JSSEI measurement model

Table 2 shows that, according to gender, there is no significant difference was found between self knowledge efficacy (U=19575.500, p>.05); no significant difference was found between job search skills self-efficacy (U=18530.000, p>.05); no significant difference was found at professional determination level (U=19559.000, p>.05); significant difference was found at job search sources (U=17249.500, p<.05) and this difference was in favor of women (Female: SO=222.92, Male: SO=197.18).

p<.05), this difference was in favor of working participants (Working: OA=235.74, Non-Working: OA=193.37); significant difference was found with job search self-efficacy level (U=16598.500, p<.05), this difference was in favor of working participants (Working: OA=244.21, Non-Working: OA=184.54); significant difference was found with determination in profession (U=18851.500, p<.05), this difference is in favor of working participant (Working: OA=233.92, Non-Working: OA=195.27).

Whether university students' job search self-efficacy levels vary according to previous working experience significantly was tested using Mann-Whitney U-test. The results are given in Table 3.

University students were asked to evaluate their academic achievement statuses as Success, Unsuccessful or Moderate. Whether university students' job search efficacy vary significantly according to university students' perceived academic success status was tested using Kruskal Wallis H-Test. The results are given in Table 4.

Table 3 shows that, according to work experience, significant difference was found with self-knowledge efficacy level (U=18453.500,

Table 3. Job search self-efficacy levels of university students' previous working experience (Mann-Whitney U-Test)

Variable		N	Order Average (OA)	Total order	U Value	p
Self	Worked Before	219	235.74	51626.50	18453.500	.000
Cognition	Not Worked Before	210	193.37	40608.50		
Job search	Worked Before	219	244.21	53481.50	16598.500	.000
Skills	Not Worked Before	210	184.54	38753.50		
In Profession	Worked Before	219	233.92	51228.50	18851.500	.001
Stability	Not Worked Before	210	195.27	41006.50		
Job search	Worked Before	219	222.81	48795.50	21284.500	.180
Sources	Not Worked Before	210	206.85	43439.50		

Table 4. Job search self-efficacy levels according to university students' perceived success levels (Kruskal Wallis H-Test)

Variable		N	Order average (OA)	sd	X ²	p	Significant difference
Self knowledge	Unsuccessful	23	191.93				
	Middle	210	198.76	2	5.437	.008	2-3
	Successful	196	235.10				
Job search skills	Unsuccessful	23	213.98				
	Middle	210	189.62	2	11.605	.000	2-3
	Successful	196	242.31				
Commitment to profession	Unsuccessful	23	192.20				
	Middle	210	188.56	2	14.950	.000	2-3
	Successful	196	246.01				
Job search sources	Unsuccessful	23	214.76				
	Middle	210	202.47	2	3.103	.105	2-3
	Successful	196	228.45				

Table 4 shows that according to perceived academic success status, self-knowledge efficacy level had significant difference ($X^2=5.437$, $p<.05$). To determine in which group or groups this parameter exists, Nonparametric Multiple Comparisons (Bonferroni Nonparateric Post Hoch) test was applied. As a result of the comparison conducted, no significant difference was found between the group considering itself as successful and the group considering itself as moderately successful. Self-knowledge efficacy level of the group considering itself as successful is higher. Considering job search skill self-efficacy level, significant difference was found ($X^2=11.605$, $p<.05$); significant difference was found between the group considering itself as academically successful and the other group considering itself as moderately successful. According to these results, job search self-efficacy level of the group considering itself as successful is higher than that of the group with moderate success. There is significant difference in determination self-efficacy level in profession between the group considering itself successful and the other with considering itself moderately successful ($X^2=14.950$, $p<.05$). Professional determination self-efficacy level of the group considering itself as successful is higher. There is significant difference in job search sources level between the group considering itself successful and the other group considering itself moderately successful ($X^2=3.103$, $p<.05$). The group considering itself as successful has high job search self-efficacy level.

4. DISCUSSION

In statistical processes conducted as a result of developing the Job Search Self-Efficacy Inventory, it was concluded that the inventory was reliable. In the confirmatory factor analysis (CFA) performed with a view to verify structure validity of the four factors established after the explanatory factor analysis, examining the fit indices of the models tested with CFA, Chi-square value ($X^2=974.59$, $df=369$, $p=.00$) were found to be significant. As a result of CFA, fit indices of the model are RMSEA=0.06, GFI=0.85, AGFI=0.83, CFI=0.96, NNF=0.95, RMR=0.05 and SRM=0.06. Among these indices, it is expected that RMSEA and RMR have a value close to 0, and accepted between 0.05 and 0.08. GFI and AGFI values ranging between 0.80-0.95 show acceptable level of fit, and CFI and NNFI values as increasing fit indices being 0.95 and higher show good fit ([28,29,30]. Analyzing fit indices, it can be said

that acquired model shows good fit. Therefore this scale will used to measure university students' job search self-efficacy.

In the research, it was analyzed whether there are significant differences between university students' job search efficacy levels and variables such as gender, perceived success level and working experience. It has been revealed that there are no significant differences between university students' self-knowledge efficacy, job search skill self-efficacy, professional determination self-efficacy and their gender. Female students' job search sources were found to be higher than those of male students. In the study by [31] in which predictors of secondary school students' career self-efficacy levels were analyzed, it was observed that gender predicted significantly career self-efficacy level. Similarly, in the study conducted by [18], it was found that job search self-efficacy did not create significant difference based on gender. In this study conducted with university students, however, except job search skills subscale, no significant differences were found between female and male students' job self-efficacy levels. In departments where the study is conducted, this may be resulted from the fact that gender factor is not an important effect. In these departments, individuals from both genders are represented equally on average. Therefore, students of these departments attending courses for a period of four years want to work in their field of study and they consider themselves as competent in finding a job.

Another finding of the study is related to whether there is a difference between current working experience and self-efficacy levels towards job search. As a result of statistical processes, it was found out that students working in a job had significantly higher self-efficacy level of self-knowledge, job search skills, professional determination compared to students not working in any jobs.

Considering the relationship between students' success level in their field of study and their job search self-efficacy levels, it was found that the group considering it successful had higher job search self-efficacy expectation than the group considering itself moderately successful. The lower the students' achievement level decreases, the lower their job search self-efficacy levels become. These findings are consistent with the research findings by [17].

5. CONCLUSION

The findings of this study indicated that the JSSEI was a valid and reliable instrument to measure job search self-efficacy in Turkish university students'. Job search is one of the important tasks for university students. People in university are expected to search job that best fit them. Therefore this scale will used to measure university students' job search self-efficacy.

In the research, it has been revealed that there are no significant differences between university students' self-knowledge efficacy, job search skill self-efficacy, professional determination self-efficacy and their gender. Female students' job search sources were found to be higher than those of male students.

6. RECOMMENDATIONS

In light of the results mentioned above, following recommendations are made to other researchers who will conduct studies on this subject.

1. There is a need for examining the level of self-efficacy expectations of individuals in terms of job search for those in the stage of job search.
2. There is a need for comparing individuals' personality traits and their job search self-efficacy levels.
3. Extensive researches can be made on individuals' job search self-efficacy levels and their interests, skills and academic achievements.
4. It is possible to compare job search self-efficacy levels of students between those attending departments with wider job opportunities and those attending departments with limited job opportunities.
5. It is possible to examine on different sample groups (for example, those who are business owner and those who are not) whether there are differences in terms of job search self-efficacy levels.
6. Experimental studies can be made with individuals with low levels of job search self-efficacy.
7. Studies can be conducted with the Labor Directorate and Recruitment Authority towards increasing self-efficacy levels of individuals at the stage of job search.
8. This scale was developed for Turkish university students'. Also, this scale can be adopted for high school students and for different countries. As it is known different

countries have different cultures, different education and different economic system. So if this scale adaptation, it can be used in different countries.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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