Predicting career search self-efficacy: The role of self-transcendence, self-consciousness, self-control and self-management

Fedai Kabadayi*, Guidance and Psychological Counseling, Recep Tayyip Erdogan University, Rize 53200, Turkey
Mustafa Sahin, Guidance and Psychological Counseling, Trabzon University, Trabzon 61335, Turkey

Abstract

The aim of this study is to predict career search self-efficacy. In this context, predictive variables are self-transcendence, self-consciousness and self-control and self-management. The research data were obtained from 1,278 university students in which 786 (61.5%) were girls. Regression analysis and correlation analysis were used. According to the findings, it was determined that self-transcendence, self-control and self-management, social anxiety, appearance consciousness and internal self-awareness were significant predictors of career search self-efficacy. The strongest predictive variable is self-transcendence. In this context, experimental interventions or psycho-educational programs based on these skills, which are related to the self, can be tested in order to increase career search self-efficacy.

Keywords: Career search self-efficacy, self-transcendence, self-consciousness, self-control and self-management.

* ADDRESS FOR CORRESPONDENCE: **Fedai, Kabadayi,** Guidance and Psychological Counseling, Recep Tayyip Erdogan University, Rize 53200, Turkey. *E-mail address*: fdkbdy@gmail.com / Tel.: +90 464 532 8454

1. Introduction

Until the 21st century, individuals were engaged in a single occupation throughout their lives. In this century, there is a paradigm change in the way individuals view their career and occupational life. It seems that individuals are beginning to gain the view that their careers are not just an instant choice. A number of theories and approaches suggest that individuals' career and career choices are not covered by the process and maintained throughout life (Ginzberg, 1972; Gottfredson, 1981). This change also causes some disruption in the lives of individuals. Besides the choice of profession, it can be said that some individuals have problems while they are able to create career options and discover their interests. Apart from some professions disappear and new professions are born, individuals' career search self-efficacy refers to situations in which individuals do not recognise themselves well on the basis of the problems they experience in their careers, the plans they cannot make for the future and the leaps they cannot make in different business fields.

1.1. Career search self-efficacy

Career search self-efficacy was first revealed by Solberg et al. (1994). The concept of career search self-efficacy refers to individuals' ability to participate in business activities, to establish business contacts and to act according to their own abilities and values while performing an occupation (Solberg, Good & Nord, 1994). This is the result of the combination of career exploration behaviour and self-efficacy concepts. Career exploration behaviour allows individuals to make a research on a particular career to explore areas of interest and to strengthen career development (Gushue, Scanlan, Pantzer & Clarke, 2006). It also refers to participate in a variety of activities, to participate in a career and career opportunities, and to learn more about their own ability, participate in trying out roles, roles and situations (Sears, 1982). Career exploration answers the questions of what I need and what I want (who am I?), what jobs are attractive (what satisfies me?) and what I can offer to the business world (how can I interact?) in response (Porfeli & Skorikov, 2010).

Self-efficacy is the belief of the level of an individual's behaviour which will be done (Bandura, 1986a). Self-efficacy can be applied to the individual's ability to fulfill professional duties in all areas of life as well as career counseling (Lent & Hackett, 1987). Self-efficacy can also be considered for career search behaviours of individuals in the career process (Taylor & Popma, 1990). In this context, Solberg (1998) stated that career search self-efficacy is a belief in the ability of a person to successfully perform career search activities. The fact is that the individuals who have a high level of career search self-efficacy achieve a high level in the career discovery process and self-confidence (Chen & Solberg, 2018).

1.2. Self-transcendence

Self-transcendence has taken its roots from different fields of academic study. It originated from mental health and well-being studies, the source of the ability of citizens to cope with the difficulties they experienced and Reed's own academic studies (Reed, 2008). The developmental theories are based on the ability to cope with the anxieties of individuals against death and life (Reed, 1991). In this process, Reed formed the basis of the self-transcendence theory that the individual heals and shows well against the death and existence concerns (Reed, 1991; 2008). Self-transcendence is the ability of individuals to make sense outside of oneself (Palmer, Griffin, Reed & Fitzpatrick, 2010). It provides a perspective that allows individuals to transcend their borders, helps to maintain integrity with all the dimensions that make up their existence, and provides the awareness of life and death (Coward & Reed, 1996). Self-transcendence generally refers to the developmental stage of the individual. It also refers to the individual's expanding the boundaries of his own life and developing a point of view (Reed, 1991). It is also expressed in the way that self-transcendence can form a life purpose created in a sense of well-being and can be connected with other people in this process (Coward, 1990). In addition, self-transcendence plays an important role in preserving mental health during the old age

period, when their age increases and also their thoughts about death increase (Ellermann & Reed, 2001).

1.3. Self-consciousness

The concept of self-consciousness is a basic concept that shapes the life of an individual and effective in his behaviour since many therapy methods are based on the attention given to the individual himself. The attention process focuses on the individual's thoughts, feelings and behaviours. In particular, some people constantly think about themselves, observe their own behaviours and this starts a process which is out of control for the individual and eventually turns into obsessive behaviours. Contrary to these behaviours, some individuals never think about themselves. They have no idea about what their behaviour means and they are not aware of how they have been seen by other people. At this point, the level and direction of the individual's attention point to the self-consciousness of the individual (Fenigstein, Scheier & Buss, 1975). The concept of self-consciousness deals with self-directed attention level (Wu & Watkins, 2006). Fenigstein and Vanable (1992) have stated that self-consciousness is an important element in defining the individual's positive and negative aspects.

Fenigstein et al. (1975) stated that there are three distinct directions of self-consciousness. The first one is general self-consciousness. The general self-consciousness term refers to aspects that can be easily seen by everyone and create an impression for other people. For instance, the behaviour and the style of the individual may be given. The second is private self-consciousness. Specific self-consciousness means a tendency to directions that focus on more mysterious, hidden aspects of self and difficultly seen and cannot be recognised by other people. Beliefs, desires, values and emotions that are specific to a person can be given as examples (Scheier & Carver, 1985). Last is the social anxiety dimension; it is described as anxiety which individual lives within other people in social settings (Fenigstein et al., 1975).

1.4. Self-control and Self-management

The first studies of the concept of self-control and self-management are based on 30 years ago. Self-control and self-management skills consist mainly of self-monitoring, self-evaluation and self-reinforcement. This triple structure is constantly affecting each other (Mezo & Short, 2012; Mezo, Callanan, Radu & English, 2018). Self-control and self-management skills are a model of an interconnected structure developed by Kanfer and Bandura. This model continues in a repetitive cycle and consists of three components, self-monitoring, self-evaluation and self-reinforcement (Kanfer & Karoly, 1972; Mezo & Short, 2012). Self-monitoring is the process in which an individual's behaviour is monitored by the individual himself that is visible or unobservable in the environment. In this process, the individual enters into decision-making period by observing the occurrence of behaviour (Nelson & Hayes, 1981; Stark, Brookman & Frazier, 1990). Individual creates a power which rewards himself, self-punishment, behaviour repetition or directing himself into another behaviour by self-monitoring (Karoly, 1977, p. 204; Manz & Sims, 1980).

The ability of the individual using self-monitoring, self-assessment and self- reinforcement to reach the desired goal of self-training without any professional assistance can be seen as an example of the importance of these skills (Mezo & Heiby, 2004). Bandura (1991) has corroborated the theorising of self-control and self-management skills, namely, self-monitoring, self-assessment and self- reinforcement, and the concept of self-management has become a popular term for behavioural intervention programs and studies (Lorig & Holman, 2003). In this context, it is important that self-management skills are one of the strategies used to improve the desired attitudes at school, to reduce the unwanted behaviours, to generalise the learned knowledge of learners and to increase the academic achievements of students (Todd, Horner & Sugai, 1999). Francis, Mezo and Fung (2012) showed that self-control skills may be the

key element in the care of anxiety and depression and it may also be sufficient on its own, whether or not individuals have support from the environment or family.

1.5. Career search self-efficacy with self-transcendence, self-consciousness, self-control and self-management

The concept of career search self-efficacy has an important role in the life of an individual because the individual has to maintain his occupation in order to earn a living. Especially during the college years, occupational achievements may be a facilitating factor in finding a job in the future. It is thought that individuals who are aware of the various characteristics of the profession, who are aware of their interests, abilities and values in the professional sense can make more healthy decisions about the choice of profession, occupational preparation and career process. Career search self-efficacy studies are not adequately researched (Chen & Solberg, 2018; Ryan, Solberg & Brown, 1996). When studies are examined, it is seen that studies about the self of the individual are very limited. It is thought that the process of self-perception and self-organization may be an important factor for individuals who are in the process of preparation for the profession. This is because the career exploration process continues in a sense after the vocational training-education begins. Individuals prepare themselves for business life with positive or negative attitudes towards their careers. In this process, it is considered that the self-perception of the individual and the self-structure of himself may be effective in the career research process. Individuals are thought to have a perspective of transcendent, to achieve conscious development and to control themselves to contribute to the development of individuals in the career field. In this context, the role of self-transcendence, self-consciousness, and self-control and self-management variables in explaining career search self-efficacy is examined in the present study.

2. Method

2.1. Research model

This research was designed in accordance with the screening model. The purpose of screening research is to describe or discover the present fact or situation (Babbie, 2012, p. 90). In the present study, the reason for preferring the screening model is to describe the concept of career search self-efficacy as variables related to self (self-transcendence, self-consciousness, self-control and self-management). The model of the research is presented in Figure 1 below.
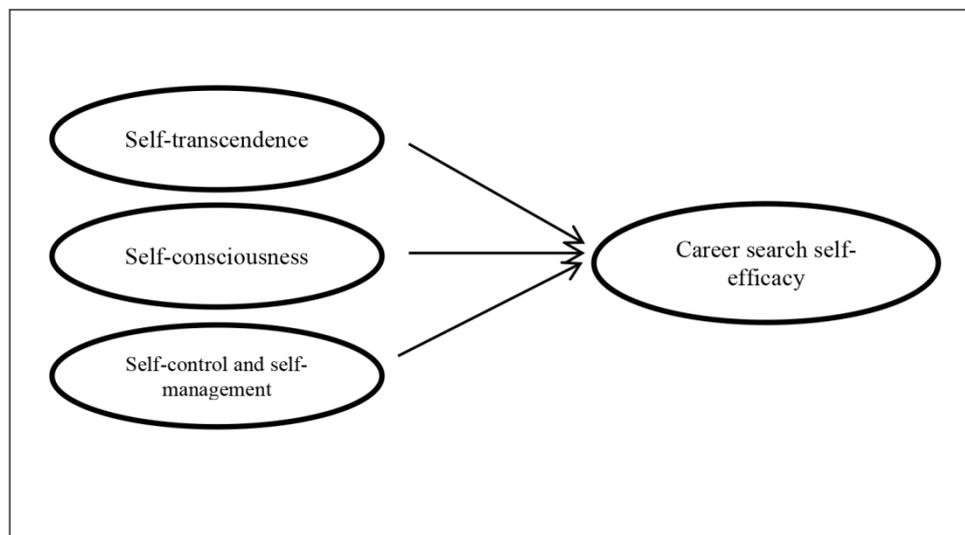

Figure 1. Regression Model

2.2. Study group

The study group consists of 1355 university students studying at the faculties of economics and administrative sciences in the two different universities. The study group is created by means of an appropriate sampling method as it facilitated both time and cost (Neuman, 2014, p. 248). The study group consists of 492 (35.5%) male and 786 (61.5%) female students. The average age of the group is 20.53 (Ss = 1.89). Of the respondents, 426 (33.3%) are in the first grade, 197 (15.4%) in the second grade, 332 (26%) in the third grade and 323 (25.3%) in the fourth grade. Moreover, 445 (34.8%) are in the economics, 447 (37.3%) in the business administration, 99 (7.7%) in the public administration, 95 (7.4%) in the finance, 67 (5.2%) in the social work and 95 (7.4%) in the international relations. The distribution of the students' constituting the research group according to the descriptive findings is presented in Table 1.

Table 1. Some descriptive findings related to the study group

Variable	Factor	N	%
Gender	Male	492	38.5
	Female	786	61.5
Class Level	1.class	426	33.3
	2.class	197	15.4
	3.class	332	26.0
	4.class	323	25.3
Department	Economics	445	34.8
	Business administration	477	37.3
	Public administration	99	7.7
	Finance	95	7.4
	Social work	67	5.2
	International relations	95	7.4
Total		1278	100

2.3. Data collection tools

Career Search Self-efficacy Scale, Self-consciousness Scale, Self-control and Self-management Scale and personal information were used in the research.

2.3.1. Career search self-efficacy scale
The career search self-efficacy scale was developed by Solberg et al. (1994). The aim of scale is to determine self-efficacy in the process of researching university students' careers. The scale is 10-point Likert type and contains 35 items. The scale is one-dimensional. Answering the scale is '0-very little 9-too many'. Cronbach Alpha internal consistency reliability coefficient of the original form of the scale was found as 0.97 (Solberg et al., 1994). The Turkish form of the scale was adapted by Sari (2014). Confirmatory factor analysis of the Turkish version of the scale revealed that the fit values of the model were CFI = 0.92, GFI = 0.90, AGFI = 0.90, IFI = 0.93, RMR = 0.05 and RMSEA = 0.19. The Cronbach Alpha internal consistency reliability coefficient of the scale was found to be 0.96 (Sari, 2014; Sari, Yazici & Sahin, 2017). In this study, Cronbach Alpha internal consistency reliability coefficient of the scale was found as .96.

2.3.2. Self-transcendence scale
Self-transcendence Scale was developed by Reed (1991). The purpose of the scale is to determine the self-transcendence of individuals. The scale is a 4-point Likert type and consists of 15 items. The scale consists of two sub-dimensions, interpersonal and inner mood. Answering the scale is '1-no, 4-many'. The Turkish form of the scale was adapted by Saricam (2015). Confirmatory factor analysis of the Turkish form of the scale revealed that the fit values of the model were $\chi2 = 301.39$, df = 86, RMSEA = 0.062, CFI = 0.97, RFI = 0.95, GFI = 0.94, NFI = 0.96 and SRMR = 0.042. It has been seen that

the scale has better values over the total score in compliance values. For the whole scale, the Cronbach Alpha internal consistency reliability coefficient was found to be 0.87 (Sarıçam, 2015). In this study, Cronbach Alpha internal consistency reliability coefficient of scale is found to be .72.

2.3.3. Self-consciousness scale

Self-Consciousness Scale was developed by Mittal and Balasubramanian (1987). The purpose of the scale is to determine the self-consciousness of the individuals. The scale is of Likert type with five items and consists of 19 items. The scale consists of five sub-dimensions: self-reflectiveness and internal state awareness, style consciousness, appearance consciousness and social anxiety. The response of the scale is '0-totally contrary, 4-perfectly appropriate'. The Turkish form of the scale was adapted by Akin, Abaci & Ovec (2007). The confirmatory factor analysis of the Turkish version of the scale revealed that the fit values of the model were $\chi2 = 330.91$, df = 140, RMSEA = 0.047, CFI = 0.97, RFI = 0.95, GFI = 0.95, NFI = 0.95 and AGFI = 0.93. The Cronbach Alpha internal consistency reliability coefficient was found to be 0.79, 0.84 for self-reflectiveness subscale, 0.87 for internal state awareness, 0.89 for style consciousness, 0.91 for appearance consciousness and 0.87 for social anxiety subscale (Akın et al., 2007). In this study, Cronbach Alpha internal consistency reliability coefficient was 0.73, 0.74 for self-reflectiveness subscale, 0.77 for internal state awareness, 0.70 for style consciousness, 0.70 for appearance consciousness and 0.76 for social anxiety subscale.

2.3.4. Self-control and self-management scale

Self-control and Self-management Scale was developed by Mezo (2009). The purpose of the scale is to determine the self-control and self-management skills of the individuals. The scale is a Likert type with six items and consists of 16 items. The scale consists of three sub-dimensions, self-monitoring, self-evaluation and self-reinforcement. The scale consists of 16 items and is Likert type. Answering the scale is '0-not true for me, 5-completely correct for me'. The Turkish form of the scale was adapted by Akin, Demirci & Cardak (2012). Confirmatory factor analysis of the Turkish version of the scale revealed that the fit scores of the models were NFI = 0.94, CFI = 0.97, GFI = 0.95, IFI = 0.97, RMR = 0.46 and RMSEA = 0.46. The Cronbach Alpha internal consistency reliability coefficient was found to be 0.80 for the whole scale, 0.78 for the self-monitoring subscale, 0.78 for the self-evaluation subscale and 0.72 for the self-reinforcement subscale (Akin et al., 2012). The Cronbach Alpha internal consistency reliability coefficient for this scale was found to be 0.79 in this study.

2.3.5. Personal information form

The personal information form was developed by researchers. There are questions about age, gender, university, class level and department in the form.

2.4. Data collection process

The data of the study were obtained for two weeks, in the classroom environment and in one session. The data collection process of the survey lasted approximately 20 minutes. The necessary remarks were taken from the institutions for the implementation of the research.

2.5. Analysis

Inaccurate data have been removed after the data collection process of the study. Second, the missing values were examined. Average values were assigned to the missing values. Third, single and multi-variable extreme values were examined and 26 data were excluded from analysis (Final data = 1278). Fourth, the assumption of normality of the data was examined. Buyukozturk, Cokluk and Koklu (2015, p. 63) stated that the normal distribution is appropriate when the coefficient of skewness and kurtosis is between +1 and −1. In Table 2 below, the statistics for the normal distribution are presented.

Table 2 Statistics about variables

Variable	Range	Mean	Sd	Skewness	Kurtosis
CSSE	0.98–9.00	5.88	1.44	−0.48	0.06
Self-transcendence	2.20–4.00	3.28	0.34	−0.27	−0.24
Self-control and Self-management	1.56–5.00	3.70	0.62	−0.42	−0.17
Self-reflectiveness	1.00–4.00	2.91	0.60	−0.33	−0.12
Internal state awareness	1.25–4.00	3.06	0.56	−0.28	−0.43
Style consciousness	0.00–4.00	2.16	0.95	−0.13	−0.70
Appearance consciousness	1.00–4.00	3.16	0.67	−0.68	0.03
Social anxiety	0.00–4.00	2.45	1.05	−0.36	−0.68

When Table 2 is examined, it is seen that the distribution of the variables meets the normality assumption. Another aspect of the research is to examine the assumptions of regression analysis (Can, 2013, p. 275). This is a multicollinearity problem. Relations between variables were examined and it was determined that the correlations (−0.27 to 0.61) were changed. This indicates that the variables are independent. Tolerance and VIF values were also examined. Tolerance value must be more than .2 and the 'Variance Increment Value (VIF)' must be less than 10 in the established model (Field, 2013, p. 390). Tolerance values (0.67–0.93) and VIF values (1.07–1.49) were found to be suitable for analysis when the model values were examined. Data of the studies were analyzed according to the SPSS package program. After the normality condition is fulfilled and the regression assumptions were checked, analyzes were carried out. Pearson moment product correlation technique and multiple regression analysis were used in the study.

3. Findings

3.1. Relations between variables of the Study

Relations between variables of the study were investigated with Pearson moment product correlation coefficient technique. The results of the analysis are given in Table 3.

Table 3 Relations between variables of study

Variable	1	2	3	4	5	6	7	8
(1) CSSE	-							
(2) Self-transcendence	0.45*	-						
(3) Self-control and Self-management	0.43*	0.50*	-					
(4) Self-reflectiveness	0.12*	0.23*	0.19*	-				
(5) Internal state awareness	0.31*	0.47*	0.43*	0.41*	-			
(6) Style consciousness	−0.21*	−0.16*	−0.24*	0.30*	−0.12*	-		
(7) Appearance consciousness	0.21*	0.25*	0.28*	0.21*	0.32*	0.02	-	
(8) Social anxiety	−0.27*	−0.21*	−0.22*	0.24*	−0.08*	0.61*	0.00	-

*$p < .01$ / Self-consciousness sub-dimensions: Self-reflectiveness, Internal state awareness, Style consciousness, Appearance consciousness, Social anxiety

When Table 3 is examined, there is a significant positive correlation between career search self-efficacy and self-transcendence ($r = 0.45$, $p < 0.01$), self-control and self-management ($r = 0.43$, $p < 0.01$), self-reflectiveness ($r = 0.12$, $p < 0.01$), internal state awareness ($r = 0.31$, $p < 0.01$) and appearance consciousness ($r = 0.21$, $p < 0.01$). Furthermore, there is a significant negative correlation between career search self-efficacy and style consciousness ($r = −0.21$, $p < 0.01$) and social anxiety ($r = −0.27$, $p < 0.01$).

3.2. Findings related to predicting of career search self-efficacy

In this study, it is aimed to predict the self-efficacy of career research by self-transcendence, self-consciousness, self-control and self-management. In this context, variable backward method is used in multiple regression models. Table 4 shows all the variables included in Model 1. Style consciousness without significant contribution is not included in Model 2. The last variable of self-thinking, which does not make a significant contribution to Model 3, is removed from the analysis and the model is finalised. The findings are given in Table 4.

Table 4. Findings related to variables that predict career search self-efficacy

Model	Predictive	B	Standard error	β	t	F	R2	ΔR2
1	(constant)	0.117	0.375		0.311	73.697	0.289	0.285
	Self-transcendence	1.068	0.120	0.257	8.881*			
	Self-control and Self-management	0.496	0.067	0.216	7.409*			
	Self-reflectiveness	0.065	0.068	0.027	0.955			
	Internal state awareness	0.128	0.076	0.050	1.681			
	Style consciousness	−0.036	0.048	−0.024	−0.759			
	Appearance consciousness	0.143	0.055	0.067	2.606*			
	Social anxiety	−0.217	0.041	−0.159	−5.240*			
2	(constant)	0.077	0.371		0.207	85.913	0.289	0.285
	Self-transcendence	1.068	0.120	0.257	8.881*			
	Self-control and Self-management	0.503	0.066	0.219	7.586*			
	Self-reflectiveness	0.051	0.065	0.021	0.774			
	Internal state awareness	0.137	0.075	0.054	1.815			
	Appearance consciousness	0.141	0.055	0.066	2.569*			
	Social anxiety	−0.234	0.035	−0.171	−6.720*			
3	(constant)	0.101	0.370		0.272	103.008	0.288	0.285
	Self-transcendence	1.076	0.120	0.260	8.998*			
	Self-control and Self-management	0.505	0.066	0.220	7.618*			
	Internal state awareness	0.155	0.071	0.061	2.180*			
	Appearance consciousness	0.144	0.055	0.067	2.632*			
	Social anxiety	−0.225	0.034	−0.165	−6.720*			

*$p < 0.01$

When Table 4 is examined, there is a significant relationship ($R = 0.537$, $R^2 = 288$) between career search self-efficacy and self-transcendence, self-control and self-management, internal state awareness, appearance consciousness and social anxiety ($F_{(5, 1272)} = 103.008$, $p < 0.01$). Five variables in the model explain 29% of the change in career search self-efficacy. The importance of the variables in the model on career search self-efficacy is, respectively, self-transcendence (β = 0.260), self-control and self-management (β = 0.220), social anxiety (β = −0.165), appearance consciousness (β = 0.067) and internal self-awareness (β = 0.061).

4. Discussion

The correlation between findings obtained by regression analysis is a significant predictor of career search self-efficacy of self-transcendence. That is, as self-transcendence increases, career search self-efficacy also increases. Moreover, self-transcendence in explaining the self-efficacy of career research is seen as the first role. In the literature, there is no study that examines the relationship between career search self-efficacy and self-transcendence. Indirectly, Sari, Kabadayi and Sahin (2017) showed in a study in self-transcendence, vocational outcome expectations had reached the conclusion which was the significant predictors. Vocational outcome expectation is expressed as the beliefs of individuals in their life that they will obtain at the end of their work or activity in relation to their profession or their careers (Lent & Brown, 2013). This suggests that increasing self-transcendence of individuals may reveal a positive contribution to their careers.

Second finding in the study is that self-control and self-management significantly predicted career search self-efficacy. That is, as self-control and self-management skills increase, career search self-efficacy also increases. In the literature, there is no study that examines the relationship between career search self-efficacy and self-control and self-management. In literature, Sari, Kabadayi and Sahin (2017) have found that the self-control and self-management predicted vocational outcome expectations significantly. That is, there is a significant contribution of self-control and self-management in increasing beliefs individuals will have what they want in their careers. Individuals are expected to observe their behaviour against any situation in the career research process and then develop an attitude towards this behaviour. The positive results of the behaviour are expected to improve behaviour, while the negative results may lead to behavioural change. If the individual's self-control and self-management skills are at a high level, they will be able to assess these in the career search process. This may indicate that the career search may contribute to the development of self-efficacy.

Third finding is that internal state awareness and appearance consciousness significantly predicted career search self-efficacy. In other words, as the self-awareness and appearance consciousness of individuals increase, the career research self-efficacy increases. In literature, there is no study that examines the relationship between career search self-efficacy and self-control and self-management. A certain level of consideration is necessary for individuals to be aware of themselves. This concept basically points to internal self-awareness because while individuals continue to behave in a way that results in strong and positive outcomes due to their internal state awareness, they are also distanced from weak and unfavourable behaviour (Anderson Bohon & Berrigan, 1996; Buss & Scheier, 1976; Fenigstein et al., 1975). In addition, individuals who have internal state awareness are cheerful and they can make eye contact with other people (Creed & Funder, 1998). In the process of career search, the more individuals have the internal state awareness, the easier it may be to have a wide variety of business connection, to be good-humored in their social and vocational relationships and to establish eye contacts. Nevertheless, it can also be expected that the control of emotions in important meetings, positively contributes to the career search self-efficacy of positive messages sent to other individuals as good-humored in the career life, especially in the working life of individuals.

Appearance consciousness is basically defined as the attention level of the individual's external appearance. It emphasises the perception of the individual's physical appearance and how other people see him. This structure allows the individual to evaluate him in an unbiased manner and to obtain positive information on the obtained information (Nystedt & Ljungberg, 2002). From this point of view, the aim is to reach a conclusion by first evaluating the individuals and observing them in a careful process. Having a high level of appearance consciousness can contribute to evaluating the positive and negative characteristics of individuals logically and changing the negative ones. It is therefore expected that individuals who have a high level of appearance awareness also have a successful career and vocational life.

According to the fourth finding in the study, social anxiety is a significant predictor of career search self-efficacy. That is, as social anxiety increases, career search self-efficacy decreases. Anxiety is defined as fear, apprehension or avoidance (Black & Grant, 2014). Various anxiety disorders are described in DSM-V. One of them is a social anxiety disorder. Social anxiety refers to the over-concern and suspicion tendency of the individual related to his evaluations in his interaction with his environment. (Fenigstein et al., 1975). Social anxiety, in other words, is the fear and anxiety that an individual experiences about social situations in contact with other people. Individuals who live in social anxiety are afraid of making mistakes while talking or meeting new people, and they finally experience shame. This usually occurs when performing acts such as speaking and eating in front of other people. For this reason, individuals who have a social anxiety abstain from taking responsibility for themselves and cannot show themselves (American Psychiatric Association [APA], 2013; Black & Grant, 2014, p. 131). When considered in this context, it is expected that individuals who have social anxiety also have a low level of career search self-efficacy.

5. Conclusions and recommendations

It has been determined that self-transcendence, self-control and self-management, internal state awareness, appearance consciousness and social anxiety are significant in explaining career search self-efficacy. These variables are thought to be important for career counseling in order to increase the career search self-efficacy of students because it is very important for the students studying in departments such as processing, economics and public administration to be able to spread to many job fields, to establish various business connections, to make successful interviews and to prepare CVs in university education process. In order to increase the career search self-efficacy of individuals in this context, experimental interventions or psycho-educational programs based on these skills related to the self can be realised. Such studies can be carried out in the career centers of universities. However, self-related studies can be sustained to describe career search self-efficacy. Finally, in this study, only two different university students were involved; thus, realization with two state universities is a limitation.

References

Akin, A., Abaci, R. & Ovec, U. (2007). The construct validity and reliability of the Turkish version of self-consciousness scale. *Ankara University Journal of Faculty of Educational Sciences, 40*(2), 257–276.

Akin, A., Demirci, I. & Cardak, M. (2012). *The validity and reliability of the Turkish version of the self-control and self-management scale.* Paper presented at the International Interdisciplinary Social Inquiry Conference—IISIC, Bursa.

American Psychiatric Association. [APA]. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. Washington, DC: Author.

Anderson, E. M., Bohon, L. M. & Berrigan, L. P. (1996). Factor structure of the private self-consciousness scale. *Journal of Personality Assessment, 66*(1), 144–152.

Babbie, E. (2012). *The practice of social research* (13th ed.). Canada: Wadsworth Publishing Company.

Bandura, A. (1986a). *Social foundations of thought and action: a social cognitive perspective*. New Jersey: Princeton-Hall.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*(2), 248–287.

Black, D. W. & Grant, J. E. (2014). *DSM-5® guidebook: The essential companion to the diagnostic and statistical manual of mental disorders*. Washington DC: American Psychiatric Publishing.

Buss, D. M. & Scheier, M. F. (1976). Self-consciousness, self-awareness, and self-attribution. *Journal of Research in Personality, 10*(4), 463–468.

Buyukozturk, S., Cokluk, O. & Koklu, N. (2015). *Sosyal bilimler icin istatistik* (17. baski). Ankara: Pegem A Publishing.

Can, A. (2013). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi* (3. baskı). Ankara: Pegem Akademi.

Kabadayi, F. & Sahin, M. (2018). Predicting career search self-efficacy: the role of self-transcendence, self-consciousness, self-control and self-management. *Global Journal of Psychology Research: New Trends and Issues*. 8(4), 146-157.

Chen, Z. & Solberg, V. S. H. (2018). Pathways from caring and engaging adults to youth vocational identity: the meditational roles of career search self-efficacy and goal capacity. *Youth & Society, 50*(60), 780–800.

Coward, D. D. (1990). The lived experience of self-transcendence in women with advanced breast cancer. *Nursing Science Quarterly, 3*(4), 162–169.

Coward, D. D. & Reed, P. G. (1996). Self-transcendence: a resource for healing at the end of life. *Issues in Mental Health Nursing, 17*(3), 275–288.

Creed, A. T. & Funder, D. C. (1998). The two faces of private self-consciousness: self report, peer-report, and behavioral correlates. *European Journal of Personality, 12*(6), 411–431.

Ellermann, C. R. & Reed, P. G. (2001). Self-transcendence and depression in middle age adults. *Western Journal of Nursing Research, 23*(7), 698–713.

Fenigstein, A., Scheier, M. F. & Buss, A. H. (1975). Public and private self-consciousness: assessment and theory. *Journal of Consulting and Clinical Psychology, 43*(4), 522–527.

Fenigstein, A. & Vanable, P. A. (1992). Paranoia and self-consciousness. *Journal of Personality and Social Psychology, 62*(1), 129–138.

Field, A. (2013). *Discovering statistics using ibm spss statistics* (4th ed.). London: SAGE Publication.

Francis, S. E., Mezo, P. G. & Fung, S. L. (2012). Self-control training in children: a review of interventions for anxiety and depression and the role of parental involvement. *Psychotherapy Research, 22*(2), 220–238.

Ginzberg, E. (1972). Toward a theory of occupational choice: a restatement. *Vocational Guidance Quarterly, 20*(3), 2–9.

Gottfredson, L. S. (1981). Circumscription and compromise: a developmental theory of occupational aspirations. *Journal of Counseling Psychology, 28*(6), 545–579.

Gushue, G. V., Scanlan, K. R., Pantzer, K. M. & Clarke, C. P. (2006). The relationship of career decision-making self-efficacy, vocational identity, and career exploration behavior in African American high school students. *Journal of Career Development, 33*(1), 19–28.

Kanfer, F. H. & Karoly, P. (1972). Self-control: a behavioristic excursion into the lion's den. *Behavior Therapy, 3*(3), 398–416.

Karoly, P. (1977). Behavioral self-management in children: Concepts, methods, issues, and directions. In M. Hersen, R. M. Eisler & P. M. Miller (Eds.), *Progress in behavior modification* (pp. 197–262). New York: Academic Press.

Lent, R. W. & Brown, S. D. (2013). Social cognitive model of career self-management: toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology, 60*(4), 557–568.

Lent, R. W. & Hackett, G. (1987). Career self-efficacy: empirical status and future directions. *Journal of Vocational Behavior, 30*(3), 347–382.

Lorig, K. R. & Holman, H. R. (2003). Self-management education: history, definition, outcomes, and mechanisms. *Annals of Behavioral Medicine, 26*(1), 1–7.

Manz, C. C. & Sims, H. P. (1980). Self-management as a substitute for leadership: a social learning theory perspective. *Academy of Management Review, 5*(3), 361–367.

Mezo, P. G. (2009). The self-control and self-management scale (SCMS): development of an adaptive self-regulatory coping skills instrument. *Journal of Psychopathology and Behavioral Assessment, 31*(2), 83–93.

Mezo, P. G., Callanan, T. S., Radu, G. M. & English, M. M. (2018). Irrational beliefs and self-management as separable predictors of anxiety and depression. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 36*(2), 1–15.

Mezo, P. G. & Heiby, E. M. (2004). A comparison of four measures of self-control skills. *Assessment, 11*(3), 238–250.

Mezo, P. G. & Short, M. M. (2012). Construct validity and confirmatory factor analysis of the self-control and self-management scale. *Canadian Journal of Behavioral Science, 44*(1), 1–8.

Mittal, B. & Balasubramanian, S. K. (1987). Testing the dimensionality of the self-consciousness scales. *Journal of Personality Assessment, 51*(1), 53-68.

Nelson, R. O. & Hayes, S. C. (1981). Theoretical explanations for reactivity in self-monitoring. *Behavior Modification, 5*(1), 3–14.

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Essex: Pearson Education.

Nystedt, L. & Ljungberg, A. (2002). Facets of private and public self-consciousness: construct and discriminant validity. *European Journal of Personality, 16*(2), 143–159.

Palmer, B., Griffin, M. T. Q., Reed, P. & Fitzpatrick, J. J. (2010). Self-transcendence and work engagement in acute care staff registered nurses. *Critical Care Nursing Quarterly, 33*(2), 138–147.

Porfeli, E. J. & Skorikov, V. B. (2010). Specific and divertive career exploration during late adolescence. *Journal of Career Assessment, 18*(1), 46–58.

Reed, P. G. (2008). Theory of self-transcendence. In M. J. Smith & P. R. Liehr (Eds.), *Middle range theory for nursing* (pp. 109–140). New York: Springer Publishing.

Reed, P. G. (1991b). Toward a nursing theory of self-transcendence: deductive reformulation using developmental theories. *Advances in Nursing Science, 13*(4), 64–77.

Ryan, N. E., Solberg, V. S. & Brown, S. D. (1996). Family dysfunction, parental attachment, and career search self-efficacy among community college students. *Journal of Counseling Psychology, 43*(1), 84–89.

Sari, S. V. (2014). *Sosyal bilissel ogrenme teorisine dayali grup mudahalesinin universite ogrencilerinin kariyer arastirma oz yeterliklerine etkisi* (Unpublished doctoral dissertation). Turkey: Karadeniz Technical University.

Sari, S. V., Kabadayi, F. & Sahin, M. (2017). Explanation of vocational outcome expectation: self-transcendence, self-consciousness and self-control/self-management. *Turkish Psychological Counseling and Guidance Journal, 7*(48), 145–159.

Sari, S. V., Yazici, H. & Sahin, M. (2017). Psychometric properties of the cses in turkish university students. *Kastamonu Education Journal, 25*(5), 1715–1728.

Saricam, H. (2015). Oz askinlik olcegi Turkce formunun psikometrik ozellikleri. *Eurasian Academy of Sciences Social Sciences Journal, 5*, 25–34.

Scheier, M. F. & Carver, C. S. (1985). The self-consciousness scale: a revised version for use with general populations. *Journal of Applied Social Psychology, 15*(8), 687–699.

Sears, S. (1982). A definition of career guidance terms: a national vocational guidance association perspective. *The Career Development Quarterly, 31*(2), 137–143.

Solberg, V. S. (1998). Assessing career search self-efficacy: construct evidence and developmental antecedents. *Journal of Career Assessment, 6*(2), 181–193.

Solberg, V. S., Good, G. E. & Nord, D. (1994). Career search self-efficacy: ripe for applications and intervention programming. *Journal of Career Development, 21*(1), 63–72.

Solberg, V. S., Good, G. E., Nord, D., Holm, C. Hohner, R., Zima, N. & Malen, A. (1994). Assessing career search expectations: development an validation of the Career search efficacy scale. *Journal of Career Assessment, 2*(2), 111–123.

Stark, K. D., Brookman, C. S. & Frazier, R. (1990). A comprehensive school-based treatment program for depressed children. *School Psychology Quarterly, 5*(2), 111–140.

Taylor, K. M. & Popma, J. (1990). An examination of the relationships among career decision-making self-efficacy, career salience, locus of control, and vocational indecision. *Journal of Vocational Behavior, 37*(1), 17–31.

Todd, A. W., Horner, R. H. & Sugai, G. (1999). Self-monitoring and self-recruited praise: effects on problem behavior, academic engagement, and work completion in a typical classroom. *Journal of Positive Behavior Interventions, 1*(2), 66–122.

Wu, J. K. F. & Watkins, D. (2006). Testing competing factor models underlying the private self-consciousness scale with Hong Kong Chinese adolescents. *Social Behavior and Personality: An International Journal, 34*(10), 1245–1258.