Understanding Career Aspiration, Self-Efficacy and Perseverance among Young Adults

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Abstract: *In order to shed light on the developmental paths of young people (18–25 years old), this dissertation delves into the complex dynamics of self-efficacy, persistence, and professional ambition. The goal is to inform about interventions and support systems that cater to this demographic. The research explores how many elements, such as cultural variances, mentorship connections, educational experiences, and intersectionality among identities, influence ideas about one's own abilities, methods for sticking with a task, and long-term professional goals. The study's overarching goal is to aid young people' professional growth by illuminating potential solutions to the complex web of relationships between individual, societal, and environmental elements. In addition, the dissertation explores career counseling techniques that help clarify and pursue professional goals, techniques that promote resilience and grit, and methods for boosting self-efficacy in educational & occupational contexts. Contributing to the current body of knowledge within career development psychology and offering practical benefits for educators, counselors, policymakers, and all those invested in supporting young people's transition for the workforce, this study aims to conduct a comprehensive examination of all of those constructs and interventions.*

Keywords: Self-efficacy, Perseverance, Career aspiration, Young adults, Educational experiences, Mentoring relationships

I. INTRODUCTION

The era between puberty and early adulthood is a watershed moment in modern culture, when people undergo profound changes in their mental health, social circles, and career paths. Constructs like self-efficacy, persistence, and career ambition are fundamental to this transformational journey because they shape people's paths to meaningful and happy careers. To shed light on the processes that motivate young people' job choices, endeavors, and accomplishments, it is crucial to comprehend the complex interaction between these elements. Individuals' confidence in their capacity to plan and carry out the actions necessary to achieve certain performance goals is known as self-efficacy, according to Albert Bandura's theory. It is a fundamental factor that determines how often people use goal-directed behaviors, how well they deal with setbacks, and how well they handle the intricacies of making professional decisions. Simultaneously, a key component of success in many areas of life, such as academics, careers, and personal pursuits, is perseverance, which is described as the unwavering determination to pursue objectives despite facing difficulties or failures**(Dagogo, 2019)**. Individuals' abilities to overcome challenges and attain their goals are shaped by the dynamic relationship between self-efficacy and persistence. In addition, a person's educational and professional activities are greatly influenced by their job aspirations, which reflect their long-term occupational objectives, dreams, and ambitions.

Although these concepts have been the subject of separate studies, there is a large knowledge vacuum when it comes to how they interact with one another and how they impact the professional paths of young people when taken together. This dissertation aims to provide a thorough knowledge of the complex processes that underlie the professional development of young people by exploring the intricate relationships among self-efficacy, persistence, and career desire.

1.1 BACKGROUND OF THE STUDY

Adolescence and the early years of adulthood are a time of great discovery, personal development, and decision-making, especially when it comes to one's professional future. Many possibilities and threats influence people's views,

ambitions, and behaviors during this transitional age, which in turn affects their future career trajectories. For interventions and initiatives to help young people have meaningful and happy jobs, we need a better understanding of the variables that impact their career paths. When it comes to one's professional advancement, self-efficacy—a key concept in Albert Bandura's social cognitive theory—is crucial. Faith in one's own abilities to carry out activities and attain goals in certain areas is what this term alludes to. When people believe in their own abilities, they are more likely to take risks, persevere through challenges, and achieve their goals. On the other hand, when people doubt their own abilities, they may be less likely to explore difficult job chances and give up when things get tough. Along with self-efficacy, perseverance shapes people's professional ambitions and accomplishments via consistent work and resolve to reach long-term objectives. People who are determined show strength when things become tough, stay focused on what they want, and aren't afraid to tackle challenges that come their way. Therefore, persistence is an important indicator of academic achievement, work performance, and career happiness.

An individual's professional ambition reveals their interests, motivations, and preferences in relation to possible career routes; it reflects their desired occupational results and future aspirations. Although many studies have looked at how self-efficacy, persistence, and professional ambition affect different parts of career development on their own, there is a clear lack of study on how these three factors interact with one another and how they affect the career paths of young people as a whole. This research aims to enhance our knowledge of the factors that influence professional decision-making among young people (18–25 years old) by clarifying the complex relationship between these concepts.

This study seeks to enhance young people' career preparedness and resilience for today's quickly developing labor market by identifying the major factors of career success and happiness. Its ultimate goal is to guide the creation of tailored interventions and programs**(Jackson, 2006)**.

1.2 DEVELOPMENTAL CONSIDERATIONS

Many developmental factors influence how people think, what they want out of life, and how they act as they go from youth to early adulthood. During this formative time, which begins at the age of 18 and ends at the age of 25, there are many environmental elements that impact the development of a person's mind and behavior. In order to fully investigate the dynamics of young people' self-efficacy, persistence, and professional ambitions, it is crucial to understand these developmental factors. In this stage, people figure out who they are, what they want out of life, and do a lot of soul-searching to discover who they are. Also, young people' self-efficacy, tenacity, and professional goals are significantly impacted by their families, friends, and socioeconomic situations. In order to better understand the complex mechanisms at work in career development and to guide about interventions that specifically target young people, this study seeks to shed light on the developmental subtleties of early adulthood**(Bandura, 2001)**.

1.2.1 PSYCHOLOGICAL AND COGNITIVE CHANGES DURING YOUNG ADULTHOOD (18-25 YEARS)

During the years between the ages of 18 and 25, people undergo significant mental and emotional transformations as they learn to control their emotions, establish their own identities, and take charge of their lives. At this point of development, which Erik Erikson has called "identity versus role confusion," a person's sense of self and their values are being explored and solidified. Improvements in reasoning, problem-solving, and decision-making capacity are hallmarks of the ongoing maturation of cognitive capacities. These mental and emotional shifts provide the basis for an individual's sense of self, which in turn affects their confidence in their talents (self-efficacy) and the goals they strive to achieve in their professional lives**(Guardado, 2019)**.

1.2.2 IMPACT OF CULTURAL AND SOCIETAL FACTORS ON PERSEVERANCE AND CAREER CHOICES

Young people' attitudes, conventions, and expectations about labor and success are shaped by cultural and social variables, which in turn impact their tenacity and career choices. In contrast, individualistic societies may place a premium on independence and self-actualization, which may shape people's employment choices based on their own desires**(Sollenberger, 2005)**. Furthermore, young people' determination to pursue non-traditional job pathways may be impacted by cultural expectations and prejudices about gender, color, and socioeconomic status, which in turn affect how they see career choices and success.

1.3 FACTORS INFLUENCING SELF-EFFICACY AND PERSEVERANCE

The key to understanding the intricacies of human behavior & accomplishment is in comprehending the elements that impact self-efficacy and tenacity. The concept of self-efficacy, which has its origins in the social cognitive theory of Albert Bandura, is the confidence that people have in their own capacities to complete tasks and achieve their goals. The unwavering will to keep going for what you've set out to do, even when things become tough, is what we mean when we talk about perseverance. Both concepts are crucial in determining an individual's level of education, professional success, and happiness. A multitude of elements have a role in the formation and upkeep of self-efficacy and tenacity throughout one's life. Personal traits and life events, as well as societal, cultural, and environmental variables, are all part of these components. A person's sense of effectiveness and resilience are strongly influenced by personal elements such their past successes, cognitive evaluation of difficulties, and emotional control abilities. Individuals' self-assurance and resiliency are greatly enhanced by feedback systems, social support networks, and role models.

In order to foster more inclusive settings where people from varied backgrounds may flourish and achieve success in their educational & professional endeavors, academics and practitioners must first recognize and embrace the complexity of intersecting identities**(Duckworth, 2007)**.

1.3.1 CULTURAL VARIATIONS IN SELF-EFFICACY BELIEFS AND PERSEVERANCE STRATEGIES

Individuals' self-efficacy ideas and techniques for persistence are greatly influenced by cultural variances. What people believe they are capable of and how they tackle problems are both shaped by cultural norms and expectations. Those from more individualistic cultures may value autonomy as well as individual agency more highly, while those from more collectivist cultures may place a premium on community support networks and a shared feeling of responsibility as means by which to cultivate self-efficacy**(Hamzah, 2021)**. Similarly, different cultures may place different values on compliance and social peace versus tenacity and fortitude in challenging times. In order to create support systems that are culturally responsive and address the specific needs and capabilities of people from varied cultural backgrounds, it is crucial to understand cultural variances in self-efficacy and persistence.

1.3.2 ADDRESSING EQUITY AND INCLUSION IN CAREER ASPIRATION INTERVENTIONS

Interventions aimed at boosting professional aspirations should have a holistic view of fairness and inclusion, taking into accounts the many identities and life experiences of target populations. Individuals, groups, and society at large benefit from more diverse and inclusive workplaces that are able to capitalize on the skills and experiences of people from all walks of life. This may be achieved via career ambition interventions that prioritize equity and inclusion**(Fouad, 2023)**.

1.4 INTERVENTIONS AND SUPPORT MECHANISM

Improvements in education, professional advancement, and individual health may be achieved via the use of interventions and support systems. With the help of these interventions, people will be able to overcome challenges, realize their dreams, and succeed in whatever it is that they set out to do. Educational programs that build resilience and self-efficacy, mentorship programs that connect people with seasoned professionals for advice and support, or career counseling services which help people define their goals and figure out how to get there are all examples of what may fall under this category**(Bandura, 2019).**

In order to help young people have a successful professional development journey, this introduction gives a basic overview of why interventions and support systems are important. We can help young people succeed in life by providing them with the resources they need to overcome obstacles, reach their maximum potential, and create meaningful jobs.

1.4.1 PROMOTING GRIT AND RESILIENCE: INTERVENTIONS TO FOSTER PERSEVERANCE AMONG YOUNG ADULTS

Interventions that teach young people to stay the course in the face of adversity and bounce back from setbacks are an important part of any program to increase grit and resilience in this demographic. Internships and volunteer work provide people the chance to exercise endurance in real-world situations, where they may face challenges and learn from them**(Hackett, 2023)**. This helps them build resilience. Another way to encourage tenacity is to promote a

development mentality, in which people see setbacks not as failures but as chances to learn and improve. In addition, providing networks of social support, such as encouragement groups or peer mentorship programs, gives them the boost they need to keep going when things become tough.

II. REVIEW OF LITERATURE

After Hackett and Betz saw the potential of Bandura's self-efficacy theory to empower women's professional advancement, it prompted a revolution in career psychology, which is explored in this chapter. Racial and ethnic minorities in the US and throughout the world are only a few examples of how this theory has grown beyond its initial focus. A key idea in the field of career development, it has guided the development of programs and services to help people advance in their chosen careers. While self-efficacy theory does provide some helpful insights, the chapter stresses that it is not enough on its own. It highlights the critical need of removing institutionalized discrimination that women, people of color, and other oppressed groups encounter in the workplace and educational institutions. **(Betz, 2023)**

Investigating the potential mediating role of career decision self-efficacy (CDSE) in the interactions among career adaptability, emotional intelligence, and self-esteem among university students was the primary objective of this study. The sample for this study consisted of 205 college students, ranging in age from 22 to 24 (mean age: 23.0, standard deviation: 0.875). Results showed a strong linear relationship (r=.568, p =.001) between CDSE and the capacity to switch careers. Furthermore, CDSE was shown to be the main factor in determining career adaptability (β =.354, p =.000), although emotional intelligence (β =.282, p =.000) and self-esteem (β =.145, p =.019) also played a significant role in this regard. Crucially, CDSE was determined to have a substantial mediating role between emotional intelligence, self-esteem, and career flexibility. These findings highlight the importance of emotional intelligence, self-esteem, and CDSE in boosting workforce efficiency and graduates' employability, as well as its interconnection with career flexibility among undergraduate students. **(Hamzah, 2021)**

There is evidence that one's ideas on the malleability of intellect might affect one's success in school and the workplace, as well as one's overall happiness and health. Nevertheless, the significance of implicit theories in other skills connected to young people's job functioning has received very little research. The purpose of this research is to examine, among 700 undergraduate students from the Philippines, the relationships between two implicit theories of talent—the entity theory and the incremental belief system—and the following measures of self-efficacy: career exploration and talent development. Once demographic and academic variables are accounted for, hierarchical regression analyses show that career exploration and talent development self-efficacy are favorably correlated with both incremental and entity theories of talent. Importantly, self-efficacy in exploring potential careers is more strongly linked to incremental theory, but self-efficacy in developing one's talents is more strongly linked to entity theory. When trying to understand and encourage students' self-assurance and growth in relation to their careers, these results highlight the significance of taking into account implicit assumptions about ability. **(Datu, 2020)**

From early infancy throughout puberty, a person's sense of professional identity develops. Adolescents need access to sufficient resources in order to make well-informed career decisions at this critical time. Effective career planning requires high levels of self-efficacy, a genuine interest in learning about one's field, and a firm grasp of what it means to work and what constitutes respectable labor. We developed a training program to help teenagers learn more about their careers, feel more confident in their abilities, and increase their interest in and grasp of technical terms in order to meet this demand. We studied two groups in a longitudinal fashion; one group got primarily qualitative career counseling activities (n = 80), while the other group served as a control (n = 80). After finishing the course, individuals in the experimental group shown considerable increases in both professional interest and self-efficacy, according to the data. In addition, they outperformed the control group in terms of their comprehension of work and decent work. These results highlight the efficacy of career counseling programs in providing teenagers with tools for professional growth. Such interventions can greatly enhance the chances of high-quality employment for teenagers by increasing their professional interest, self-efficacy, and a thorough grasp of concepts linked to work. **(Santisi, 2020)**

For urban adolescents, resilience is generally seen as having a feeling of optimism and dreams for what the future holds. We know a lot about what young people want out of life, but not nearly as much about what drives them to create those dreams and how those dreams shape their behavior. The purpose of this conceptual paper is to examine the

relationship between young self-efficacy and the variables that impact their future goals. Albert Bandura characterized self-efficacy as the confidence in one's own abilities to meet challenges and achieve goals. Based on informal interviews in youth within four (4) PPR within Kuala Lumpur, preliminary studies have identified three segments among the youth in the PPR: first, those who are illiterate; second, those who have completed some formal schooling; and third, those who are literate but have little to no formal education. We want to find elements that contribute to the future goals of the young by using Maslow's hierarchy of needs and a theoretical framework**. (Zainuddin, S. N. K. (2019)**

Active participation in the management and evaluation of professional choices before to and throughout the school-to-work transition is highly praised in the career development literature. Three hundred recent college grads were polled on how they arrived at their chosen professions utilizing a retrospective recall approach. People who were actively involved in their jobs were more likely to be confident in their professional choices and to have a distinct vision of who they want to be in the future. Further, the favorable correlation between occupational engagement & self-efficacy in career decision-making was explained by recent graduates' future work self-salience. Lastly, compared to recent grads with low levels of either occupational engagement or grit, individuals with high levels of both were far less likely to show career choice angst. Results like this help us understand how new college grads make adaptive job decisions based on their own unique psychological and motivational makeup.**(Guardado, R. (2019)**

Why do some business owners keep going while others give up? While prior research has shown that self-efficacy is a key motivator for perseverance, newer findings imply that emotion, and especially entrepreneurial enthusiasm, may have a positive effect as well. We conduct an empirical investigation into the potential mediating role of entrepreneurial passion in the long-standing link between self-efficacy and perseverance. We find that passion for invention and starting mediates the self-efficacy to persistence link, while passion for growing enterprises does not, using information gathered from 129 entrepreneurs. One possible explanation for the correlation between entrepreneurial self-efficacy and long-term entrepreneurial activity is the fervor with which entrepreneurs approach their work.**(Kirk, C. P. (2015)**

Middle school kids from low-income, culturally diverse urban neighborhoods are increasing in number, yet they are still underrepresented in many fields of study and the workforce. To assist fill this gap, we must better understand the elements that shape their professional paths. This study concluded that (a) at-risk urban youth's stated occupational interests were significantly and positively correlated with their success learning experiences, and (b) that participants' career self-efficacy beliefs were positively correlated with their inventoried occupational interests, lending credence to certain applications of Krumboltz's social learning theory to this population. Having said that, we could not find any correlation between the participants' success learning experiences that their most idealistic career goals. If we want to see these same outcomes in further studies using this group, we need to make sure our procedures and measurements are solid. Consequently, career counselors could apply this knowledge to create more efficient programs for diverse urban youths who are at risk.**(Brobst, K. A. (2006)**

III. METHODOLOGY

AIM OF THE STUDY

The aim of the study is to examine the relationship and impact of self-efficacy, perseverance and career aspiration among young adults (18-25 years).

VARIABLES OF THE STUDY

Independent Variable

Self-efficacy: Self-efficacy refers to an individual's belief in their ability to accomplish tasks and achieve goals in various domains of life. In the context of the study, self-efficacy encompasses the confidence young adults have in their skills, talents, and capacities related to their career goals

Perseverance: Perseverance represents the ability to persist in the face of obstacles, setbacks, and challenges encountered during the pursuit of goals. It involves maintaining effort and commitment over time despite difficulties or failures. In the context of the study, perseverance reflects the extent to which young adults are determined, resilient, and willing to endure hardships to achieve their career aspirations.

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Dependent variable

Career aspiration is the dependent variable in this study, meaning it is the outcome or the factor influenced by changes in the independent variables. Career aspiration refers to the goals, ambitions, and desired occupational paths that individuals strive to achieve in their professional lives.

OBJECTIVES

- Examine the relationship between self-efficacy and career aspirations among young adults aged 18-25 years.
- Examine the relationship between perseverance and career aspirations among young adults aged 18-25 years.
- Examine the impact of self-efficacy on career aspirations among young adults aged 18-25 years.
- Examine the impact of perseverance on career aspirations among young adults aged 18-25 years.

HYPOTHESIS

- There is non-significant relationship between self-efficacy and career aspirations among young adults aged 18-25 years.
- There is non-significant relationship between perseverance and career aspirations among young adults aged 18-25 years.
- There is no significant impact of self-efficacy on career aspirations among young adults aged 18-25 years.
- There is no significant impact of perseverance on career aspirations among young adults aged 18-25 years.

PARTICIPANTS OF THE STUDY

The sample size was 150 people, and the sampling methodology was purposive and random, with both men and women participating. The sample comprised primarily of adults aged 18 to 25.

DATA COLLECTION INSTRUMENTS

The "**General Self-Efficacy Scale, 12-Item Grit Scale, and Career Aspiration Scale**" measures and the demographic form were used to collect the data for this particular study.

DATA COLLECTION PROCEDURE

The data will be gathered using three questionnaires: the "**General Self-Efficacy Scale, 12-Item Grit Scale, and Career Aspiration Scale**". After explaining the study's goals, participants will be requested to take part and will be given a questionnaire package that includes information about the study, concerns about privacy, the researcher's contact details, and other measures. Ten minutes will be needed to describe the instruments.

GENERAL SELF-EFFICACY SCALE
Description and Scoring of The Scale:

The General Self-Efficacy Scale (GSE) is a 10-item one-dimensional self-report questionnaire that assesses optimistic self-beliefs. It is intended to measure self-efficacy, or the conviction that one's own efforts are what lead to favorable results. The sum of all the components is used to determine the final score. A higher score on the GSE denotes greater self-efficacy. The total score goes from 10 to 40.

RELIABILITY

The reliability coefficient (Cronbach's alpha) for the General Self-Efficacy (GSE) scale falls between .76 and .90.

VALIDITY

The General Self-Efficacy Scale demonstrates convergent validity as it is positively correlated with emotion, optimism, and work satisfaction. Additionally, it exhibits discriminant validity as indicated by negative coefficients with depression, stress, health complaints, burnout, and anxiety.

12-ITEM GRIT SCALE

Description and Scoring of the Scale:

Grit is a personality attribute that manifests as desire and tenacity for long-term goals. The 12-item Grit Scale is a 5-point Likert scale that assesses grit. The grit scale is intended to assess grit in both adults and children. To calculate your grit score, assign points to each of the twelve questions based on their respective scales. For questions 1, 4, 6, 9, 10, and 12, use the scale where 5 is "Very much like me" and 1 is "Not like me at all." For questions 2, 3, 5, 7, 8, and 11, employ the scale where 1 is "Very much like me" and 5 is "Not like me at all." After assigning points, add them up and divide by 12 to get your overall score. This score ranges from 1, indicating not gritty at all, to 5, signifying extremely gritty.

RELIABILITY

The Grit Scale demonstrates good reliability, with a calculated Cronbach's alpha of 0.724 and composite reliability values ranging from .85 to .86, indicating high internal consistency of the construct.

VALIDITY

The construct validity of the instrument measuring grit can be established by measuring the Average Variance Extracted (AVE) of all the fundamental factors of the model. The construct of grit exhibits an AVE score of .50. This AVE score, as suggested by Fornell and Larcker, provides sufficient evidence of construct validity.

CAREER ASPIRATION SCALE

Description and Scoring of the Scale:

The Career Aspiration Scale consists of 30 items organized into five key areas: Dedication, Motivation, Realization, Self-Confidence, and Preparation. Participants rate each item on a 5-point Likert scale, ranging from 0 to 4, with higher scores indicating stronger career aspirations. The scale serves as a tool to assess individuals' dedication to their career goals, their motivation to achieve them, their realization of their career aspirations, their self-confidence in pursuing their chosen path, and their level of preparation for future endeavors. To calculate the updated scores for the specified items, you'll need to reverse the scoring as follows: 0 = 4, 1 = 3, 2 = 2, 3 = 1, and 4 = 0 for items 2, 4, 12, 20, and 22. For all other items, maintain the original scoring where 0 corresponds to 0, 1 corresponds to 1, 2 corresponds to 2, 3 corresponds to 3, and 4 corresponds to 4. After applying the reversed scoring to the designated items, sum the responses for each item in each scale to determine the total scores for achievement, leadership, and education. Remember, higher scores reflect higher aspirations in each domain.

RELIABILITY

The internal reliability of the Conners' Adult ADHD Rating Scale (CAS) is established with an alpha coefficient greater than 0.70.

STATISTICAL ANALYSIS

SPSS software will be utilized for this research. The hypothesis was supported by descriptive statistics tests using Pearson Correlation Analysis and Regression Analysis.

IV. RESULT AND DISCUSSION

This chapter presents an interpretive exploration of the complex relationship of self-efficacy, persistence, and professional goals among young people, namely those between the ages of 18 and 25. The goal of our research is to clarify the complex relationships between these important concepts and how they affect young adults' development in general and their professional aspirations in particular. By analyzing the results of our study, which were obtained by carefully analyzing survey data, we want to clarify the intricate relationship between self-belief, resilience, and career goals in this group of people.

Table 1: Demographics of respondents (gender)

Gender	Count of Gender
Female	75
Male	75
Total	150

The gender distribution of 150 young people, ages 18 to 25, is shown in the table, with 75 female and 75 men represented.

Table 2: Demographics of respondents (Age group)

Age Group	Count
18-21	80
22-25	70
Total	150

The demographics of the respondents are shown in the table according to age categories. Individuals are divided into two groups: 18–21 and 22–25, totalling 150 participants. However, 80 respondents (those in the 18–21 age group) and the 70 respondents (those in the 22–25 age group) in the count

Table 3: Descriptive statistics of all variables

	Self-efficacy	Perseverance	Career Aspiration
Mean	34.02667	3.327778	76.68667
Standard Deviation	4.390268	0.569111	12.67833
N	150	150	150

The above table presents descriptive statistics for three variables: self-efficacy, perseverance, and career aspiration. Self-efficacy has a moderate mean of 34.03 (SD = 4.39), indicating a fair level of confidence. Perseverance shows a consistent mean of 3.33 (SD = 0.57), suggesting stable persistence. Career aspiration displays a varied mean of 76.69 (SD = 12.68), highlighting diverse professional ambitions within the sample. These statistics offer concise insights into participants' psychological traits and future goals.

Table 4: Pearson correlation analysis of relationship between self-efficacy, career aspirations, perseverance among young adults aged 18-25 years.

	1	2	3	4	5
Self-Efficacy	1				
Leadership Aspiration	.323**	1			
Achievement Aspiration	.264**	.253**	1		
Educational Aspiration	.559**	.217**	.220**	1	
Perseverance	.189**	.253**	.217**	.220**	1

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

Null Hypothesis (H₀): There is non-significant relationship between self-efficacy and career aspirations among young adults aged 18-25 years.

Alternative Hypothesis (H₁): There is significant relationship between self-efficacy and career aspirations among young adults aged 18-25 years.

The correlation coefficients between self-efficacy and each of the career aspirations (leadership, achievement, and educational) among young adults aged 18-25 years are all positive and statistically significant at the 0.01 level (2-tailed). Therefore, based on this analysis, we reject the **null hypothesis (H₀)** which suggests a non-significantrelationship between self-efficacy and career aspirations, and accept the **alternative hypothesis (H₁)** that posits a significantrelationship.

Null Hypothesis (H$_0$): There is non-significant relationship between perseverance and career aspirations among young adults aged 18-25 years.

Alternative Hypothesis (H$_1$): There is significant relationship between perseverance and career aspirations among young adults aged 18-25 years.

The correlation coefficients between perseverance and each of the career aspirations (leadership, achievement, and educational) among young adults aged 18-25 years are all positive and statistically significant at either the 0.01 or 0.05 level (2-tailed). Therefore, based on this analysis, we reject the **null hypothesis (H0)** which suggests a non-significant relationship between perseverance and career aspirations, and accept the alternative hypothesis (H1) that posits a significantrelationship.

Table 6: Impact of self-efficacy and Perseverance on Leadership aspirations among young adults aged 18-25 years

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378	0.143	0.131	4.74351

	Sum of Squares	df	Mean Square	F	Sig.
Regression	550.929	2	275.465 22.501	12.242	.000
Residual	3307.631	147			
Total	3858.56	149			

Null Hypothesis (H$_0$): There is no significant impact of self-efficacy and Perseverance on Leadership aspirations among young adults aged 18-25 years.

Alternative Hypothesis (H$_1$): There is significant impact of self-efficacy and Perseverance on Leadership aspirations among young adults aged 18-25 years.

The p-value for the overall Regression model is 0.000, which is less than the typical significance level of 0.05. Since the overall regression model is statistically significant ($p < 0.05$), we reject the **Null hypothesis (H$_0$)** and accept the **Alternative hypothesis (H$_1$)**. Therefore, there is a significant impact of self-efficacy on Leadership aspirations among young adults aged 18-25 years.

Table 7: Impact of self-efficacy and Perseverance on Achievement aspirations among young adults aged 18-25 years

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314[a]	.099	.087	4.53221

	Sum of Squares	df	Mean Square	F	Sig.
Regression	331.317	2	165.658 20.541	8.065	.000[b]
Residual	3019.517	147			
Total	3350.833	149			

Null Hypothesis (H$_0$): There is no significant impact of self-efficacy and Perseveranceon Achievement aspirations among young adults aged 18-25 years.

Alternative Hypothesis (H$_1$): There is significant impact of self-efficacy and Perseverance on Achievement aspirations among young adults aged 18-25 years.

The regression model is significant, as indicated by a significant F-statistic (F = 20.541) and a corresponding p-value (Sig.) of .000 (which is less than .05 significance level). The p-value associated with the regression model suggests that the model as a whole is statistically significant in predicting achievement aspirations among young adults aged 18-25 years. Since the p-value is less than the chosen significance level (typically .05), we reject the **Null Hypothesis (H_0)** and accept the **Alternative Hypothesis (H_1)**. Thus, we conclude that there is a significant impact of self-efficacy on achievement aspirations among young adults aged 18-25 years.

Table 8: Impact of self-efficacy and Perseverance on Educational aspirations among young adults aged 18-25 years.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571[a]	.326	.317	4.26287

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1294.286	2	647.143 18.172	35.612	.000
Residual	2671.288	147			
Total	3965.573	149			

Null Hypothesis (H_0): There is no significant impact of self-efficacyand Perseverance on educational aspirations among young adults aged 18-25 years.

Alternative Hypothesis (H_1): There is significant impact of self-efficacy and Perseverance on educational aspirations among young adults aged 18-25 years.

The significance level (Sig.) associated with the F-test is 0.000, indicating that the overall regression model is statistically significant. This suggests that at least one of the predictors (self-efficacy and Perseverance) has a significant impact on educational aspirations among young adults aged 18-25 years. Since the p-value associated with the F-test is less than the chosen significance level (typically 0.05), we reject the **Null Hypothesis (H_0)**. Therefore, the **Alternative Hypothesis (H_1)** is accepted, indicating that there is a significant impact of self-efficacy and Perseverance on educational aspirations among young adults aged 18-25 years.

V. DISCUSSION

The findings from our interpretive exploration shed light on the intricate relationship and impact of self-efficacy, perseverance, and career aspirations among young adults aged 18-25 years. Through a comprehensive analysis of survey data, we have uncovered significant correlations and impacts that contribute to a deeper understanding of how these psychological traits influence the professional goals of this demographic group.

The gender distribution and age group demographics of the sample population provide a clear overview of the participants involved in the study. The equal representation of genders and the distribution across age groups ensure a balanced analysis of young adults aged 18-25, capturing a broad spectrum of experiences and perspectives.

The descriptive statistics reveal valuable insights into the psychological traits and career aspirations of the young adult participants. The moderate level of self-efficacy and consistent perseverance among the respondents indicate a healthy level of confidence and determination, essential attributes for pursuing career goals. The varied mean for career aspiration highlights the diversity of professional ambitions within the sample, reflecting the multifaceted nature of career aspirations among young adults.

The positive and statistically significant correlations between self-efficacy, perseverance, and career aspirations underscore the interconnectedness of these constructs among young adults. These findings align with existing literature, which emphasizes the importance of self-belief and resilience in shaping individuals' career aspirations and goals. The results suggest that higher levels of self-efficacy and perseverance are associated with more ambitious career aspirations, including leadership, achievement, and educational pursuits.

The regression analyses further elucidate the impact of self-efficacy and perseverance on specific career aspirations among young adults aged 18-25. The significant regression models indicate that both self-efficacy and perseverance

play influential roles in shaping leadership, achievement, and educational aspirations. These findings are consistent with theoretical frameworks such as socio-cognitive theory, which posit that individuals' beliefs in their capabilities (self-efficacy) and their ability to persevere in the face of challenges are critical determinants of goal setting and attainment.

In relation to the literature by Spurk (2009), which examines the effects of objective and subjective professional accomplishments on occupational self-efficacy and career advancement objectives among professionals with advanced degrees, several parallels can be drawn. Both studies underscore the importance of self-efficacy in career development, albeit in different contexts. While Spurk's study focuses on established professionals, the present research delves into the early career aspirations of young adults. Nevertheless, the findings from both studies highlight the enduring significance of self-belief in navigating career trajectories and achieving professional goals.

Moreover, the results from the present study complement existing literature on the relationship between self-efficacy, perseverance, and career aspirations among young adults. Scholars such as Bandura (1977) have long argued that individuals with higher levels of self-efficacy are more likely to set ambitious goals and persevere in their pursuit of these goals. The findings from the regression analyses provide empirical support for these theoretical assertions, underscoring the pivotal role of self-belief and resilience in shaping career aspirations during early adulthood.

Overall, the findings from this study contribute to our understanding of the complex interplay between self-efficacy, perseverance, and career aspirations among young adults. By elucidating the factors that influence early career development, this research has important implications for educators, career counsellors, and policymakers seeking to support young people in their journey towards achieving meaningful and fulfilling careers.

VI. CONCLUSION

In conclusion, our research has revealed important insights into the complicated relationship and influence of self-efficacy, perseverance, and professional goals among young adults aged 18-25. Our thorough examination of survey data has allowed us to clarify the complex relationships between these psychological concepts and how they affect the goals this demographic group has for their career growth.

Our findings reject the null hypotheses positing non-significant relationships between self-efficacy/perseverance and career aspirations, instead highlighting significant positive correlations. Specifically, higher levels of self-efficacy and perseverance are associated with greater aspirations in leadership, achievement, and education among young adults. Furthermore, our regression analyses confirm the significant impacts of self-efficacy and perseverance on various aspects of career aspirations, underscoring their importance in shaping young adults' professional goals. The rejection of null hypotheses in these models reinforces the notion that both self-belief and resilience play crucial roles in driving individuals towards their desired career paths.

This research contributes to a deeper understanding of the psychological factors influencing career development among young adults. By recognizing the positive relationships between self-efficacy, perseverance, and career aspirations, stakeholders including educators, career counselors, and policymakers can implement targeted interventions to foster these traits and support young adults in achieving their professional ambitions. Developing comprehensive strategies to empower young adults in their professional ambitions will need ongoing investigation of these linkages and their ramifications in many cultural and socioeconomic situations. In the end, we can help young adults between the ages of 18 and 25 realize their professional goals and advance their overall development by fostering resilience and self-confidence.

VII. RECOMMENDATIONS

Implement Targeted Self-Efficacy Interventions: Given the significant influence of self-efficacy on career aspirations and perseverance, designing interventions aimed at enhancing self-efficacy beliefs among young adults is crucial. Educational institutions, career counselors, and community organizations should develop targeted programs that provide opportunities for young individuals to build confidence in their abilities, particularly in areas relevant to their career goals.

Promote Growth Mindset and Resilience: Encouraging a growth mindset and resilience can foster perseverance and support individuals in overcoming setbacks and challenges along their career paths. Incorporating resilience-building

activities into educational curricula, career development workshops, and mentorship programs can equip young adults with the mindset and skills necessary to navigate obstacles and sustain their pursuit of long-term goals.

Enhance Career Counseling and Guidance Services: Strengthening career counseling and guidance services is essential to provide tailored support to young adults in exploring their career interests, setting realistic goals, and developing action plans to achieve them. Career counselors should be trained to address the intersectionality of self-efficacy, perseverance, and career aspirations, taking into account individual differences and socio-cultural factors that may influence career development.

Facilitate Skill Development and Experiential Learning Opportunities: Offering skill development programs and experiential learning opportunities can empoweryoung adults to gain practical skills, expand their professional networks, and explore diverse career paths. Internships, apprenticeships, and volunteer opportunities should be accessible and inclusive, allowing young individuals to explore their interests, refine their talents, and gain valuable experiences relevant to their career aspirations.

Promote Collaboration and Networking: Encouraging collaboration and networking among young adults can foster a sense of community, provide peer support, and create opportunities for knowledge sharing and collaboration. Establishing platforms, such as networking events, professional associations, and online communities, can facilitate peer-to-peer connections, mentorship exchanges, and collaborative projects that enrich the career development journey of young adults.

VIII. LIMITATIONS OF THE STUDY

Cross-Sectional Design: The study employed a cross-sectional design, which captures data at a single point in time, limiting the ability to establish causal relationships between variables. Longitudinal studies would provide a more comprehensive understanding of how self-efficacy, perseverance, and career aspirations evolve over time and influence each other.

Self-Report Measures and Social Desirability Bias: The reliance on self-report measures to assess self-efficacy, perseverance, and career aspirations may introduce response biases, such as social desirability bias, wherein participants may provide responses they perceive as favorable or socially acceptable, rather than reflecting their true beliefs or behaviors.

Potential Confounding Variables: Despite efforts to control for confounding variables, such as socio-economic status, educational background, and prior experiences, there may still be unaccounted-for factors that influence the relationships between self-efficacy, perseverance, and career aspirations. Future research could employ more robust statistical techniques or experimental designs to address potential confounds.

Limited Scope of Variables: The study focused specifically on self-efficacy, perseverance, and career aspirations, neglecting other relevant factors that may impact career development, such as personality traits, social support networks, and external barriers. A more comprehensive approach that considers a broader range of variables would provide a more nuanced understanding of the factors influencing career outcomes among young adults.

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