

**INFLUENCE OF CAREER DECISION MAKING SELF-EFFICACY,  
LOCUS OF CONTROL AND SOCIAL COMPETENCE  
ON ENTREPRENEURIAL ATTITUDE OF HIGHER  
SECONDARY SCHOOL STUDENTS**

**Thesis  
Submitted for the Degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION**

**By**

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*Supervised by*

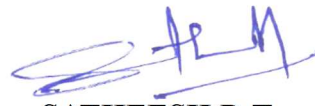
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**2025**

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I, **Satheesh P.T**, hereby declare that the thesis entitled “**Influence of Career Decision Making Self-Efficacy, Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students**” is based on the original work done by me under the guidance of **Prof. (Dr.) Bindhu C. M.**, Professor, Department of Education, University of Calicut, and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C. H. M. K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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## CERTIFICATE

This is to certify that the thesis entitled, **“Influence of Career Decision Making Self-Efficacy, Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students”** is an authentic record of research work carried out by **Satheesh P. T.**, for the degree of Doctor of Philosophy in Education, University of Calicut, under my supervision and guidance and that the content embodied in the thesis has not been submitted for the award of any other Degree, Diploma, Title or Recognition before.

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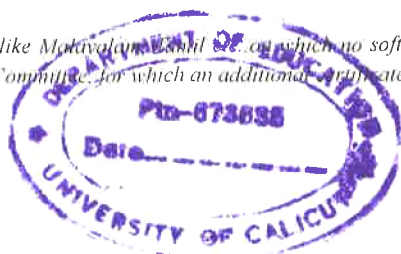
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**SATHEESH P. T.**

# CONTENTS

List of Tables

List of Figures

List of Appendices

Abstracts

---

Chapter	Title	Page No.
I.	Introduction	1 – 33
II.	Review of Related Literature	34 – 171
III.	Methodology	172 – 238
IV.	Analysis and Interpretation	239 – 329
V.	Summary, Findings, and Conclusion	330 – 372
VI.	Recommendations of the Study	373 – 386
	References	387 – 443
	Appendices	

---

## LIST OF TABLES

Table	Title	Page No.
1	Summary of Related Studies on Career Decision Making Self-Efficacy	106
2	Summary of Related Studies on Locus of Control	122
3	Summary of Related Studies on Social Competence	140
4	Summary of Related Studies on Entrepreneurial Attitude	162
5	Component-wise Distribution of Items in Draft Career Decision Making Self-Efficacy Scale	191
6	Result of Item Analysis of Career Decision Making Self-Efficacy Scale	194
7	Distribution of Items in Final Career Decision Making Self-Efficacy Scale	196
8	Result of Item Analysis of Locus of Control Inventory	202
9	Component-wise Distribution of Items in Draft Social Competence Scale	208
10	Result of Item Analysis of Social Competence Scale	211
11	Distribution of Items in Final Social Competence Scale	213
12	Component-wise Distribution of Items in Scale on Attitude towards Entrepreneurship	220
13	Result of Item Analysis of Scale on Attitude towards Entrepreneurship	223
14	Distribution of Items in Final Scale on Attitude towards Entrepreneurship	225
15	Details of the Final Sample	228
16	Statistical Constants for the Distribution of Scores of Career Decision Making Self-Efficacy for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses	241

Table	Title	Page No.
17	Statistical Constants for the Distribution of Scores of Locus of Control for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses	247
18	Statistical Constants for the Distribution of Scores of Social Competence for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses	253
19	Statistical Constants for the Distribution of Scores of Entrepreneurial Attitude for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses	259
20	Details of One Sample t-test for Scores of Career Decision Making Self-Efficacy	267
21	Data and Results of Level of Locus of Control	269
22	Details of One Sample t-test for Scores of Social Competence	270
23	Details of One Sample t-test for Scores of Entrepreneurial Attitude	272
24	Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Girls and Boys of Higher Secondary Schools.	275
25	Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Government and Aided Higher Secondary School Students.	280
26	Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Urban and Rural Higher Secondary School Students.	284
27	Summary of Analysis of Variance of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Occupation of Parents	287
28	Summary of Analysis of Variance of Locus of Control of Higher Secondary School Students for the Subgroups Based on Occupation of Parents	289

Table	Title	Page No.
29	Summary of Analysis of Variance of Social Competence of Higher Secondary School Students for the Subgroups Based on Occupation of Parents	290
30	Summary of Analysis of Variance of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Occupation of Parents	291
31	Summary of Analysis of Variance of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Stream of Courses	293
32	Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Stream of Courses	294
33	Summary of Analysis of Variance of Locus of Control among Higher Secondary School Students for the Subgroups Based on Stream of Courses	295
34	Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Locus of Control of Higher Secondary School Students for the Subgroups Based on Stream of Courses	296
35	Summary of Analysis of Variance of Social Competence of Higher Secondary School students for the Subgroups Based on Stream of Courses	298
36	Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Social Competence of Higher Secondary School Students for the Subgroups Based on Stream of Courses	299
37	Summary of Analysis of Variance of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Stream of Courses	300
38	Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Stream of Courses	301
39	Summary of 2X2X2 Factorial Design ANOVA of Entrepreneurial Attitude by Career Decision Making Self-Efficacy, Locus of Control and Social Competence of Higher Secondary School Students	304
40	Correlation Matrix of Variables	319
41	Variation Inflation Factor of the Predictor Variables	321

---

Table	Title	Page No.
42	Model Summary of Multiple Correlation Coefficient for Entrepreneurial Attitude of Higher Secondary School Students	322
43	Variable-wise Details of Regression Coefficients in Predicting Entrepreneurial Attitude	323

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## LIST OF FIGURES

Figure	Title	Page No.
1	Sources of Self-Efficacy	44
2	Krumboltz's Social Learning Theory of Career Decision Making (Source: Saunders, 2021)	46
3	Rotter's (1966) Social Learning Theory	60
4	Elements of Social Competence (Source: Kostelnik et al., 2012)	68
5	Variables Selected for the Study	174
6	Breakup of the Basal Sample	227
7	Final Breakup of the Sample	231
8	Statistical Techniques Used	237
9	Concept Map of Methodology used for the Study	238
10	Normal Probability-Probability Plot of Career Decision Making Self-Efficacy of Higher Secondary School Students for Total Sample	246
11	Histogram with Normal Curve for Distribution of Scores of Career Decision Making Self-Efficacy of Higher Secondary School Students for Total Sample	246
12	Normal Probability-Probability Plot of Locus of Control of Higher Secondary School Students for Total Sample	252
13	Histogram with Normal Curve of Scores of Locus of Control of Higher Secondary School Students for Total Sample	252
14	Normal Probability-Probability Plot of Social Competence of Higher Secondary School Students for Total Sample	258
15	Histogram with Normal Curve for Scores of Social Competence of Higher Secondary School Students for Total Sample	258
16	Normal Probability-Probability Plot of Entrepreneurial Attitude of Higher Secondary School Students for Total Sample	264
17	Histogram with Normal Curve of Scores of Entrepreneurial Attitude of Higher Secondary School Students for Total Sample	264

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Figure	Title	Page No.
18	Profile Plot of Interaction between Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of Higher Secondary School Students	309
19	Profile Plot of Interaction between Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students	311
20	Profile Plot of Interaction between Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students	313
21	Profile Plot of Interaction between Career Decision Making Self-Efficacy, Locus of Control and Social Competence on Entrepreneurial Attitude for Higher Secondary School Students	315
22	Scatter Plot of Studentized Residuals Against Unstandardized Predicted Values	320

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## LIST OF APPENDICES

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Appendix	Title
I	Career Decision Making Self-Efficacy (Malayalam - Final)
II	Career Decision Making Self-Efficacy (English - Final)
III	Locus of Control Inventory (Malayalam - Draft)
IV	Locus of Control Inventory (Malayalam - Final)
V	Locus of Control Inventory (English - Final)
VI	Social Competence Scale (Malayalam - Draft)
VII	Social Competence Scale (Malayalam - Final)
VIII	Social Competence Scale (English - Final)
IX	Scale on Attitude towards Entrepreneurship (Malayalam - Draft)
X	Scale on Attitude towards Entrepreneurship (Malayalam - Final)
XI	Scale on Attitude towards Entrepreneurship (English - Final)

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## ABSTRACT

Entrepreneurship education, an aspect of vocational education, is crucial for economic and social development of a nation as it helps in the mitigation of poverty through increased job opportunities. Considering the importance of entrepreneurship, developing countries have taken necessary steps to promote entrepreneurship and to attract youth towards entrepreneurship all over the world. Unemployment among the educated youth is today's greatest challenge confronting the youth of our country. To curb the issue of unemployment, our country needs not just graduates that are conditioned by training for white collar jobs but those who are independent, creative, and resourceful and able to use their talents to survive on their own. Since entrepreneurship helps a country to grow economically and socially, it is pivotal to understand entrepreneurial attitudes of young generation, particularly in developing nations like India. Therefore, it is necessary to identify the attitude towards entrepreneurship as well as the factors influencing the entrepreneurial attitude of higher secondary school students, who are the entrepreneurs of tomorrow. Previous research indicated that no one element alone can strengthen entrepreneurship attitude, rather it may be influenced by a wide range of social, economic, and psychological factors. Hence, the study is intended to find out the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.

Sample selected for the study consisted of 1022 higher secondary school students in Kerala. The findings of the study revealed that higher secondary school students are having moderate level of Career Decision Making Self-Efficacy, Social Competence, Entrepreneurial Attitude, and majority students possess Internal Locus of Control. Mean difference analysis indicated that difference exists in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of students for the subgroups based on gender, type of management of schools, and stream of courses. Difference also exists in Locus of Control and Social Competence, but no significant difference in Career Decision Making Self-Efficacy and Entrepreneurial Attitude of students for the subgroups based locale of schools. However, no difference exists in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of students for the subgroups based on occupation of parents.

Analysis of variance indicated that there exists significant main effect of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students, but the interaction effect is not significant. Multiple regression analysis revealed that Career Decision Making Self-Efficacy (12.05 percent), Locus of Control (8.18 percent), and Social Competence (25.79 percent), contribute individually and jointly (46.00 percent) in predicting Entrepreneurial Attitude and are significant predictors of Entrepreneurial Attitude of higher secondary school students. The results are beneficial in contributing to policy documents, curricula, and theories that foster entrepreneurial mindsets and transforming youth job seekers into job providers. The investigator suggests some measures to be taken to foster entrepreneurship attitude among the higher secondary school students by enhancing their career decision making self-efficacy, internal locus of control, and social competence.

**Keywords:** *Career Decision Making Self-Efficacy, Locus of Control, Social Competence, Entrepreneurial Attitude, Higher Secondary School Students.*

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## സംഗ്രഹം

തൊഴിലധിഷ്ഠിത വിദ്യാഭ്യാസത്തിന്റെ ഭാഗമായ സംരംഭകത്വവിദ്യാഭ്യാസം ഒരു രാജ്യത്തിന്റെ സാമ്പത്തിക-സാമൂഹിക വികസനത്തിന് നിർണായകമാണ്, കാരണം ഇതിലൂടെ ഉണ്ടാവുന്ന വർദ്ധിച്ച തൊഴിലവസരങ്ങൾ ദാരിദ്ര്യം ലഘൂകരിക്കാൻ സഹായിക്കുന്നു. സംരംഭകത്വത്തിന്റെ പ്രാധാന്യം കണക്കിലെടുത്ത് ലോകമെമ്പാടുമുള്ള വികസ്വരരാജ്യങ്ങൾ സംരംഭകത്വം പ്രോത്സാഹിപ്പിക്കുന്നതിനും യുവാക്കളെ സംരംഭകത്വത്തിലേക്ക് ആകർഷിക്കുന്നതിനും ആവശ്യമായ നടപടികൾ സ്വീകരിച്ചിട്ടുണ്ട്. നമ്മുടെ രാജ്യത്തെ വിദ്യാഭ്യാസവ്യവസ്ഥയായ യുവാക്കൾ നേരിടുന്ന ഏറ്റവും വലിയ വെല്ലുവിളി തൊഴിലില്ലായ്മയാണ്. വൈറ്റ് കോളർ ജോലികൾക്ക് വേണ്ടി പരിശീലനം നേടുന്ന ബിരുദധാരികളിലൂടെ മാത്രം നമുക്ക് തൊഴിലില്ലായ്മ പരിഹരിക്കാൻ സാധ്യമല്ല, മറിച്ച് സ്വതന്ത്രതും സർഗ്ഗാത്മകതയുള്ളവരും അതിജീവനശേഷിയുള്ളവരുമായ സംരംഭകരെ വളർത്തിയെടുക്കേണ്ടത് അനിവാര്യമാണ്. സംരംഭകത്വം ഒരു രാജ്യത്തെ സാമ്പത്തികമായും സാമൂഹികമായും വളരാൻ സഹായിക്കുന്നതിനാൽ, ഇന്ത്യയെപ്പോലുള്ള വികസ്വരരാജ്യങ്ങളിലെ യുവതലമുറയുടെ സംരംഭകത്വ മനോഭാവം മനസ്സിലാക്കേണ്ടത് അത്യന്താപേക്ഷിതമാണ്. അതിനാൽ, നാളെയുടെ സംരംഭകരായ ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ സംരംഭകത്വ മനോഭാവത്തെ സ്വാധീനിക്കുന്ന ഘടകങ്ങളോടൊപ്പം സംരംഭകത്വത്തോടുള്ള അവരുടെ മനോഭാവവും തിരിച്ചറിയേണ്ടതുണ്ട്. മുൻ ഗവേഷണങ്ങൾ സൂചിപ്പിക്കുന്നത് ഏതെങ്കിലും ഒരു ഘടകത്തിന് മാത്രം സംരംഭകത്വ മനോഭാവത്തെ ശക്തിപ്പെടുത്താൻ കഴിയില്ല, മറിച്ച് സാമൂഹികവും, സാമ്പത്തികവും, മാനസികവുമായ നിരവധി ഘടകങ്ങൾ അതിനെ സ്വാധീനിച്ചേക്കാം എന്നതാണ്. അതിനാൽ, ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ സംരംഭകത്വ മനോഭാവത്തിൽ (Entrepreneurial Attitude), കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത (Career Decision Making Self-Efficacy), നിയന്ത്രണസ്ഥാനം (Locus of Control), സാമൂഹിക കാര്യക്ഷമത (Social Competence) എന്നിവയുടെ സ്വാധീനം കണ്ടെത്തുക എന്നതാണ് ഈ പഠനത്തിലൂടെ ഗവേഷകൻ ഉദ്ദേശിക്കുന്നത്.

കേരളത്തിലെ 1022 ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിലാണ് ഈ പഠനം നടത്തിയത്. കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, സാമൂഹിക കാര്യക്ഷമത, സംരംഭകത്വ മനോഭാവം എന്നിവയിൽ വിദ്യാർത്ഥികൾ മിതമായ നിലവാരം സൂക്ഷിക്കുന്നുവെന്നും ഭൂരിഭാഗം വിദ്യാർത്ഥികളും ആന്തരിക നിയന്ത്രണസ്ഥാനം ഉള്ളവരാണെന്നും കണ്ടെത്തി. ലിംഗഭേദം, സ്കൂളുകളുടെ മാനേജ്മെന്റ് രീതി, കോഴ്സുകൾ എന്നിവയെ അടിസ്ഥാനമാക്കി കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, നിയന്ത്രണസ്ഥാനം, സാമൂഹിക കാര്യക്ഷമത, സംരംഭകത്വ മനോഭാവം എന്നിവ വ്യത്യാസപ്പെട്ടിരിക്കുന്നു. പ്രാദേശിക ഉപഗ്രൂപ്പുകളെ അടിസ്ഥാനമാക്കി നിയന്ത്രണസ്ഥാനത്തിലും, സാമൂഹിക കാര്യക്ഷമതയിലും വ്യത്യാസമുണ്ടെന്നും, എന്നാൽ കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, സംരംഭകത്വ മനോഭാവം എന്നിവ വ്യത്യാസമില്ല എന്നും കണ്ടെത്തി. രക്ഷിതാക്കളുടെ തൊഴിലിനെ അടിസ്ഥാനമാക്കിയുള്ള വിദ്യാർത്ഥികളുടെ ഉപഗ്രൂപ്പുകൾക്ക് കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, നിയന്ത്രണസ്ഥാനം, സാമൂഹിക കാര്യക്ഷമത, സംരംഭകത്വ മനോഭാവം എന്നിവയിൽ വ്യത്യാസമില്ല.

കൂടാതെ ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ സംരംഭകത്വ മനോഭാവത്തിൽ കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, നിയന്ത്രണസ്ഥാനം, സാമൂഹിക കാര്യക്ഷമത എന്നിവയ്ക്ക് വെറുപെ നിർണ്ണായക സ്വാധീനമുണ്ട്, എന്നാൽ അവയുടെ പരസ്പരവ്യവഹാരത്തിന് സ്വാധീനമില്ല എന്നും ഫലങ്ങൾ കാണിക്കുന്നു. ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളിലെ കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത (12.05 ശതമാനം), നിയന്ത്രണസ്ഥാനം (8.18

ശതമാനം), സാമൂഹിക കാര്യക്ഷമത (25.79 ശതമാനം), എന്നിവ വ്യക്തിഗതമായും സംയുക്തമായും (46 ശതമാനം) സംരംഭകത്വ മനോഭാവം പ്രവചിക്കുന്നതിൽ പങ്ക് വഹിക്കുന്നതിനാൽ അവ വിദ്യാർത്ഥികളുടെ സംരംഭകത്വ മനോഭാവം പ്രവചിക്കുന്നതിൽ പ്രധാന ഘടകങ്ങളാണ് എന്ന് പഠനം വ്യക്തമാക്കുന്നു. വിദ്യാഭ്യാസ നയനിർമ്മാണം, പാഠ്യപദ്ധതി രൂപീകരണം, സംരംഭകത്വ മനോഭാവം വളർത്തുന്ന സിദ്ധാന്തങ്ങൾ തയ്യാറാക്കൽ എന്നിവയ്ക്ക് സംഭാവന നൽകുന്നതിനും യുവ തൊഴിലന്വേഷകരെ തൊഴിൽദാതാക്കളാക്കി മാറ്റുന്നതിനും പഠനഫലങ്ങൾ പ്രയോജനകരമാണ്. ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, ആന്തരിക നിയന്ത്രണസ്ഥാനം, സാമൂഹിക കാര്യക്ഷമത എന്നിവ വർദ്ധിപ്പിച്ചുകൊണ്ട് അവരുടെ ഇടയിൽ സംരംഭകത്വ മനോഭാവം വളർത്തിയെടുക്കാൻ നടപടികൾ സ്വീകരിക്കണമെന്ന് ഈ പഠനത്തിലൂടെ ഗവേഷകൻ നിർദ്ദേശിക്കുന്നു.

താക്കോൽവാക്കുകൾ: കരിയർ തീരുമാനമെടുക്കുന്നതിനുള്ള സ്വയംകാര്യക്ഷമത, നിയന്ത്രണസ്ഥാനം, സാമൂഹിക കാര്യക്ഷമത, സംരംഭകത്വ മനോഭാവം, ഹയർസെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾ.

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## **INTRODUCTION**

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- Need and Significance of the Study
- Statement of the Problem
- Definition of Key Terms
- Variables
- Objectives
- Hypotheses
- Methodology
- Scope of the Study
- Delimitations and Limitations of the Study
- Organization of the Report

Education is crucial for the survival and well-being of human beings, as it enables them to grow, develop, and fit into society. It is the duty of every citizen in a country to contribute for the prosperity, welfare, wealth, progress, and development of a nation. The modern concept and purpose of education is to enable and empower each individual to stand on their own feet and ultimately contribute to the growth, progress, and development of the nation. National Education Policy (2020) visualizes that over the next decade, India will have the highest population of young people across the world and high-quality educational opportunities provided to them will determine the future of our country (Ministry of Human Resource Development (MHRD), Government of India, 2020). Significant investment in human capital through education is required which is crucial for social and economic development as it reduces poverty and social injustice by offering opportunities for social inclusion and upward mobility, and achieving sustainable economic growth (Sharma, 2014). In addition to fostering life, education strives to help individuals to earn a living, which can be accomplished through vocational education. Entrepreneurship, as an aspect of vocational education, is crucial for economic and social development of a nation as it helps in the mitigation of poverty through increased job opportunities.

Vocational education boosts employment opportunities which in turn enables the development of the economy of any country. The India Employment Report, 2024

## *2 Introduction*

by the Institute for Human Development - International Labour Organisation (ILO) shows 15.60 percent youth unemployment rate in 2021 and 13.30 percent in 2023 (Ministry of Labour and Employment, Government of India, 2024). The official data source for employment indicators in India, the Periodic Labour Force Survey (PLFS), shows an estimated unemployment rate of 10.20 percent for youth aged 15-29 years in 2023-24 and the Worker Population Ratio for youth indicates that the employment has increased from 31.40 percent in 2017-18 to 41.70 percent in 2023-24 (Ministry of Labour and Employment, Government of India, 2024). Audu (2022) highlighted the importance of vocational education curriculum and entrepreneurship in combating unemployment as well as for achieving sustainable development and argued that the knowledge-based competence is the foundation for managing and using natural resources effectively. Hence, entrepreneurship and vocational education should be provided to the students in order to equip with skills that enable them to be self-sufficient.

Youth who receive a quality education is better prepared to act as responsible citizens, therefore, education should foster the development of entrepreneurial skills and employment opportunities in developing countries (Bajaj, 2014). India as a developing country has made significant advancements and progress in the introduction, implementation, and expansion of vocational education (Kaushik, 2014). The Indian government prioritizes employment generation and improving employability among youth and has launched various platforms for youth engagement to empower youth in realizing their aspirations such as the Prime Minister's Employment Generation Programme (PMEGP), Mahatma Gandhi National Rural

Employment Guarantee Scheme (MGNREGS), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Rural Self Employment and Training Institutes (RSETIs), and Pradhan Mantri Mudra Yojana (PMMY) (Ministry of Labour and Employment, Government of India, 2024). Vocational education and entrepreneurship stimulate economic growth, create employment, and promote sustainable development, hence, education institutions must promote the inclusion of vocational education and entrepreneurship in their curricula at all levels of education (Audu, 2022).

The National Education Policy (2020) stated that as per 12<sup>th</sup> Five-Year Plan (2012-2017), fewer than five percent of India's workforce in the age group of 19-24 years acquired formal vocational education, while workforce is 52 percent in the United States, 75 percent in Germany, and up to 96 percent in South Korea. These figures highlighted the urgent need to accelerate the expansion of vocational education in India (MHRD, Government of India, 2020). The National Education Policy (2020) aims to eliminate the social status hierarchy associated with vocational education by gradually incorporating vocational education programs into mainstream education in all educational institutions. Furthermore, quality vocational education should be integrated smoothly to higher education, starting in middle and secondary school, ensuring every child learns at least one vocation which in turn helps in promoting the dignity of labor and the importance of vocations among the students (MHRD, Government of India, 2020).

Considering the importance of entrepreneurship, developing countries have taken necessary steps to promote entrepreneurship and to attract youth towards

#### *4 Introduction*

entrepreneurship all over the world (Andriadi & Idrus, 2024). India aims to become the leading nation and fast growing economy among the world countries by 2030, consequently, in 2014, the Indian government, led by Sri. Narendra Modi, launched a national campaign programme called 'Make in India' (Press Information Bureau, Government of India, 2024). 'Make in India' was an innovative and creative program which aims at promoting innovation, enabling investment, and enhancing people's skills for national progress and development, along with financial mediatory initiatives aimed at encouraging entrepreneurship (Press Information Bureau, Government of India, 2024). Wani et al. (2003) noted that entrepreneurship is being fostered in educational sectors since the small-scale industry faces increasing qualification demands. The conventional technical/scientific competence must be supplemented with interdisciplinary knowledge, abilities, and skills that enable creative problem solving, cooperative, and collaborative social behavior with leadership traits, good communication skills, and a holistic view of technological challenges (Wani et al., 2003). The Kerala Government initiated and implemented a skill development programme namely, Additional Skills Acquisition Programme (ASAP) to equip and enable the students with futuristic entrepreneurship skills. The aim of ASAP is acquisition of new skills that may explore self-employment opportunities and entrepreneurial capabilities (Kerala StartUp Mission, 2025). The 'StartUp Policy' was established by the Kerala Government as an attempt to increase the growth of student entrepreneurs. Kerala StartUp Mission (KSUM) has been vigorously establishing and introducing various programmes to encourage student entrepreneurship and the schemes are applicable to educational institutions like schools and colleges and emerging young entrepreneurs alike (Kerala StartUp

Mission, 2025). Thus, entrepreneurship being crucial for social development, job creation, and economic prosperity, central and state governments focus on entrepreneurship as well as entrepreneurship education across the nation.

Entrepreneurship education encompasses individual endeavors with innovative, imaginative, and creative work that enables one to define one's own identity and ultimately, in accomplishing goals and objectives (Vineela, 2018). Entrepreneurship education may assist students in developing the competence, knowledge, skills, and abilities required to seize opportunities, cope with problems, and address community concerns (Hardie et al., 2020). Globalization offers and has opened up opportunities for great young minds and brilliant brains by exposing them to a wide range of career paths, notably in the field of entrepreneurship (Loss & Bascunan, 2015). According to Sukumar et al. (2022), entrepreneurship involves identifying, generating, or inventing new opportunities for societal benefit by promoting the entrepreneur and their venture as a whole. From a macroeconomic perspective, the success of high-quality entrepreneurs is crucial for a nation's economic development, promoting progress, and fostering growth (Sukumar et al., 2022). The nation's strength and development are greatly influenced by youth population but unfortunately, they are facing the issues such as unemployment, civic involvement, and migration (Chungphangam & Pachuau, 2020). Self-employment, entrepreneurship, and enterprise development can help to alleviate poverty, reduce unemployment, and address economic growth difficulties to a great extent (Sukumar et al., 2022). According to Goel et al. (2006), youth entrepreneurship promotes national or regional development and is a significant predictor of future prospective

entrepreneurial activity. Therefore, it is crucial to instill entrepreneurial values, ideals, attitudes, and beliefs among students as they are the future builders of our nation.

### **Need and Significance of the Study**

Entrepreneurship is crucial for a country's development, as efficient people need to create employment rather than work for multinational companies. With a score of 5372 and a Global Entrepreneurial Index of 28.40, India ranks 68<sup>th</sup> out of 137 countries in the Global Entrepreneurial Index, during the year 2018 (Global Entrepreneurship Development Institute, 2024). A relatively low score indicates that it is necessary to equip the individuals with entrepreneurial skills and attitudes in order to foster the economic development of our nation. The observable elements that contribute to an individual's increased inclination towards entrepreneurship make-up entrepreneurial attitude of an individual (Zubair et al., 2021). Research findings indicated that no one element alone can strengthen entrepreneurship, rather entrepreneurship may be influenced by a wide range of social, economic, and psychological factors (Loss & Bascunan, 2015; Jena, 2020; Rezaei, 2022; Gnanamkonda & Naidu, 2024). A better understanding of the factors that influence students' attitude for establishing their own businesses might have theoretical and practical implications for policymakers. Ajzen (1991) proposed that attitude and personality traits influence entrepreneurship positively, but there was a dearth of awareness of the elements that impact students' decision to pursue careers as entrepreneurs. Although more and more studies are being published on entrepreneurship in India, there are still a few studies that explain the relative

influence of personality traits, behavioural, cultural, and social factors on the decision to pursue entrepreneurship as a career (Madhavi et al., 2022).

By analyzing adolescent and youth career development characteristics, it is found that the higher secondary is a stage where students make crucial and significant decisions about life and career (Sukumar, 2014). Exposure to career development activities that provide youngsters about variety of careers available, the skills needed for different occupations, and the steps one must take to get into those careers might provide them the groundwork about choosing a career and achieving it (Howard & Walsh, 2011). Career self-efficacy, according to Betz and Hackett (1986), includes expectations about one's own ability and behaviour with respect to a number of career choices and vocational adjustment. Jones and Chenery (1980) defined career decision as career decisiveness and career indecisiveness, where career decisiveness is an individual's confidence in his/her career decision and career indecisiveness refers to each constraint and uncertainty encountered by the individual during the process of making a career decision. Taylor and Betz (1983) indicated that higher degrees of career indecision are typically indicated by the individual who have lower levels of career decision making self-efficacy and career decision making self-efficacy was an important predictor of career indecision. Choi et al. (2012) revealed that career decision-making self-efficacy is an important predictor of adolescent's career competence. Taylor and Popma (1990) identified that amongst other variables, career decision making self-efficacy was the only major predictor of vocational indecision for college students. Chung (2002) found a moderate correlation between

## 8 *Introduction*

career decision making self-efficacy and career commitment, with no gender or ethnic relationship in correlation.

Career decision-making is a lifelong process that begins in childhood and continues throughout an individual's life, involving exploration of the world of work, abilities, interests, skills, and values (Chuang et al., 2020). The research studies indicated a positive relationship with career decision making self-efficacy and career adaptability (Parola, 2023), proactive personality traits (Zhang et al., 2023), employability (Zhou et al., 2023), vocational identity and career exploration (Gushue et al., 2006). A more distinct occupational self-concept is linked to higher levels of career decision-making self-efficacy as well as a rise in involvement in career exploration campaigns (Gushue et al., 2006). Career decision making self-efficacy also has a moderating impact on career decision-making difficulties (Duru, 2022). Chen et al. (2021) pointed out that career concern directly influences career commitment, while career exploration and career decision making self-efficacy indirectly impact the relationship between career concern and career commitment. Career decision making self-efficacy has been proven to be essential for enhancing students' overall career adaptability and positioning them for future success in the workplace (Rahim et al., 2021). From the related research, it is evident that career decision making self-efficacy as a personal variable is an essential component of both vocational and entrepreneurial education. Hence, the investigator decided to study the influence of career decision making self-efficacy on entrepreneurial attitude of higher secondary school students.

Entrepreneurial attitude is directly related to motivation for entrepreneurship (Zubair et al., 2021). Typically, our personality, attitude, and behaviour are determined by our belief system and how we believe the extent to which they have influence on various situations and events in our life (Pettersen, 1985). Rotter (1966) developed and conceptualized his idea, generally called as locus of control and differentiated between beliefs of an individual into internal and external locus of control of reinforcement. According to Rotter (1990), the external locus of control means a situation in which an individual believes reinforcement as not wholly dependent on his/her actions, but rather as the result of fate, chance, luck, the control of powerful and dominant others, or the unforeseen complexity of the forces around him/her. Whereas, internal locus of control means the situations in which an individual believes that the event is determined by his/her own actions or behaviours, or comparatively his/her own permanent attributes (Rotter, 1990). Students' perceptions of the reasons behind their success or failure in school are referred to as their locus of control (Tandan & Kumar, 2024). Locus of control is a psychological variable and concept that describes how firmly people believe that they have control over the situations, conditions, and experiences which affect their lives (Taylor & Popma, 1990).

The review of literature showed that there exists a positive relationship between locus of control and aspects related to entrepreneurship such as entrepreneurial competency (Hamzah & Othman, 2023), entrepreneurial attitude (Baluku et al., 2018), and interest in entrepreneurship (Hermawan et al., 2016). Acharya et al. (2007) observed a direct association between the need for achievement,

locus of control, and risk-taking propensity and success in most situations. According to McClelland et al. (1958) persons with an intense need for achievement are more likely than those with little need for achievement to take part in energetic, active, inventive, and innovative activities that demand future planning and personal responsibility for task results. McClelland (1961) observed that entrepreneurs take responsibility for their activities and are inventive, implying a connection between control orientation and entrepreneurship on the one hand, and creativity on the other. As noted by Duffy and Dik (2009), students who advocated for more personal control were prone to see themselves as adaptable to the workplace. Kaufmann et al. (1995) revealed that internal locus of control is associated with entrepreneurial activity. In contrast, Bamikole and Ilesanmi (2012) found no significant association between locus of control and entrepreneurial ability, and gender had no effect on entrepreneurial ability. Hermawan et al. (2016) found that entrepreneurial self-efficacy and internal locus of control had a substantial influence on entrepreneurial literacy and interest. According to Hidayana et al. (2021), people who have a high degree of internal locus of control believe that they have the power to change an event or situation, which empowers them to act in a way that supports entrepreneurship. As a personal character trait, locus of control is crucial for the growth of entrepreneurial behavior since it fosters the formation of entrepreneurial intentions (Jazuli et al., 2023). Entrepreneurs with an external locus of control may assume that market and institutional dynamics are beyond their control, limiting their chances of survival and success whereas entrepreneurs with an internal locus of control contemplate success based on their own efforts and abilities (Tampouri et al., 2023). Hence, the investigator decided to study the influence of locus of control,

another personal variable, on the entrepreneurial attitude of higher secondary school students.

Entrepreneurs are products of their surroundings and entrepreneurship is basically a collaborative activity that is dependent on the interaction of an individual with his or her surroundings (Bruyat & Julien, 2001). Adolescents' interactions in social environments such as in their families, friends, schools, and communities have an impact on their social competence (Romppanen et al., 2021). In the beginning phases of development of a child, social competence (Guralnick, 1990) is defined as children's capacity to choose and execute their interpersonal goal in a successful and acceptable manner. According to Orpinas and Horne (2006), social competence is a person's age-appropriate abilities, knowledge, expertise, and skills for interacting peacefully, productively, and creatively within his or her own society or social environment. According to Bierman (2004), social competence is the ability to plan and coordinate flexible and adaptable responses to a range of interpersonal demands and to arrange social behavior in variety of social circumstances and contexts in a way that is both advantageous to oneself and in compliance with social morals conventions and norms.

Goel et al. (2006) asserted that the attitude of society toward entrepreneurship was crucial for future entrepreneurial activity of a country and that societal support was a significant facilitator of entrepreneurship activity. According to Reynolds et al. (2001), environmental aspects such as education, culture, and a desire for entrepreneurial training have the greatest effect on entrepreneurial activity. Researchers suggest that entrepreneurship success is influenced by the quality of

social networks, which provide entrepreneurs with crucial resources for business initiation and growth, thereby enhancing their access to knowledge and information (Durda & Ključnikov, 2019). Social competence is essential for successful human interactions as well as relationships, thus it should be fostered in schools and viewed as a primary developmental goal for adolescents (Katz et al., 1995). Entrepreneurs must possess social flexibility in order to function well in a variety of settings and engage with individuals from a wide range of backgrounds (Arts, 2012). From the literature review, it was apparent that social competence and entrepreneurial intention had a significant positive correlation (Rezaei, 2023; Arts, 2012). Chungphangam and Pachuau (2020) asserted that one of the influential factors of entrepreneurial attitude among youth is social support. Furthermore, Elia (2024) pointed out that the small and medium-sized businesses operated by managers and business owners with high social competence scores outperformed those operated by individuals with lower scores. Hence, the investigator decided to study the influence of social competence, a social variable, on entrepreneurial attitude of higher secondary school students.

Every individual has certain entrepreneurial qualities to some extent but they may be further enhanced with carefully planned education (Irikefe, 2023; Kaushik, 2014). The statement that "entrepreneurs are not born, but they are made" implies that rather than being an inherent quality, entrepreneurship is a skill that can be cultivated and developed over time (Kuratko, 2005). With the appropriate combination of training, education, experiences, and mentoring entrepreneurship skills can be acquired over time (Jazuli et al., 2023). Even while some people may naturally be inclined to become entrepreneurs their success is ultimately determined by the

abilities and information they gain (Kusumojanto et al., 2021). The analysis of literature revealed that although the quantity of knowledge on entrepreneurship in India has been growing and only a few studies have attempted to explain how personality traits, social factors, and demographic characteristics relate to development of entrepreneurial attitudes among the students.

Despite of the fact that entrepreneurial attitude is an important component of entrepreneurship education it is evident from the existing literature that only a few studies were carried out to support influence of selected variables i.e. career decision making self-efficacy, locus of control, and social competence, on entrepreneurial attitude independently. In addition to that the investigator did not find any studies which examines the combined influence and contribution of career decision making self-efficacy, locus of control, and social competence on entrepreneurial attitude. Furthermore, from the experience of investigator himself as a commerce teacher at higher secondary level and as a resource person of the programme IDEA 2023, an initiative to develop entrepreneurial attitude among the higher secondary commerce students, organized by General Education Department, Kerala Sate in association with Samagra Shiksha Kerala, it was evident that the students who are enrolled in higher secondary schools are not much oriented towards entrepreneurship, in spite of of the efforts taken by central and state governments to promote entrepreneurship. Hence, the investigator decided to conduct the study, which aims to find out the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. The results of the study

are expected to fill up the research gap and add to the existing literature on entrepreneurship education. As well as, the results will provide a framework for policy makers and curriculum developers to incorporate the aspects and programmes for the development of entrepreneurial attitude among higher secondary school students which is crucial to be successful in modern technology driven society. Thus, the research questions framed for the study are;

1. What is the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students?
2. Does there exist any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses?
3. Do the Career Decision Making Self-Efficacy, Locus of Control, and Social Competence have main effect and interaction effect on the Entrepreneurial Attitude of higher secondary school students?
4. To what extent Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, contribute individually and jointly in predicting Entrepreneurial Attitude of higher secondary school students?

### **Statement of the Problem**

Since entrepreneurship enables a country to grow economically and socially, it is essential to understand young people's entrepreneurial attitudes, particularly in developing nations like India. The Reserve Bank of India reports a significant decline in remittances from Gulf Cooperation Council (GCC) countries to India, which was crucial for the economic development of India, especially Kerala. Recognizing this impact, both the Government of India and Kerala have been implementing various measures to promote entrepreneurship, including start-up schemes, in response to the growing recognition that per capita income is crucial for economic development and growth of the country. Despite all these support systems, the Global Entrepreneurship Index of India is very low, as per the records of Global Entrepreneurship Institute (2024). The governments have also recommended schools and colleges to incorporate entrepreneurship into their syllabus through the StartUp Mission and Make in India schemes. To realize this, National Education Policy (2020) proposes integrating employment-oriented and entrepreneurship education into higher education, starting preparation from primary and secondary levels. Even in such a unique situation, the young generation still desires to become job seekers, which becomes a part of our tradition. Transforming these job seekers into job providers is essential for social, economic, and physical growth of the country. Therefore, it is necessary to identify the attitude towards entrepreneurship as well as the factors influencing the entrepreneurial attitude of higher secondary school students, who are the entrepreneurs of tomorrow. Hence, the investigator decided to find out the influence of two personal variables, Career Decision Making Self-Efficacy and Locus of Control, and one social variable, Social Competence, on Entrepreneurial Attitude of

higher secondary school students. Therefore, the study is entitled as “INFLUENCE OF CAREER DECISION MAKING SELF-EFFICACY, LOCUS OF CONTROL AND SOCIAL COMPETENCE ON ENTREPRENEURIAL ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS”

### **Definition of Key Terms**

The key terms used for stating the problem are explained under this section

#### **Influence**

Influence refers to the capacity of a phenomenon to evoke change in someone, something, or a course of events without using direct force (Gretzel & Femenia-Serra, 2022).

For the present study, influence means capacity of independent variables, Career Decision Making Self-efficacy, Locus of Control, and Social Competence, to produce effect on dependent variable, Entrepreneurial Attitude, of higher secondary school students.

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

According to Luzzo (1993) career decision making self-efficacy is the confidence of an individual in their ability to engage in educational and occupational planning and decision making.

For the present study Career Decision Making Self-Efficacy refers to the confidence in the ability of the students to engage in educational and occupational planning as well as in decision making as measured by using the Career Decision Making Self-Efficacy Scale.

### **Locus of Control**

According to Rotter (1966; 1990) locus of control is a psychological concept which describes how much a person believes a reward is determined by or results from their own behavior or qualities, as opposed to how much they believe the reward is determined by forces outside of their control and happens regardless of their action.

For the present study, Locus of Control refers to the belief of the students on control over the situations and experiences related to their academic matters that results in success and failure as well as the tendency of the students to perceive situations that are controlled internally or externally as measured by using the Locus of Control Inventory.

### **Social Competence**

Social competence refers to the ability to handle social interactions effectively by getting along well with others, being able to form and maintain close relationships and responding in adaptive ways in social settings (Weiner & Craighead, 2010).

For the present study, Social Competence refers to the ability of the students to get along well with others, being able to form and maintain close relationships and to take adaptive ways in their social setting as measured by using the Social Competence Scale.

### **Entrepreneurial Attitude**

According to Robinson et al. (1991) entrepreneurial attitude measures individuals' attitudes towards achievement in business, innovation, personal control of business outcomes, and self-esteem in business.

For the present study, Entrepreneurial Attitude means the tendency of the students to respond positively or negatively towards entrepreneurship as measured by using the Scale on Attitude Towards Entrepreneurship.

### **Higher Secondary School Students**

The term higher secondary school students refer to those students studying in XI and XII standards of the recognized higher secondary schools in Kerala State.

For the present study, higher secondary school students refer to those students studying in XI standard of the recognized higher secondary schools in Kerala state.

### **Variables**

The main aim of the study is to find out the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. The independent and dependent variables selected for the study are;

#### **Independent Variables**

The independent variables in the study are;

- Career Decision Making Self-Efficacy
- Locus of Control
- Social Competence

## **Dependent Variable**

The dependent variable in the study is Entrepreneurial Attitude

In addition to independent and dependent variables, the study also considers categorical variables such as gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.

## **Objectives**

The objectives of the study are:

1. To find out the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students
2. To find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.
3. To find out the main and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.
4. To find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.

5. To work out the equation to the regression lines for predicting Entrepreneurial Attitude based on the variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students.

### **Hypotheses**

The hypotheses framed for the study are;

1. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on gender.
2. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on gender.
3. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on gender.
4. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender.
5. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools.

6. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on type of management of schools.
7. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on type of management of schools.
8. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools.
9. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on locale of schools.
10. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on locale of schools.
11. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on locale of schools.
12. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on locale of schools.

13. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents.
14. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents.
15. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents.
16. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents.
17. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses.
18. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses.
19. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses.

20. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses.
21. There exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students.
22. There exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students.
23. There exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students.
24. There exists significant interaction effect of the independent variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.
25. There is significant individual and combined contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.

## **Methodology**

### **Method**

The purpose of the study is to investigate the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial

Attitude of higher secondary school students. Survey method was used by the investigator in order to collect necessary information.

### **Sample**

The population considered for the study is higher secondary school students studying in Kerala state. The basal sample selected for the study was 1200 higher secondary school students. After collecting responses from the students those response sheets which are incomplete were eliminated, thus the present study was carried out on a representative sample of 1022 higher secondary school students of XI standard. While selecting the sample, due weightage was given to the subgroups based on gender, type of management schools, locale of the schools, and stream of courses. Sample were drawn from Thiruvananthapuram, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, and Kasargode districts of Kerala State. The study followed stratified sampling technique, to get more accurate representation of the population.

### **Tools for Data Collection**

The tools used for data collection in the study are;

#### ***Career Decision Making Self-Efficacy Scale (Satheesh & Bindhu, 2022)***

To measure the Career Decision Making Self-Efficacy of higher secondary school students the investigator developed and standardized the Career Decision Making Self-Efficacy Scale with the help of the supervising teacher. The standardized Career Decision Making Self-Efficacy Scale consists of 53 statements related to the components such as self-appraisal, occupational information, goal selection, planning, and problem solving (Taylor & Betz, 1983).

***Locus of Control Inventory (Satheesh & Bindhu, 2022)***

To measure the Locus of Control of higher secondary school students the investigator developed and standardized the Locus of Control Inventory with the help of the supervising teacher. The standardized Locus of Control Inventory consists of 20 statements related to the components such as internal locus of control and external locus of control (Rotter, 1966; 1990).

***Social Competence Scale (Satheesh & Bindhu, 2022)***

To measure the Social Competence of higher secondary school students the investigator developed and standardized the Social Competence Scale with the help of the supervising teacher. The standardized Social Competence Scale consists of 53 statements related to the components such as social values, interpersonal skills, positive self-identity, and emotional intelligence (Kostelnik et al., 2002; 2012).

***Scale on Attitude Towards Entrepreneurship (Satheesh & Bindhu, 2022)***

To measure Entrepreneurial Attitude of higher secondary school students the investigator developed and standardized the Scale on Attitude towards Entrepreneurship with the help of the supervising teacher. Scale on Attitude towards Entrepreneurship consists of 38 statements related to the components such as innovation, hard work and perseverance, planning and decision making, problem solving, goal oriented, self-confidence, risk taking, income generation motive, leadership and communication, and technical knowledge (Knight, 1921; Schumpeter, 1934; McClelland, 1965; Coon, 2004).

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## **Statistical Techniques**

The study made use of both descriptive and inferential statistics for the analysis of collected data. The following are the major statistical techniques used for the study.

### ***Descriptive Statistics***

Mean, median, mode, standard deviation, skewness, and kurtosis of independent variables, Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and dependent variable, Entrepreneurial Attitude, were calculated to know whether the distribution of scores follow normal distribution. Mean score is used to find out the level of Career Decision Making Self-Efficacy, Social Competence, and Entrepreneurial Attitude of higher secondary school students.

Probability-Probability plots and histogram with normal curve of the distribution of scores of the independent variables, Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and dependent variable, Entrepreneurial Attitude of higher secondary school students were also calculated to describe about the properties of distribution of scores.

### ***One Sample t-Test***

One sample *t*-test was used to find out the level of Career Decision Making Self-Efficacy, Social Competence, and Entrepreneurial Attitude of higher secondary school students.

### ***Percentage Analysis***

Percentage analysis was used to analyze the level of Locus of Control possessed by the higher secondary school students.

### ***Test of Significance of Difference between Means of Large Independent Sample (t-test)***

Test of significance of difference between means of large independent sample (*t* - test) was used to compare the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, and locale of schools.

### ***One-way Analysis of Variance***

One-way Analysis of Variance was used to compare the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents and stream of courses.

In order to know which group's mean score of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students is higher for the subgroups based on stream of courses, the data was further analyzed with the help of Scheffe's post-hoc test of comparison.

### **Three-way Analysis of Variance with 2 X 2 X 2 Factorial design**

To find out the main and interaction effects of independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude, of higher secondary school students, three-way Analysis of Variance (ANOVA) with 2 X 2 X 2 factorial design was carried out.

Scheffe's post-hoc test of comparison was carried out to compare the differences in influence of various levels of independent variables, such as high-low Career Decision Making Self-Efficacy groups, high-low Locus of Control groups, and high-low Social Competence groups of higher secondary school students on the dependent variable, Entrepreneurial Attitude.

### ***Multiple Regression Analysis***

In order to find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students, multiple regression analysis was carried out and to predict the value of the dependent variable, Entrepreneurial Attitude, based on the predictor variables such as Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students.

### **Scope of the Study**

The study was conducted to find out the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude

of higher secondary school students. The study is significant as it encompasses several factors and dimensions, such as socioeconomic, educational, and psychological elements related to entrepreneurship. The aim of the educational system is to bridge the gap between needs of students and societal demands. As the plus two programme steers the next generation towards a career, chances should be provided to produce more aspiring and ambitious minds for entrepreneurship. A deeper comprehension of students' attitudes toward entrepreneurship helps curriculum designers to assess, reinforce, evaluate, and change their approach to promote entrepreneurial behavior across the country which eventually result in economic growth, wealth creation, and poverty alleviation. As part of the study, the investigator developed and standardized four tools, Career Decision Making Self-Efficacy Scale, Locus of Control Inventory, Social Competence Scale, and Scale on Attitude towards Entrepreneurship, which can be used for collecting information regarding the variables in general settings.

The present study helps to understand the main effect and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. The mean difference analysis of scores of independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and the dependent variable, Entrepreneurial Attitude of higher secondary school students enable the investigator to understand the differences in the scores with respect to gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. The regression analysis enables the investigator to understand which independent variable contributes more as well as the joint contribution of the independent variables in

predicting Entrepreneurial Attitude among higher secondary school students. The investigator believes that the results of the study enable the stakeholders of the educational system to improve the educational practices in relation to entrepreneurial education by understanding the influence of the selected personal and social variables on entrepreneurial attitude of higher secondary school students. The investigator also expects that the teachers and parents are able to provide appropriate guidance which enable the students to take part in entrepreneurial activities by understanding the influence of selected variables on the entrepreneurship attitude of students.

### **Delimitations and Limitations of the Study**

The investigator made every effort to ensure the study was flawless. However, some delimitations and limitations of the study were identified and are discussed in this section.

The present study was intended to investigate the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students, hence, the study was limited to higher secondary school students only. The study focuses on the influence of two personal variables, Career Decision Making Self-Efficacy and Locus of Control, and on one social variable, Social Competence as well as the demographic variables such as gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. Therefore, other psychological, demographic, cognitive, emotional, family, and social variables such as achievement motivation, creativity, peer influence, age, socio-economic status, passion, resilience, family background, parental support, teacher's support, community involvement, culture values, religious

values, and school environment which may influence students' entrepreneurial attitude are not considered.

The population of the study consists of higher secondary school students of Kerala state who follow Kerala State syllabus only. The higher secondary school students who follow other syllabus such as CBSE and ICSE were not considered. For conducting survey, the sample comprised 1022 higher secondary school students of XI standard studying in various schools of Trivandrum, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, and Kasargod districts of Kerala state. Among the 14 districts, only seven districts were considered during the survey. The sample were selected from government and aided schools, unaided schools which form a part of the population were not considered. Additionally, the sample was limited to higher secondary school students studying in XI standard only.

One of the limitations of the study is that the data regarding the variables were collected by using scales and inventory, both are self-reporting in nature, hence, the responses of students may be subject to social desirability bias and central tendency bias, which may have affected the results. Another limitation is that, as the data collected at a point of time, only association existing between the variables can be identified, rather the cause of the result cannot be explained. In addition to that, the cultural and social context of higher secondary school students might have influenced the responses, as the students tend to interpret the items in the instrument from their background. Entrepreneurial attitudes may evolve over time, hence a longitudinal study to understand the effect of these variables is more beneficial and the results might be different if a comparison was done after completing the higher secondary programme.

## **Organization of the Report**

The study is systematically organized in six chapters namely, introduction, review of related literature, methodology, analysis and interpretation, summary, findings, and conclusions, and recommendations of the study. The details of organization of the report are described in this section.

### **Chapter 1 Introduction**

This chapter explains the introduction of the study, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, and hypotheses, methodology, scope of the study, delimitations and limitations of the study, and organization of the report.

### **Chapter 2 Review of Related Literature**

This chapter deals with the theoretical overview of Career Decision Making Self- Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude. It also includes empirical studies related to Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude

### **Chapter 3 Methodology**

This chapter includes the detailed description of the variables, objectives, hypotheses, method used, sample, tools for data collection, data collection procedure, scoring and consolidation of data, and statistical techniques used.

#### **Chapter 4 Analysis and Interpretation**

This chapter deals with the details of data analysis by using appropriate statistical techniques and interpretation of the results with discussion.

#### **Chapter 5 Summary, Findings, and Conclusions**

This chapter includes summary of the study such as study in retrospect, major findings of the study, tenability of hypotheses, and conclusions of the study.

#### **Chapter 6 Recommendations of the Study**

This chapter includes the educational implications of the study and suggestions for further research. At last, the report is followed by references and appendices related to this study.

## *Chapter Two*

# REVIEW OF RELATED LITERATURE

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- Theoretical Overview of the Variables
- Review of Related Studies
- Conclusion

The present study is an investigation to understand the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. In this chapter, in order to get an overview of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude the investigator reviewed the available literature related to the variables. This chapter is divided into two sections. The first section deals with the theoretical overview of the variables such as Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude. The second section deals with the review of empirical studies related to Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude. The sections of the chapter are organized as follows:

#### Theoretical Overview of the Variables

- Theoretical Overview of the Career Decision Making Self-Efficacy
- Theoretical Overview of Locus of Control
- Theoretical Overview of Social Competence
- Theoretical Overview of Entrepreneurial Attitude

#### Review of Related Studies

- Related Studies on Career Decision Making Self-Efficacy

- Related Studies on Locus of Control
- Related Studies on Social Competence
- Related Studies on Entrepreneurial Attitude

### **Theoretical Overview of the Variables**

This section deals with the theoretical framework of the independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and dependent variable, Entrepreneurial Attitude.

### **Theoretical Overview of the Career Decision Making Self-Efficacy**

Making a decision about one's future career is not always an easy task. Transformation of the current world of work is determined by technological advances which affects and challenges the career decision-making process (Azpilicueta et al., 2022). Various factors which affect an individual's career decisions are investigated and attained an increased attention in the past few decades as well many research studies examined the impact of different constructs such as personality, aptitude, needs, ability, and values on the career decision making process (Taylor & Betz, 1983; Lent et al., 2002; Brown & Lent, 2005; Miller et al., 2009; Gregory, 2015). The term career decision making was not much applied until 1979, although the concept of self-efficacy in career decision making was primarily introduced in 1909 by Frank Parsons in his book, 'choosing a vocation,' regarding the process of choosing a career for the first time (as cited in Patton & McMahon, 1999).

A career is defined as the combination and sequence of roles played by a person during the course of a lifetime (Super, 1980). Furthermore, a career decision-

making process is one that explains or characterizes the decisions a person makes while choosing a particular career which lists the various elements that affect a person's decision about their career and clarifies the ways in which these elements affect that decision (Johnson & Mortimer, 2002). Among the various developmental tasks, understanding and preparing for careers is an important developmental task of adolescents. Career decision is a multifaceted phenomenon with social, psychological, and philosophical facets (Thompson & Subich, 2006). Individuals' career decision-making is likely to be predicted by their career interest and career decision-making self-efficacy is one of these factors which influence a person's capacity to make wise decisions regarding career and assisting them to develop a deeper awareness of both themselves and their career choices (Lent et al., 2002).

### ***Meaning of Career Decision Making Self-Efficacy***

The initial investigators to use self-efficacy to career psychology and counselling were Hackett and Betz (1981) (as cited in Betz & Luzzo, 1996) who have developed an approach to address the need for theoretical conceptualization of self-efficacy approach to women's professional development, based on the Bandura's social learning theory. Career decision making self-efficacy construct which has been developed by Taylor and Betz (1983), has received a prominent attention in educational and vocational research areas. Self-efficacy is one of the psychological components that help people to choose a career which is characterized as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1977). Self-efficacy is defined as individuals' belief in their capability to take the action required to deal with given tasks or prospective

situations (Bandura, 1982). According to Bandura (1977), these beliefs influence people's thoughts, feelings, and behaviors. Self-efficacy is considered to be an important element of personality factor which influences career decision making (Ghuangpang, 2011). Self-efficacy beliefs denote a dynamic set of beliefs about one's capacity to execute a course of action within a given performance domain (Tampouri et al., 2023).

Taylor and Betz (1983) applied self-efficacy theory into the field of vocational behavior, and this inspired various theoretical and empirical researches in the field of vocational psychology. Hackett and Betz (1981) distinguished the uses of self-efficacy theory with reference to career choice content and career choice process. Career decision making self-efficacy helps to enhance assertiveness, job search self-efficacy, and self-efficacy with respect to combining home and career (Betz & Luzzo, 1996). Taylor and Betz (1983) examined self-efficacy in relation to elements of the career choice process, specifically the skills and activities necessary to make a decision. Career decision self-efficacy refers to beliefs about people's own capacity to perform adequate activities such as career planning, accurate self-appraisal, acquisition of problem-solving skills, collection of relevant occupational information, and selection of appropriate goals (Taylor & Betz, 1983). According to Luzzo (1993) career decision making self-efficacy is one's confidence in their ability to engage in educational and occupational planning and decision making. Betz and Luzzo (1996) defined career decision making self-efficacy as an individual's degree of belief that he or she can successfully complete tasks necessary for making career decisions. Career decision making self-efficacy identifies the degree of confidence which a

student expresses about their competency or ability (self-efficacy) to embark upon educational and occupational information-gathering and goal-planning activities (Peterson, 1993). Career decision making self-efficacy is a key variable when an individual reaches the stage to make a career choice with reference to his or her belief (Jiang, 2015). In short, career decision making self-efficacy is an individual's belief about her or his capability to perform tasks related to the career decision making process (Sisco, 2014).

### ***Approaches to Career Decision Making Self-Efficacy***

Researchers and academicians in the field of education employed diverse methodologies and approaches to investigate career decision making self-efficacy. Career decision making self-efficacy is conceptualized and measured through the combination of two theories; one from counselling vocational psychology and the other from clinical social psychology (Arjanggih et al., 2020).

**Psychological Approach.** Career decision making is a psychological process which includes psychological factors like personality, interest, learning experiences, self-efficacy, outcome expectations, career interest, skills, and job satisfaction aim to characterize or explain how people make career decisions as well as to examine the major determinants of how people behave, think, and react to career choices (Holland, 1959; Schein, 1978; Arjanggih et al., 2020). Two important theories to career decision making are theory of vocational personalities and work environments by Holland in 1959 and career anchors by Schein in 1978 (Ghuangpeng, 2011).

**Sociological Approach.** Sociological approach to career decision making self-efficacy focuses on the application of aspects self-efficacy to human behaviour in terms of relationship between individuals and social environment and the way in which individuals learn, behave, and respond in specific social contexts (Abbott, 2001). The three main theories of career decision-making are the self-efficacy theory of Bandura in 1977, social learning theory of career decision-making of Krumboltz, in 1979, and the social cognitive career theory of Lent et al. in 1994, which are originated from social learning theory of Bandura (Ghuangpeng, 2011).

### ***Theory of Vocational Personalities and Work Environments***

Research studies indicated that theory proposed by Holland is one of the career theories that helps individuals in understanding their own career personality and later helps them in career decision making as well as a widely researched area in career choices (Zainudin et al., 2020; Sharf, 2006; Kidd, 2006). Holland (1959), in the theory of vocational choice pointed out that the individual has a set of adaptive orientations at the time of choosing a vocation i.e., six occupational contexts are represented by the six adaptive orientations, which are categorized as motoric, intellectual, supporting, conforming, persuasive, and esthetic approaches or orientations. Each orientation denotes a somewhat different way of living that is defined by preferred strategies for handling day-to-day issues and comprises elements like “values” and “interests,” inclinations for assuming different roles and avoiding others, interpersonal abilities, and other individual characteristics (Holland, 1992).

The basic theory was revised as the theory of vocational personalities and work environments by Holland (1992) which helps individuals to identify their career

personality, vocation interest, and the job personality and he suggested the importance of the fit between vocational choices and work environments. The foundation of theory (Holland, 1992) is the basic observation that individuals are unique and may be categorized into six distinct categories or types based on their characteristics, activities, and interests such as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Six model occupational environments correspond to six personality types where each category is dominated by specific physical settings and allowing individuals to exercise skills and roles (Holland, 1992). In order to assist individuals to find congruence between themselves and the nature of a job, this theory proposes that human behaviour depends upon both personality and the environment in which the person lives and the way they express themselves, their interests and their values through work choices and experiences (Holland, 1992). Holland's personality types and work environment highlight the characteristics of a job relevant to individuals' personalities and interests (Ghuangpeng, 2011).

### ***Theory of Career Maturity***

Vocational maturity is predicted by comparing actual and expected life stages and assessing vocational maturity in relation to an individual's behavioral repertoire for coping with developmental tasks that are appropriate for his/her age and expected life stage (Super et al., 1957, as cited in Crites, 1973). According to Crites (1973) the career pattern study is based on the career development principles of adolescent's life stage suggested by Super (1955, as cited in Crites, 1973) are:

**Orientation to Vocational Choice.** The degree to which a young person understands the importance of selecting a vocation and the variables involved in this process is one indicator of their career maturity (Crites, 1973).

**Information and Planning.** Another indicator of career maturity is the quantity of trustworthy information that a person possesses to decide on a career and then develop rational, time-based plans for the future (Crites, 1973).

**Consistency of Vocational Preferences.** An adolescent's consistency in choosing different careers over time is another criterion of career maturity (Crites, 1973).

**Crystallization of Traits.** When a person is developing a mature career, their psychological traits that are important for making decisions, such as distinct patterns of interest, defined values, and growing independence, develop at a faster rate than the tasks that need to be completed (Crites, 1973)

**Wisdom of Vocational Preference.** It refers to how closely an individual's career choices align with reality and includes factors such as prerequisite skills, interests, and financial resources for training (Crites, 1973).

Crites (1973) created a research model to investigate vocational development on four distinct dimensions: (a) consistency of career choice over time, (b) realism of career choice in relation to personal capabilities and employment opportunities, (c) career choice attitudes, and (d) career choice competencies. The model of career maturity (Crites, 1973) includes both cognitive and affective components, which enables an individual in the involvement of the career choice process, work

orientation, independence in decision-making, preference for career choice factors, and conceptions of career choice. Crites (1973) model of career maturity involves self-appraisal (knowing yourself), occupational information (knowing about jobs), goal selection (choosing a job), planning (looking ahead) and problem solving (what should they do) as the five domains of career decisional competencies

### ***Theory of Career Anchors***

According to Schein (1978), career anchors have provided the importance of internal career dynamics in career counselling which guides an individual in career decisions and preferences, based on their motivations, interests, abilities, and values, influencing their subjective measures of career success. The notion of "internal career" refers to an individual's subjective perception of their professional path, in contrast to their "external career," which consists of formal roles and stages determined by organizational policies and societal expectations regarding an individual's expectations within the occupational hierarchy (Schein, 1978). The career anchor theory of Schein (1978) is conceptualized on the ground that congruence between individuals' career orientation and work environment will result in job satisfaction and increased commitment while incongruence will result in job dissatisfaction and turnover.

According to Schein (1996), a career anchor is a person's internal identity or self-concept that only changes as they acquire work and life experience. Schein (1996) proposed types of individual in terms of five different career anchors such as technical-functional competence, general managerial competence, autonomy/independence, security/stability, and entrepreneurial creativity. Later, three further

anchors were developed such as service and dedication to cause, pure challenge, and lifestyle (Schein 1996), where each career anchor represents individuals' expectations and the competencies associated with their job or career, which drive their career decisions. Most people find that as their lives and occupations change, one of these eight categories becomes their anchor i.e. something they never give up on as well as allow them to satisfy several requirements that lay beneath various anchors (Schein, 1996).

### ***Theory of Self-Efficacy***

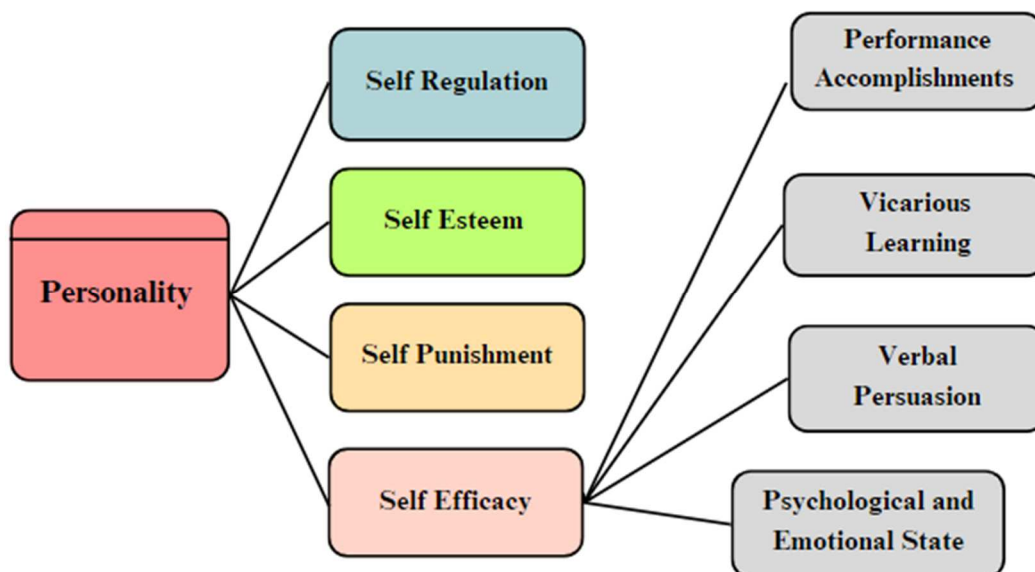
Bandura (1977) suggested that personality develops through learning experiences and human cognitive processes. According to Bandura (1977), these learning experiences are influenced by interaction of three factors such as individual, environmental and psychological. While individual factors include behaviors, environmental comprises aspects related to individual learning and psychological factors are cognitive processes associated to what individuals learn from the consequences of these interactions between individual and environmental factors (Bandura, 1977). Bandura's (1977; 1982) social learning theory of human personality emphasized the aspects of personality that develop as a result of human cognitive process and individual's learning experiences such as self-regulation, self-esteem, self-punishment, and self-efficacy. Among all the important personality aspects, self-efficacy is the most element of personality factor that influences career decision making (Bandura, 1982).

Bandura (1977) identified four sources of information through which self-efficacy expectations are derived and modified: (a) performance accomplishments;

that represents performance outcomes in which past successful experience of an individual that raise their mastery expectations, (b) vicarious learning or modeling; that generates expectation to improve in their own performance by learning from what they have observed in other's performance, (c) verbal persuasion; represents encouragement and support from others can successfully perform a task; and (d) physiological and emotional state; represents physiological and emotional state of a person influences performances of an individual. Sources of self-efficacy according to Bandura (1977) are presented in Figure 1.

**Figure 1**

*Sources of Self-Efficacy*



### ***Social Learning Theory of Career Selection or Career Decision Making***

In social learning theory of career decision making, Krumboltz et al. (1979) applied the term 'career decision-making'. The theory of career selection or career decision explains how educational and occupational preferences are made and how the interactions of genetic factors, environment conditions, learning experiences,

cognitive and emotional responses and performance skills affects the career decision of individuals (Krumboltz et. al., 1979). Social learning theory incorporates the relevance of behavior (action) and cognition (knowing/thinking), which serves as a framework for career development experts to address how an individual's cognition and learning experiences affect their career choice making (Yost & Corbishley, 1987). This theory claims that a person's approach to learning, goal setting, values clarity, generating potential careers, and receiving professional knowledge is influenced by the combination of his/her genetic endowment, social and cultural environment, and past learning experiences (Linder & Hall, 2005).

Krumboltz et al. (1976) explained the four factors that affects the career decision making of an individual are;

**Genetic Endowments and Special Abilities.** The inherited qualities such as physical appearance including physical defects, race, and sex may set limits on individuals occupational or educational preferences (Krumboltz et al., 1976; Krumboltz, 2009).

**Environmental Conditions and Events.** Environmental conditions and events which are outside the control of an individual may affect the educational and occupational decisions of an individual, which includes human action (social, cultural, political, or economic) and natural forces (location of natural resources or natural disasters) (Krumboltz et al., 1976).

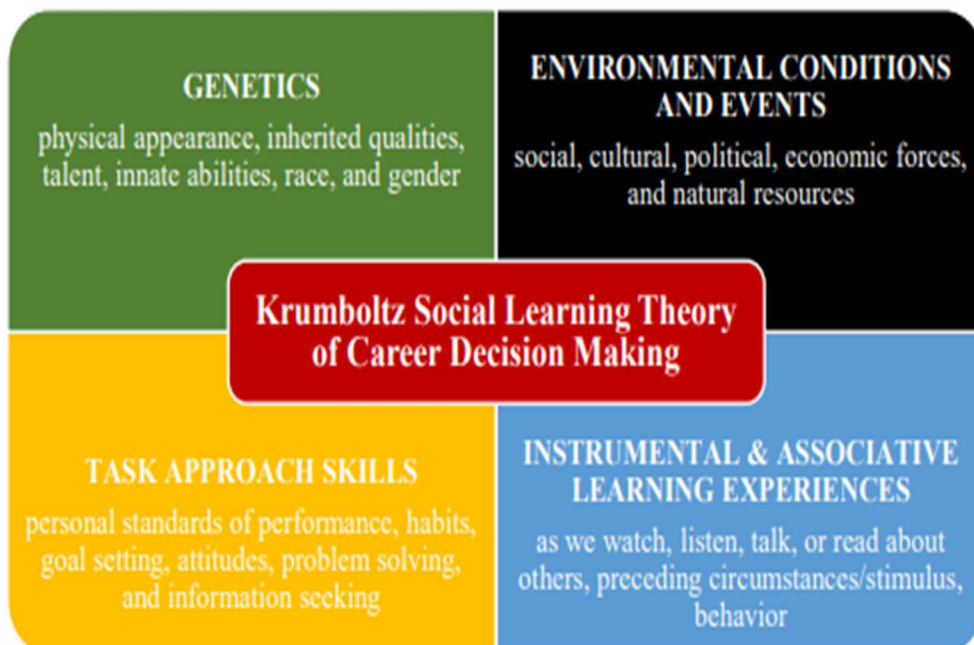
**Learning Experiences.** Learning experiences include instrumental and associative learning experiences, where instrumental learning occurs when

individuals observe the outcomes of their own activities whereas associative learning occurs through observation of the environment or other people's actions and its consequences (Krumboltz, 2009).

**Task Approach Skills.** Task approach skills, resulting from interactions among learning experiences, genetics, specific abilities, and environmental factors, include performance standards, work habits, cognitive processes, mental sets, and emotional responses (Krumboltz et al., 1976). Task approach skills learned in previous tasks or problems significantly influence the outcome of the task and can potentially be modified (Krumboltz, 2009).

**Figure 2**

*Krumboltz's Social Learning Theory of Career Decision Making (Source: Saunders, 2021)*



Krumboltz's social learning theory of career decision making incorporates Bandura's social learning theory, highlighting that human behavior is influenced by learning experiences and cognitions (Sharf, 2006). Kromboltz's theory suggests that career decisions are influenced by not only individual factors like gender, age, education, ability, and family background but also external factors (Ghuangpang, 2011).

### ***Theory of Career Decision Making Self-Efficacy (1983)***

Taylor and Betz (1983) developed career decision making self-efficacy on the basis of the theory of career maturity which originated from vocational psychology and the theory of self-efficacy in the field of social psychology and personality. The five career choice competencies conceptualized in Crites' (1973) model of career maturity were used as a framework by Taylor and Betz, (1983) to decide on required skills in career decision making. Career decision making self-efficacy examines how self-referent thinking influences human motivation and behavior and uses social cognitive theory as a measure for career growth (Sandler, 1998). According to Taylor and Betz (1983) the components of career decision-making self-efficacy are:

**Self-Appraisal (Knowing Yourself).** The goal of the self-appraisal is to measure a person's psychological capacity for precisely assessing and calculating their assets and liabilities (Crites, 1973). Self-appraisal is a person's self-assessment of their abilities, skills, and strengths, demonstrating a realistic attitude, and understanding of their own strengths and weaknesses (Virgianto & Priyambodo, 2023).

**Occupational Information (Knowing about Jobs).** Occupational information measures the person's knowledge about occupations and what the employees will do in various occupations (Crites, 1973). It outlines people's beliefs based on their personal inquiries and inquiries connected to acquiring information about potential occupation alternatives (Virgianto & Priyambodo, 2023).

**Goal Selection (Choosing a Job).** Goal selection relates to an individual's ability to identify a match with their ideal vocation (Crites, 1973). Goal selection summarizes an individual's opinions about how to set goals for their future career area of interest, as well as their level of confidence in their ability to achieve such goals (Virgianto & Priyambodo, 2023).

**Planning (Looking Ahead).** The planning is the ability of a person that requires correct sequencing of actions to advance in a career (Crites, 1973). Planning describes a person's ideas about creating their plans for their future careers (Virgianto & Priyambodo, 2023).

**Problem Solving.** Problem-solving presents a range of scenarios that come up during the career decision-making process and ability of a person to choose the option they believe that offers a solution out of the available alternatives (Crites, 1973). Problem solving gives a broad picture of people's perspectives on how to resolve challenging situations with effective professional decisions in the future (Virgianto & Priyambodo, 2023).

### ***Social Cognitive Career Theory***

The social cognitive career theory introduced by Lent et al. (1994) identified cognitive approaches used in career behaviors which comprehended career behaviors and developments in a cognitive perspective. Social cognitive career theory, has suggested that the outcome expectations and self-efficacy are significant factors in the process of choosing a career (Lent et al., 1994). Career behaviors may be avoided or motivated by factors such as career self-efficacy and vocational outcome expectations which are essential for making career decisions and performing career related behaviors (Baglama & Uzunboylu, 2017). The social cognitive career theory is one of the most widely recognized and verified theories in the career literature for understanding the psychological processes underpinning professional interests and aspirations of individuals (Swanson & Gore, 2000). Lent et al. (1994) suggested a social cognitive framework, based on the social cognitive theory of Bandura in 1986, to understand three aspects of career development, which included the development of career interests, selection of career options, performance, and permanence in educational and occupational work, which emphasizes the complex interaction between people, behaviour, and environment. According to Lent (2005), social cognitive career theory emphasizes that performance goals are considerably affected by individuals' self-efficacy beliefs and outcome expectations as well there is an interactive relationship between self-efficacy and outcome expectations. It is stated that focusing on goals in an effective manner might strengthen self-efficacy beliefs and outcome expectations in a positive cycle (Lent, 2005). When addressing the career development from the viewpoint of social cognitive career theory, career

decision-making self-efficacy is considered as an essential factor in one's career interests, goals, behaviours, choices, experiences and performances (Jo et al., 2016). Social cognitive career theory explains the process through which individuals develop career interests and goals, make career choices, and achieve career-related performance outcomes (Tampouri et al., 2023). Numerous studies using social cognitive career theory have indicated that career decision making self-efficacy plays a significant role in a person's career planning and sustainable career development (Chen et al., 2021). Lent et al. (1994) emphasized three social cognitive mechanisms that appear particularly relevant to career development are a) self-efficacy beliefs; b) outcome expectations; and c) goal representations. According to social cognitive theory, there are significant reciprocal relationships between self-efficacy, outcome expectations, and goal systems (Bandura, 1986, as cited in Lent et al., 1994).

**Self-Efficacy.** Self-efficacy is the most studied part of social cognition theory in the career literature which refers to people's judgments of their capabilities to organize and execute courses of action required to achieve specific types of performances (Bandura, 1986, as cited in Lent et al., 1994). Self-efficacy has been found to be predictive of academic and career-related decision and performance indicators (Hackett & Betz, 1981).

**Outcome Expectations.** Personal beliefs about expected response outcomes, known as outcome expectations, are another key component of social cognition theory in which the expectations are the imagined outcomes of performing a specific behavior (Bandura, 1986, as cited in Lent et al., 1994). The subcategories of outcome

expectations are anticipation of social, physical, and self-evaluative outcomes, which can significantly influence career behavior (Lent et al.,1994).

**Goals.** According to social cognitive theory, goals play a significant role in self-regulation of behaviour which are an essential component of career choice and decision-making theories (Lent et al., 1994). Career plans, aspirations, decisions, and articulated preferences are all ultimately goal mechanisms and a goal can be described as the determination to perform a particular action or to affect a specific future outcome (Bandura, 1986, as cited in Lent et al., 1994).

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

By reviewing the literature of career decision making self-efficacy, the investigator identified various tools used to measure career decision making self-efficacy of students at different levels. Some of the tools identified are discussed here.

Career decision making self-efficacy expectations of college students were measured by Taylor and Betz (1983) on the basis of the career competencies in theory of career maturity. Career decision making self-efficacy was measured in relation to subscales such as goal selection, occupational information, problem solving, planning, and self-appraisal. The Career Decision Making Self-Efficacy Scale (CDMSES) consists of 50 items on subscales representing self-appraisal, obtaining occupational information, goal selection, planning, and problem-solving and subscale represents a career choice competency (Taylor & Betz, 1983). A 10-level confidence continuum, ranging from 0 (no confidence) to 9 (complete confidence), was used to collect responses on the Career Decision Self-Efficacy Scale. The total score for 50 questions

was taken into account as a measure of career decision making self-efficacy. The coefficient alphas of subscales ranged from .86 to .89, while the overall scale was .97. Regarding item-total score correlations, point-biserial correlation values for items ranged from .50 to .80 and the lowest *rpb* value was .29.

Oreshnick (1986) developed Short-Form Career Decision-Making Self-Efficacy Scale (SFCDMSE) to assess the career decision making self-efficacy of undergraduate level students. The scale consisted of 20 items on the components self-appraisal, occupational information, goal selection, planning, and problem-solving (Oreshnick, 1986). The reliability of scale was ensured by coefficient alpha value of .93.

Betz et al. (1996) revised the original CDMSES and published a short form of the questionnaire named Career Decision Self-Efficacy Scale-Short Form [CDSES-SF] which included 25 items representing five items each on subscales such as (1) goal selection, (2) occupational information, (3) problem solving, (4) planning, and (5) self-appraisal. CDMSE-SF used a confidence continuum identical to CDMSES i.e., responses were obtained via a 10-level confidence continuum, which ranged from 0 (no confidence) to 9 (complete confidence). Cronbach's alpha obtained for the total scale was .94, and for the subscales ranges from .73 to .83.

Career Decision-Making Self-Efficacy Scale (CDMSE) (Bozgeyikli, 2004, as cited in Duru, 2022) for evaluating the career decision making self-efficacy of eighth grade students. The 27 items on the scale are divided into three categories: correct evaluation of personal and occupational characteristics (11 items), gathering occupational information (8 items), and realistic planning (8 items). For "a correct

evaluation of personal and occupational characteristics," "gathering occupational data," and "realistic planning.". The internal consistency coefficients were .89, .87, and .92, respectively.

Occupational Efficacy (Self-Efficacy for Occupational Decision Making) Expectancy Scale, (Fu, 2015, as cited in Zhou, et al., 2023) used for evaluating senior vocational students. The scale had 19 items with three components that represented for gathering work information, planning and problem solving, and self-assessment. The scale was a five-point Likert-type, and its internal consistency reliability was .912. The three dimensions—self-assessment, planning and problem-solving and gathering work information —had internal consistency values of .761, .818, and .827, respectively.

Arlinkasari et al. (2016) developed Career Decision Making Self Efficacy Scale for Indonesian people (CDMSE-Ind) to measure career decision making of Indonesian people. Six dimensions made up the CDMSE-Ind: planning, problem solving, goal selection, occupational information, self-appraisal, and social affirmation. The career decision making self-efficacy score was calculated by adding the responses, which were recorded on a 4-point Likert scale (1-4). The dimensional structure of the CDMSE-Ind was tested using factor analysis, and the results indicated that 23 out of 30 items in the scale were valid and reliable ( $r = .86$ ).

Career Decision-Making Self-Efficacy Scale (CDMCS) (Ulaşand-Yıldırım, 2016, as cited in Demirtas-Zorbaz, et al., 2023) were used for assessing university students in their job-seeking stage, 45-item scale consisted of five sub-dimensions such as job knowledge, knowing oneself, career choice, career planning alternatives,

and updating professional topics. CDMCS used a five-point Likert scale with Cronbach's alpha for the CDMCS total score was .97 and for each subscale varied between .74 and .93.

A 12-item Likert-scaled measure of college students' self-efficacy in career exploration and decision-making was developed by Lent et al. (2016) which is named as the Career Exploration and Decision Self-Efficacy (CEDSE) Scale. The scale attempted to develop a comparatively short measure with the simplest factor structure. The 29 items in the first pool were created based on the components of goal-setting, coping efficacy, and decision-making. Through exploratory and confirmatory factor analysis, the final 12-item, two-factor structure was developed using two samples of U.S. undergraduate students: 1. Brief Decisional Self-Efficacy (CEDSE-BD; 8 items) and 2. Decisional Coping Efficacy (CEDSE-CE; 4 items). The authors claim that the CEDSE showed signs of convergent and predictive validity in addition to strong internal consistency.

Javed and Khan (2018) developed and standardized Career Decision Making Self-Efficacy Scale designed for adolescent students. The scale consists of 26 items on the basis of components such as absolute belief in career decision, problem solving conviction, career decision confidence, and career decision prophecy. The reliability coefficient of the scale found was .85.

Azpilicueta et al. (2022) developed an item bank from the selection of items from two scales extensively utilized in the field for its estimate. The career decision self-efficacy was measured by two scales: Middle School Self-Efficacy Scale (MSSE) and Career Exploration and Decision Self-Efficacy Brief Decision Scale

(CEDSE). Career decision making self-efficacy; career decision making outcome expectancies, intentions, and goals; math and science self-efficacy; and math and science outcome expectancies, intentions, and goals are the four subscales of the MSSE, which uses 46 items to evaluate the career decision making process. The study specifically used the career decision making self-efficacy subscale, consisting of 12 items with internal consistency of .97. The other scale used to determine career decision self- efficacy was the CEDSE, which consists of 12 items distributed into two factors that assess career decision self-efficacy (Brief Decisional Self-Efficacy Factor) and coping efficacy. The factor analysis demonstrated internal consistency ( $\alpha = .96$ ) and responses were recorded using a five-point Likert-type scale from 1 (No confidence at all) to 5 (Complete confidence). The scores of both measures are determined by summing the replies of the participants to each of the items.

### **Theoretical Overview of Locus of Control**

By reviewing the related studies, it is evident that locus of control is a widely researched construct across various subjects, disciplines and domains (Rotter, 1966: 1990; Levenson, 1972; Gupta, 1988; Kormanik & Rocco, 2009; Curtis & Trice, 2013; Choudhary et al., 2014; Kurjono, et al., 2022; Karya et al., 2022; Yadav, 2023). According to Rotter (1975), locus of control is a broad construct that is intended to analyze human behavior in many contexts. As a measure of personality traits, a behavioral variable, locus of control is commonly used to examine a variety of areas, including learning and development, performance, academic excellence, work satisfaction, job search, and achievement (Murthy & Tapas, 2021).

### ***Meaning of Locus of Control***

Rotter (1954) introduced the idea of locus of control, which are generalized expectancies for control of reinforcement, describing people's broad, situational beliefs about what influences their likelihood of receiving reinforcement in life. Rotter (1966) defined the concept of locus of control as a set of stable beliefs that predict performance in achievement contexts. Rotter (1990) visualized locus of control as a psychological concept which describes how much a person believes a reward is determined by or results from their own behavior or qualities, as opposed to how much they believe the reward is determined by forces outside of their control and happens regardless of their actions. Locus of Control is a construct for the subjective evaluation of the elements that explain why certain events and outcomes occur (Cheng et al., 2013). A person's locus of control is a trait that represents his or her sense of control over the rewards, results, successes, and failures in his/her life and is a person's general expectations of what regulates their lives (Kurjono et al., 2022). Locus of control is the ability to perceive or assign causes to internal or external events, results, or actions (Yadav, 2023). A person's beliefs regarding their control over the outcomes and results of their life events are referred to as their locus of control (Tandan & Poluru, 2024).

### ***Internal and External Locus of Control***

Locus of control is a personality trait developed by Rotter in 1966 which has its root in social learning theory and attribution theory (Bhati & Behera, 2024). Rotter's (1966) is referred to as internal versus external control of reinforcement (commonly known as locus of control). Rotter (1990) asserts that there is a distinct

distinction between internal and exterior individuals. The internal and external locus of control posits as opposing poles of the same phenomenon and individuals may also have different generalized expectations regarding internal versus external control of reinforcement (Rotter, 1990). In the point of view of Rotter (1990), people who have an "internal locus of control" think they have power over their life's events and that their own abilities and efforts affect the results whereas individuals who have 'external locus of control' feel that fate, chance, or influential people make decisions and that their actions and choices have no bearing on the outcome. In other words, persons with an internal locus of control believe that their ability and effort are essential for achievement, while those with an external locus of control view luck, chance, the influence of powerful others, and the difficulty of the task as the primary factors determining success or failure (Rotter, 1966). Locus of control describes the degree to which people think they have control over things that happen to them and is viewed as a hierarchical construct, with internal or general locus of control at the highest level (Choudhary et al., 2014). The locus of control, or internal-external control of reinforcement is the extent to which a person believes that reinforcement is based on his own behavior (Kourmousi et al., 2015). Internal and external locus of control are the two dichotomies into which locus of control of a person posits (Sujadi, 2020).

"Internals" are those who believe that they are personally accountable for their experiences, while "externals" are those who believe that circumstances outside of their control decide their life's course (Findley & Cooper, 1983). According to Akunne and Anyanmene (2021) locus of control is conceptualized as the fundamental dichotomy which is internal and external locus of control, in which Individuals who

have a strong internal locus of control feel that they are ultimately in charge of their own reinforcement and are responsible for their own success or failure. Externals, on the other hand, think that fate, chance, or influential people regulate life's reinforcers (Akunne & Anyanmene, 2021). Individuals' locus of control can be internal or external where internal locus refers to individuals attributed success or failure to their own efforts, while external locus refers to external factors such as luck, fate, and chance (Bhati & Behera, 2024). Locus of control is described as a person's general belief of success or failure in their life as determined by either internal or external factors (Tandan & Poluru, 2024).

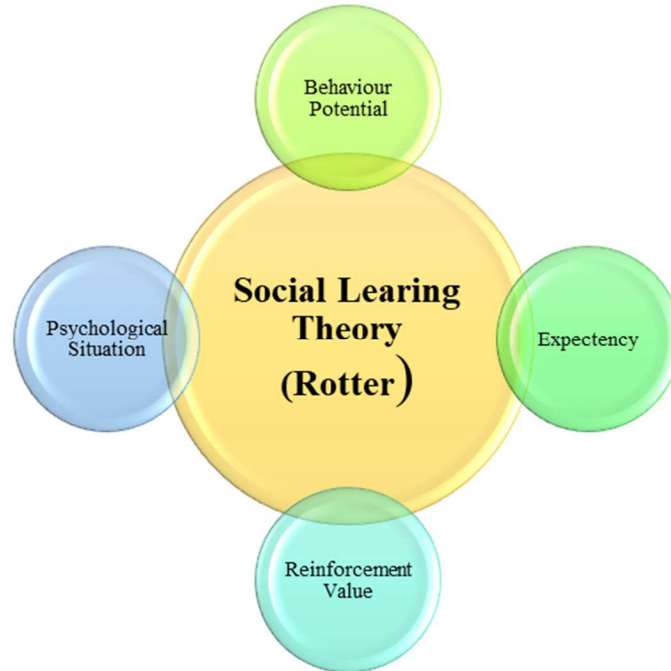
According to Gupta (1988), locus of control is not a typological concept where people are not under either internal or external control, rather locus of control can be viewed as a continuum in which people can be ordered in a continuum. Most people simultaneously fall somewhere in between the two extremes of both internal and external (Yadav, 2023). As people mature, their locus of control becomes more internal as the children acquire abilities that allow them greater control over their surroundings and themselves as they get older (Choudhary et al., 2014). Locus of Control refers to an individual's personal conviction that the events in his or her life are the product of personal control and effort, or of outside forces such as fate and luck (Patel & Sharma, 2023). Yadav (2023) asserts that the individuals are classified as 'internals' who believe their actions and choices cause life's circumstances, while 'externals' attribute them to external factors like luck and fate. Both orientations significantly impact life achievements and the majority of people lie somewhere in the middle between the "externals" and "internals" extremes, although both have a

significant influence on life's accomplishments (Yadav, 2023). Rotter (1966) thought that people would typically lean toward internality or externality as a personality feature, even if locus of control could change depending on the situation.

### ***Social Learning Theory***

According to the social learning theory, Rotter (1954), reinforcement increases the likelihood that a behavior or event would be followed by that reward in the future and if the failure of the reinforcement reduces or extinguishes this expectancy, it serves as a general theoretical background for understanding reinforcement's effects. In addition, Rotter (1954) asserts that conduct is also influenced by an individual's expectation or expectation that these goals would be met and these expectations are based on prior experience and are quantifiable. Therefore, a subject's expectation is the likelihood or contingency that a particular reinforcement or set of reinforcements will take place in a particular situation or situations (Rotter, 1990).

Rotter (1966) suggested four types of factors needed to be examined in order to generate valid predictions about behavior of an individual such as behavior potential, expectancy, reinforcement value, and the psychological situation. The factors leading to prediction of behaviour according to Rotter (1966) are presented in Figure 3.

**Figure 3***Rotter's (1966) Social Learning Theory*

**Behaviour Potential.** The probability that a particular behavior will occur in the presence of particular possible reinforcement is known as behavior potential (Rotter, 1954). For instance, students might use a variety of strategies to get good scores, including studying, cheating, skipping class to avoid receiving a low grade, etc. (Rotter, 1966). Psychological reactions like thoughts, feelings, and even defensive mechanisms are considered potential behaviors, and each potential behavior may only be characterized as more or less likely than other possible behaviors (Rotter, 1954).

**Expectancy.** The probability that an individual believes reinforcement will follow their chosen behavior is known as expectancy (Rotter, 1966). According to Rotter (1954) there is a subjective component involved in expectancy. Ultimately, the individual's perspective and expectations in a particular circumstance are more

significant in forecasting behavior than the likelihood that a selected behavior will result in the expected reinforcement (Rotter, 1990).

**Reinforcement Value.** Reinforcement value is the desire for a particular reinforcer related to a phenomenon (Rotter, 1954).

**Psychological Situation.** Rotter (1954) emphasized that it is inadequate to state that a scenario may appear different to each person. In order to approach the problem objectively, psychologists must recognize a range of cues present in the scenario, as a result, it is possible to characterize different persons as responding to distinct environmental cues in an objective manner (Rotter, 1966).

According to Rotter (1966) the notion of social learning one would expect that the more obvious a circumstance is consistently classified as skillful, or by chance, in a particular culture, the lower the significance of such a broad expectation would contribute to identifying individual differences and influences on behavior.

### ***Measuring Locus of Control***

While reviewing the available literature related to locus of control, it is evident that various instruments are developed to measure general as well as domain specific locus of control of individuals. Some of the instruments are described under this section.

Rotter (1966) developed the Locus of Control Scale (LCS) a 29-item questionnaire that assesses a person's degree of internal-external control, or how much they believe that events are the consequence of their own behavior or outside influences. The LCS is a forced choice questionnaire since each item necessitate

respondents to choose a response option that offers a definite response. The respondent must choose from the "a" or "b" alternative the statement with which they agree the most for each item. Six filler items are inserted in the 29-item version to cover up the questionnaire's purpose. Internal control is shown by lower numbers, whereas external control is indicated by higher scores, the range of scoring is 0–13. The LCS is extensively used and has been translated into over 40 languages. Test-retest reliability was .78 and split-half reliability was .73. Rotter's Internal-External scale was created to measure generalized locus of control, which is a general notion of locus of control, and to predict behavior in a wide range of circumstances rather than for specific settings.

The Levenson Locus of Control Scales (LLOC) was developed by Levenson (1972) to measure different aspects of locus of control. Three scales (internal, powerful others, and chance) were constructed in order to measure belief in chance or fate expectancies as separate from a powerful others orientation (Levenson, 1972). The scale assessed a person's locus of control by scoring 24 questions on a six-point Likert scale, ranging from -3 (strongly disagree) to +3 (strongly agree). Each subscale has eight items and produces a unique score by summing the eight responses and deleting negative sums with a constant of +24. As a consequence, every respondent is assigned three scores ranging from 0 to 48, representing their feelings about each of the three dimensions.

Nowicki and Strickland (1973) developed the Nowicki-Strickland Locus of Control scale, on the basis of Rotter's definition of the internal and external control of reinforcement dimensions. There are 40 questions on the paper-and-pencil test, and

each response is marked with a yes or no. In relation to interpersonal and motivational domains including affiliation, achievement, and dependency, the items described instances of reinforcement. The test-retest reliability was .67 for the 8–11 age group ( $N = 98$ ) and .75 for the 12–15 age group ( $N = 54$ ).

Wallston et al. (1976) developed the Health Locus of Control (HLC) Scale, an area-specific measure of expectancies regarding locus of control developed for prediction of health-related behavior. Health Locus of Control Scale consists of 11 questions in a six-point Likert Scale based on internal and external locus of control. Alpha reliability found is .72 and concurrent validity is .33.

Miller et al. (1983) developed Miller Marital Locus of Control Scale (MMLOC) to measure the locus of control specifically for marital satisfaction, in order to determine whether married people ascribe their success and failure to internal or external sources. The scale has 44 items, which measure both the internal and external factors of marital satisfaction on a five-point Likert scale used by the respondent to mark their answers. When given to different groups, the Miller Marital Locus of Control Scale's Cronbach's alpha values range from .07 to .85, its construct validity is considered to be strong, and test-retest reliability is .80.

Trice (1985) developed the Academic Locus of Control Scale for college students, a 28-item true–false test of beliefs in personal control over academic outcomes. Over a five-week period, the scale's internal consistency was .70 and its test-retest reliability was .92, according to the KR-20 statistic. There was a .50 association between concept validity and Rotter's Internal-External scale.

Campis et al. (1986) developed the Parental Locus of Control Scale (PLOCS) to measure the internality and externality of how parents control the behaviour of their child and attributes their success and failure to internal and external factors. Respondents have to indicate their answers on a five-point Likert scale for the 47 questions on the scale, which are divided into subscales including parental efficiency, parental responsibility, child control of parent's life, belief in fate or chance, and parent control of child's behavior. The Parental Locus of Control Scale has Cronbach's alpha values between .65 and .85.

Spector (1988) developed a domain specific Locus of Control Scale with a 16-item test called the Work Locus of Control Scale (WLCS) to evaluate control beliefs in the workplace. The summated rating method has a score range of 1 to 6 and included six response options: disagree very much, disagree moderately, disagree slightly, agree moderately, and agree very much. Internal consistency (coefficient alpha) typically ranges from .80 to .85, and the overall score .96.

Chung and Ding (2010) developed a 12-item Sales Locus of Control Scale (SLCS) to assess the concepts of internal, chance, and powerful others. The SLCS was designed to evaluate how the salespeople attributed both internal and external variables to their success or failure. The scale's internal consistency is good, as indicated by its Cronbach alpha coefficient of .88.

Nimisha (2020) developed a Locus of Control Inventory on the basis of the type of locus of control such as internal and external locus of control to measure the locus of control of secondary school students. The inventory consisted of 24 statements and for each item the external and internal locus of control items are

denoted by the letters 'A' and 'B'. An exterior type item illustrates the person's role in luck or chance, whereas an interior type item demonstrates the person's conscious effort in his or her daily tasks. For each question, the students are asked to choose the statement with which they most agree. When a response represents an external locus of control, it receives a score of 1, and when a response represents an internal locus of control, it receives a score of 0. A score of 12 or more indicates that a student has an external locus of control, whereas a score of less than 12 indicates that a student has an internal locus of control and the score of 12 is regarded as neither an internal nor an external score. Cronbach alpha (.658) was employed by the investigator to determine the reliability of the inventory. Face validity was used to confirm validity of the scale.

### **Theoretical Overview of Social Competence**

Social competence significantly impacts children's self-perception and happiness, with research showing that socially competent children are more successful, popular, and satisfied with life, indicating that it's not a luxury (Kostelnik et al., 2012). Social competence is an area of research in social sciences as it is an important aspect of interpersonal relations and social situations and considered as an ability to handle social interactions effectively (Davidson et al., 2018; Baker & Schneider, 2007; Rose-Krasnor & Denham, 2009; Peerzada, 2018; Kaur & Singh, 2020; Orpinas, 2010). Adolescents' social competence in social situations is crucial to their social development and adaptive functioning (Devassy & Raj, 2012). According to Kostelink et al. (2012) students with strong social and emotional skills tend to have higher academic motivation, positive attitudes, fewer absences, more classroom

participation, higher achievement in subjects, fewer suspensions, and less high school dropout rates.

### ***Meaning of Social Competence***

Social competence is a multidimensional, developmental, situational and complex construct which encompasses all of the cognitive, emotional, and social knowledge and abilities individuals require to accomplish their objectives and connect with people effectively (Rose-Krasnor & Denham, 2009; Kumari & Kuntal, 2018). According to Semrud-Clikeman (2007), social competence is the capacity to consider another person's point of view in a situation, learn from prior experiences, and apply that knowledge to the constantly shifting social environment is known as social competency.

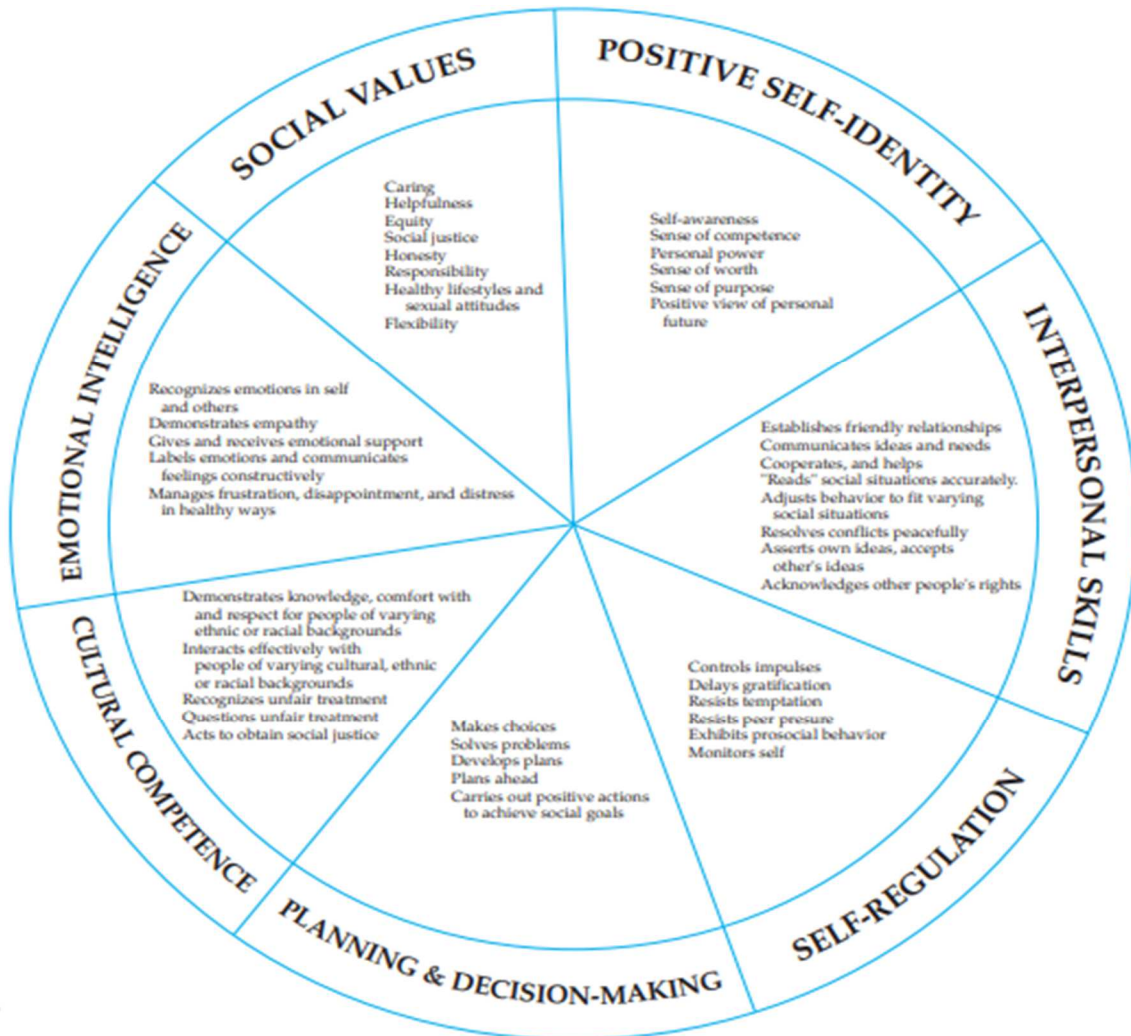
Social competence is the ability to engage in meaningful interactions with others, potentially vulnerable to interventions (Bashir & Peerzada, 2022). However, selecting the right children and periods for interventions remains challenging and the development of social competence is context-dependent and influenced by various processes throughout a child's life (Bashir & Peerzada, 2022). Social competence is the ability to build and sustain intimate connections, get along with people, and react appropriately in social situations (Surendra et al., 2023). Social competence involves the ability to evaluate social situations and determine what is expected or required; to recognize the feelings and intentions of others; and to select social behaviors that are most appropriate for that given context (American Psychological Association, 2022). According to Reitz (2012), social competence is the accumulation of information and abilities that can be used to assess the quality of socially competent behavior.

Social competency is the ability to behave sensibly in interpersonal interactions and it encompasses specific abilities, competencies, knowledge, and proficiency in producing outcomes (Thorndike, 1920, as cited in Singh et al., 2022). Therefore, social competency is the ability, knowledge, skill, and proficiency of an individual to establish social relationships with others in any circumstance (Singh et al., 2022). Students' social effectiveness is influenced by a wide range of skill development known as social competence, which includes their capacity to create and preserve mature, fulfilling relationships and to prevent victimization or unfavorable treatment from others (Kaur & Singh, 2020). According to Manzoor and Malhotra (2024), social competence is the ability to interact with others in a range of social situations while exhibiting appropriate conduct, communication, and emotional control. People who possess social competence can effectively navigate social expectations, facilitating positive relationships, and minimizing unfavorable outcomes like rejection or loneliness by understanding social cues, building relationships, settling disputes, and adjusting to diverse social contexts (Manzoor & Malhotra, 2024).

The elements of social competence mentioned by Kostelnik et al. (2012) is presented in Figure 4.

**Figure 4**

*Elements of Social Competence (Source: Kostelnik et al., 2012)*



Broderick and Blevitt (2010, as cited in Khanna, 2019) identified social competence in four categories such as *affective processes* (including empathy, valuing relationships and sense of belonging), *cognitive processes* (including cognitive ability, perspective taking and making moral judgments), *social skills* (including making eye contact, using appropriate language and using appropriate language and asking appropriate questions), and *high social self-concept*.

According to Reitz (2012) the components of social competence includes the areas such as cognitive, attitudinal, and behaviour areas which are separate but interdependent in nature. Effective information processing and a suitable understanding of oneself and the surroundings are two characteristics of the *cognitive* area. The ability to control one's own emotions and to produce and express feelings appropriate for the circumstance are both included in the *emotional, or attitudinal, or motivational* area. Lastly, the *behavioral* or actional domain includes both verbal and nonverbal skills (Reitz, 2012). Thus, social competence encompasses cognitive, emotional, and behavioral areas which are often based on interpersonal competence.

Social competence is the ability to engage in meaningful interactions with others, a skill that can be targeted for interventions. However, it's challenging to determine which children, periods, and underlying skills are optimal targets for interventions. The development of social competence is context-dependent, influenced by multiple processes at different times, and has been categorized in various ways over time (Junge et al., 2020). Junge et al. (2020) identified the skills of social competence as social encoding, social problem-solving, emotion regulation, communication, and empathy.

**Social Encoding.** The ability that calls for a youngster to pay attention to their social interaction with a partner and comprehend important clues from them, such as emotions, is known as social encoding (Junge et al., 2020).

**Social Problem Solving.** It is a logical extension of the preceding skill (social encoding), as it focuses on responding in such a way as to attain social goals, such as resolving disagreements with peers or getting access to peer play (Junge et al., 2020).

**Emotion Regulation.** Researchers emphasize emotion regulation as a crucial skill for social competence, as obtrusive, unpleasant behavior is often disliked by others due to the inability to control one's emotions and behaviors (Junge et al., 2020).

**Communication.** According to Hymes (1979, as cited in Junge et al., 2020) communicative competence is the capacity to utilize language effectively and appropriately in various social contexts and developing effective communication skills is, of course, crucial in the 'competent responding' required for maintaining positive involvement in relationships.

**Empathy.** Empathy is a wide notion that encompasses the ability to identify with another person by adopting their perspective (cognitive empathy) as well as sharing the emotions of another (affective empathy) (Junge et al., 2020). Empathy thus acknowledges the understanding that other individuals may have distinct emotions and sensations, while also allowing for grateful responses, both of which are necessary for maintaining social connections (Junge et al., 2020).

According to Arts (2012) social competence is the effectiveness in interaction and is expressed in a combination of concepts such as social perception, expressiveness, social adaptability, impression management and persuasiveness. Social perception is the ability to accurately perceive others, which predicts beneficial outcomes in organizations whereas expressiveness is the ability to express feelings and reactions clearly and openly, which influences an entrepreneur's success (Arts, 2012). Social adaptability is a crucial skill for entrepreneurs, as it allows them to operate effectively in various situations and interact with people from diverse backgrounds (Arts, 2012). Impression management is the use of behaviors to protect

self-images or influence others' perceptions whereas persuasiveness is the ability to change others' views or behavior in face-to-face encounters, helping individuals reach their personal goals in various contexts (Arts, 2012).

### ***Measuring Social Competence***

When analyzing the available research on social competence, it is clear that numerous instruments have been designed to evaluate social competence of individuals. This section includes descriptions of some of the instruments.

Sharma et al. (1992, as cited in Chauhan & Jogsan, 2018) developed the Social Competency Scale which includes social sensitivity, social maturity, social skills, social relationships, social commitment, social appreciation ability, socio-emotional integrity, social involvement, social respectability, social leadership, social cooperation and compliance, social acceptability, social tolerance, social competition, social authority, adult-resource exploitability, social participation, and pro-social attitude components that comprised of 50 items. This grading system included five points: "very high", "high, average", "low", and "very low." The test-retest reliability is .67, and the coefficient of inter-rater reliability is .67.

Poduthas (2003) developed the Social Competence Scale to measure social competence of secondary school students. The scale consists of 41 items developed on the basis of components such as understanding others, developing others, service orientation, leveraging diversity, organizational awareness, influence, communication, conflict management, leadership, change catalyst, and social

coordination. Construct validity of scale is .73 and test-retest reliability ensured with correlation coefficient .81.

The Multisource Assessment of Social Competence Scale, which has 15 items that incorporates four social competence factors such as cooperation abilities, empathy, impulsivity, and disruptiveness was created by Junttila et al. (2006). The pro-social component of social competence was assessed using cooperation abilities and empathy (8 items), whereas the antisocial component was evaluated using impulsivity and disruptiveness (7 items). For each of the 15 items, responses ranged from 1 (not at all) to 4 (very much). The pro-social component has a score range of 1–32; a low score denotes less prosocial conduct, whereas a high score denotes more prosocial activity. The antisocial dimension has a score range of 1 to 28, with a low score denoting less antisocial conduct and a high score denoting more antisocial activity. With Cronbach alpha values, each of the four subscales ranged from .75 to .93, indicating high to outstanding reliability.

Adolescent Social Competence Scale (ASCS) developed by Devassy and Raj (2012) included eight factors, school competence, team organizing competence, peer social competence, social cognition, home related social competence, social emotional competence, social forethought and compassion, and social flexibility, that are measured by the 37 items on the scale. Cronbach's alpha and split-half reliability were used to determine the reliability of the entire scale, and Cronbach's alpha was used to determine the reliability of the subscales. The developers of the scale determined that it has a reliability of .93 and a validity of .87.

Shujja and Malik (2015) by using factor analysis conflict management, individuality, self-efficacy, social adaptability, resolving identity crisis, and acceptance of social norms were among the sub-constructs that were taken into consideration when developing the Social Competence Scale for Adolescents (SCSA). Each focus group verbatim was transcribed, and 73 behaviors were selected after removing inappropriate behaviours. Using the response formats Never (1), Sometime (2), Often (3), and Always (4), they were converted into statements. Six distinct factors—self-efficacy, sociability, adaptability, leadership, self-confidence, and social initiative—were identified via a multiple component factor analysis using varimax rotation. While some of them had theoretical significance, others were in line with conceptions that were produced experimentally and 53 elements with six statistically determined unique components made up the final scale.

Jaseena and Vijayan (2016) developed a Social Competence Scale based on the components of social competence such as social skills, social awareness, and self-confidence. The scale consists of 40 statements on the above-mentioned components and among the items 22 were positive and 18 were negative items that was scored on a three-point scale.

Social Competence Scale developed by Mumthas and Safna (2016) consisted of 58 items on the dimensions civic sense, leadership quality, social value and environmental awareness. The reliability coefficient is .87, which is a respectably a high value that indicates the scale is reliable for assessing secondary school pupils' levels of social competence and scale possessed face validity.

Gómez-Ortiz et al. (2019) developed the Adolescent Multidimensional Social Competence Questionnaire (AMSC-Q). The AMSC-Q consists of 26 Likert-type items with a seven-point rating system, where 1 denotes a total falsehood and 7 denotes a complete truth. Five factors - prosocial behavior, social adjustment, normative adjustment, perceived social efficacy, and cognitive reappraisal - were used to design the items. Significant and positive values were found in the test-retest reliability and internal consistency, which ranged from .73 to .90 in the various subscales (.66 in prosocial behavior, .51 in social efficacy, .35 in cognitive reappraisal, .69 in social adjustment, .74 in normative adjustment, and .70 overall).

Smitha (2019) developed the Social Competence Scale to measure the social competence of higher secondary school students. The Social Competence Scale consisted of 34 items based on the components empathy and social skills. Empathy includes the subcomponents such as understanding others, developing others, service orientation, leveraging diversity, and political awareness. Social skills include influence, communication, leadership, collaboration and cooperation, team capabilities, change catalyst, conflict management, and building bonds. Criterion validity of the scale is .61 and the value of Cronbach's alpha was found to be .77.

Luna et al. (2020) developed the Adolescent Multidimensional Social Competence Questionnaire (AMSC-Q) to assess social competence which contains 26 Likert-type items scored on a scale from 1 to 7 (1 = completely false; 7 = completely true). Cognitive reappraisal, social adjustment, prosocial behaviour, perceived social efficacy, and normative adjustment are the five components of social competence that are measured by this tool. Cognitive reappraisal ( $\alpha = 0.71$ ;  $\Omega = 0.70$ ),

social adjustment ( $\alpha = 0.84$ ;  $\Omega = 0.83$ ), prosocial conduct ( $\alpha = 0.76$ ;  $\Omega = 0.72$ ), perceived social efficacy ( $\alpha = 0.80$ ;  $\Omega = 0.77$ ), and normative adjustment ( $\alpha = 0.79$ ;  $\Omega = 0.79$ ) were the indicators of reliability.

Kuranchie and Addo (2021) developed Adolescents' Social Competence Questionnaire (ASCQ). The four sections of the Adolescents' Social Competence Questionnaire (ASCQ) each aimed to assess the students' personal, social, peer relation skills as well as their demographic data. Following validation by two experts in education and sociology, respectively, the two sets of questionnaires were determined to be valid assessments of adolescents' social competence. The reliability coefficient of the instruments was computed, and the results of the teacher and peer questionnaires were .84 and .85, respectively. It was also discovered that the instruments have a high degree of internal consistency.

Himna (2024) developed Scale on Social Competence to measure the social competence of secondary school students on the basis of the components social values, development of a sense of positive self-identity, acquisition of interpersonal knowledge and skill, planning and decision making, and emotional intelligence. The 27-item Likert-type scale enables respondents to select from five possible answers: completely agree, agree, disagree, neither agree nor disagree, and completely disagree. A positive statement receives the scores: 5, 4, 3, 2, and 1 for completely agree, agree, disagree, neither agree nor disagree, and completely disagree, respectively. Negative statements are scored using a reverse approach. The scale consisted of 13 negative and 14 positive statements. The overall score of social competence is calculated by adding the scores for each item. The Cronbach's alpha

coefficient of .84 ensured the internal consistency of the scale, while the correlation coefficient for the test-retest method obtained was .69. The criterion-related validity coefficient obtained was .71.

### **Theoretical Overview of Entrepreneurial Attitude**

Entrepreneurship is essential for the survival of society and long-term growth in the modern era (Bruyat & Julien, 2001). Compete economically in the global market and create job possibilities are the two main objectives of entrepreneurship as well as increased income and fulfilling professions are two possible advantages of being an entrepreneur (Tentama & Abdussalam, 2020). At the International Symposium on Education for the 21<sup>st</sup> century, which took place in Beijing in 1989, the United Nations Educational, Scientific, and Cultural Organization initially developed and put out the notion of entrepreneurial education (Liu et al., 2022). Entrepreneurship reduces unemployment by creating employment opportunities, and as more people work in the industry and business, the number of unemployed individuals decreases (Aulia & Evanita, 2020). Academicians and researchers are becoming increasingly interested in the rapidly emerging field of entrepreneurship, as it is perceived as the driving force behind economic progress (Bruyat & Julien, 2001). Entrepreneurs create wealth for others as well as for themselves by creating jobs (Azharuddin & Al-Kahtani, 2024). To be successful, entrepreneurship requires the ability to recognize business possibilities and opportunities, generate original ideas, and take calculated risks (Liu et al., 2022).

Entrepreneurship is important, as it is one of the forces driving innovation and economic development in the context of globalization and rapid technological

development (Andriadi & Idrus, 2024). The entrepreneurship curriculum gives theoretical underpinnings and foundations as well as stimulates students' entrepreneurial zeal and imparts practical knowledge and molds students' entrepreneurial mindsets (Purwanti et al., 2024). The importance of entrepreneurship education is becoming more widely acknowledged in the larger initiatives to address the problem of youth unemployment worldwide (de Rezende & Christensen, 2009). It was believed that entrepreneurship education was crucial to help aspiring entrepreneurs to cultivate an entrepreneurial attitude and mindset (Aulia & Evanita, 2020). More emphasis on entrepreneurship is one of the new tactics that are required to prepare young people for the shift from school to work (de Rezende & Christensen, 2009).

A high percentage of youth unemployment is one of the most important issues in every country. Interventions through entrepreneurship education are believed to be beneficial in developing entrepreneurs, whose endeavors and activity will eventually contribute to decreasing the burden of youth unemployment (Egbetokun et al., 2024). Through entrepreneurship education, students learn a variety of skills that can improve and raise their standard of living, additionally experts and researchers emphasized that the goal of entrepreneurship education is to help countries for development and growth (Mwasalwiba, 2010). One of the effective solutions to overcome a range of social problems such as poverty, unemployment or other forms of social backwardness is entrepreneurship (Syahrini et al., 2024). It is widely recognised that entrepreneurship is a major force for the development of the economy and is considered as a key factor in economic development, promoting growth,

innovation, and change (Ince et al., 2023). Entrepreneurship is an important activity that promotes innovation, economic mobility, development of new jobs, industrial growth, and expansion of the business sector (Begum & Gogoi, 2023).

Entrepreneurship provides a path for those who desire to achieve success in life and considered crucial for people, regardless of whether they plan to start their own company or seek other sources of income, including employment (Weerasinghe, 2020). Students understand and learn how to take risks, use creativity to solve problems, empathize with others, accept failure as a necessary part of growth, and realize the connection between perseverance, and achievement through entrepreneurship education (Rongpipi & Sharma, 2023). The goal of entrepreneurship education is to provide students with the necessary information, abilities, and motivation to support successful entrepreneurship in a variety of contexts (Nwakaego & Agwu, 2023). Young people who receive entrepreneurial education will be inspired to think about the contribution of entrepreneurship and business to social and economic progress (Weerasinghe, 2020). Additionally, students are given the opportunity to learn about changes taking place in their own countries and are urged to consider self-employment and entrepreneurship as their career (de Rezende & Christensen, 2009). According to Pahuja and Sanjeev (2015), entrepreneurship is the process of creating something new and valuable by investing the required time and effort, taking on the related financial, psychological, and social risks, and reaping the rewards of financial nature, personal fulfillment, and decision-making independence. Therefore, the process of taking the initiative to launch a new business, allocating

different resources, and accepting the difficulties and risks associated with is known as entrepreneurship.

### ***Meaning of Entrepreneurship and Entrepreneurial Attitude***

The word "entrepreneurship" was derived from the French word "entreprendre," that means "to undertake", which implies to start new company endeavors (Abun et al., 2018). Schumpeter (1934) defined entrepreneurs as innovators who use a process of shattering the status quo of the existing products and services, to set up new products as well as new services. Entrepreneurship research is crucial and relevant today because of its ability to contribute to job creation, economic success, globalization, creativity, renewal, and attention to social challenges (Rongpipi & Sharma, 2023). Entrepreneurship is a multifaceted process involving vision, innovation, and execution, as described by Kuratko (2005). An entrepreneur is a dynamic, action-oriented, and highly motivated individual who sets up their own business with the intention of making profit and is responsible for making economic decisions that benefit society (Sukumar et al., 2022). Successful entrepreneurs take calculated risks, build a competent team, and secure resources as well as they have strong business acumen, develop sound plans, and see opportunities amidst complex situations (Smith et al., 2019). An entrepreneur can be defined as a person who tries to create something new, organizes production, and undertakes risk and handles economic uncertainty involved in enterprise (Khanka, 2021). By analyzing the definitions, it is evident that the entrepreneur possesses various characteristics such as innovator, risk taker, organizer, decision maker, hard worker, motivator, and presumes opportunities in complex situations.

National Knowledge Commission (NKC) of India (2008) defined entrepreneurship as the professional application of knowledge, skills, and competencies and/or of monetizing a new idea, by an individual or a set of people by launching an enterprise or diversifying from an existing one, thus, to pursue growth while generating wealth, employment, and social good. According to Pahuja and Sanjeev (2015), entrepreneurship is the process of creating something new and valuable by investing the required time and effort, taking on the related financial, psychological, and social risks, and reaping the rewards of financial nature, personal fulfillment, and decision-making independence. The process of taking the initiative to launch a new business, allocating different resources, and accepting the difficulties and risks associated with it is known as entrepreneurship (Robinson et al., 1991). Entrepreneurship involves starting a new company, leveraging economic prospects and funds, and implementing exploration and risk management to create value for social benefit and profit (Manisha & Singh, 2016). Entrepreneurship is a multifaceted phenomenon and an entrepreneur is an individual who establishes and manages a business for profit and growth (Smith et al., 2019). According to traditional definitions, entrepreneurship is the act of creating, establishing, and managing a new firm that usually start out as small businesses that sell or lease out goods, services, or processes in which the individuals who carry out these tasks are referred to as "entrepreneurs" (Sreedhar, 2021). According to Maity (2022) the intentional action taken by an individual or group of linked individuals with the goal of establishing, sustaining, or growing a profit through the manufacturing or distribution of goods and services for the economy is known as entrepreneurship. The capacity to find, develop,

or invent possibilities and use them effectively for the betterment of society is referred to as entrepreneurship (Sukumar et al., 2022).

Social psychology scholars define "attitude" as an individual's cognitive process, including self-evaluation and evaluation of others, events, and activities (Fan et al., 2024). According to Ajzen (1991), attitude toward a behavior is defined as the extent to which an individual has a favorable or unfavorable evaluation or appraisal of the behavior in question. According to Robinson et al. (1991), entrepreneurial attitude measures individuals' attitudes towards achievement in business, innovation, personal control of business outcomes, and self-esteem in business. Individuals with a high need for achievement perform better with non-routine tasks and take accountability for their performance as well as the achievement motive is based on planning and striving for excellence (McClelland, 1961). According to Souitaris et al. (2007), attitude toward self-employment in the context of entrepreneurship is the difference between perceptions of personal desirability in becoming self-employed and organizationally employed. Attitude toward start-up is the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur, according to Liñán and Chen (2009). According to Vamvaka et al. (2020), attitude towards entrepreneurship is a two-dimensional concept with an instrumental component connected to self-efficacy and an emotional component linked to commitment. Entrepreneurial attitude, defined as one's favorable disposition toward entrepreneurship, encompasses perceptions of its advantages and disadvantages (Fan et al., 2024).

### ***Characteristics of Entrepreneurs***

Entrepreneurship Development Institute of India, Ahmedabad, under the guidance of McClelland (as cited in Khanka, 2021) identified a set of entrepreneurial characteristics that leads to superior performance of the entrepreneurs such as initiative, looking for opportunities, persistence, information seeker, quality consciousness, committed to work, efficiency seeker, proper planning, problem solver, self-confidence, persuasive, efficient monitor, employees' well-wisher, and effective strategist. According to Coon (2004) entrepreneurs are often opportunity-driven, creative, innovative, possess strong management skills, optimistic, emotionally resilient, hardworking, committed, competitive, seek improvement, transformational, lifelong learners, integrity minded, and use failure as a learning opportunity.

According to Salamzadeh et al. (2014) entrepreneurial profile of an individual consists of eight traits such as open mindedness, need for achievement, pragmatism, tolerance of ambiguity, visionary, challenge taking, risk taking, and internal locus of control. The characteristics traits of entrepreneurs as mentioned by Loss and Bascunan (2015) are risk assessor, wise, smart, accepting new ideas, executive leadership development, enthusiastic, passionate, honesty, integrity, and trustworthy. Furthermore, Loss and Bascunan (2015) suggested that the entrepreneurship profile of a person consists of characteristics such as self-control, self-confidence, sense of urgency, comprehensive awareness, realism, conceptual ability, status requirements, interpersonal relationships, and emotional stability. According to Sambu and Kihara (2015) entrepreneurship characteristics include determination skills, leadership skills,

opportunity recognition, risk tolerance, and motivation in entrepreneurs using proxies such as pressure, time keeping, passion, loyalty, discipline, persistence, commitment, team building, leadership style, and decision-making abilities. Entrepreneurial behaviour is defined by Arts (2012) as a set of characteristics which are innovativeness, taking risks, and proactiveness.

According to Mazumdar-Shaw (as cited in Khanka, 2021), pioneer biotech entrepreneur, the qualities of a successful entrepreneur are spirit of challenge, sense of conviction, resourcefulness, ethos of persistence, ability to manage failure, problem solving approach, ability to spot and leverage opportunity, building core competence and excellence, uncompromising work ethic, and building a strong organizational DNA through differentiation. Khanka (2021) identified the characteristics of successful entrepreneur as hard work, desire for high achievement, highly optimistic, independence, foresight, good organizer, innovative, perseverance, and team spirit.

Maity (2022) entrepreneurial traits include vision, creativity, resilience, taking risks, drive, passion, agility, and adaptability. According to Madhu and Gaba (2023) the dimensions of entrepreneurship attitude are innovation, motivation of achievement, organizational building, group level pattern, managerial skill and leadership, gap filling, status withdrawal, and structural transformation. Structural transformation involves four factors: behavioral uniqueness, demand motivators, effective organizational planning and execution systems, and a competent labor force. Gnanamkonda and Naidu (2024) identified that entrepreneurial attitude includes risk tolerance, innovation, visionary leadership, and flexibility. Global Entrepreneurial Development Institute (2024) conceptualized the individual variables that contribute

to the entrepreneurial attitude are opportunity perception, skill perception, risk perception, know entrepreneurs, and career status.

### ***Importance of Entrepreneurship Education***

Entrepreneurship is a key strategy for promoting economic growth, invention, and creativity, and is essential for all countries competing in the knowledge-based global market (Begum & Gogoi, 2023). Entrepreneurship is gaining popularity among students who wish to start their career as entrepreneurs and research also shows that studying business or management through various techniques and courses positively impacts their intentions to become entrepreneurs (Weerasinghe, 2020). Entrepreneurship, a subject that can be taught separately, as a sub-topic, or integrated into other courses, has gained prominence in higher education for its emphasis on economic success and job creation, but is not yet a comprehensive teaching methodology (Rongpipi & Sharma, 2023). According to Mwasalwiba (2010), entrepreneurship education is a process of learning intended to change people's attitudes, behaviors, beliefs, and desires toward entrepreneurship as a career choice or as a way to contribute to the growth of their position in the community.

Entrepreneurship education equips students with knowledge, skills, and motivation to achieve entrepreneurial success in various settings (Nwakaego & Agwu, 2023). Entrepreneurship contributes to economic growth by providing both direct and indirect job opportunities for millions of individuals (Hardie et al., 2020). Entrepreneurs explore resources like labor, cash, and technology, and act as agents of change by pursuing new business projects and taking initiative as well as indirectly establish industrial units and contribute to the development of new economic activities

(Madhavi et al., 2022). Akpomi (2009) stated that the goal of entrepreneurship education is to instill an entrepreneurial mindset in pupils within the allotted time frame and additionally, it seeks to strengthen entrepreneurial attitudes, which support the development of creative practices in their professional lives. Entrepreneurship education equips individuals with leadership, time management, and communication skills, as well as understanding the significance of business social responsibility and ethics (Hardie et al., 2020). Entrepreneurship not only creates economic prospects but also shapes responsible and ethical business management individuals (Andriadi & Idrus, 2024).

Besides the development of new, creative, sustainable, and innovative businesses, entrepreneurship education also helps society by developing green and social entrepreneurs who solve pressing environmental and socioeconomic issues (de Rezende & Christensen, 2009). The main obstacles for entrepreneurship development are the low level of entrepreneurial guidance, low quality of entrepreneurship education, and the low interest in entrepreneurship among vocational school students, resulting in a mismatch between graduates and market demand (Jazuli et al., 2023). Entrepreneurship education and training equip individuals with confidence, awareness, and business prospects by teaching them to explore possibilities, research concepts, make financial decisions, and start their own enterprises (Fan et al., 2024). Fayolle et al. (2006) suggested that the main aim of entrepreneurship education is to generate positive attitudes towards entrepreneurship activities and develop thinking skills which will enable students to recognize, screen and pursue opportunities. People who get entrepreneurship education are more likely to have an inventive mindset,

which benefits the nation's economy. As a result, individuals are more likely to study entrepreneurship and attempt to develop their lives and careers in novel ways. Thus, entrepreneurship education enhances positive attitude which in turn leads to development of entrepreneurial motive. Entrepreneurial motive is influenced by factors such as achievement motive (McClelland, 1961), creativity (Schumpeter, 1934), self-efficacy, locus of control, risk taking, and communication (Khanka, 2021).

### ***Theories of Entrepreneurship***

The evolution and development of entrepreneurship can be traced back to the middle ages of the 17<sup>th</sup> century and various theories have evolved till date (Khanka, 2021). Entrepreneurship theories are rooted in economics, psychology, sociology, anthropology, and management which depicts the multidisciplinary nature of entrepreneurship (Simpeh, 2011). As the present study focuses on personal and sociological factors that influence entrepreneurship attitude, under this section some entrepreneurship theories which are related to psychological, sociological, personality, and resource-based theories of entrepreneurship are briefly explained.

**Risk Bearing Theory.** Knight's (1921) risk bearing theory emphasizes the importance of entrepreneurship, stating that risk creates profit, and more risk leads to more gain. According to Knight (1921), profit is the reward of bearing risk, also known as the normal cost of production. Knight (1921) also emphasizes the uncertainty of an entrepreneur's income, with insurable and non-insurable risks as well as entrepreneurs earning profit by bearing uncertain non-insurable risks, which are the most important feature of entrepreneurship.

**Innovation Theory.** Schumpeter (1934) emphasized that the human is the centre of economic development, stating that entrepreneurs are the major drivers of innovation and new combinations. Schumpeter (1934) believed that motivated by a spirit for power, entrepreneurs possess innate abilities to choose correct answers, energy, will, and a capacity to withstand social opposition. In the point of view of Schumpeter (1934), innovation, creating new things, is the crucial factor in entrepreneurship, alongside risk and organizing functions. Schumpeter (1934) defines entrepreneurship as innovation in various forms, including products, processes, methods, and markets, bringing technological changes to society as well as differentiates between inventors, who invent new methods and processes, and innovators, who use these inventions to offer new products in the market. According to Schumpeter (1934) five forms of innovation an entrepreneur can introduce in the enterprise are new methods of production, new sources of supply of raw materials, new market, new combination of factors of production, and new form of business. Thus, entrepreneurship is a creative activity that can involve introducing new products, improving existing products, using new production methods, opening new markets, acquiring new raw material sources, and forming new organizational structures, which lead to new products, improved quality, and new market entry (Schumpeter, 1934).

**Need for Achievement Theory.** McClelland (1961) focused on three needs such as need for achievement, need for power, and need for affiliation. According to McClelland (1961) need for achievement (“n Ach”) is a behaviour directed towards competition with a standard of excellence and emphasized that people with a high

need for achievement perform better than those with a moderate or low need for achievement. Need for power (“n Pow”) is concerned with making an impact on others, the desire to influence others, the urge to change people, and the desire to make a difference in life (McClelland, 1961). Need for affiliation (“n Aff”), according to McClelland (1961), is defined as a desire to establish and maintain friendly and warm relations with other people and people with high need for affiliation have a strong desire for acceptance, approval from others, and value the feelings of others. McClelland (1965) believed that all the three needs may simultaneously be acting on an individual but as far as an entrepreneur is concerned a high need for achievement is dominating one. From the viewpoint of McClelland (1965), a high achiever (entrepreneur) sets realistic goals, takes planned risks, takes individual responsibility for problem-solving, seeks feedback, and seeks achievement for personal satisfaction rather than economic rewards or social recognition as well as they value individual responsibility and seek feedback on their performance.

**Sociological Theory of Entrepreneurship.** Reynolds (1992) identified four social contexts that influence entrepreneurial opportunity: social networks, life course stage, ethnic identification, and population ecology, and these factors play a crucial role in the survival of businesses and the success of new ventures. Social networks focus on building trust-based relationships, while the life course stage analyzes an individual's life situations and characteristics (Reynolds, 1992). Ethnic identification influences thought and action, while sociological background influences motivation and population ecology considers environmental factors like political systems, government legislation, customers, employees, and competition (Reynolds, 1992).

**Personality Trait Theory.** Coon (2004) defines personality traits as stable qualities that a person demonstrates in most situations and believes that an individual has enduring inborn qualities or potentials that naturally make them an entrepreneur. Some characteristics associated with entrepreneurs include being opportunity-driven, demonstrating high creativity and innovation, and having strong management skills (Coon, 2004). Entrepreneurs are also optimistic, emotionally resilient, hardworking, committed, and persevering as well as entrepreneurs thrive on competitive desire to excel and win, often dissatisfied with the status quo and seeking improvement (Coon, 2004). According to Coon (2004) entrepreneurs are transformational, lifelong learners, and believe they can personally make a difference as well as individuals of integrity and visionary.

### ***Measuring Entrepreneurial Attitude***

Examining the literature on entrepreneurial attitude, it is clear that a variety of tools have been developed to assess students' entrepreneurial attitude. This section provides descriptions of a few of the instruments to measure entrepreneurial attitude.

Robinson et al. (1991) developed the Entrepreneurial Attitude Orientation Scale, which evaluates four entrepreneurial attitudes: achievement, self-esteem, personal control, and economic innovation. The authors found that the sub-scales had test-retest reliabilities of .76, .76, .71, and .85. The Cronbach alpha coefficients for the four subscales are .84, .73, .70, and .90, respectively. Factor analysis of a 13 items questionnaire indicated three factors: economic innovation (.90), achievement/personal control (.80), and self-esteem (.77) and three factors comprised of 29, 21, and 12 items respectively in the scale.

Ameen (2013) developed and standardized Scale on Attitude towards Entrepreneurship to measure the attitude of degree students. The scale consisted of 44 items based on the dimensions such as innovation, ability to take risk, decision making and problem solving, leadership and communication, goal setting and ability, self-confidence and self-determination, technical knowledge, ability to use resources effectively, managerial skill, income generation motive, perseverance and hard work, teamwork and market orientation, and social skill. Face validity of the scale was ensured and reliability coefficient obtained in test-retest method was .78.

Singh and Rahman (2013) developed a Questionnaire on Entrepreneurial Traits to measure to entrepreneurial traits of the based on the components such as Individual smartness / ability to recognize highly potential business opportunity, creativity, innovativeness, self-efficacy /self-confidence / self-belief, dedication and hard-work, internal locus of control / (believing that actions determine the rewards), risk taking propensity / attitude towards risk / taking calculated risk, tolerance of uncertainty / ambiguity, sincerity and commitment, endurance /continuing for long time, good planning, ability to make decisions, flexibility / adaptive to change and goal oriented. The instruments consisted of 14 statements rated on a five-point Likert scale ranging from strongly agree to strongly disagree and the reliability of instrument was ensured by using Cronbach's alpha with a coefficient of .714.

Nair (2015) measured the entrepreneurial skills of higher secondary school students by using Entrepreneurship Skills Inventory. The inventory consisted of 30 items based on the components such as innovation, commitment and self-motivation, multi-skilled, leadership skill, self-confidence and ability to bounce back, risk taking,

decision making, initiative, independence, hard work, and desire for high achievement. The validity of the instrument was ensured by face validity and reliability ensured by Cronbach alpha (.80).

Entrepreneurial characteristics were measured by using a questionnaire by Sambu and Kihara (2015) which consists of a variety of proxies, including pressure, timekeeping, passion, loyalty, discipline, persistence, and commitment, were used to assess determination skills. The proxies were on a five-point Likert scale, where 5 meant "very well," 4 meant "well," 3 meant "somewhat," 2 meant "very little," and 1 meant "not at all." Using proxies for team building, leadership style, ability to guide, years of experience, and decision-making skills, among other things, entrepreneur leadership skills were assessed. A five-point Likert scale was employed, with 5 denoting more effective, 4 effective, 3 less effective, 2 neutral, and 1 ineffective. A five-point Likert scale was also used for assessing the entrepreneur opportunity recognition, with 5 denoting "very well," 4 "well," 3 "somewhat," 2 "very little," and 1 "not at all." With a likert scale of 5 = More Effective, 4 = Effective, 3 = Less Effective, 2 = Neutral, and 1 = Ineffective, an entrepreneur's risk tolerance was measured by a number of proxies, including a preference for high-risk initiatives and the desire to optimize the possibilities of a particular opportunity. A five-point Likert scale, with 5 representing strongly agree, 4 representing agree, 3 representing neutral, 2 representing disagree, and 1 representing strongly disagree, was used to measure proxies for entrepreneur motivation, which included, among other things, the need to be one's own boss, the use of prior experience, offering employment to others, and

closeness to family. Reliability coefficients of the questionnaire indicate .80 above Cronbach's alpha for all the components measured.

Smitha (2017) developed and standardized Scale on Attitude towards Entrepreneurship to measure the attitude of higher secondary school students. The scale consisted of 50 items based on the components such as planning, decision making, goal oriented, self-confidence, hard work, innovation, leadership, technical knowledge, self-confidence, communication skills, and risk. Content validity and face validity of the tool was ensured. The reliability of the tool was ensured by using Cronbach's Alpha with a coefficient of .874.

Abun et al. (2018) developed a questionnaire to measure the entrepreneurial attitude of senior high school students of the Philippines. Questionnaire on Entrepreneurial Attitude consists of 50 items on the components such as need for achievement (10 items), need for autonomy (10 items), creative tendency (10 items), calculated risk taking (10 items), and drive and determination (10 items).

Harisundar and Rajalakshmi (2023) measured the attitude towards entrepreneurial ventures of mechanical engineering students of Kerala by using a Questionnaire on Entrepreneurial Attitude. The 36-item questionnaire is divided into six categories such as involvement, entrepreneurial activities, influence of Innovation and Entrepreneurship Development Centers (IEDC), effectiveness of programmes conducted by government organization, effect of barrier factors, and entrepreneurship education. The questionnaire employed a five-point Likert scale to evaluate the degree of implementation consisting Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The overall Cronbach's alpha for the questionnaire was

.872. Cronbach's alpha values, for the six categories which varied from .615 to .780, showed that the instrument was very reliable. The developers ensured the face validity of the questionnaire.

Gupta et al. (2024) developed a Questionnaire on Entrepreneurship Attitude and Perception to measure the perception and attitude of technical education students towards entrepreneurship. The questionnaire consisted of 30 statements on the components entrepreneurial intention, entrepreneurial support, entrepreneurial inspiration, attitude towards entrepreneurship and entrepreneurial perception. The Cronbach alpha value obtained for the questionnaire is .70.

### **Review of Related Studies**

This section deals with the review of empirical studies related to Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude. The investigator thoroughly reviewed numerous research studies associated with the variables under investigation, and only the review of relevant and latest empirical researches is included in this section.

#### **Related Studies on Career Decision Making Self-Efficacy**

Park and Harris (2024) examined the association between family-related factors (e.g., family relationship quality) and youth's career decision-making self-efficacy and potential factors influencing the connection between family relationship quality and youth's career decision-making self-efficacy. Sample for the study consisted of 425 youth in the southeastern region of the United States. Results of path analysis indicated that family relationship quality did not have a direct association

with youth's career decision-making self-efficacy, instead, youth's positive decision-making skills had a full mediating effect on the association between the quality of youth-family member relationships and their self-efficacy for career decision-making.

Baldon et al. (2023) investigated the connection between parental career behavior and the career decision-making self-efficacy of senior high school students ( $N = 47$ ) at UM Peñaplata College. The findings revealed a significant level of parental career behavior which indicated that parents had an active role in career development and decision-making of their children. Additionally, the students showed a high degree of career decision making self-efficacy, which implied that they continuously showed confidence when making decisions pertaining to their careers. The results also revealed a significant relationship between parent career behavior and career decision making self-efficacy of students.

Disha et al. (2023) investigated the association between family influences and college students' career decision-making self-efficacy in their first year, graduate, and postgraduate programs ( $N=300$ ). Results indicated that the family influence on psycho-social support had a positive correlation with career decision making self-efficacy, and parental general psycho-social support was statistically an important factor in predicting career decision-making self-efficacy. Family influence on career action has a negative correlation with career decision-making self-efficacy. Hence, it was found that if the family influences in career action increases, career decision-making self-efficacy decreases and vice versa. Results also indicated that there exists gender difference between career decision-making self-efficacy and for family

influence. Additionally, female students scored high scores in career decision making self-efficacy.

Salim et al. (2023) investigated the role of career decision self-efficacy (CDSE) as a mediator of the relationship between peer support and career adaptability among college students. The participants for the study consisted of final-year college students in Indonesia ( $N = 538$ ). The results of the study showed that CDSE fully mediated peer support on career adaptability. Career decision self-efficacy is positively correlated with career adaptability and 72.70 percent of students had moderate level of career decision self-efficacy.

Parola (2023) examined the mediating role of career adaptability in predicting role of willingness to compromise and career decision self-efficacy. The sample consisted of 237 Italian university students. The findings demonstrated that while career adaptability mediates the association between willingness to compromise and career decision self-efficacy, willingness to compromise predicts both career decision self-efficacy and career adaptability. Self-efficacy in making career decisions is positively correlated with willingness to compromise and career adaptability.

Under et al. (2023) investigated the effectiveness of the ESTU 401 Transition to Professional Life (1+1; 2 ECTS) course, designed to help university senior students gain the competencies needed for career development and to develop their existing competencies, on the students' career decision making self-efficacy (CDMSE) levels. An experimental model with a pretest-posttest control group was employed to assess how the eighth semester ESTU401 course affected the students' differentiation status and career decision making self-efficacy based on the variables influencing these

levels. A sample of 169 students took part in the post-test study, whereas 193 students took part in the pre-test research. According to the findings, students who took ESTU401 had higher levels in all areas related to career decision-making self-efficacy. Furthermore, there exists differences in the students' career decision making self-efficacy scores in terms of their degree of departmental satisfaction.

Wang et al. (2023a) investigated the antecedents of career decision self-efficacy (CDSE) and provided a comprehensive understanding of the factors that influence this critical construct in career development and decision-making. A meta-analysis of 43 separate studies with 17,143 individuals and 90 associations was used in this investigation. Results of the study indicated that CDSE has a negative correlation with neuroticism and a positive correlation with social support, age, agreeableness, conscientiousness, emotional intelligence, extraversion, openness, and proactive personality. Additionally, the data also revealed that sample gender and mean age mediate the association between CDSE and age, core-self assessments, and neuroticism.

Wang et al. (2023b) investigated the mediating roles of career decision self-efficacy (CDSE) between diverse sources of social support and adolescents' career adaptability based on social cognitive career theory model of career self-management. The sample consisted of 1,268 Chinese adolescents. The findings showed that, through career decision self-efficacy, adolescents' career adaptability may be impacted by friend, teacher, and family support. Support from friends and family had less of an impact than that from teachers. Additionally, there were differences between

junior and senior high school students in the effects of various social support sources on career decision self-efficacy and vocational adaptability.

Zhang et al. (2023) examined the mediation effect of positive affect in the relationship between proactive personality and career decision self-efficacy and the moderated effects of social class and gender in the mediating model among 371 Chinese college students in which 229 were females. The findings demonstrated that proactive personality promoted positive affect, which in turn improved career decision making self-efficacy. Additionally, students with higher subjective social class and female students benefited more from proactive personality traits in terms of positive affect. Results also indicated that career decision self-efficacy is related to proactive personality and gender as well as social class mediates the effects of career decision self-efficacy of Chinese college students.

Zhou et al. (2023) investigated the relationship between career decision-making self-efficacy, employability, and emotional intelligence among senior vocational students ( $N = 1,078$ ) in Guangdong, Hong Kong, and Macau Bay Area. The results revealed that career decision-making self-efficacy of senior vocational students was high and had a significant positive effect on employability. Emotional intelligence of senior vocational students was high and had a significant positive effect on employability. Career decision-making self-efficacy of senior vocational students had a significant positive effect on emotional intelligence. Furthermore, Emotional intelligence of senior vocational students mediates the relationship between career decision-making self-efficacy and employability.

Alexander and Harris (2022) investigated the effects of parenting styles on career decision-making self-efficacy (CDMSE) of U.S. college students ( $N = 97$ ). The findings demonstrated that parenting styles—more specifically, authoritative and authoritarian parenting—were significantly and favorably connected with CDMSE, in addition to demographic variables such as parent education, gender, age, and academic year. Furthermore, there was no significant correlation between CDMSE and permissive parenting among college students. The findings suggested that the CDMSE of college students was impacted by parental styles.

Bibi et al. (2022) investigated career decision making self-efficacy among higher secondary school students ( $N = 200$ ) in Peshawar, Khyber Pakhtunkhwa. The primary objectives of the study were to investigate the differences in career decision-making self-efficacy between male and female students in private and public schools. The study found that male students have slightly greater self-efficacy while making career decisions than female students. The study also found that students at private schools showed marginally stronger career decision making self-efficacy than those in government schools.

Cahyawulan and Fazny (2022) examined the influence of gender and socio-economic status (SES) on career decision making self-efficacy of university students in Indonesia. The study was carried out on a sample of 154 overseas students in the age group 18-21 years from various regions of Indonesia. Results indicated that the eventhough female students had higher self-efficacy for all dimensions as well as total career decision making self-efficacy but there is no significant difference in mean scores based on Mann-Whitney U test. Results also indicated that there is no

correlation between SES and career decision making self-efficacy of overseas students.

Duru (2022) investigated the relationships between high school students' career maturity, career decision-making difficulties, and career decision-making self-efficacy. The study also attempted to evaluate the difference in career maturity, career decision-making difficulties, and career decision-making self-efficacy based on gender, type of school, and grade level. The survey included 665 high school students from Bursa. The results indicated that the career decision making self-efficacy total score and subscales did not differ by gender and type of school. The findings demonstrated a slight negative relationship between career maturity and the career decision-making difficulties. Furthermore, there was a medium to low level significant negative relationship between the career decision-making difficulties and the career decision-making self-efficacy. Results also indicated that career decision making self-efficacy had a moderating impact on career decision-making difficulties.

Fris et al. (2022) investigated context, process, and content factors that might influence master's medical students' ( $N = 507$ ) stress levels when making career decisions during the last stage of their training. The study evaluated the factors that influence medical students' stress levels when making career decisions such as content (future work self), process (choice irreversibility, time pressure, career decision-making self-efficacy), and context (supervisory support, medical school support, study load, competition). The findings revealed that clearer future work self and greater career decision self-efficacy were related to lower career decision-making stress, whereas experienced time pressure, competition, and study load were associated with

higher career decision-making stress. Choice irreversibility beliefs, supervisory support, and medical school support were all unrelated to stress associated with career decision making. As students' clerkships proceeded, they developed a better understanding of their future work, but they also faced more time constraints.

Using longitudinal data, Kim et al. (2022) investigated the friendship networks and career decision-making self-efficacy (CDMSE) among 440 adolescents from South Korea. Additionally, they looked at whether friends develop a similar CDMSE or if people with comparable CDMSE levels become friends and also evaluated the selection and influence process in connection to teenagers' friendship networks and CDMSE. The results showed that friends' CDMSE levels become comparable over time, implying that friendship influences the development of CDMSE. However, the CDMSE levels do not influence teenage friendship preferences and emphasize the role of peers in career development and intervention.

In order to determine how predictive adjective-based personality traits influence professional anxiety and decision-making self-efficacy, Soner and Yilmaz (2022) analyzed the relationships between adolescents' career anxiety, career decision-making self-efficacy, and adjective-based personality traits. The research group consisted of 710 students from different high schools in Istanbul, Turkey, 511 of whom were females (72 percent) and 199 of whom were boys (28 percent). According to the results of the multiple regression analysis, personality traits of conscientiousness, agreeableness, openness to experience, and extroversion predict 12 percent of career anxiety while neuroticism does not seem to have a significant predictive contribution of career anxiety. Using the standardized regression

coefficient ( $\beta$ ) as a guide, the relatively important predictor variables on career anxiety were; extraversion, conscientiousness, agreeableness, openness to experience, and neuroticism respectively. Extraversion, agreeableness, openness to experience, and conscientiousness were significant predictors of career decision-making self-efficacy when the t-test results regarding the significance of the regression coefficients are evaluated.

Chen et al. (2021) incorporated career decision-making self-efficacy and career exploration as two mediators in a mediation model of career concern linked to career commitment. The participants were 1105 high school students—594 men and 511 females—who were selected from three major cities in China's Jiangsu Province. The findings showed that career concern had a significant direct impact on career commitment, that career exploration and career decision-making self-efficacy had a significant indirect impact on career commitment, and that career exploration and career decision-making self-efficacy mediated the relationship between career concern and career commitment.

Rahim et al. (2021) investigated the major determinants of career adaptability among students enrolled in University Putra Malaysia's (UPM) Foundation Studies for Agricultural Science program in relation to career maturity and career decision-making self-efficacy. The participants of the study consisted of 329 students selected using the cluster sampling technique. The results showed that career maturity and career adaptability in terms of competency had a substantial and significant relationship. Career decision-making self-efficacy components such as occupational

information, goal-selection, planning, self-appraisal, and problem-solving were found to be significantly positively correlated with career adaptability.

Sharma (2021) analyzed the mediating role of career decision making self-efficacy on gender and commitment to career choice among final year bachelors students from Jamia Millia Islamia campus. Sample consisted of 400 students aged from 19 to 21 years. Findings indicated that the bachelor students had an average level of career decision making self-efficacy. Results also indicated that gender significantly predicts the career decision making self-efficacy and vocational exploration whereas vocational exploration is not predicted by career decision making self-efficacy of students.

Arjanggal et al. (2020) examined the effect of self-esteem, academic influence, behavioral confidence, and social anxiety on career decision making self-efficacy. Survey included 313 students: 93 men and 220 women. Males ranged from 18-28 years old, while females were from 17-23 years old. Participants were students from the Departments of Psychology, Communication Science, and English Language Education at a private university in Semarang, Central Java, Indonesia. The independent sample *t*-test revealed a significant difference in career decision making self-efficacy scores between male and female students. In addition, male students had a higher mean career decision making self-efficacy variable score than female students, it is possible to conclude that male students have more confidence in making career decisions than their female counterparts. The results demonstrated that the majority of students, both male and female, exhibit high levels of career decision making self-efficacy. According to the results of analysis of variance, the study period

has no effect on career decision making self-efficacy since there is no significant variation between the four study periods.

Javed and Alee (2020) analyzed the effects of different courses and study hours on career decision making self-efficacy and academic self-concept of adolescents. Data were collected from a sample of 480 adolescent students of higher secondary schools studying in science, social science, and commerce streams in different schools of Aligarh district. The results showed that career decision making self-efficacy and academic self-concept differ with respect to stream of courses. Students who are studying science stream have higher career decision making self-efficacy and academic self-concept than those students studying social science and commerce. Results of multivariate analysis of variance indicated that students in the science stream and those who studied for more than four hours had higher levels of career decision making self-efficacy than students in other streams and those who studied other streams and for fewer than four hours. Different courses and study hours had a significant main effect and interaction effect on career decision making self-efficacy of higher secondary school students.

Salim and Safitr (2020) conducted a study to analyze the moderating role of emotional intelligence on the impact of gifted high-school student career decision-making attribution (CDMA) on career decision-making self-efficacy (CDMSE). Participants were 165 gifted high school students in Jakarta. The findings indicated that as a consequence of the numerous passions and skills, gifted high school students typically struggle to select a career. Additionally, it was shown that CDMA had a direct impact on CDMSE, acting as a predictor of CDMSE and the CDMSE was

predicted by the emotional intelligence. Furthermore, the CDMA-CDMSE relationship was not moderated by emotional intelligence.

Kaur and Kumari (2018) compared career decision making, achievement motivation, and self-efficacy of 200 senior secondary school students from Punjab with respect to their gender and stream of courses. Senior secondary school students studying arts, commerce and science were chosen randomly from senior secondary schools of Punjab. Majority of senior secondary students (56.50 percent) decided about their career and there is no significant difference in career decidedness and career indecision components, achievement motivation, and self-efficacy among boys and girls of secondary schools. While considering the stream of courses, there exists no significant difference in career decidedness, achievement motivation, and self-efficacy of senior secondary school students. But, in the case of career indecision component science students are more indecisive about career than the arts and commerce students.

Ulaş et al. (2018) investigated perfectionism perceptions, automatic thoughts, and GPA (as a measure of academic success) of young adolescent students in the eighth grade (13 to 14 years of age) predict their career decision making self-efficacy levels. In the final sample, 383 eighth-year students selected from four public schools in Ankara were included. Multiple regression analysis revealed that students' autonomic thoughts, positive perfectionism, and grade point average all influence their career decision making self-efficacy. Additionally, exploratory analyses revealed a statistically significant difference between male and female students' career

decision making self-efficacy levels, with female students having higher career decision making self-efficacy levels than male students.

Baglama and Uzunboylu (2017) examined the connection between pre-service special education teachers' expectations for their vocational outcomes and their career decision making self-efficacy. Participants were 156 pre-service special education teachers. The correlational analysis revealed that there is a substantial relationship between occupational result expectation and career decision-making self-efficacy. The findings also demonstrated that while career decision making self-efficacy levels of students based on gender and socioeconomic status do not significantly differ, but, pre-service special education teachers' age has a significant impact on their levels of career decision making self-efficacy.

Saleem et al. (2017) assessed the relationship of career decision making self-efficacy and goal stability with academic achievement among university students ( $N=150$ ) in Rawalpindi and Islamabad. The findings proved that goal stability was a strong predictor of career decision making self-efficacy, as well as academic achievement. The findings additionally indicated no substantial gender differences in university students' career decision making self-efficacy.

Gushue et al. (2006) explored the relationship between the social cognitive construct of career decision-making self-efficacy and the outcome variables of vocational identity and career exploration behaviors among a sample of 72 urban African American high school students. The findings revealed that higher levels of career decision-making self-efficacy are associated with a more distinct occupational self-concept as well as increased participation in career exploration activities.

The summary of related studies on Career Decision Making Self-Efficacy is presented in Table 1.

**Table 1**

*Summary of Related Studies on Career Decision Making Self-Efficacy*

Author	Year	Findings
Park and Harris	2024	No direct association with career decision-making self-efficacy and family relationship quality Positive decision-making skill had mediating effect on the association between the quality of youth-family member relationships and their self-efficacy for career decision-making
Baldon et al.	2023	Parents play an active role in career development and decision-making of their children High degree of career decision making self-efficacy among students Significant relationship between parent career behavior and career decision making self-efficacy of students
Disha et al.	2023	Positive correlation with career decision making self-efficacy and family influence on psycho-social support Parental general psycho-social support an important factor in predicting career decision making self-efficacy Negative correlation with career decision-making self-efficacy and family influence on career action Gender difference between career decision-making self-efficacy and family influences Female students scored high scores in career decision making self efficacy
Salim et al.	2023	Career decision self efficacy fully mediated peer support on career adaptability Career decision self-efficacy is positively correlated with career adaptability Majority students had a moderate level of career decision self-efficacy

Author	Year	Findings
Parola	2023	<p>Willingness to compromise predicts both career decision self-efficacy and career adaptability</p> <p>Career adaptability mediates the relationship between willingness to compromise and career decision self-efficacy</p> <p>Career decision self-efficacy correlates positively with willingness to compromise and career adaptability</p>
Under et al.	2023	<p>Career decision making self-efficacy of the students who attended the ESTU401 course increased in all of the factors of career decision making self-efficacy</p> <p>Career decision making self efficacy levels of the students were found to differ in the degree of departmental satisfaction</p>
Wang et al.	2023a	<p>Career decision self-efficacy is positively associated with social support, age, agreeableness, conscientiousness, emotional intelligence, extraversion, openness and proactive personality</p> <p>Career decision self-efficacy negatively correlated to neuroticism</p> <p>Gender and mean age partially moderate the relationship between CDSE and age, core-self evaluations, and neuroticism</p>
Wang et al.	2023b	<p>Family support, teacher support, and friend support influence adolescents' career adaptability and career decision self-efficacy</p> <p>Teacher support had the greatest effect when compared to family and friend support</p> <p>Differences in vocational adaptability and sources of career decision self-efficacy among junior and senior high school students</p>
Zhang et al.	2023	<p>Proactive personality positively contributed to career decision self-efficacy</p> <p>Gender and social class mediates the effects of career decision self-efficacy of students</p>
Zhou et al.	2023	<p>Senior vocational students had high career decision making self-efficacy</p>

Author	Year	Findings
Alexander and Harris	2022	Career decision making self-efficacy and emotional intelligence of senior vocational students had a significant positive effect on employability
		Career decision making self-efficacy of senior vocational students had a significant positive effect on emotional intelligence
		Emotional intelligence of senior vocational students mediates the relationship between career decision-making self-efficacy and employability
Bibi et al.	2022	Parent education, gender, age, academic year, and parenting styles were significantly and positively associated with career decision making self-efficacy
		Permissive parenting was not a significant indicator of career decision making self-efficacy of college students
Cahyawulan and Fazny	2022	Male students have slightly higher career decision making self-efficacy than female students
		Private school students had slightly higher career decision making self-efficacy than government school students
Duru	2022	No significant difference in career decision making self-efficacy with respect to gender of overseas students
		No correlation between SES and career decision making self-efficacy of overseas students
		Career decision making self-efficacy total score and subscales did not differ by gender and type of school
		Slight negative relationship between career maturity and the career decision-making difficulties
		Medium- to low-level significant negative relationship between the career decision-making difficulties and the career decision-making self-efficacy

Author	Year	Findings
Fris et al.	2022	<p>Career decision making self-efficacy had a moderating impact on career decision-making difficulties.</p> <p>Clearer future work self and greater career decision self-efficacy were related to lower career decision-making stress</p> <p>Experienced time pressure, competition, and study load were associated with higher career decision-making stress</p> <p>Choice irreversibility beliefs, supervisory support, and medical school support were all unrelated to stress associated with career decision making</p> <p>As students' clerkships proceeded, they developed a better understanding of their future work, but they also faced more time constraints</p>
Kim et al.	2022	<p>Friends' CDMSE levels become comparable over time</p> <p>Friendship influences the development of career decision making self-efficacy</p> <p>Career decision making self-efficacy levels do not influence teenage friendship preferences and emphasize the role of peers in career development and intervention.</p>
Soner and Yilmaz	2022	<p>Personality traits of conscientiousness, agreeableness, openness to experience and extroversion predict 12 percent of career anxiety</p> <p>Neuroticism does not have a significant predictive contribution on career anxiety</p> <p>Extraversion, agreeableness, openness to experience, and conscientiousness were significant predictors of career decision-making self-efficacy</p>
Chen et al.	2021	<p>Career concern had a significant direct impact on career commitment</p> <p>Career exploration and career decision-making self-efficacy had a significant indirect impact on career commitment, and that career exploration</p>

Author	Year	Findings
Rahim et al.	2021	<p>Career decision-making self-efficacy mediated the relationship between career concern and career commitment</p> <p>Career maturity and career adaptability had a substantial and significant relationship</p> <p>Substantial significant relationship between career adaptability and all of the career decision-making self-efficacy components</p> <p>Career decision-making self-efficacy components such as occupational information, goal-selection, planning, self-appraisal, and problem-solving were found to be significantly positively correlated with career adaptability</p>
Sharma	2021	<p>Students had average level of career decision making self-efficacy</p> <p>Gender significantly predicts the career decision making self-efficacy and vocational exploration</p> <p>Vocational exploration is not predicted by career decision making self-efficacy of students</p>
Arjanggi et al.	2020	<p>Male students have more career decision making self-efficacy than their female counterparts</p> <p>Majority of students, both male and female, exhibit high levels of career decision making self-efficacy</p> <p>Study period has no effect on career decision making self-efficacy and there is no significant variation between the four study periods</p>
Javed and Alee	2020	<p>Career decision making self-efficacy and academic self-concept differ with respect to stream of courses</p> <p>Students who are studying science stream have higher career decision making self-efficacy and academic self-concept than those students studying social science and commerce</p> <p>Students in the science stream and those who studied for more than four hours had higher levels of career decision making self-efficacy than students in other streams and those who studied other streams for fewer than four hours</p>

Author	Year	Findings
Salim and Safitr	2020	<p>Different courses and study hours had a significant main effect and interaction effect on career decision making self-efficacy of higher secondary school students</p> <p>Gifted high school students struggle to select a career</p> <p>Career decision making attribution had a direct impact on career decision making self-efficacy, acting as a predictor of career decision making self-efficacy</p> <p>Career decision making self-efficacy was predicted by emotional intelligence</p> <p>Career decision making attribution-career decision making self-efficacy relationship was not moderated by emotional intelligence</p>
Kaur and Kumari	2018	<p>Majority of senior secondary students decided about their career</p> <p>There is no significant difference in career decidedness and career indecision components, achievement motivation, and self efficacy among boys and girls of secondary schools</p> <p>There exists no significant difference in career decidedness, achievement motivation, and self efficacy of senior secondary school students</p> <p>For career indecision component science students are more indecisive about career than the arts and commerce students</p>
Ulaş et al	2018	<p>Students' autonomic thoughts, positive perfectionism, and GPA all influence their career decision making self efficacy</p> <p>Female students having higher CDMSE levels than male students.</p>
Baglama and Uzunboylu	2017	<p>There is a substantial relationship between occupational result expectation and career decision-making self-efficacy</p> <p>No difference in levels of career decision making self-efficacy based on gender and socioeconomic status of teachers</p>

Author	Year	Findings
		Pre-service special education teachers' age has a significant impact on their levels of career decision-making self-efficacy
Saleem et al.	2017	Goal stability was a strong predictor of career decision making self-efficacy, as well as academic achievement
		No substantial gender differences in university students' career decision making self-efficacy
Gushue et al.	2006	Higher levels of career decision-making self-efficacy are associated with a more distinct occupational self-concept as well as increased participation in career exploration activities

### **Related Studies on Locus of Control**

Bhati and Behera (2024) examined the impact of gender, age, and educational stream on pre-service teachers' locus of control. The participants were 348 pre-service teachers enrolled in the two-year Bachelor of Education (B.Ed) program offered by SCERT in Odisha. The investigation revealed gender, age, and educational stream has significant impact on pre-service teachers' locus of control. Results also revealed that male preservice teachers had higher locus of control than female preservice teachers whereas preservice teachers of arts stream had higher locus of control than preservice teachers of science stream. Furthermore, locus of control of pre-service teachers in the age group 29-32 years had higher locus of control than others and no interaction effect of gender, age, and stream of education on locus of control of pre-service teachers.

Tandan and Kumar (2024) explored the relationship between academic self-concept and locus of control with academic achievement among undergraduate students at Tilka Manjhi Bhagalpur University in Bhagalpur, Bihar. The sample for

this study consisted of 336 students from Marwari and SSV College Kahalgoan in Bhagalpur. The findings revealed that internal locus of control is a predictor of academic performance as well as the combination of academic self-concept and internal locus of control had a significant impact on undergraduate students' academic achievement.

Das and Sahoo (2023) explored the locus of control among the B.Ed. trainees of Lakhimpur district, Assam, and also find out the relationship between locus of control and academic achievement. Data were collected from a sample of 125 B.Ed. trainees by using stratified random sampling. The findings revealed that there exists a positive correlation between internal locus of control and academic achievement and a negative correlation exists between external locus of control and academic achievement of the B.Ed. trainees.

Hamzah and Othman (2023) explored the influence of locus of control on the expression of entrepreneurial competency in a small business setting. Participants of the study comprised 102 small-sized firms in Malaysia. Structural equation modeling revealed that internal locus of control indirectly affects the venturing outcomes via entrepreneurial competency, whereas external locus of control has no such consequences. This finding showed that all three entrepreneurial outcomes - business growth, quality of life, and sustainable entrepreneurial intention - were directly impacted by entrepreneurial competency. Furthermore, entrepreneurial competency is predicted by internal locus of control rather than external locus of control as well as entrepreneurial competency mediates the relationships between internal locus of

control and entrepreneurial outcomes, specifically quality of life, firm expansion, and sustainable entrepreneurial intention.

Itasanmi et al. (2023) analyzed the predictive influence of locus of control (internal and external) on adult learners' academic attitude and engagement using the theory of andragogy. Data were collected from 216 adult learners participating in literacy programmes in Oyo State, Southwest Nigeria. The findings of the study revealed that the internal locus of control had a significant positive impact on the academic attitude and engagement of the adult learners. Furthermore, the relationship between academic attitude and engagement was moderated by internal locus of control. However, the external locus of control had no significant effect on the academic attitude and engagement of adult learners.

Jazuli et al. (2023) studied the impact of locus of control on vocational school students' interest in entrepreneurship. A sample of 214 vocational students was collected from three vocational schools in Banyuwangi, who have taken entrepreneurship or craft subjects, focusing on marketing majors. The results showed that students' locus of control and entrepreneurial intentions were positively correlated with entrepreneurship education. Likewise, locus of control and entrepreneurial intentions of students were significantly impacted by parental role models. Findings also indicated that the students' entrepreneurial intentions are linked with the higher locus of control possessed by the students. Furthermore, locus of control as a mediator, family role models and entrepreneurship education enhance entrepreneurial intentions of the students.

Patel and Sharma (2023) analyzed self-esteem and locus of control among middle adolescents. Sample for the study consisted of 120 middle adolescents belonging to the age group 14-17 years selected from various states of India, such as Delhi, Bangalore, Hyderabad, and Jaipur. Correlation analysis indicated that there was low significant correlation between self-esteem and locus of control of middle adolescents. Furthermore, the results showed that there exists no significant difference in the mean scores of self-esteem but there exists significant difference in mean scores of locus of control for the subgroups based on gender. Female adolescents showed higher locus of control than male adolescents.

Yadav (2023) conducted a study on locus and control and academic scores of undergraduate students between the age group of 18-21 years from the University of Delhi, studying the discipline of humanities. Sample consisted of 137 undergraduate students. The results indicated no association between internal locus of control and an academic score of undergraduate students of humanities at the University of Delhi. The results also showed that students who were classified as "internals" regularly outperformed the 'externals' and the number of "externals" among female students was found to be greater than that of male students.

Iheka et al. (2022) investigated the perceived influence of locus of control on secondary school students' academic achievement in Imo State on a sample size of 360 students from the XII standard secondary schools in Owerri Education Zone I of Imo state. The results of the study revealed that there is a positive moderate relationship between students' locus of control and their academic achievement.

Results also indicated that the majority of students (55.56 percent) possessed internal locus of control.

Karya et al. (2022) examined the impact of internal locus of control, entrepreneurial learning, and risk tolerance, on self-efficacy and entrepreneurial intention. Sample for the study consisted of 250 students selected through purposive sampling technique from Surabaya. The result indicated that internal locus of control, entrepreneurial learning, and risk tolerance significantly affect self-efficacy and entrepreneurial intention.

Kurjono et al. (2022) examined the effect of locus of control and tolerance of ambiguity on entrepreneurial intention on a sample of 377 students from 13 faculties from UPI (Indonesia University of Education). Findings of the study indicated that the majority of the students (66.66 percent) had moderate locus of control and 83.10 percent of students had high interest in entrepreneurship. There exists no significant difference in the mean scores of entrepreneurial intention among male and female students. Results also indicated that the effect of locus of control on entrepreneurial intention is significant and positively contributed to the entrepreneurial intention of the students.

Viquez-Paniagua et al. (2022) examined the influence of locus of control, university environment, and social environment on entrepreneurial attitude of female Latin American university students. Participants were 10,281 female university students selected from seven Latin American countries. The results of regression analysis indicated that locus of control, university environment, and social environment impact significantly on entrepreneurial attitude of female Latin

American students as well as locus of control was the most influencing variable on entrepreneurial attitude.

Arkorful and Hilton (2021) investigated the influence of locus of control (internal and external) on entrepreneurial intention of final year undergraduate students in Ghana. Descriptive and cross-sectional survey was used and collected the data from a sample of 300 final year undergraduate students studying in selected universities in Ghana. The results revealed that entrepreneurial intention is positively related to locus of control (both internal and external). When compared to internal locus of control, more influence was found with external locus of control on entrepreneurial intention. Results also indicated that gender had no controlling effect on the association between locus of control and entrepreneurial intention.

Akunne and Anyanmene (2021) studied the relationship between locus of control and academic achievement in English language, the relationship between academic interest and academic achievement in English language, the relationship between locus of control and academic achievement in Mathematics, the relationship between academic interest and academic achievement in Mathematics. Stratified sampling technique was used to select a sample of 2,160 students from the government secondary school students in Anambra state, Nigeria. Correlation analysis revealed that the relationship locus of control had positive and moderate relation with academic achievement of secondary school students in English language as well as achievement in Mathematics.

Hidayana et al. (2021) examined the mediating effect of locus of control in the relationship between subjective norm and youth entrepreneurship intention. Sample

for the study consisted of 248 Malaysian youth. The results showed that both subjective norm and locus of control had significant impact on entrepreneurial intention of Malaysian youth. The results also indicated that the mediation effect of locus of control on the relationship between subjective norm and entrepreneurial intention was significant and individuals with a high level of internal locus of control think they can influence the event or scenario which enables them to behave favorably toward entrepreneurship.

Manichander (2021) conducted a study to identify the effect of gender, locality, and management on the locus of control of graduate students. A sample of 200 graduate students was selected from Karimnagar district, Telengana by using stratified sampling. The results revealed that male and female graduate students had significant differences in the scores of internal locus of control, but no significant difference in the scores of external locus of control. Furthermore, there exists significant differences among graduate students in the scores of internal and external locus of control based on location. The study also found a significant difference in the scores of internal locus of control between government and private college graduate students, but no significant difference in external locus of control between the two groups. Analysis of mean scores indicated that male students, students belonging to private schools and rural schools had higher internal locus of control than female students, students belonging to government schools, and urban schools respectively.

Samuel and Ifeoma (2021) examined the relationship between metacognition, locus of control, and academic achievement in secondary school chemistry students in Anambra state, Nigeria on a sample of 135 chemistry students in Awka Education

Zone, Anambra state. Descriptive survey research design was adopted. Correlations analysis revealed that academic achievement had significant positive correlation with metacognition but correlation with locus of control was negative.

Anggraini and Marwan (2020) examined the influence of internal locus of control, school environment, and discipline on student achievement. Participants for the study consisted of 164 students of class X from Negeri Padang Department of Accounting, Padang. Sampling is done by random sampling. The results of structural equation modelling indicated that internal locus of control had no significant effect on the discipline of student learning. The school environment had a significant effect on student learning and discipline. The internal locus of control had a significant effect on the achievement of students. The educational atmosphere had no significant effect on the achievement of students. Learning discipline increases the impact of internal locus of control on student success as well as fails to increase the intrinsic effect of the school environment on student success.

Aulia and Evanita (2020) investigated the influence of locus of control, need for achievement, and campus environment on entrepreneurship interest among students of Universitas Negeri, Padang. Data were collected from a sample of 377 students during the academic year 2016. The results of multiple regression revealed that locus of control, need for achievement, and campus environment had significantly influenced the students' entrepreneurship interest. Among the selected variables, the most influential variable on entrepreneurial interest of students is locus of control.

Nimisha (2020) investigated the relation between locus of control and achievement in mathematics among secondary school students. Sample consisted of

648 secondary school students selected from Malappuram and Kozhikode districts of Kerala state. Results of the study indicated that 92.90 percent of the students follow internal locus of control. Mean difference analysis indicated that there exists significant difference in the mean scores of locus of control among secondary school students with respect to gender and male students had higher locus of control than female students. Results also indicated that there exists no significant difference in the mean scores of locus of control among the students based on locale of residence and board of education. Correlation analysis indicated that there exists a significant negative relationship between external locus of control and achievement in mathematics.

Sujadi (2020) explored the relationship of locus of control and students' achievement on a sample of 36 graduate students of University of Jambi Academic Information System Application, Pekalongan, Indonesia. Research findings showed that locus of control had a strong negative relationship with achievement of graduate students.

Tentama and Abdussalam (2020) investigated the relationship between internal locus of control and entrepreneurial intention in vocational high school students. Participants were 171 students of class XII studying at vocational high schools, Yogyakarta. The findings of the data analysis revealed a significant positive relation between internal locus of control and entrepreneurial intention. Internal locus of control contributed 2.10 percent of entrepreneurial intention, with the remaining 97.90 percent affected by external factors. The study found that students' entrepreneurial intention is predicted by their internal locus of control.

Siddiquah et al. (2019) explored the effects of parental attributes on locus of control of secondary school students. Participants in the study included 520 secondary school students selected from three public schools in Lahore. Results indicated that education of father as well as mother had no significant effect on locus of control secondary school students. Furthermore, the students whose fathers are businessmen had more external locus of control than that of fathers who are employees. Occupation of mother had no significant impact on locus of control of the secondary school student as well as occupation of parents had no significant impact on locus of control of the students.

Baluku et al. (2018) conducted a study on the impact of control beliefs (reflected by an internal locus of control) and normative beliefs (investigated via individualistic cultural orientation) on entrepreneurial attitudes and self-employment intentions of final year university students. A sample of 590 final-year students from three East African universities and one German university provided the data. The findings of the study showed that normative beliefs and internal locus of control both impact entrepreneurial attitudes and self-employment intentions of final year students. Entrepreneurial attitudes act as a mediator between internal locus of control and its effects.

Hermawan et al. (2016) examined the effect of entrepreneurial self-efficacy and locus of control on entrepreneurship interest through entrepreneurship literacy among twelfth grade vocational school students. Data were collected from a sample of 120 twelfth grade students majoring in graphic and designing preparation in Malang. Results indicated that entrepreneurial self-efficacy and locus of control significantly impacts entrepreneurship literacy in Graphic and Art students in Malang.

Results also indicated that entrepreneurial literacy and locus of control positively influences students' interest in entrepreneurship.

Hsiao et al. (2015) studied the effect of locus of control on entrepreneurship by considering the mediating factors social capital and human capital. Participants of the study consisted of 1002 managers in China. The results indicated that locus of control affects entrepreneurship and social capital as well as human capital mediates the efforts of locus of control exerted on entrepreneurship among managers in China. Locus of control had a significant impact on entrepreneurship among the managers.

The summary of related studies on Locus of Control is presented in Table 2.

**Table 2**

*Summary of Related Studies on Locus of Control*

Author	Year	Findings
Bhati and Behera	2024	Male preservice teachers had higher locus of control than female preservice teachers Preservice teachers of arts stream had higher locus of control than preservice teachers of science stream. Locus of control of teachers in age group 29-32 years had high locus of control No interaction effect of gender, age, and stream of education on locus of control of pre-service teachers
Tandan and Kumar	2024	Internal locus of control is a predictor of academic performance Combination of academic self-concept and internal locus of control had a significant impact on undergraduate students' academic achievement
Das and Sahoo	2023	Positive correlation between internal locus of control and academic achievement

Author	Year	Findings
		Negative correlation exists between external locus of control and academic achievement of the B.Ed. trainees.
Hamzah and Othman	2023	<p>All three entrepreneurial outcomes - business growth, quality of life, and sustainable entrepreneurial intention - were directly impacted by entrepreneurial competency</p> <p>Entrepreneurial competency is predicted by internal locus of control rather than external locus of control</p> <p>Entrepreneurial competency mediates the relationships between internal locus of control and entrepreneurial outcomes</p>
Itasanmi et al.	2023	<p>Internal locus of control had a significant positive impact on the academic attitude and engagement of the adult learners</p> <p>Relationship between academic attitude and engagement was moderated by internal locus of control</p> <p>External locus of control had no significant effect on the academic attitude and engagement of adult learners</p>
Jazuli et al.	2023	<p>Students' locus of control and entrepreneurial intentions were positively correlated with entrepreneurship education</p> <p>Locus of control and entrepreneurial intentions of students were significantly impacted by parental role models</p> <p>Entrepreneurial intentions are linked to a higher locus of control</p> <p>Locus of control as a mediator, family role models and entrepreneurship education enhance entrepreneurial intentions of the students</p>
Patel and Sharma	2023	<p>Low significant correlation between self-esteem and locus of control of middle adolescents</p> <p>No significant difference in the mean scores of self-esteem</p> <p>Significant difference in mean scores of locus of control for the subgroups based on gender</p> <p>Female adolescents showed higher locus of control than male adolescents</p>

Author	Year	Findings
Yadav	2023	<p>No association between Internal locus of control and an academic score of undergraduate students</p> <p>Students who were classified as "internals" regularly outperformed the 'externals'"</p> <p>Number of "externals" among female students was found to be greater than that of male students</p>
Iheka et al.	2022	<p>Positive moderate relationship between students' locus of control and their academic achievement</p> <p>Majority of students possessed internal locus of control</p>
Karya et al.	2022	<p>Internal locus of control, entrepreneurial learning, and risk tolerance significantly affect self-efficacy and entrepreneurial intention</p>
Kurjono et al.	2022	<p>Majority students possessed moderate locus of control</p> <p>No significant difference in the mean scores of entrepreneurial intention among male and female students</p> <p>Effect of locus of control on entrepreneurial intention is significant and positively contributed to the entrepreneurial intention of the students.</p>
Viquez-Paniagua et al.	2022	<p>Locus of control, university environment, and social environment impact significantly on entrepreneurial attitude of female Latin American students</p> <p>Locus of control was the most influencing variable on entrepreneurial attitude</p>
Arkorful and Hilton	2021	<p>Entrepreneurial intention is positively related to locus of control (both internal and external)</p> <p>When compared to internal locus of control, more influence was found with external locus of control on entrepreneurial intention</p> <p>Gender had no controlling effect on the association between locus of control and entrepreneurial intention</p>
Akunne and Anyanmene	2021	<p>Locus of control had positive and moderate relation with academic achievement of secondary school students in English language as well as achievement in Mathematics</p>

Author	Year	Findings
Hidayana et al.	2021	<p>Subjective norm and locus of control had significant impact on entrepreneurial intention</p> <p>Mediation effect of locus of control on the relationship between subjective norm and entrepreneurial intention was significant</p> <p>Individuals with a high level of internal locus of control think they can influence the event or scenario which enables them to behave favorably toward entrepreneurship</p>
Manichander	2021	<p>Male students and female graduate students had significant differences in the scores of internal locus of control, but no significant difference in the scores of external locus of control</p> <p>Male students possessed high internal locus of control than female students</p> <p>Significant differences among graduate students in the scores of internal and external locus of control based on location</p> <p>Students in private schools showed higher internal and external locus of control</p> <p>Significant difference in the scores of internal locus of control between government and private college graduate students, but no significant difference in external locus of control between the two groups</p> <p>Students in rural schools had higher internal locus of control than urban school students</p>
Samuel and Ifeoma	2021	<p>Academic achievement had significant positive correlation with metacognition</p> <p>Correlation of academic achievement with locus of control was negative</p>
Anggraini and Marwan	2020	<p>Internal locus of control had no significant effect on the discipline of student learning</p> <p>School environment had a significant effect on student learning and discipline</p> <p>Internal locus of control had a significant effect on the achievement of students</p> <p>Educational atmosphere had no significant effect on the achievement of students</p>

Author	Year	Findings
Aulia and Evanita	2020	Locus of control, need for achievement, and campus environment had significantly influenced the students' entrepreneurship interest Most influential variable on entrepreneurial interest of students is locus of control
Nimisha	2020	Majority secondary school students possessed internal locus of control Male students had higher locus of control than female students No significant difference in the mean scores of locus of control among the students based on locale of residence and board of education Significant negative relationship between external locus of control and achievement in mathematics
Sujadi	2020	Locus of control had a strong negative relationship with achievement of graduate students
Tentama and Abdussalam	2020	Significant positive relation between internal locus of control and entrepreneurial intention Internal locus of control contributed 2.10 percent of entrepreneurial intention, with the remaining 97.90 percent affected by external factors Students' entrepreneurial intention is predicted by their internal locus of control
Siddiquah et al.,	2019	Education of father as well as mother had no significant effect on locus of control secondary school students Students whose fathers are businessmen had more external locus of control than that of fathers who are employees Occupation of mother had no significant impact on locus of control of the secondary school students Occupation of parents had no significant impact on locus of control of the students
Baluku et al.	2018	Normative beliefs and internal locus of control both impact entrepreneurial attitudes and self-employment intentions of final year students Entrepreneurial attitudes act as a mediator between internal locus of control and its effects

Author	Year	Findings
Hermawan et al.	2016	Entrepreneurial self-efficacy and locus of control significantly impacts entrepreneurship literacy Entrepreneurial literacy and locus of control positively influences students' interest in entrepreneurship
Hsiao et al.	2015	Locus of control affects entrepreneurship and social capital Human capital mediates the efforts of locus of control exerted on entrepreneurship among managers Locus of control had a significant impact on entrepreneurship among the managers

### **Related Studies on Social Competence**

Elia (2024) investigated the influence of entrepreneurs' social competence on small and medium-sized enterprise (SME) performance on a sample of 250 manufacturing small and medium sized entrepreneurs collected through survey method. In order to test the influence of social competence on performance of entrepreneurs' structural equation modelling was used. The findings suggested that dimensions of social competence had a positive influence on performance of small and medium sized entrepreneurs in terms of nonfinancial perspective. The results demonstrated that of the five dimensions of social competence such as social adaptability, social perception, social expressiveness, persuasiveness, and impression management, social perception, persuasiveness, and impression management directly affect customer perspective; persuasiveness, social expressiveness, and social adaptability directly affect internal business processes; and social adaptability, social perception, impression management, and social expressiveness are directly linked to learning and growth. However, social expressiveness, persuasiveness, and impression

management did not significantly correlate with customer perspective, business processes, or learning and growth, and social perception and social adaptability were significantly and negatively associated with internal business processes and customer perspective, respectively. According to the results of the study, small and medium enterprises run by managers and entrepreneurs with high social competence perform better than those run by entrepreneurs with lower social competence scores.

Manzoor and Malhotra (2024) examined the effect of social competence on academic performance of private and government secondary school students. Sample consisted of 600 secondary school students of 11th and 12th grade students evenly distributed among private and government schools of Kashmir. Results of the study revealed that girls had stronger social competency than the boys of both the government and private schools. Furthermore, the students of private schools had higher social competence than those students in government schools. Correlation analysis indicated social competence and academic performance of secondary school students had a significant positive correlation both in private and government schools.

McCormick and Goldberg (2024) examined how social competence, learning-related disorders, and school engagement impact academic success in children adopted by heterosexual and same-sex couples by using structural modelling equation. Data were collected from children from 133 adoptive families who were placed with the family for a minimum of eight collected on a single point of time and consisted of 57 heterosexual couples, 33 gay male couples, and 43 lesbian couples. Results indicated that after controlling the gender of the child, the final model demonstrated that school engagement partially mediated the influence of learning-related disorders

and partially mediated the impact of social competence on academic success. Results also indicated that increased social competence enhanced academic success and lower social competence predicated less academic success.

Priyanka (2024) analyzed the social competence of senior secondary school students in government and private schools. Participants consisted of 120 students in the age group 13 to 15 years selected from government and private schools of Ghaziabad, Uttar Pradesh. Results indicated that there exists no significant difference in the mean scores of social competence of students studying in government and private schools.

Aneesh et al. (2023) investigated the role of resilience in the relationship between single-parent adolescents' social competence (SC) and psychological well-being (PWB) on a sample of 385 single-parent adolescents from Kerala (179 boys and 206 girls, mean age=15.03, SD = 1.45) selected using a convenient sampling method. Among the participants, a total of 200 participants (51.90 percent) came from single-parent families as a result of divorce or separation, while 185 participants (48.10 percent) were from single-parent families because one parent had died. The findings showed that psychological well-being of adolescents raised by a single parent was substantially connected with social competence and resilience, Resilience fully mediated the relationship between PWB and SC. Social competence, resilience, and psychological well-being were higher among adolescents who lost one parent due to death than among those who experienced parental divorce or separation. Apart from antisocial behavior, which is one aspect of social competence, adolescents from separated or divorced families performed poorly on other components of the scale.

Social competence, resilience, and psychological well-being did not differ by gender and adolescents with siblings and those living with grandparents have far higher social competency scores than other adolescents.

Fuad et al. (2023) examined the influence of social competence (social perception, social adaptability, expressiveness and impression management) on the women entrepreneurial success and in turn its impact on the business sustainability among micro enterprises in Malaysia during the COVID-19 pandemic. Data were collected from 500 women entrepreneurs listed in Jabatan Kebajikan Masyarakat by using proportionate stratified random sampling. The findings showed that four dimensions of social competence had a significant positive relationship with entrepreneurial success of women. The findings also demonstrated that women entrepreneurs have the ability to interact with others effectively which allows them to better leverage network ties and thus operate their business successfully.

Irikefe (2023) investigated the various mediating impacts of social skills in the form of political acumen and entrepreneurial opportunity recognition on perceived entrepreneurial education and entrepreneurship of university students. Data collected from a sample of 269 Bingham University student entrepreneurs in Nigeria. The results of structural equation modelling found a positive correlation between views of entrepreneurial education and perceptions of entrepreneurship and with political acumen and entrepreneurial opportunity recognition mediating these relationships. Political acumen enhances entrepreneurial opportunity recognition and benefits from entrepreneurial education and social skills mediate these effects on perceived entrepreneurial education and entrepreneurship.

Rezaei (2023) examined the relation between the entrepreneurial intention of female University of Tehran agricultural students and their social competencies. Data collected from a sample of 63 female M.Sc. students from Tehran University's agriculture faculty. The findings showed that students generally had low to moderate levels of social competence and entrepreneurial intention. According to the results of the correlation study, students' entrepreneurial intention was positively and significantly correlated with components of social competence such as collaborative competence, empathic competence, persuasion, and impression management. Additionally, results of structural equation modeling indicated that students' entrepreneurial intention and social competence had a substantial positive relationship.

Kour and Rajput (2023) compared the social competence among adolescents of working and non-working mothers of Jammu District. Participants comprised of 200 adolescents consisted of 100 working and 100 non-working mothers studying in government and private schools of Jammu district. Results of the study indicated that there exists no significant difference in the mean scores of social competence among adolescents of both working and non-working mothers. Furthermore, the results also indicated that the adolescents of working and non-working mothers do not differ significantly in social competence scores with respect to gender. But there exists a significant difference in the mean scores of social competence of adolescents with respect to the type of management of institutions and adolescents in government schools had higher social competence than those in private schools.

Sharma (2023) examined the connection between B.Ed. students' academic achievement and social competency. By using simple random sampling method data were gathered from four colleges in the Jhajjar District of Haryana. A sample of 200 B.Ed. students were taken which included 110 female students and 90 male students. Results indicated that female students had higher social competency than the male students. Correlation analysis indicated that there was a significant positive relationship between social competence and study habits and academic achievement among B.Ed. students.

Devi et al. (2022) analyzed the influence of social skill in relation to social competency among secondary school students. Sample for the study consisted of 100 secondary school students of Sonipat district in Haryana. The results of the study showed no significant difference in the mean scores of social competency as well as social skills among boys and girls of secondary schools. The results also indicated that there exists no significant relationship between social competence and social skill of boys and girls of secondary schools.

Ehteshamuddin and Ahmad (2022) explored the social competence of B.Ed. trainee teachers of Aurangabad city on a sample of 250 students selected from 10 different B.Ed. colleges in Aurangabad city. Results of the study indicated that B.Ed. students had high social competence for the total sample and subsample based on gender. The findings also indicated that there is no significant difference in the mean scores of social competence of B.Ed. students with respect to gender.

Longitudinal research conducted by Gómez-López et al. (2022) investigated the structural dimensions of psychological well-being and social competence as well

as the relationship between psychological well-being and social competence of adolescents. Sample of the study consisted of 662 adolescents aged between 14 and 16 years who attended private and public schools in Andalusia, Spain. Preliminary analysis revealed that the mean scores of psychological well-being and social competence of adolescents were medium scores and both were positively and significantly correlated cross-sectionally and longitudinally. Structural equation modeling revealed that there exists a significant positive and bidirectional relationship between psychological well-being and social competence. Results of the study also indicated that social competence remained stable over the years of adolescents whereas psychological well-being tends to show decrease over time.

A systematic review of studies conducted by Hernández-López and Romero-López (2022) aimed to analyze the relationship between social competence and self-esteem in different types of population. For the purpose of conducting review, original full-text 111 observational and experimental studies selected from ProQuest, Web of Science and Scopus were included. The articles selected for the study were based on the criteria that those empirical articles published in English and which shows the relationship between social competence and self-esteem of students of any population. The results of meta-search concluded that social competence and self-esteem are positively correlated as the selected studies showed an indirect association between the two.

Khanum (2022) examined the relationship between social competence of adolescents with their emotional intelligence and self-esteem. Furthermore, the study also investigated the gender differences and locale differences in relationship of social

competence with emotional intelligence and self-esteem. The study was carried out on a sample of 600 adolescents drawn randomly from six randomly selected districts of the Punjab state of India. Results of the study indicated that the adolescents having high emotional intelligence had high social competence whereas adolescents having high and low self-esteem did not differ significantly in the social competence. Results of correlation analysis indicated that the relation between social competence and self-esteem did not significantly differ between male and female adolescents. But, when considering the locale difference, the results showed that the relation between adolescents' emotional intelligence and social competence varies significantly by location.

Messo (2022) investigated the position of social competence skills in the acquisition of reading skills among primary school students in Babati Town Council, Manyara region in Tanzania. Data collected from a total of 340 students (163 boys and 177 girls) selected from 17 primary schools from six wards selected via stratified random sampling. The results demonstrated that the six social competency skills (predictors) under study did not contribute significantly to the students' learning of reading. Furthermore, the findings indicated that social competency skills had a slight positive effect on students' learning and mastery of reading skills.

Rajput (2022) analyzed the dynamics of social competence among persons having intellectual disability with respect to the level of intellectual disability and gender on a sample of 501 students registered at NIEPID, Secunderabad during a six months period. Correlation analysis showed that in relation to the degree of intellectual disability there is a substantial variation in the social competencies of

individuals with intellectual disabilities. While there is no significant difference in social competence between individuals with intellectual disabilities based on their gender, and social competence declines as the level of intellectual disability increases from mild to profound.

Rency and Chacko (2022) assessed the perceived parenting style, self-esteem, and social competence among adolescents. Sample consisted of 200 adolescents (60 boys and 140 girls) living in Cochin who were between the ages of 10 and 19 years. The findings indicated that among adolescents in Cochin, there is no significant relationship between self-esteem and social competence, but there is a significant positive correlation between perceived parenting style and self-esteem and social competence. In addition, the analysis of gender differences revealed that adolescents in Cochin showed no significant variations in the scores of perceived parenting style, self-esteem, and social competence with respect to gender.

Shaju and Agnihotri (2022) investigated social competence and educational aspirations related to emotional intelligence among secondary school students in relation to socio-demographic characteristics of the secondary school students and analyzed various factors of social competence and educational aspirations related to emotional intelligence among secondary school students. The study was carried out on a sample of 89 secondary school students studying in private and government schools of Erode, Tamil Nadu selected by using stratified random sampling. The results indicated that the age of the respondents and various aspects of social competence and emotional intelligence were related educational aspirations, including social competency, co-curricular activities, academic aspiration, emotional

perception, emotional assimilation, emotional understanding, emotional management level, and overall social competence and educational aspirations were significantly correlated. Results also indicated that significant differences exist in social competence and educational aspirations among secondary school students based on gender, school type, family type, monthly family income, and domicile.

Supriya (2022) examined the association of parenting behaviour style for senior secondary school students and social competence with respect to gender. Sample was collected from 300 students studying in four schools of Jalandhar district. Results revealed that there exists significant difference in social competence among adolescent students in relation to gender (Boys and Girls), there exists significant difference in social competence among adolescent students in relation to their parenting behaviour styles, and there exists no significant interaction effect between gender and parenting behaviour style among adolescent students on the score of social competence. Results also indicated that girls had higher social competence than the boys of senior secondary schools.

Alfred and Hillar (2021) examined social competence of adolescents and ascertained variations in the group based on gender, type of parents they lived with, and community of residence. Data were collected from a sample of 1755 basic school students in Ghana. Results demonstrated that the majority of the adolescents showed moderate levels of social competence in social situations and found no difference in the social competence of male and female adolescents or those living with real or pseudo parents. Furthermore, there were significant differences in the social competence of the adolescents in the semi-urban, urban, and rural areas. Furthermore,

urban students showed higher social competence than that of students living in semi-urban, and rural areas.

Nsereko (2020) examined the relationship between comprehensive social competence, entrepreneurial tenacity, and social entrepreneurial action as well as tested the mediating role of entrepreneurial tenacity in the relationship between comprehensive social competence and social entrepreneurial action among social ventures in Uganda. The findings indicated that social entrepreneurial action is highly correlated with both entrepreneurial tenacity and comprehensive social competence. Findings further showed that the association between social entrepreneurial action and complete social competence is mediated by entrepreneurial tenacity.

A meta-analysis was conducted by Chungphangam and Pachuau (2020) on entrepreneurial attitude and social support among youth in the North eastern part of India. The study analyzed 20 empirical studies on entrepreneurship and social support in youth gathered from data sources both online and offline. Results of metanalysis indicated that a positive attitude toward entrepreneurship is associated with a greater likelihood of becoming an entrepreneur, and one of the variables influencing entrepreneurial attitude is social support.

Shehu (2019) analyzed the relationship among social competence, attitudes toward school, and academic achievement of primary school students in Kosovo. Participants consisted of 206 fourth-graders from five different schools in Kosovo, together with one parent and one teacher. The findings demonstrated that relationships with friends and parental involvement were significant predictors of social competence of children. The findings also indicated that the attitude toward school

was significantly predicted by parental engagement, relationships with friends, and relationships with the teacher. Additionally, the findings suggested that social competence and attitude towards school were major determinants of elementary school students' academic achievement.

Smitha (2019) investigated the gender differences and locale differences in the scores of social competence among higher secondary school students. The study was carried out on a sample of 781 higher secondary school students in Kerala. The results of the study indicated that there exists no significant difference in the mean scores of social competence of higher secondary school students with respect to gender. Furthermore, the results showed that there exists a significant difference in the mean scores of social competence of higher secondary school students with respect to the locale of schools. Those students studying in urban schools showed higher social competence when compared to rural higher secondary school students.

Sahban and Ramalu (2016) examined the influence of social support on entrepreneurial intention among business students in Indonesia. Sample consisted of 381 students who are enrolled in the department of management, economics and accounting in the faculty of economics and business. Results indicated that social support had a positive significant influence on entrepreneurial intention of students. Results also indicated that the male students had higher entrepreneurial intention than the female students.

Arts (2012) investigated the relationships between social competence and entrepreneurial intention by analysing empirical data collected among the university students in agri-food sciences who undergo entrepreneurial skills course as a subject

for their programme. The study was conducted on a sample of 36 students studying management studies and competency studies of Wageningen University. The results showed a substantial positive relation between entrepreneurial intention and social perception, social adaptation, and self-promotion. Furthermore, there is no relationship between advanced presentation and target group fit with entrepreneurial intention.

Pushpalata et al. (2009) evaluated the impact of the family environment on preschoolers' social competency. The study was conducted among 200 preschoolers between the ages of two and four, chosen from 100 rural and 100 urban areas, in Hisar city, Haryana state. There were 25 boys and 25 girls in each of the two to four age categories. The findings showed that factors like family size, father occupation, mother education, and family income were positively related to the children's social competence.

Poduthas (2003) examined the social competence of secondary school students in Kerala in relation to their academic achievement on a sample of 502 secondary school students. The results of the study indicated that there exists significant gender differences and differences based on type of management of schools in the scores of social competence of secondary school students. But there exist no significant differences in the mean scores of social competence of secondary school students with respect to subject of study and locale of schools. Results also indicated that the girls and those students studying in government schools had higher scores of social competence than that of boys and those students studying in private schools.

The summary of related studies on Social Competence is presented in Table 3.

**Table 3***Summary of Related Studies on Social Competence*

Author	Year	Findings
Elia	2024	<p>Dimensions of social competence had a positive influence on performance of small and medium sized</p> <p>Five dimensions of social competence such as social adaptability, social perception, social expressiveness, persuasiveness, and impression management, social perception, persuasiveness, and impression management directly affect customer perspective; persuasiveness, social expressiveness, and social adaptability directly affect internal business processes; and social adaptability, social perception, impression management, and social expressiveness are directly linked to learning and growth</p> <p>Social expressiveness, persuasiveness, and impression management did not significantly correlate with customer perspective, business processes, or learning and growth, and social perception and social adaptability were significantly and negatively associated with internal business processes and customer perspective, respectively</p> <p>Small and medium enterprises run by managers and entrepreneurs with high social competence scores were better than those run by entrepreneurs with lower social competence scores</p>
Manzoor and Malhotra	2024	<p>Girls had stronger social competency than the boys of both the government and private schools</p> <p>Students of private schools had higher social competence than those students in government schools</p> <p>Social competence and academic performance of secondary school students had a significant positive correlation both in private and government schools</p>
McCormick and Goldberg	2024	<p>School engagement partially mediated the influence of learning-related disorders and partially mediated the impact of social competence on academic success</p> <p>Increased social competence enhanced academic success and lower social competence predicated less academic success</p>

Author	Year	Findings
Priyanka	2024	No significant difference in the mean scores of social competence of students studying in government and private schools
Aneesh et al.	2023	<p>Psychological well-being of adolescents raised by a single parent was substantially connected with social competence and resilience</p> <p>Resilience fully mediated the relationship between psychological well-being and social competence</p> <p>Social competence, resilience, and psychological well-being were higher among adolescents who lost one parent due to death than among those who experienced parental divorce or separation</p> <p>Social competence, resilience, and psychological well-being did not differ by gender</p> <p>Adolescents with siblings and those living with grandparents have far higher social competency scores than other adolescents</p>
Fuad et al.	2023	<p>Four dimensions of social competence had a significant positive relationship on the women's entrepreneurial success</p> <p>Women entrepreneurs have the ability to interact with others effectively</p>
Irikefe	2023	<p>Positive correlation between views of entrepreneurial education and perceptions of entrepreneurship and with political acumen (impact of social skill) and entrepreneurial opportunity recognition mediating these relationships</p> <p>Social skills mediate these effects of political acumen on perceived entrepreneurial education and entrepreneurial opportunity recognition</p>
Rezaei	2023	<p>Students had low to moderate levels of social competence and entrepreneurial intention</p> <p>Entrepreneurial intention and social competence had a substantial positive relationship</p>
Kour and Rajput	2023	No significant difference in the mean scores of social competence among adolescents of both working and non-working mothers

Author	Year	Findings
		Adolescents of working and non-working mothers do not differ significantly in social competence scores with respect to gender
		Significant difference in the mean scores of social competence of adolescents with respect to the type of management of institutions
		Adolescents in government schools had higher social competence than those in private schools
Sharma	2023	Female students had higher social competency than the male students
		Positive relationship between social competence and study habits and academic achievement among B.Ed. students
Devi et al.	2022	No significant difference in the mean scores of social competency as well as social skills among boys and girls of secondary schools
		No significant relationship between social competence and social skill of boys and girls of secondary schools
Ehteshamuddin and Ahmad	2022	B.Ed. students had high social competence for the total sample and subsample based on gender
		No significant difference in the mean scores of social competence of B.Ed. students with respect to gender
Gómez-López et al.	2022	Mean scores of psychological well-being and social competence of adolescents were medium-high scores
		Psychological well-being and social competence were positively and significantly correlated cross-sectionally and longitudinally
		Significant positive and bidirectional relationship between psychological well-being and social competence
		Social competence remained stable over the years of adolescents whereas psychological well-being tends to show decrease over time
Hernández-López and Romero-López	2022	Social competence and self-esteem are positively correlated
Khanum	2022	Adolescents having high emotional intelligence had high social competence

Author	Year	Findings
		Adolescents having high and low self-esteem did not differ significantly in the social competence
		Relation between social competence and self-esteem did not significantly differ between male and female adolescents
		Relation between adolescents' emotional intelligence and social competence varies significantly by location
Messo	2022	Six social competency skills (predictors) did not contribute significantly to the students' learning of reading.
		Social competency skills had a slight positive effect on students' learning and mastery of reading skills
Rajput	2022	There is a substantial variation in the social competencies of individuals with intellectual disabilities
		No significant difference in social competence between individuals with intellectual disabilities based on their gender
		Social competence declines as the level of intellectual disability increases from mild to profound
Rency and Chacko	2022	No significant relationship between self-esteem and social competence
		Significant positive correlation between perceived parenting style and self-esteem and social competence
		No significant variations in the scores of perceived parenting style, self-esteem, and social competence with respect to gender
Shaju and Agnihotri	2022	Age of the respondents and various aspects of social competence and emotional intelligence were related educational aspirations, including social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level
		Social competence and educational aspirations were significantly correlated
		Significant differences exist in social competence and educational aspirations among secondary school students based on gender, school type, family type, monthly family income and domicile

Author	Year	Findings
Supriya	2022	<p>Significant difference in social competence among adolescent students in relation to their parenting behaviour styles</p> <p>No significant interaction effect between gender and parenting behaviour style among adolescent students on the score of social competence</p> <p>Girls had higher social competence than the boys of senior secondary schools</p>
Alfred and Hillar	2021	<p>Majority of the adolescents showed moderate levels of social competence in social situations</p> <p>No difference in the social competence of male and female adolescents or those living with real or pseudo parents</p> <p>Significant differences in the social competence of the adolescents in the semi-urban, urban, and rural areas. Urban students showed higher social competence than that of students living in semi-urban, and rural areas</p>
Nsereko	2020	<p>Social entrepreneurial action is highly correlated with both entrepreneurial tenacity and comprehensive social competence.</p> <p>Association between social entrepreneurial action and social competence is mediated by entrepreneurial tenacity</p>
Chungphangam and Pachuau	2020	<p>Positive attitude toward entrepreneurship is associated with a greater likelihood of becoming an entrepreneur, and one of the variables influencing entrepreneurial attitude is social support.</p>
Shehu	2019	<p>Relationships with friends and parental involvement were significant predictors of social competence of children</p> <p>Attitude toward school was significantly predicted by parental engagement, relationships with friends, and relationships with the teacher</p> <p>Social competence and attitude towards school were major determinants of elementary school students' academic achievement.</p>
Smitha	2019	<p>There exists no significant difference in the mean scores of social competence of higher secondary school students with respect to gender</p>

Author	Year	Findings
		Significant difference in the mean scores of social competence of higher secondary school students with respect to the locale of schools Students studying in urban schools showed higher social competence when compared to rural higher secondary school students.
Sahban and Ramalu	2016	Social support had a positive significant influence on entrepreneurial intention of students Male students had higher entrepreneurial intention than the female students
Arts	2012	Substantial positive relation between entrepreneurial intention and social perception, social adaptation, and self-promotion No relationship between advanced presentation and target group fit with entrepreneurial intention
Pushpalata et al.	2009	Factors like family size, father occupation, mother education, and family income were positively related to the children's social competence
Poduthas	2003	Significant gender differences and differences based on type of management of schools in the scores of social competence of secondary school students No significant differences in the mean scores of social competence of secondary school students with respect to subject of study and locale of schools Girls and those students studying in government schools had higher scores of social competence than that of boys and those students studying in private schools.

### **Studies on Entrepreneurial Attitude**

Chhillar et al. (2025) examined how entrepreneurial attributes such as internal locus of control, innovation, and risk-taking propensity effect entrepreneurial mindset of university students in National Capital Region (NCR), India. Sample consisted of 192 undergraduate and 179 postgraduate students. Results of the study indicated that male students exhibited higher attitude towards entrepreneurship than female students

and undergraduate students showed higher attitude than post graduate students. Results also indicated that innovativeness and locus of control had positive significant effect and risk-taking propensity had non-significant effect on attitude towards entrepreneurship.

Azharuddin and Al-Kahtani (2024) explored the direct impact of entrepreneurial intention, innovation, perceived creative behavior, and government influence on entrepreneurship and the indirect effect of entrepreneurial intention, innovation, and perceived creative behavior on entrepreneurship when using government support as a mediator. Over the course of two months, 140 employees of industrial companies in the Kingdom of Saudi Arabia completed questionnaires which were used to gather data from these private sector companies. The results indicated that entrepreneurial intention and perceived creative behaviour positively and directly affect entrepreneurship and entrepreneurial intention did not positively and directly affect government support, but the relationship between entrepreneurial intention and government support is positive. Furthermore, analysis showed that innovation does not directly and positively affect entrepreneurship but innovation positively and directly affects government support.

Fan et al. (2024) examined the relationship between entrepreneurial intention, attitude, and self-efficacy of university students in China. Data were collected from 347 students studying in 22 universities of China. Results indicated that students' entrepreneurial intentions and collegiate-level entrepreneurship education are positively connected; the relationship between entrepreneurship education and students' entrepreneurial intentions is mediated by entrepreneurial attitude and self-

efficacy; and the relationship between entrepreneurship education and students' entrepreneurial intentions is moderated by entrepreneurial social support.

Gnanamkonda and Naidu (2024) analyzed the entrepreneurial attitude and association between demographic factors of students in higher education as well as the impact of occupation and education of parents on entrepreneurial attitude of students. The sample consisted of 472 MBA and M.Tech. students selected from five districts of Andhra Pradesh, India. Results indicated that gender, education, family business, parents' occupation, parents' education, and part time job had significant influence on entrepreneurial attitude of students. Furthermore, comparison of mean scores indicated that female students had higher scores on entrepreneurial attitude than male students. Furthermore, engineering students showed higher entrepreneurial attitude than management students as well as students whose parents with no family business had a higher entrepreneurial attitude than those students who had family with business.

Gupta et al. (2024) assessed the attitude and perceptions of the students towards entrepreneurship and factors affecting perception of students in Jammu and Kashmir. Sample for the study consisted of 451 technical education students studying across Jammu and Kashmir collected by using stratified sampling. The results indicated that the majority of students perceived that the hospitality and tourism industry (76.10 percent of respondents) is the most desirable for starting a business in Jammu and Kashmir, followed by the fruits and dry fruit industry (55 percent of respondents) and fin-tech and financial services, which are the least popular industries. Correlation analysis indicated that entrepreneurial intention,

entrepreneurial support, entrepreneurial inspiration, and attitude towards entrepreneurship had a significant positive relationship with entrepreneurial perception. Regression analysis indicated that entrepreneurial inspiration, entrepreneurial support, and entrepreneurial intention account for 72.50 percent of the variance in entrepreneurial perception and entrepreneurial inspiration had the maximum positive influence upon students' entrepreneurial perception followed by entrepreneurial support, and entrepreneurial intention. Additionally, the results indicated that entrepreneurial intention, entrepreneurial support, and entrepreneurial inspiration account for 64.70 percent of the variance in attitudes on entrepreneurship and students' attitudes toward entrepreneurship were most positively impacted by entrepreneurial intention, followed by entrepreneurial inspiration, and entrepreneurial support.

Purwanti et al. (2024) analyzed the impact of entrepreneurship education and entrepreneurship curriculum on entrepreneurial intention among students, moderated by entrepreneurial mindset in vocational high schools. Sample size was 365 participants studying in the center of excellence vocational high school in Banyuwangi. Results indicated that entrepreneurial intention was positively influenced by entrepreneurship education, entrepreneurship curriculum, and entrepreneurial mindset among the students.

Begum and Gogoi (2023) analyzed the effect of self-efficacy on entrepreneurial attitude among students of Assam Agricultural University, Jorhat. Sample consisted of 158 participants selected from four colleges of Assam Agricultural University, Jorhat campus. The findings of the study revealed that the

majority of the respondents were found to have an average level of self-efficacy and a high level of attitude towards entrepreneurship. Furthermore, results indicated that there is no significant relationship between self-efficacy and attitude towards entrepreneurship of university students.

Harisundar and Rajalakshmi (2023) measured the attitude towards entrepreneurial ventures of mechanical engineering students of Kerala. Sample size of the study was made up of 353 mechanical engineering students. The study found a positive relationship between entrepreneurial factors among mechanical engineering students' involvement in campus startups. However, barrier factors, such as lack of capital investment, high risk, lack of family support, and government policies, had a negative impact, resulting in a decrease in students' involvement.

A study conducted by Ince et al. (2023) examined the effects of perceived suitability, perceived consistency, and perceived effectiveness on entrepreneurship intention as well as the effect of entrepreneurship attitude and education on entrepreneurship intention. Data were collected from a sample of 377 students studying in the field of tourism. Results indicated that the attitude of entrepreneurship and education has an impact on the entrepreneurship intention as well as perceived suitability, perceived consistency, and entrepreneurial intention differs significantly between those who have worked before and those who have not.

Kaur and Chawla (2023) assessed the contribution of entrepreneurship education in strengthening entrepreneurial attitudes, and entrepreneurial intentions among engineering graduates in India. Sample consisted of 340 engineering students. The findings revealed that entrepreneurship education, entrepreneurial attitudes, and

entrepreneurial intentions were positively and significantly correlated. However, the moderation effect of gender on entrepreneurship education, entrepreneurship attitude, and entrepreneurship intention was found to be insignificant.

Madhu and Gaba (2023) examined the entrepreneurial attitude of business school students and the factors affecting their entrepreneurial attitude. Sample consisted of 200 students selected from four different business schools in Panipat district. The results showed that a variety of factors, including technical and professional qualifications, occupational experience, government and financial institution assistance, business interest, entrepreneurial awareness, career plan, infrastructure, attraction of high demand, profit margin, and place of residence, all have an impact on business students' entrepreneurial attitude in addition to their education. Furthermore, students' attitudes are unaffected by their gender, the size of their families, or their desire to work independently.

Priyanka (2023) analyzed the entrepreneurial attitude of students' and the influence of their stream of study on entrepreneurial attitude in Rewari District of Haryana. Participants included in the study were 227 college students selected from rural and urban colleges. The results indicated that students had a favorable entrepreneurial attitude towards starting new business, and despite the challenges of competition, students were confident in managing their business, promoting their products and services with risk-taking capacity, and feeling confident to start their business. Furthermore, students believed that starting their own business is better than working under others which leads to future success with proper profitability. Results

also indicated that the stream of courses had no impact on the entrepreneurial attitude of the students.

Yanling and Hock (2023) examined the impact of entrepreneurship education on entrepreneurial attitude and intention among students majoring in economic management in higher vocational colleges. Sample consisted of 285 students studying in economic management in Shandong Institute of Commerce and Technology. Results revealed that entrepreneurship education had a positive and significant effect on both entrepreneurial attitude and intention. Furthermore, it found that entrepreneurial attitude serves as a mediating factor in the relationship between entrepreneurship education and entrepreneurial intention. The research also highlighted significant gender differences, indicating that male students exhibited higher levels of entrepreneurial intention compared to female students. However, there were no significant gender variations in entrepreneurial attitudes. Additionally, those students of family with and without business experience demonstrated distinct disparities in entrepreneurial intention, with those with business experience exhibiting stronger entrepreneurial intention.

Sukumar et al. (2022) explored students' attitudes towards entrepreneurship, factors attracting them to entrepreneurship, and their intentions to start entrepreneurial ventures. Sample for the study consisted of 168 final year postgraduate students of Ernakulam District. Results revealed that 61.70 percent of students expressed a neutral opinion on entrepreneurship as a safe career option, 21.00 percent agreed, 7.80 percent strongly agreed, and 6.60 percent disagreed and 3.00 percent strongly disagreed. Results also indicated that 50.90 percent of students were influenced by other factors,

while awareness programs, family background, and entrepreneurial experience are the most significant factors attracting them to entrepreneurship. The analysis of responses of students on their intentions to start entrepreneurial ventures revealed that the majority of final year post graduate students had a neutral desire to establish a business in the long run, with 24.60 percent agreed and 13.80 strongly agreed to establish a business.

Viquez-Paniagua et al. (2022) examined the influence of locus of control, the university environment, and the social environment on the entrepreneurial attitude of female Latin American university students. Participants of the study consisted of 10,781 female university students selected from 11 Latin American countries included in the Global University Entrepreneurial Spirit Students Survey 2018. Multiple regression analysis indicated that locus of control, the university environment, and the social environment had a positive impact on the entrepreneurial attitude of female Latin American university students as well as locus of control was the most influential factor.

Arkorful and Hilton (2021) investigated the influence of locus of control (internal and external) on entrepreneurial intention of final year undergraduate students in Ghana. By using cross-sectional survey designs data were collected from 300 final year undergraduate students in selected universities in Ghana. The findings showed that entrepreneurial intention and locus of control—both internal and external—are positively correlated. Additionally, compared to internal locus of control, external locus of control has a greater impact on entrepreneurial intention.

Furthermore, the association between locus of control and entrepreneurial inclination is not influenced by gender.

Kusumojanto et al. (2021) explored the relationship between several forecasted variables that can drive students' entrepreneurial intention, consisting of entrepreneurial education, entrepreneurial attitude, family education, and environment. A sample of 200 vocational students in Malang of Indonesia were selected through convenience sampling. Results confirmed that students' environment could explain the intention and students' attitudes toward entrepreneurship. In addition, the results also indicated that the role of entrepreneurship education and family do not have a significant effect on students' entrepreneurial attitude.

Mary and Rajashekar (2021) examined the level of entrepreneurial awareness among students, analyzed the entrepreneurship environment supplied by the institutions, and examined the entrepreneurial attitude of college students at chosen B-schools. The sample size was 100 students selected from three Bangalore-based business schools. The findings revealed that the majority of respondents strongly agreed that students are completely informed and have a good behavioral, cognitive, and emotional attitude toward the start-up venture education given by the selected B-schools in Bangalore City.

Sreedhar (2021) investigated the attitudes of B. Com. students regarding entrepreneurship. The sample consisted of 50 B. Com. students selected from several colleges in Thrissur district. The purposive sampling approach was used. The study found that the demand for accomplishment had a substantial influence on

entrepreneurial inclination. Majority of respondents (about 90 percent) reported a positive attitude towards entrepreneurship as a career.

Adarsh and Jayashree (2020) examined the entrepreneurial intentions of Indian youngsters. A sample consisted of 50 graduated youth. The results revealed that graduated youth had a strong motivation and intention to start their own businesses, but there are certain barriers to success, such as a lack of financing, a lack of business skills, and a worry of future financial stability. Results also indicated no significant gender difference in entrepreneurial intentions of the youth.

Bhattacharjee (2020) explored the attitude of college students towards entrepreneurship and the barriers faced by students while selecting entrepreneurship as a career. Sample for the study comprised of 100 college students of Nagaon town, Assam. The results of the study indicated that students who belong from a business family were more interested in joining the business rather than starting a new one and majority do not find any inspiration from their family or social background to become an entrepreneur. The analysis of barriers to entrepreneurship majority of students revealed that financial problem is the major barrier for starting an entrepreneurship.

Jena (2020) investigated the cognitive, emotional, and behavioral components of students' attitude toward entrepreneurship education in Indian universities/colleges, and assessed the influence of students' attitude toward entrepreneurship education on entrepreneurial intention as well as investigated the influence of control factors (such as gender and entrepreneurial family background) on the association between attitude toward entrepreneurship education and entrepreneurial intention. The responders were students ( $N = 509$ ) from several business management institutions and universities in

central India. The colleges/universities were selected using a purposive sampling technique, whereas the respondents were chosen using simple random sampling. The findings revealed a strong favorable influence of attitude toward entrepreneurship education on entrepreneurial intention. Findings also indicated that the students have moderate attitude towards entrepreneurship education and there exists no significant difference in attitude with respect to gender. In addition, those students from entrepreneurship family background had higher entrepreneurial intention than those students from non-entrepreneurship family background.

Using multi-group structural equation modeling, Vamvaka et al. (2020), analyzed the levels of dimensions of entrepreneurial attitude, perceived behaviour control, and entrepreneurial intention in predicting the Theory of Planned Behavior (TPB) constructs and gender as a moderator of relationships among these constructs. Sample consisted of 441 Greek tertiary education undergraduate information technology students attending University of Thessaly, in Greece. Results showed significant, weak gender differences in some TPB constructs favoring men as well as on entrepreneurial attitude. Male students displayed higher levels of perceived self-efficacy and controllability, and were more involved in business gestation processes. The effect of gender on entrepreneurial intention was mediated indirectly through perceived controllability and self-efficacy. The moderating effects of gender indicated that all but one of the relations between intention, attitude, and perceived behavioral control were gender-invariant.

Weerasinghe (2020) investigated the entrepreneurial intention of ordinary level students in Sri Lanka's Kelaniya Education Zone who take entrepreneurship

courses as a topic. The sample of the study consisted of 80 students at the ordinary school level who were enrolled in courses that included entrepreneurship studies in their curriculum. The results indicated a favorable correlation between the entrepreneurial intention and the aspects of entrepreneurial education, including know-what, know-why, know-how, and know-who, based on the replies examined.

Murugan et al. (2019) examined the attitude of graduates to become first generation entrepreneurs. Data was collected from 100 respondents pursuing degrees in Arts and Commerce from five institutions in Coimbatore, Kerala. The results indicated that 38 percent of respondents are women and 62 percent of respondents are men. Even though there are more male responses, a sizable portion of female respondents have expressed interest in starting their own business. Results also indicated that just five percent of respondents believed that the standard of life of entrepreneurs was poor, while the majority of respondents (54 percent) believed that standard of life was excellent and 44 percent believed that standard of life was very good.

Abun et al. (2018) measured the entrepreneurial attitude and entrepreneurial intention of high school students. The sample for the study was composed of 162 grade XII senior high school students in the city of Vigan, Philippines. The findings of the study indicated that the students overall entrepreneurial mindset is rated as high. Three factors, including drive and determination, calculated risk-taking, and the urge for accomplishment, were scored highly whereas the urge for autonomy and creative propensity were two moderately scored components of entrepreneurial attitude. The

results also indicated that there is a substantial relation between entrepreneurial attitude and entrepreneurial intention.

Herath and Amarawansa (2018) investigated the students' attitude towards entrepreneurial careers and factors affecting the entrepreneurial attitude. Data collected from 100 entrepreneurial graduates from Sri Lankan universities through a questionnaire on career aspirations. The results showed that the majority (89 percent) of students not interested in entrepreneurship were unwilling to assume the risk involved in the new endeavors. The majority of students have stated that their lack of practical business knowledge, negative attitude of relatives in starting business, and experience received from parents' business were the reasons for their negative attitudes about entrepreneurship.

The study conducted by Ayuo et al. (2017) examined the attitude towards entrepreneurship among the students in technical and vocational education and training institutes in Kenya. Data was collected from 239 students in public technical and vocational education training institutions spread across Kenya who are undergoing engineering courses in their third year of study. Results indicated that the mean score for the aspects of attitude toward entrepreneurship was 3.79. The statement "I would rather be my own boss than secure a job" ( $M = 4.36$ ,  $SD = 0.81$ ) received the highest score, while "A career as an entrepreneur is totally unattractive to me" ( $M = 2.32$ ,  $SD = 1.36$ ) received the lowest. The findings showed that pupils acquire different perspectives on entrepreneurship.

Shibu (2017) analyzed the attitude of college students towards entrepreneurship. Sample for the study made up of 60 undergraduate and postgraduate

students selected through convenient sampling technique from Perumbavoor area of Ernakulam district in Kerala. Results indicated that only three out of 60 students want to take up entrepreneurship as their future career. By analyzing the attitude dimensions of the students, 36 percent strongly agreed with creative ideas and 58 percent agreed that innovation was essential to be an entrepreneur while 16 percent disagreed with the undertaking of financial risks. Results also indicated that gender is not a restriction for selecting entrepreneurship as a career.

Smitha (2017) examined the attitude of higher secondary school students towards entrepreneurship. Sample for the study consisted of 400 higher secondary school students selected from Thrissur and Ernakulam districts of Kerala state. Results of the study indicated that the majority of higher secondary school students had average level of attitude towards entrepreneurship. Mean difference analysis indicated that female students had a higher attitude towards entrepreneurship than the male students and urban school students had a higher attitude towards entrepreneurship than rural school students, but there exists no significant difference in the attitude with respect to type of management of schools. Additionally, the results indicated that attitude towards entrepreneurship differ significantly with respect to occupation of parents and students whose parents belong to profession group had a higher attitude towards entrepreneurship than those students whose parents belong to business, employment, and others.

Manisha and Singh (2016) explored the students' perceptions about entrepreneurship. in Sonipat city. Sample size made up of 100 MBA and BBA students. Results indicated that lack of confidence, lack of familial support, a weak

financial background, lack of business experience, and fear of failing were perceived obstacles to entrepreneurship identified by the students. The findings also showed that students had a favorable opinion of entrepreneurship, appreciating its social influence and considering it to be a respectable career. Even while monetary rewards and job security in big businesses are recognized, community service and the honor of being an entrepreneur appear to be more powerful motivators contributing to positive attitude towards entrepreneurship.

Nair (2015) examined the entrepreneurial skills among higher secondary school students in Kerala. The study was carried out on a sample of 700 higher secondary school students selected from Malappuram and Kozhikode districts of Kerala state. Results of the study indicated that entrepreneurial skills of higher secondary school students were satisfactory and gender and family background had no significant influence on entrepreneurial skills of the students. Additionally, the results showed that higher secondary school students differ significantly in entrepreneurial skills with respect to subject of study and students studying science had higher entrepreneurial skills than commerce and humanities students.

Ponmani (2015) analyzed the entrepreneurial attitude orientation and intention among college students of arts ( $N = 178$ ), commerce ( $N = 289$ ) and science categories ( $N = 234$ ). The results of chi-square analysis indicated that gender, place of residence, streams of study, and family income were significantly associated with attitude towards entrepreneurship. Male students (55.73 percent) more preferred entrepreneurship than female students (44.19 percent). Results also indicated that among arts, science, and commerce streams of study, 56.18 percent, 72.65 percent,

and 59.17 percent respectively of students were interested to start business on their own and for majority of the respondents (64.17 percent), family was the essential influencing factor to venture into entrepreneurship. There is no significant No relation between entrepreneurship attitude orientation, entrepreneurship intention, and entrepreneurship behaviour.

Sambu and Kihara (2015) conducted a study to establish the impact of entrepreneurial characteristics on performance of learning institutions in North Rift region, Kenya, targeting entrepreneurs or founders of the learning institutions and in their absence, the managers. Sample for the study consisted of 200 learning institutions selected through census method within the Eldoret Municipality, Kitale Municipality, and Kapsabet Municipality, Kenya. Regression analysis indicated that entrepreneurial determination and entrepreneurial opportunity recognition had no effect on learning institution performance, while entrepreneurial leadership had a positive effect on performance of institutions.

Ameen (2013) studied the attitude of degree students towards entrepreneurship. Sample for the study consisted of 630 degree students selected from Malappuram, Kozhikode, Palakkad, Thrissur, and Wayanad districts of Kerala state. Results showed that the degree students had a high positive attitude towards entrepreneurship. Mean difference analysis indicated that male students had a higher attitude towards entrepreneurship than female students and rural school students had higher attitude towards entrepreneurship than urban school students. Furthermore, the analysis of variance indicated that the attitude of degree students differs significantly with respect to subject of study but there exists no difference with respect to family

income. Commerce students showed more favourable attitude than arts and science students.

Singh and Rahman (2013) examined the entrepreneurial traits of successful entrepreneurs among entrepreneurs of Assam. Data were collected through multistage sampling from 756 successful entrepreneurs of food processing units in Assam. Confirmatory factor analysis tested the fourteen traits such as Individual smartness / ability to recognize highly potential business opportunity, creativity, innovativeness, self-efficacy /self-confidence / self-belief, dedication and hard-work, internal locus of control / (believing that actions determine the rewards), risk taking propensity / attitude towards risk / taking calculated risk, tolerance of uncertainty / ambiguity, sincerity and commitment, endurance /continuing for long time, good planning, ability to make decisions, flexibility / adaptive to change and goal oriented (Singh & Rahman, 2013). However, following the factor analysis of components, the key characteristics that contributed to entrepreneurs' success were reduced to five variables such as innovation, futuristic, risk-taking ability, adaptability, and commitment that contribute to the success of food processing entrepreneurs in Assam.

In a cross-cultural study, Goel et al. (2006) compared the attitude of youth towards entrepreneurs and entrepreneurship in India and China. Sample consisted of 3208 Indian and 3000 Chinese college students pursuing humanities, science, and languages. The results of the study indicated that occupation of parents influence the attitude of youth towards business and students from business-related employment backgrounds in China and India have a more favorable attitude toward entrepreneurship. All indicators of attitudes toward entrepreneurs and

entrepreneurship in both nations showed that those from business families had more positive attitudes than those from service background.

The summary of related studies on Entrepreneurial Attitude is presented in Table 4.

**Table 4**

*Summary of Related Studies on Entrepreneurial Attitude*

Author	Year	Findings
Chhillar et al.	2025	Male students exhibited higher attitude towards entrepreneurship than female students and undergraduate students showed higher attitude than post graduate students  Innovativeness and locus of control had positive significant effect and risk-taking propensity had non-significant effect on attitude towards entrepreneurship
Azharuddin and Al-Kahtani	2024	Entrepreneurial intention and perceived creative behaviour positively and directly affect entrepreneurship  Entrepreneurial intention did not positively and directly affect government support  Relationship between entrepreneurial intention and government support is positive  Innovation does not directly and positively affect entrepreneurship but innovation positively and directly affects government support.
Fan et al.	2024	Students' entrepreneurial intentions and collegiate-level entrepreneurship education are positively connected  Relationship between entrepreneurship education and students' entrepreneurial intentions is mediated by entrepreneurial attitude and self-efficacy  Relationship between entrepreneurship education and students' entrepreneurial intentions is moderated by entrepreneurial social support
Gnamkonda and Naidu	2024	Gender, education, family business, parents' occupation, parents' education, and part time job had significant influence on entrepreneurial attitude of students

Author	Year	Findings
Gupta et al.	2024	<p data-bbox="603 331 1331 398">Female high students had higher scores on entrepreneurial attitude than male students</p> <p data-bbox="603 416 1331 483">Engineering students showed higher entrepreneurial attitude than management students</p> <p data-bbox="603 501 1331 607">Students whose parents with no family business had a higher entrepreneurial attitude than those students who had family with business</p> <p data-bbox="603 633 1331 846">Majority students perceived that the hospitality and tourism industry is the most desirable for starting a business in Jammu and Kashmir, followed by the fruits and dry fruit industry (55 percent of respondents) and fin-tech and financial services, which are the least popular industries.</p> <p data-bbox="603 864 1331 1010">Entrepreneurial intention, entrepreneurial support, entrepreneurial inspiration, and attitude towards entrepreneurship had a significant positive relationship with entrepreneurial perception</p> <p data-bbox="603 1028 1331 1267">Entrepreneurial inspiration, entrepreneurial support, and entrepreneurial intention account for 72.50 percent of the variance in entrepreneurial perception and entrepreneurial inspiration had the maximum positive influence upon students' entrepreneurial perception followed by entrepreneurial support, and entrepreneurial intention</p> <p data-bbox="603 1285 1331 1391">Entrepreneurial intention, entrepreneurial support, and entrepreneurial inspiration account for 64.70 percent of the variance in attitudes on entrepreneurship</p> <p data-bbox="603 1408 1331 1547">Students' attitudes toward entrepreneurship were most positively impacted by entrepreneurial intention, followed by entrepreneurial inspiration, and entrepreneurial support</p>
Purwanti et al.	2024	<p data-bbox="603 1581 1331 1715">Entrepreneurial intention was positively influenced by entrepreneurship education, entrepreneurship curriculum, and entrepreneurial mindset among the students</p>
Begum and Gogoi	2023	<p data-bbox="603 1749 1331 1854">Majority of the respondents were found to have an average level of self-efficacy and a high level of attitude towards entrepreneurship</p> <p data-bbox="603 1872 1331 1937">No significant relationship between self-efficacy and attitude towards entrepreneurship of university students</p>

Author	Year	Findings
Harisundar and Rajalakshmi	2023	Positive relationship between entrepreneurial factors Barrier factors, such as lack of capital investment, high risk, lack of family support, and government policies, had a negative impact, resulting in a decrease in students' involvement
Ince et al.	2023	Attitude of entrepreneurship and education has an impact on the entrepreneurship intention as well as perceived suitability, perceived consistency Entrepreneurial intention differs significantly between those who have worked before and those who have not
Kaur and Chawla	2023	Entrepreneurship education, entrepreneurial attitudes, and entrepreneurial intentions were positively and significantly correlated Effect of gender on entrepreneurship education, entrepreneurship attitude, and entrepreneurship intention was found to be insignificant
Madhu and Gaba	2023	Variety of factors, including technical and professional qualifications, occupational experience, government and financial institution assistance, business interest, entrepreneurial awareness, career plan, infrastructure, attraction of high demand, profit margin, and place of residence, all have an impact on business students' entrepreneurial attitude in addition to their education Students' attitudes are unaffected by their gender, the size of their families, or their desire to work independently
Priyanka	2023	Students had a favorable entrepreneurial attitude towards starting new business, and despite the challenges of competition, students were confident in managing their business, promoting their products and services with risk-taking capacity, and feeling confident to start their business Students believed that starting their own business is better than working under others which leads to future success with proper profitability Stream of courses had no impact on the entrepreneurial attitude of the students
Yanling and Hock	2023	Entrepreneurship education had a positive and significant effect on both entrepreneurial attitude and intention

Author	Year	Findings
		<p>Entrepreneurial attitude serves as a mediating factor in the relationship between entrepreneurship education and entrepreneurial intention</p> <p>Significant gender differences, indicating that male students exhibited higher levels of entrepreneurial intention compared to female students</p> <p>No significant gender variations in entrepreneurial attitudes</p> <p>Students of family with and without business experience demonstrated distinct disparities in entrepreneurial intention, with those with business experience exhibiting stronger entrepreneurial intention.</p>
Sukumar et al.	2022	<p>Majority of students expressed a neutral opinion on entrepreneurship as a safe career option</p> <p>Half of students were influenced by other factors, while awareness programs, family background, and entrepreneurial experience are the most significant factors attracting them to entrepreneurship</p> <p>Majority of final year post graduate students had a neutral desire to establish a business in the long run</p>
Viquez-Paniagua et al.	2022	<p>Locus of control, the university environment, and the social environment had a positive impact on the entrepreneurial attitude of students</p> <p>Locus of control was the most influential factor on entrepreneurial attitude than social and university environment</p>
Arkorful and Hilton	2021	<p>Entrepreneurial intention and locus of control—both internal and external—are positively correlated</p> <p>Compared to internal locus of control, external locus of control has a greater impact on entrepreneurial intention</p> <p>Association between locus of control and entrepreneurial inclination is not influenced by gender</p>
Kusumojanto et al.	2021	<p>Students' environment could explain the intention and students' attitudes toward entrepreneurship</p> <p>Role of entrepreneurship education and family do not have a significant effect on students' entrepreneurial attitude</p>
Mary and Rajashekar	2021	<p>Majority of respondents strongly agreed that students are completely informed and have a good behavioral, cognitive, and emotional attitude toward the start-up</p>

Author	Year	Findings
		venture education given by the selected B-schools in Bangalore City
Sreedhar	2021	<p>Demand for accomplishment had a substantial influence on entrepreneurial inclination</p> <p>Majority of respondents reported a positive attitude towards entrepreneurship as a career</p>
Adarsh and Jayashree	2020	<p>Graduated youth had a strong motivation and intention to start their own businesses, but there are certain barriers to success, such as a lack of financing, a lack of business skills, and a worry of future financial stability</p> <p>No significant gender difference in entrepreneurial intentions of the youth</p>
Bhattacharjee	2020	<p>Students who belong from a business family were more interested in joining the business rather than starting a new one and majority do not find any inspiration from their family or social background to become an entrepreneur</p> <p>Majority of students revealed that financial problem is the major barrier for starting an entrepreneurship</p>
Jena	2020	<p>Strong favorable influence of attitude toward entrepreneurship education on entrepreneurial intention.</p> <p>Students have moderate attitude towards entrepreneurship education</p> <p>No significant difference in attitude with respect to gender</p> <p>Students from entrepreneurship family background had higher entrepreneurial intention than those students from non entrepreneurship family background</p>
Vamvaka et al.	2020	<p>Significant weak gender differences in some theory of planned behaviour constructs favoring men as well as on entrepreneurial attitude</p> <p>Male students displayed higher levels of perceived self-efficacy and controllability, and were more involved in business gestation processes</p> <p>Effect of gender on entrepreneurial intention was mediated indirectly through perceived controllability and self-efficacy</p>

Author	Year	Findings
		Moderating effects of gender indicated that all but one of the relations between intention, attitude, and perceived behavioral control were gender-invariant
Weerasinghe	2020	Favorable correlation between the entrepreneurial intention and the aspects of entrepreneurial education, including know-what, know-why, know-how, and know-who, based on the replies examined
Murugan et al.	2019	Even though there are more male responses, a sizable portion of female respondents have expressed interest in starting their own business  Only a small percent of respondents believed that the standard of life of entrepreneurs is poor, while the majority of respondents believed that standard of living was excellent and nearly half of them believed that standard of living was very good
Abun et al.	2018	Students overall entrepreneurial mindset is rated as high Factors including drive and determination, calculated risk-taking, and the urge for accomplishment, were scored highly whereas the urge for autonomy and creative propensity were two moderately scored components of entrepreneurial attitude  Substantial relation between entrepreneurial attitude and entrepreneurial intention
Herath and Amarawansha	2018	Majority of students have made it clear that they are unwilling to assume the risk involved in the new endeavors  Majority of students have stated that their lack of practical business knowledge is the reason for their unfavorable attitudes about entrepreneurship
Ayuo et al.	2017	Mean score for the aspects of attitude toward entrepreneurship was 3.79. The statement "I would rather be my own boss than secure a job" received the highest score, while "A career as an entrepreneur is totally unattractive to me" received the lowest  Students acquire different perspectives on entrepreneurship
Shibu	2017	Only three out of 60 students want to take up entrepreneurship as their future career  By analyzing the attitude dimensions of the students, 36 percent strongly agreed with creative ideas and 58

Author	Year	Findings
Smitha	2017	<p>percent agreed that innovation was essential to be an entrepreneur while 16 percent disagreed with the undertaking of financial risks</p> <p>Gender is not a restriction for selecting entrepreneurship as a career</p> <p>Majority of higher secondary school students had average level of attitude towards entrepreneurs</p> <p>Female students had a higher attitude towards entrepreneurship than the male students</p> <p>Urban school students had a higher attitude towards entrepreneurship than rural school students</p> <p>No significant difference in the attitude with respect to type of management of schools</p> <p>Attitude towards entrepreneurship differ significantly with respect to occupation of parents and students whose parents belong to profession group had a higher attitude towards entrepreneurship than those students whose parents belong to business, employment, and others</p>
Manisha and Singh	2016	<p>Lack of confidence, lack of familial support, a weak financial background, lack of business experience, and fear of failing were perceived obstacles to entrepreneurship identified by the students</p> <p>Students had a favorable opinion of entrepreneurship, appreciating its social influence and considering it to be a respectable career</p> <p>Even while monetary rewards and job security in big businesses are recognized, community service and the honor of being an entrepreneur appear to be more powerful motivators contributing to positive attitude towards entrepreneurship</p>
Nair	2015	<p>Entrepreneurial skills of higher secondary school students were satisfactory</p> <p>Gender and family background had no significant influence on entrepreneurial skills of the students</p> <p>Students differ significantly in entrepreneurial skills with respect to subject of study and students studying science had higher entrepreneurial skills than commerce and humanities students</p>

Author	Year	Findings
Ponmani	2015	<p>Gender, place of residence, streams of study, and family income were significantly associated with attitude towards entrepreneurship</p> <p>Male students showed more attitude towards entrepreneurship than female students</p> <p>Science students showed more attitude towards entrepreneurship than arts and commerce students</p> <p>No relation between entrepreneurship attitude orientation, entrepreneurship intention, and entrepreneurship behaviour</p>
Sambu and Kihara	2015	<p>Entrepreneurial determination and entrepreneurial opportunity recognition had no effect on learning institution performance, while entrepreneurial leadership had a positive effect on performance of institutions</p>
Ameen	2013	<p>Degree students had a high positive attitude towards entrepreneurship</p> <p>Male students had a higher attitude towards entrepreneurship than female students</p> <p>Rural school students had higher attitude towards entrepreneurship than urban school students</p> <p>Attitude of degree students differ significantly with respect to subject of study and Commerce students had more favourable attitude than arts and science students</p> <p>There exists no difference with respect to family income</p>
Singh and Rahman	2013	<p>Key characteristics that contributed to entrepreneurs' success were innovation, futuristic, risk-taking ability, adaptability, and commitment that contribute to the success of food processing entrepreneurs in Assam.</p>
Goel et al.	2006	<p>Occupation of parents influence the attitude of youth towards business and students from business-related employment backgrounds in China and India have a more favorable attitude toward entrepreneurship</p>

### **Conclusion**

The investigator carried out a thorough review of the literature by analyzing numerous studies on Career Decision Making Self-Efficacy, Locus of Control, Social

Competence, and their impact on Entrepreneurial Attitude. This chapter included the theoretical aspects and review of related literature which are important, relevant, and useful for the problem under investigation. Significant evidence supporting the influence of independent variables namely Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on fostering an entrepreneurial mindset, intention, attitude, skill, and competence were found in the literature review at various levels. It is clear from the review of related studies that a significant portion of the research, particularly the independent variables, was carried out abroad. The study of Career Decision Making Self-Efficacy is in its early stages in India, and it is essential to understand the dimensions that contribute to entrepreneurship in India. Review of studies also indicated that Career Decision Making Self-Efficacy has been explored in foreign countries mostly in United States of America, China, Canada, United Kingdom, Japan, Australia, and South Korea and a few studies on Career Decision Making Self-Efficacy are carried out in Indian context. Even though independent variables like Locus of Control and Social Competence studies are common on many areas, very few studies were conducted to find out their impact on student's Entrepreneurial Attitude. The related studies clearly indicated that the Career Decision Making Self-Efficacy, Locus of Control, and Social Competence have a significant influence in promoting young entrepreneurship independently. Review emphasized that Locus of Control and social environment is a significant predictor of entrepreneurship.

According to review of relevant studies, understanding the factors affecting entrepreneurship attitude is highly essential in the present scenario and numerous studies are carried out to investigate entrepreneurship as well as its varied dimensions. Abundant investigations are being undertaken across the world to study various elements of entrepreneurship. Indian researchers are also studying entrepreneurship in a variety of areas and disciplines such as management, business, commerce, medicine, and education. The investigator identified some research studies examining the effect of personal, behavioural, and social factors on various aspects of entrepreneurial attitude among students, but the investigator failed to identify any study which explores the combined effect and contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students or student at any levels of education. Thus, in order to fill the gap, it would be worthwhile to understand the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. Therefore, the study aims to find out the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.

## **METHODOLOGY**

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- Variables
- Objectives
- Hypotheses
- Method
- Tools for Data Collection
- Sample
- Data Collection Procedure
- Statistical Techniques

The present study entitled **INFLUENCE OF CAREER DECISION MAKING SELF-EFFICACY, LOCUS OF CONTROL AND SOCIAL COMPETENCE ON ENTREPRENEURIAL ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS** attempts to study the influence of three independent variables on the dependent variable, Entrepreneurial Attitude, of higher secondary school students. The study intends to find out the individual and combined effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. The study also aims to identify the independent and joint contributions of independent variables on the dependent variable, Entrepreneurial Attitude. In addition to that the study also aims to find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.

The methodology adopted by the investigator for the study is described under the following headings.

- Variables
- Objectives
- Hypotheses

- Method
- Tools for Data Collection
- Sample
- Data Collection Procedure
- Statistical Techniques

### **Variables**

The independent variables and dependent variable of the study are the following:

#### **Independent Variables**

The independent variables of the study are;

- Career Decision Making Self-Efficacy
- Locus of Control
- Social Competence

#### **Dependent Variables**

The dependent variable is Entrepreneurial Attitude

In addition to the independent and dependent variables, the investigator incorporated selected categorical variables.

#### **Categorical Variables**

By analysing the related studies on Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude the investigator

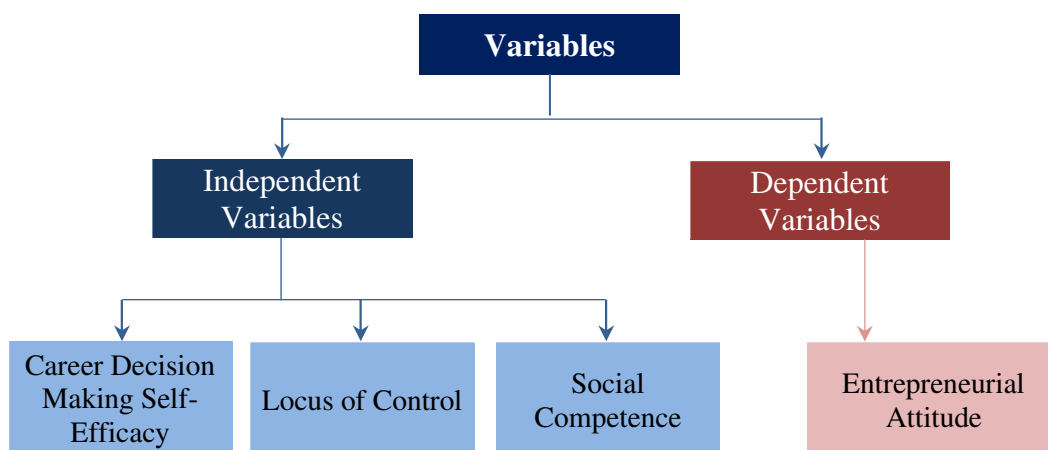
selected certain categorical variables, as the results of previous studies indicated that the selected categorical variables influence Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of various group of sample (Manichander, 2021; Nimisha, 2020; Javed & Alee, 2020; Smitha, 2019; Smitha, 2017; Nair, 2015; Ulaş et al., 2018; Ameen, 2013; Poduthas, 2003). Thus, the selected categorical variables are:

- Gender
- Type of Management of Schools
- Locale of Schools
- Occupation of Parents
- Stream of Courses

The variables selected for the study are presented in Figure 5.

**Figure 5**

*Variables Selected for the Study*



### **Rationale for Selecting Independent and Dependent Variables**

Entrepreneurship is considered as an essential catalyst for growth and social cohesion, in the modern knowledge driven as well as technologically updated societies and economies. In a developing country like India, the acquisition of entrepreneurial skills and initiatives among youth is essential for economic growth of the country. According to Ilayaraja and Ganesh (2014), entrepreneurship education is considered to be a lifelong learning process, hence it has to begin in elementary school and continue through all educational levels, including adult education. In order to select the independent variables, a thorough analysis of available literature in entrepreneurship education is carried out by the investigator. From the analysis of findings of research studies in entrepreneurial education, the investigator arrests that there are several philosophical, psychological, personality, behavioural, social, and culture factors as well as information technology development and education influence entrepreneurial attitude of students (Gartner, 1988; Acharya et al., 2007; Singh & Rahman, 2013; Loss & Bascunan, 2015; Abun et al., 2018; Weerasinghe, 2020)

Career decision making self-efficacy is a personal and psychological variable which describes a person's confidence in his/her ability to analyze educational and career opportunities and to be involved in educational and occupational related planning and decision making (Sharf, 2006). Career decision making self-efficacy is an individual's degree of belief that he or she can successfully complete tasks necessary to make career decisions (Taylor & Betz, 1983). According to Luzzo (1993), career decision making self-efficacy is one's confidence in one's ability to

engage in educational and occupational planning and decision making. Career decision-making is generally a process of explaining the choices a person makes when choosing a specific career (Noeth et al., 1984). Making a career decision, or any decision for that matter, can be effortless or challenging depending on the amount of information a person has about the career options (Prideaux & Creed, 2001). Understanding career decision making self-efficacy helps to identify different factors involved in a person's career decision and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf, 2006).

Higher secondary stage of schooling is a transitional stage where students generally strive to find a career that matches their identity by taking into account not only their own interests, but also their own personality, potential, and values (Sukumar, 2014). An important task for students when their school is about to end or has ended is to seriously consider the plans for their future education and careers. Segal et al. (2005) observed that self-efficacy beliefs and outcome expectations together explained entrepreneurial traits of undergraduate business students. By developing self-awareness and capacity to think hypothetically, career decision making self-efficacy enables students to see their future perspectives and facilitate them to make decisions for future educational and career plans (Noeth et al., 1984). Lanero et al. (2016) found that self-efficacy has a beneficial effect on outcomes such as student expectations, entrepreneurial interests, and career options across the disciplines. Examining the effects of inherent traits on the employability of higher education students, researchers identified that career decision-making self-efficacy has a significant effect on employability, occupational self-concept, vocational

exploration, entrepreneurial traits, and associated to behavioral indicators of educational and career adjustment (Taylor & Popma, 1990; Peterson, 1993; Gushue et al., 2006; Hu, 2019; Rahim et al., 2021). Career decision making self-efficacy is important in the life of students as it enables them to respond positively to their surroundings and to face challenges in social and economic spheres of the nation (Arjanggi et al., 2020). Therefore, the investigator selected Career Decision Making Self-Efficacy as one independent variable for the study.

Locus of control is a personality trait and behavioural variable that appears extensively in contemporary studies in relation to academic achievement, student motivation, career choices, mental health, adjustments, and job satisfaction (Findley & Cooper, 1983; Aulia & Evanita, 2020; Samuel & Ifeoma, 2021). Rotter (1966) conceptualized processes of locus of control into a basic dichotomy which is internal and external related to the beliefs of individuals about the extent to which they have control over their lives. Students with an internal locus of control generally believe that their success or failure is a result of the effort and hard work they invest in their education, while, students with an external locus of control generally believe that their success or failure result from external factors beyond their control, such as, luck, fate, circumstances, injustice, bias, or teachers who are unfair, prejudiced or unskilled (Rotter, 1990). The internal and external locus of control were analyzed in relation to other important aspects in daily life of students, such as academic achievement, self-concepts, self-efficacy, achievement motivation, and optimism (Sagone & De Caroli, 2014; Ghamsemzadeh & Saadat, 2011; Nilson-Whitten et al., 2007). Fini and Yousefzadeh (2011) found significant and positive correlation between achievement

motivation, locus of control, and educational promotion, observing that students with internal locus of control believed that their educational achievement and grades depend on their effort and their planning.

Locus of control is a psychological concept that refers to how strongly people believe that they have control over the situations and experiences that affect their lives (Findley & Cooper, 1983). The concept of locus of control concerns the extent to which people believe that what happens to them is dependent upon their own behaviors and therefore controllable, or, alternatively, whether events are the product of non-contingent factors such as luck, fate or powerful others (Elliott, 1997). People who feel personally responsible for the things that happen to them are labeled as internals and those who feel that their outcomes in life are determined by forces beyond their control are labelled as externals (Findley & Cooper, 1983). Apparently, most people fall between external and internal forming a continuous distribution of locus of control beliefs (Rotter, 1966). Internal locus of control is also considered as one of the factors contributing to entrepreneurial intention, entrepreneurial attitude, and entrepreneurial beliefs of students in various strata (Zhao & Seibert, 2006; Baluku et al., 2018; Tentama & Abdussalam, 2020). Baluku et al. (2018) emphasized that the interaction between individualistic culture and belief in one's ability to control one's own behavior or internal locus of control is important for the development of entrepreneurial attitude and self-employment intentions. Aulia and Evanita (2020) stressed the influence of locus of control on the entrepreneurial activities and persons with internal locus of control have a tendency to determine their own destiny. Thus, the investigator selected Locus of Control as another independent variable.

Social competence is a behavioral variable which refers to the social, emotional, and cognitive abilities and behaviors that young adults require for successful social inclusion throughout and beyond high school (Owens & Johnston-Rodriguez, 2010). The acquisition of social competence begins in childhood and the transition from school period is remarked by complex challenges in academic, personal, social, and emotional adjustment among adolescents (Ryan & Deci, 2000). Social competence is understood as the ability of young children to successfully and appropriately select and carry out their interpersonal goals (Guralnick, 1990). Social competence refers to the ability to handle social interactions effectively by getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings (Weiner & Craighead, 2010). Social competence is the ability to effectively engage in social interactions, using skills to achieve personal goals and adhering to environmental rules and values (Gómez-Ortiz et al., 2019). Orpinas and Horne (2006) defined social competence as a person's age-appropriate knowledge and skills for functioning peacefully and creatively in his or her own community or social environment.

Schools are the nurturing grounds with regard to children, and social competence is essential for effective human interactions and relations, and must be treated as an important developmental goal for children (Katz et al., 1995). Social competence includes the entire social, emotional, and cognitive knowledge and skills children need to achieve their goals as well as to be effective in their interactions with others (Rose-Krasnor & Denham, 2009). Children who feel good about themselves in the capacities of positive self-identity, sense of competence, personal power, sense of

self-worth, and sense of purpose are more likely to have positive interpersonal relationships, and anticipate success in their encounters with other people (Walsh, 1994). Social competence is one of the important capabilities for entrepreneurship that enables communication with others (Bashir & Peerzada, 2022). One of the most important skills needed for an entrepreneur is social competency as it enables them to communicate effectively with others (Arts, 2012; Rezaei, 2022). Nsereko (2020) emphasized that social competence is highly correlated with entrepreneurial action. Hence, the investigator selected Social Competence as the another independent variable.

Due to the reduction in the unemployment rate, interest in entrepreneurship is intense in many parts of the world, especially in developing economies as it is considered as an engine of job creation and economic progress (Bruyat & Julien, 2001). Entrepreneurship is considered as a means of revitalizing the economy, a way of coping with unemployment problems, a potential catalyst and incubator for technological progress as well as product and market innovation by developed nations (Kroeck et al., 2015). In order to cope with the economic challenges arising from unemployment and changes in work preferences, self-employment as well as small business growth promotion is currently a concern for central and state governments (Madhavi et al., 2022). Unemployment among the educated youth is today's greatest challenge confronting the youth of our country (Salagare, 2016; Kullolli, 2023). To curb the issue of unemployment, our country needs not just graduates that are conditioned by training for white collar jobs but those who are independent, creative, and resourceful and who will be able to use their talents to survive on their own, i.e.

entrepreneurs (Goel et al., 2006). Entrepreneurs are persons who create business on their own and employ themselves and others as well as play a key role in economic growth of the country (Abun et al., 2018).

Education system of our country must encourage the students to develop entrepreneurial attitudes so that they can meet the challenges of the future society. By realizing the potential of entrepreneurs, the governments in developing countries have increased their efforts to develop curricula and entrepreneurship education programs at higher education institutions since the 1980s (Sharma et al., 2024). An analysis of review of entrepreneurship attitude carried out by Sushila (2019) indicated that students' entrepreneurship plays a crucial role in entrepreneurial development and there exist a significant relationship between students' attitude towards entrepreneurship and entrepreneurship as a career choice. To foster entrepreneurship among the youth both the central and state governments introduced various programs and schemes at schools and colleges. Higher secondary school students are standing at a threshold where they have to select their future path of specialization. They need more educational and environmental support to select a proper career. It is also the duty of the society to inculcate the entrepreneurial values and attitude among the students and thereby to nurture a successful entrepreneur. In addition to that, the research evidence indicated that gender, place of residence, locale of schools, type of management of schools, streams of study, occupation of father, education of father, and family income were significantly associated with the entrepreneurship attitude of the students (Ameen, 2013; Nair, 2015; Ponmani, 2015; Smitha, 2017; Sushila, 2019).

Now a days, by understanding the role of entrepreneurship in the expansion of industry and economy, many students are currently pursuing entrepreneurship (Sukumar et al., 2022). Entrepreneurship, self-employment, and enterprise creation provide a solution to the crisis of both unemployment and economic growth (Youssef et al., 2018). In addition to being a major driver of innovation and the advancement of goods and services, entrepreneurship contributes to economic growth by fostering capital formation, generating substantial amounts of employment, supporting balanced regional development, and effectively mobilizing talent and capital (Sushila, 2019). Even though the younger generation sees entrepreneurship as an exciting professional choice, they are either apprehensive of the risk involved or are discouraged by older generations who want for their children to get secure employment without being concerned about establishing their own business (Bhattacharjee, 2020). Wyk and Boshoff (2003) indicated that certain personality variables such as locus of control, career orientations, and self-concept were strong predictors of entrepreneurial attitude and orientations. Under these circumstances it is essential to understand the entrepreneurial attitudes of students who are the future nation builders and how various factors influence their entrepreneurial attitude. Thus, the investigator selected Entrepreneurial Attitude as the dependent variable.

### **Objectives**

The objectives of the study are:

1. To find out the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students

2. To find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.
3. To find out the main and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.
4. To find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.
5. To work out the equation to the regression lines for predicting Entrepreneurial Attitude based on the variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students.

### **Hypotheses**

The hypotheses framed for the study are;

1. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on gender.

2. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on gender.
3. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on gender.
4. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender.
5. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools.
6. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on type of management of schools.
7. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on type of management of schools.
8. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools.

9. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on locale of schools.
10. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on locale of schools.
11. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on locale of schools.
12. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on locale of schools.
13. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents.
14. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents.
15. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents.

16. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents.
17. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses.
18. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses.
19. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses.
20. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses.
21. There exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students.
22. There exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students.
23. There exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students.

24. There exists significant interaction effect of the independent variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.
25. There is significant individual and combined contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.

### **Method**

The purpose of the present study is to investigate the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. Survey method was used by the investigator in order to collect necessary information.

### **Tools for Data Collection**

The necessary information was collected by using four tools developed and standardized by the investigator with the help of the supervising teacher. The tools employed in the study are discussed in this section.

1. Career Decision Making Self-Efficacy Scale (Satheesh & Bindhu, 2022)
2. Locus of Control Inventory (Satheesh & Bindhu, 2022)
3. Social Competence Scale (Satheesh & Bindhu, 2022)
4. Scale on Attitude Towards Entrepreneurship (Satheesh & Bindhu, 2022)

### **Career Decision Making Self-Efficacy Scale (Satheesh & Bindhu, 2022)**

For measuring the Career Decision Making Self-Efficacy of higher secondary school students, the investigator developed and standardized a Career Decision Making Self-Efficacy Scale with the help of the supervising teacher. Research evidence indicated that career decision making self-efficacy and career planning are interrelated (Malahayati et al., 2018; Lee et al., 2022). Self-efficacy in career decision making is the belief of an individual that he or she can successfully perform their tasks related to career (Taylor & Betz, 1983). In other words, career decision making self-efficacy explains one's confidence in their ability to engage in educational and occupational planning and decision making (Luzzo, 1993).

#### ***Planning of the Career Decision Making Self-Efficacy Scale***

By analyzing the related literature, it is evident that even though the concept career decision making self-efficacy is rooted in the works of Taylor and Betz (1983), the persons who apply the concept of self-efficacy to career psychology and counselling were Betz and Hackett (1981). On the basis of reviewing the existing theories and available tools in measuring the variable, Career Decision Making Self-Efficacy, the investigator decided to develop the Career Decision Making Self-Efficacy Scale on the basis of the components suggested by Taylor and Betz (1983). The various components of Career Decision Making Self-Efficacy thus identified are self-appraisal, occupational information, goal selection, planning, and problem solving (Taylor & Betz, 1983). The investigator decided to include 53 items on the identified components of Career Decision Making Self-Efficacy in which the respondent has to mark their responses on a five-point scale.

### ***Preparation of the Career Decision Making Self-Efficacy Scale***

On the basis of identified components on Career Decision Making Self-Efficacy the investigator constructed the draft Career Decision Making Self-Efficacy Scale, which consisted of 53 statements. The items are developed on the basis of the components of Career Decision Making Self-Efficacy proposed by Taylor and Betz (1983). The details of the components of Career Decision Making Self-Efficacy are discussed in this section.

**Self-Appraisal.** Self-appraisal is the degree to which an individual can accurately assess their values, interests, and career-relevant skills (Betz & Luzzo, 1996). While choosing a career path it is important to have a good understanding of one's own personal attributes like self-confidence, strength and weakness, interests, values, skills etc. in relation to the world of work in order to make an informed career decision (Crites, 1973; Betz & Luzzo, 1996). The draft Career Decision Making Self-Efficacy Scale consisted of 11 items representing the component of planning.

e.g.: I believe that any activity can be done to the best of my ability.

**Occupational Information.** Career decision making largely depends upon the amount of information that an individual has about the choices of career (Oreshnick, 1986; Betz & Luzzo, 1996). Occupational information can be collected from various sources like reading newspapers, magazines, books etc. as well as by making discussions with peers, parents, teachers and career experts (Oreshnick, 1986). Representing the component of occupational information, the draft Career Decision Making Self-Efficacy Scale consisted of 13 items.

e.g.: I regularly read career related articles published in newspapers.

**Goal Selection.** Goal selection refers to the ability of individuals to create priorities in order to effectively manage one's professional growth (Betz & Luzzo, 1996). By setting specific, measurable, achievable, relevant, and time bound goals an individual can clarify his/her directions, focusing efforts and track progress (Oreshnick, 1986). Under the component goal selection, the draft Career Decision Making Self-Efficacy Scale consisted of 10 items.

e.g.: I can choose the best career according to my ability.

**Planning.** Based on the analysis of information gathered about the occupation, the individual will be able to choose one of the career options and start creating a plan of action (Betz & Luzzo, 1996). It is an organized programme of measures to be taken in order to achieve a goal (Betz & Luzzo, 1996). Planning refers to the capacity to create future plans and determine professional pathways (Zehetner et al., 2020). The draft Career Decision Making Self-Efficacy Scale consisted of 10 items representing the component of planning.

e.g.: I plan carefully to achieve career related goals.

**Problem Solving.** Problem solving refers to having a strong belief in one's ability to overcome challenges during career decisions (Javed & Khan, 2018). The individual applies problem solving techniques in career planning processes by evaluating the options and develops confidence in career decision making (Betz & Luzzo, 1996). Problem solving is the capacity to resolve issues related to profession choice and come up with a solution that is both socially and individually acceptable

(Zehetner et al., 2020). The draft Career Decision Making Self-Efficacy Scale consisted of nine items representing the component of problem solving.

e.g.: I can solve problems that may arise in career.

After consulting with experts, some items were modified in the draft Career Decision Making Self-Efficacy Scale and the items in the draft scale were confined to 53 items. The draft Career Decision Making Self-Efficacy Scale included 34 positive items and 19 negative items. Responses of Career Decision Making Self-Efficacy Scale were graded on a five-point scale viz, 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree' to mark the responses of the students. The items in the Career Decision Making Self-Efficacy Scale are arranged randomly. Thus, the draft Career Decision Making Self-Efficacy Scale consisted of 11 items related to self-appraisal, 13 items related to occupational information, 10 items related to goal selection, 10 items related to planning, and nine items related to problem solving. The component-wise distribution of items in the draft Career Decision Making Self-Efficacy Scale are presented in Table 5.

**Table 5**

*Component-wise Distribution of Items in Draft Career Decision Making Self-Efficacy Scale*

Sl. No.	Components	Item Numbers
1.	Self-Appraisal	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 50
2.	Occupational Information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 51, 52, 53
3.	Goal Selection	3, 8, 13, 18, 23, 28, 33, 38, 43, 48
4.	Planning	4, 9, 14, 19, 24, 29, 34, 39, 44, 49
5.	Problem Solving	5, 10, 15, 20, 25, 30, 35, 40, 45,

### ***Scoring Procedure***

The Career Decision Making Self-Efficacy Scale consisted of items that can be answered with responses 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. The respondent has to mark their responses to each item in the appropriate columns corresponding to any five alternatives. The positive item is scored by giving a score of '5' for 'Strongly Agree', '4' for 'Agree', '3' for 'Undecided', '2' for 'Disagree' and '1' for 'Strongly Disagree'. The reverse scoring procedure is adopted for the negative items. The total score obtained for each sample is calculated to identify the score of Career Decision Making Self-Efficacy of higher secondary school students. The Career Decision Making Self-Efficacy Scale (Malayalam) is presented in Appendix I.

### ***Pilot Testing***

A sample of 400 higher secondary school students studying in XI standard were selected for pilot testing. Due representation was given to the subgroups of the sample such as gender, type of management, locale of schools, and stream of courses while selecting sample for pilot testing. The draft Career Decision Making Self-Efficacy Scale prepared was administered to the selected sample. Before administering the draft Career Decision Making Self-Efficacy Scale, necessary instructions were given to the students to fill up the responses. The response sheets of 370 sample which are complete in all aspects were selected for item analysis. The scores obtained in the pilot testing were subjected to item analysis.

***Item Analysis***

Item Analysis of items in Career Decision Making Self-Efficacy Scale was carried out to ensure the quality of items and for selecting items for the final scale. The selection of items for the final form of Career decision Making Self-Efficacy Scale was done as per the procedure suggested by Edwards (1969). The scores obtained for 370 higher secondary school students on Career Decision Making Self-Efficacy Scale after pilot testing were arranged in the descending order. The upper 27 percent and lower 27 percent of scores on Career Decision Making Self-Efficacy were identified and separated as upper and lower group respectively. The scores obtained for each item on Career Decision Making Self Efficacy Scale by the upper group as well as the lower groups were calculated separately. The responses of the high and low groups to the individual items in Career Decision Making Self-Efficacy Scale are evaluated by calculating the  $t$  value by using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

$X_1$  = The Mean score on a given statement for the high group

$X_2$  = The Mean score on a given statement for the low group

$S_1^2$  = The variance of the distribution of responses of the high group to the  
statement

$S_2^2$  = The variance of the distribution of responses of the low group to the statement

$N_1$  = The number of subjects in the high group

$N_2$  = The number of subjects in the low group

The result of item analysis of Career Decision making Self-Efficacy Scale is given in Table 6.

**Table 6**

*Result of Item Analysis of Career Decision Making Self-Efficacy Scale*

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
1	Upper	100	4.52	0.54	4.81**	15	Upper	100	3.15	1.3	5.60**
	Lower	100	4.06	0.79			Lower	100	2.13	1.20	
2	Upper	100	4.02	0.95	4.08**	16	Upper	100	4.41	0.67	6.02**
	Lower	100	3.46	0.99			Lower	100	3.69	0.99	
3	Upper	100	3.89	1.15	8.46**	17	Upper	100	4.11	1.16	9.51**
	Lower	100	2.55	1.20			Lower	100	2.47	1.28	
4	Upper	100	4.41	0.62	10.41**	18	Upper	100	4.75	0.56	9.15**
	Lower	100	3.22	0.96			Lower	100	3.56	1.18	
5	Upper	100	4.42	0.68	3.34**	19	Upper	100	4.77	0.47	10.25**
	Lower	100	4.03	0.95			Lower	100	3.66	0.98	
6	Upper	100	4.49	0.69	5.57**	20	Upper	100	3.90	1.39	2.88**
	Lower	100	3.89	0.83			Lower	100	3.37	1.21	
7	Upper	100	3.92	0.94	9.26**	21	Upper	100	4.56	0.76	13.46**
	Lower	100	2.60	1.07			Lower	100	2.37	1.44	
8	Upper	100	4.76	0.61	12.27**	22	Upper	100	3.87	1.16	8.39**
	Lower	100	3.17	1.15			Lower	100	2.41	1.30	
9	Upper	100	3.89	1.09	8.93**	23	Upper	100	4.57	0.87	11.09**
	Lower	100	2.52	1.08			Lower	100	2.95	1.18	
10	Upper	100	4.38	0.87	7.47**	24	Upper	100	3.99	1.44	3.79**
	Lower	100	3.25	1.23			Lower	100	3.26	1.28	
11	Upper	100	4.56	0.61	8.86**	25	Upper	100	4.01	0.94	11.87**
	Lower	100	3.43	1.12			Lower	100	2.35	1.04	
12	Upper	100	4.17	1.13	6.37**	26	Upper	100	3.92	1.32	5.64**
	Lower	100	3.04	1.37			Lower	100	2.84	1.39	
13	Upper	100	4.95	0.22	12.15**	27	Upper	100	4.71	0.77	7.81**
	Lower	100	3.76	0.96			Lower	100	3.57	1.24	
14	Upper	100	4.76	0.45	8.87**	28	Upper	100	4.75	0.52	8.24**
	Lower	100	3.71	1.09			Lower	100	3.76	1.08	

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
29	Upper	100	4.71	0.66	6.21**	42	Upper	100	4.44	0.81	11.91**
	Lower	100	3.89	1.15			Lower	100	2.67	1.25	
30	Upper	100	3.93	1.00	11.05**	43	Upper	100	4.23	0.85	11.89**
	Lower	100	2.32	1.06			Lower	100	2.52	1.16	
31	Upper	100	4.88	0.33	7.32**	44	Upper	100	4.18	1.23	3.20**
	Lower	100	4.05	1.09			Lower	100	3.64	1.16	
32	Upper	100	4.27	0.96	9.79**	45	Upper	100	4.69	0.47	6.93**
	Lower	100	2.75	1.22			Lower	100	3.82	1.16	
33	Upper	100	4.85	0.36	8.88**	46	Upper	100	4.60	0.57	8.50**
	Lower	100	3.85	1.07			Lower	100	3.51	1.15	
34	Upper	100	4.27	1.03	6.38**	47	Upper	100	3.18	1.17	5.01**
	Lower	100	3.24	1.24			Lower	100	2.35	1.18	
35	Upper	100	4.84	0.38	7.01**	48	Upper	100	4.88	0.48	8.95**
	Lower	100	4.02	1.11			Lower	100	3.86	1.04	
36	Upper	100	3.83	1.00	7.37**	49	Upper	100	4.43	0.83	14.79**
	Lower	100	2.72	1.13			Lower	100	2.42	1.08	
37	Upper	100	4.20	1.07	4.08**	50	Upper	100	4.86	0.35	9.32**
	Lower	100	3.53	1.24			Lower	100	3.72	1.17	
38	Upper	100	4.71	0.48	6.22**	51	Upper	100	4.37	0.85	11.92**
	Lower	100	4.01	1.02			Lower	100	2.70	1.12	
39	Upper	100	4.51	0.80	10.07**	52	Upper	100	4.55	0.98	5.02**
	Lower	100	3.10	1.15			Lower	100	3.82	1.08	
40	Upper	100	4.91	0.29	8.30**	53	Upper	100	4.36	1.04	5.74**
	Lower	100	4.15	0.87			Lower	100	3.32	1.48	
41	Upper	100	4.08	0.85	11.54**						
	Lower	100	2.54	1.03							

\*\* Indicates Accepted Items

### ***Finalization of the Career Decision Making Self-Efficacy Scale***

Statements with *t* value greater than or equal to 2.58 were selected in the final version of Career Decision Making Self-Efficacy Scale. Therefore, the final version of Career Decision Making Self-Efficacy Scale consists of 53 items, in which 34 items are positive statements and 19 items are negative statements. The Career Decision Making Self-Efficacy Scale consisted of 11 items related to self-appraisal, 13 items related to occupational information, 10 items related to goal selection, 10 items related to planning, and nine items related to problem solving. As all the items in the draft

Career Decision Making Self-Efficacy Scale were accepted and the same Career Decision Making Self-Efficacy Scale (Malayalam and English) is presented in Appendix I and II. The distribution of items in the final Career Decision Making Self-Efficacy Scale under each component is given in Table 7.

**Table 7**

*Distribution of Items in Final Career Decision Making Self-Efficacy Scale*

Sl. No.	Components	No. of Questions	Item Numbers
1	Self-appraisal	11	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 50
2	Occupational information	13	2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 51, 52, 53
3	Goal selection	10	3, 8, 13, 18, 23, 28, 33, 38, 43, 48
4	Planning	10	4, 9, 14, 19, 24, 29, 34, 39, 44, 49
5	Problem solving	9	5, 10, 15, 20, 25, 30, 35, 40, 45,

***Validity and Reliability of the Career Decision Making Self-Efficacy Scale***

The validity of the Career Decision Making Self-Efficacy Scale was ensured through face validity and content validity by consulting with experts in the field of education and commerce education. The criterion related validity of the Career Decision Making Self-Efficacy Scale was established by correlating the scores of developed Career Decision Making Self-Efficacy Scale with that of the scores obtained by administering the Career Decision Making Self-Efficacy Scale (Javed & Khan, 2018). The validity coefficient obtained for the Career Decision Making Self-Efficacy Scale is .62 ( $N=50$ ). The index shows that the Career Decision Making Self-Efficacy Scale is valid.

The reliability of Career Decision Making Self-Efficacy Scale was established with the help of the test-retest method. The same Career Decision Making Self-Efficacy Scale was re-administered to the same sample of higher secondary school students after two weeks of time. Pearson's product moment coefficient of correlation is calculated for the two sets of scores to obtain the reliability of the Career Decision Making Self-Efficacy Scale. The reliability coefficient obtained is .79 ( $N=50$ ). The index suggests that the Career Decision Making Self-Efficacy Scale is reliable. The reliability of the Career Decision Making Self-Efficacy Scale is also established by using Cronbach's alpha. The Cronbach alpha coefficient obtained is .91 which ensured the reliability of Career Decision Making Self-Efficacy Scale.

#### **Locus of Control Inventory (Satheesh & Bindhu, 2022)**

Locus of Control Inventory prepared and developed by the investigator with the help of the supervising teacher was used to measure the Locus of Control of higher secondary school students. Review of related studies indicated that internal locus of control is one of the factors related to entrepreneurial intention of individuals and student's internal locus of control can predict student's entrepreneurship intention (Bonnett & Furnham, 1991; Tentama & Abdussalam, 2020). Locus of control can be defined as an individual's perceptions about the rewards and punishments in his or her life (Bonnett & Furnham, 1991). According to Rotter (1966), locus of control is the perceived control over the events of one's life. While individuals with an internal locus of control believe that they are able to control life events, individuals with an external locus of control believe that life's events are the result of external factors, such as chance, luck or fate (Rotter, 1990). Internal locus of control is considered as

an important characteristic of entrepreneurial success (Robinson et al., 1991; Cooney, 2012; Loss & Bascunan, 2015).

### ***Planning of the Locus of Control Inventory***

For identifying the components of the Locus of Control Inventory, the investigator made extensive study of related literature and discussed with experts in the field of education. Based on the discussions and analysis of review of literature the investigator comprehended that as Locus of Control is a personal variable it is more beneficial to use an inventory to measure the Locus of Control of higher secondary school students. Thus, the investigator decided to prepare the Locus of Control Inventory based on the components proposed by Rotter (1966; 1990) such as internal and external locus of control. Locus of Control Inventory is dichotomous in nature which provides a basis for identifying the pattern of locus of control followed by higher secondary school students. The investigator decided to include 24 items in the draft Locus of Control Inventory.

### ***Preparation of the Locus of Control Inventory***

The items in Locus of Control Inventory were prepared by the investigator on the basis of components suggested by Rotter (1966). According to Rotter (1966), locus of control refers to an individual's perception about the underlying main causes of events in his/her life. In other words, locus of control is the ability perceived by an individual to control events in his/her life (Begley & Boyd, 1987). Locus of control is conceptualized as referring to a unidimensional continuum, ranging from internal to external (Rotter, 1990). Rotter (1990) postulated that individuals who believe that their own behaviour or characteristics determine or cause events have an internal locus

of control, whereas people who believe that reinforcement following an action is influenced by luck, fate, chance, or other forces beyond their control have an external locus of control. A locus of control orientation determines whether the effects of our actions depend on our actions i.e. internal control orientation or events beyond our personal control i.e. external control orientation (Zimbardo, 1985). Therefore, individuals who have internal locus of control believe that they are able to control everything in their life, success or failure is due to their own efforts and responsibility for whether or not they get reinforced ultimately lies with themselves, whereas individuals with external locus of control believe that there is an external power controlling their life and reinforces in life are controlled by luck, chance, or powerful others (Rotter, 1990).

The items in draft Locus of Control Inventory were prepared on the basis of the internal locus of control and external locus of control. The draft Locus of Control Inventory consisted of 24 items to measure the degree to which individuals believe that they have the ability to control what happens in their life (internal) or how much individuals believe that their life is controlled by forces beyond their control (external). Each item in Locus of Control Inventory is divided into two parts, viz., 'a' and 'b', in which the items in 'a' part is related with situations of internal locus of control and the items in 'b' part is related with situations of external locus of control. The respondent has to go through the situations in each item in Locus of Control Inventory and has to mark their response either in 'a' part or in 'b' part. The investigator constructed each item from the point of view of higher secondary school students. The items in the draft Locus of Control Inventory were checked by the experts to judge the quality and the suggestions were incorporated as well some items

were modified. Thus, the draft Locus of Control Inventory consisted of 24 items. The draft Locus of Control Inventory (Malayalam) is given in Appendix III.

- e.g.:
- a. Marks I get in the exams depend on my effort (Internal).
  - b. Marks in the exam depend on my luck (External).

### ***Scoring Procedure***

The draft Locus of Control Inventory consisted of 24 items which are used to measure the locus of control followed by higher secondary school students. Each item consisted of two statements, one representing the internal locus of control and other the external locus of control. The students have to select the statement that they agree with the most for each item in the Locus of Control Inventory. The items in Locus of Control Inventory are scored by giving a score of '1' for the response that represents internal locus of control and a score of '0' for the response that represents external locus of control. As the scores are awarded in internal locus of control direction so that a higher score means that the student is more internally oriented. Total score for draft Locus of Control Inventory obtained by each sample is calculated. Those who score high scores are considered as having higher internal locus of control. For the purpose of identifying the level of locus of control followed by higher secondary school students, students who obtained a score above 12 are considered as they possess internal locus of control and students who obtained a score 12 and below are considered as they possess external locus of control.

### ***Pilot Testing***

A sample of 400 higher secondary school students studying in XI standard were selected for pilot testing. Due representation was given to the subgroups of the

sample such as gender, type of management, locale of schools, and stream of courses while selecting sample for pilot testing. The draft Locus of Control Inventory prepared was administered to the selected sample. Before administering the draft Locus of Control Inventory, necessary instructions were given to the students to fill up the responses of items. The response sheets of 370 higher secondary school students which are complete in all aspects were selected for item analysis. The scores obtained for each sample for draft Locus of Control Inventory in the pilot testing were subjected to item analysis.

### ***Item Analysis***

For the purpose of selection of items for the final Locus of Control Inventory, item analysis was carried out to ensure the quality of items and to select the items for final Locus of Control Inventory. The procedure suggested by Ebel and Frisbie (1991) in determining discriminating power was used for item analysis. The responses for Locus of Control Inventory of 370 students were arranged in the descending order of score obtained by them. The upper 27 percentage and lower 27 percentage of scores of sample on Locus of Control were taken as the upper group and lower group respectively. The 27 percent of the respondents with the highest score of Locus of Control are considered as upper group (100 pupils with highest score) and the 27 percent of the respondents with lowest score of Locus of Control are considered as lower group (100 pupils with lowest score). After arranging in descending order of scores on the Locus of Control Inventory, the discriminating power of each item on the draft inventory was calculated for selecting the items in the final Locus of Control Inventory.

The discriminating power of an item is the power of the item to discriminate between the upper and lower group for a given item. The Discriminating Power (DP) was calculated by using the formula

$$DP = \frac{U - L}{N}$$

Where,

U = is the number of right responses of an item in the upper group

L = is the number of right responses of an item in the lower group

N = is the size of the sample of the upper or lower group (=100)

The result of item analysis of Locus of Control Inventory is given in Table 8.

**Table 8**

*Result of Item Analysis of Locus of Control Inventory*

Item No.	N	U	L	DP	Item No.	N	U	L	DP
1	100	98	55	0.43**	13	100	98	51	0.47**
2	100	100	85	0.15	14	100	96	43	0.53**
3	100	97	51	0.46**	15	100	99	48	0.51**
4	100	96	42	0.54**	16	100	100	37	0.63**
5	100	98	40	0.58**	17	100	99	45	0.54**
6	100	100	59	0.41**	18	100	100	36	0.64**
7	100	100	55	0.45**	19	100	99	55	0.44**
8	100	98	58	0.40**	20	100	100	89	0.11
9	100	100	81	0.19	21	100	91	41	0.50**
10	100	99	81	0.18	22	100	100	57	0.43**
11	100	94	53	0.41**	23	100	98	37	0.61**
12	100	97	48	0.49**	24	100	96	41	0.45**

\*\* Indicates Accepted Items

### ***Finalization of the Locus of Control Inventory***

On the basis of the indices of discriminating power of each item, the items for final Locus of Control Inventory were selected by the investigator. The items having discriminating power more than .40 were selected in the final Locus of Control Inventory. Therefore, the final version of Locus of Control Inventory consisted of 20 items. The final version of Locus of Control Inventory (Malayalam and English) are presented in Appendix IV and V respectively.

### ***Revised Scoring Procedure***

The final Locus of Control Inventory consisted of 20 items which are used to measure the Locus of Control followed by higher secondary school students. Each item consisted of two statements, one representing the internal locus of control and other the external locus of control. The students have to select the statement that they agree with the most for each item in the Locus of Control Inventory. The items in Locus of Control Inventory are scored by giving a score of '1' for the response that represents internal locus of control and a score of '0' for the response that represents external locus of control. As the scores are awarded in internal locus of control direction so that a higher score means that the student is more internally oriented. Those who score high scores are considered as having higher internal locus of control. Total score for Locus of Control Inventory obtained by each sample is calculated. For the purpose of identifying the level of locus of control of higher secondary school students, students who obtained a score above 10 are considered as they possess internal locus of control and students who obtained a score of 10 and below are considered as they possess external locus of control.

### ***Validity and Reliability of the Locus of Control Inventory***

The validity of Locus of Control Inventory is ensured through face validity and content validity by consulting with experts in the field of education. The criterion related validity of the Locus of Control Inventory was established by correlating the scores of developed Locus of Control Inventory with that of the scores obtained by administering Locus of Control of Inventory (Nimisha, 2020). The validity coefficient obtained for the Locus of Control of Inventory is .71 ( $N=50$ ). The index shows that the Locus of Control Inventory is valid.

The reliability of Locus of Control Inventory was established through the test-retest method. The same Locus of Control Inventory was re-administered to the same sample of higher secondary school students after two weeks of time. Pearson's product moment coefficient of correlation is calculated for the two sets of scores on Locus of Control Inventory of higher secondary school students to obtain the reliability of the Locus of Control of Inventory. The reliability coefficient obtained is .69 ( $N=50$ ). The reliability of Locus of Control inventory is also ensured by using Kuder Richardson formula (KR-20) and the value obtained is .89. The indices suggest that the Locus of Control Inventory is reliable.

### **Social Competence Scale (Satheesh & Bindhu, 2022)**

For measuring the Social Competence of higher secondary school students, Social Competence Scale constructed and standardized by the investigator with the help of the supervising teacher was used. Review of literature indicated that social competence is one of the important factors affecting the entrepreneurial intention that

enables communication with others, self-promotion, and social adaptability (Arts, 2012; Rezaei, 2022). Social competence refers to the ability to handle social interactions effectively by getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings (Weiner & Craighead, 2010). Social competence is the product of a wide range of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships which equips individuals with abilities to understand the cultural and personal differences (Gedviliene et al., 2014).

### ***Planning of the Social Competence Scale***

Social competence refers to personal knowledge and abilities that help individuals to handle life's choices, challenges, and opportunities (Han & Kemple, 2006). After reviewing the literature and discussion with experts in the field of education the investigator decided to use the Social Competence Scale to measure the Social Competence of higher secondary school students.

Subsequently by analyzing the available tools to measure the social competence of students, the investigator decided to incorporate the selected components of social competence suggested by Kostelnik et al. (2002; 2012) viz., social values, interpersonal skills, positive self-identity, and emotional intelligence to prepare the Social Competence Scale. The investigator decided to incorporate 55 items in the draft Social Competence Scale and to mark the responses on a five-point scale.

### ***Preparation of the Social Competence Scale***

To measure Social Competence of higher secondary school students, the investigator developed Social Competence Scale based on four major components like social values, interpersonal skills, positive self-identity, and emotional intelligence suggested by Kostelnik et al. (2002; 2012). The initial Social Competence Scale consisted of 55 items including positive and negative items. The details of components of the Social Competence Scale identified are discussed in this section.

**Social Values.** Social values is a component of social competency that includes caring, equity, honesty, social justice, responsibility, healthy lifestyles, and flexibility (Han & Kemple, 2006; Kostelnik et al., 2012). Social values enable an individual to understand the right way of acting in the society by making them aware of social norms, expectations of behavior in society, sensitivity towards concepts such as equality, respect for others, acceptance of socio-economic differences and the importance of following the law of the land (Kostelnik et al., 2002). The draft Social Competence Scale consisted of 15 items on the component of social values.

e.g.: I care about ensuring social justice.

**Interpersonal Skills.** Social competence includes understanding others needs and feelings, articulating one's own ideas and needs, solving problems, cooperating and negotiating, expressing emotion, reading social situations accurately, adjusting behavior to meet the demands of different social situations, and initiating and maintaining friendships (Kostelnik et al., 2002; Odom et al., 2006). According to Kostelnik et al. (2012) interpersonal skills are an important component of social competence which helps an individual to establish friendly relationships,

communicates ideas and needs, cooperates, and helps to understand social situations accurately, adjusts behavior to fit varying social situations, resolves conflicts peacefully, asserts own ideas, accepts other's ideas, and acknowledges other people's rights. Under the component, interpersonal skills the draft Social Competence Scale consisted of 16 items.

e.g.: I enjoy working collaboratively with others.

**Positive Self-Identity.** Positive self-identity is a category of social competence that includes sense of competence, personal power, sense of self-worth, and sense of purpose (Kostelnik et al., 2002). Development of a sense of personal identity is vital for social competence as it includes self-awareness, sense of competence, personal power, sense of worth, sense of purpose, and positive view of personal future (Kostelnik et al., 2012). The draft Social Competence Scale consisted of nine items to represent the component of positive self-identity.

e.g.: I am a multi-talented person.

**Emotional Intelligence.** Emotional Intelligence is the ability to manage own emotions and understand the emotions of other people (Kostelnik et al., 2012). Emotional intelligence is a component of social competence which enables an individual to recognize emotions of self and others, demonstrates empathy, gives and receives emotional support, labels emotions and communicates feelings constructively as well manages frustration, disappointment, and distress in healthy ways (Kostelnik et al., 2012). Representing the component of emotional intelligence, the draft Social Competence scale consisted of 15 items

e.g.: I am able to empathize with the feelings of others.

The investigator prepared the draft Social Competence Scale with 55 items and some items were modified by consulting with the experts in the field of education. After editing, the draft Social Competence Scale consisted of 55 items in which 36 items are positive statements and 19 are negative statements. The component-wise distribution of items is given in Table 9.

**Table 9**

*Component-wise Distribution of Items in Draft Social Competence Scale*

Sl. No.	Components	Item Numbers
1.	Social Values	1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 40, 43, 46, 49, 55
2.	Interpersonal Skill	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 41, 44, 47, 50, 52, 54
3.	Positive Self- Identity	3, 7, 11, 15, 19, 23, 27, 31, 35
4.	Emotional Intelligence	4, 8, 12, 16, 20, 24, 28, 32, 36, 39, 42, 45, 48, 51, 53

### ***Scoring Procedure***

The Social Competence Scale consists of items in which the respondents can express their responses on a five-point scale. The graded responses in the Social Competence Scale consisted of items that can be answered with responses 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. The respondent has to mark their responses to each item in the appropriate columns corresponding to any five alternatives. The positive items are scored by giving a score of '5' for 'Strongly Agree', '4' for 'Agree', '3' for 'Undecided', '2' for 'Disagree' and '1' for 'Strongly Disagree'. The reverse scoring procedure is adopted for the negative items.

The total score obtained for each sample on the Social Competence Scale is calculated to identify the score of Social Competence of higher secondary school students.

### ***Pilot Testing***

A sample of 400 higher secondary school students studying standard XI were selected for pilot testing. Due representation was given to the subgroups of the population such as gender, type of management of schools, locale of schools, and stream of courses while selecting sample for pilot testing. The draft Social Competence Scale prepared was administered to the selected sample of higher secondary school students. Before administering the draft Social Competence Scale, the investigator detailed the purpose of the study and necessary instructions regarding the filling of responses were given to the students. The incomplete response sheets were omitted and the response sheets of 370 higher secondary school students which are complete in all aspects were selected for item analysis. The scores obtained for Social Competency Scale in the pilot testing were subjected to item analysis. The draft version of Social Competence Scale (Malayalam) is presented in Appendix VI.

### ***Item Analysis***

Item Analysis was carried out to ensure the quality of items in the Social Competence Scale and for selecting items of the final scale. The selection of items for the final Social Competence Scale was done as per the procedure suggested by Edwards (1969). The scores obtained for 370 students on Social Competence after pilot testing were arranged in the descending order. The upper 27 percent and lower 27 percent of scores of Social Competence were identified and separated as upper and

lower group respectively. The scores obtained for each item on the Social Competence Scale by the upper group as well as the lower groups were calculated separately. The responses of the high and low groups to the individual statement in Social Competence Scale are evaluated by calculating the  $t$  value by using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

$X_1$  = The Mean score on a given statement for the high group

$X_2$  = The Mean score on a given statement for the low group

$S_1^2$  = The variance of the distribution of responses of the high group to the statement

$S_2^2$  = The variance of the distribution of responses of the low group to the statement

$N_1$  = The number of subjects in the high group

$N_2$  = The number of subjects in the low group

The result of item analysis of the Social Competence Scale is given in Table 10.

**Table 10***Result of Item Analysis of Social Competence Scale*

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
1	Upper	100	4.38	0.75	4.88**	18	Upper	100	4.70	0.79	6.75**
	Lower	100	3.81	0.90			Lower	100	3.64	1.36	
2	Upper	100	4.53	0.78	6.73**	19	Upper	100	4.30	1.06	2.70**
	Lower	100	3.55	1.23			Lower	100	3.91	0.99	
3	Upper	100	4.42	0.79	3.56**	20	Upper	100	4.30	1.00	6.68**
	Lower	100	3.94	1.09			Lower	100	3.26	1.19	
4	Upper	100	4.62	0.72	6.20**	21	Upper	100	4.62	0.84	5.21**
	Lower	100	3.94	0.83			Lower	100	3.85	1.22	
5	Upper	100	4.90	0.41	6.08**	22	Upper	100	4.24	0.92	9.77**
	Lower	100	4.16	1.14			Lower	100	2.66	1.33	
6	Upper	100	3.73	1.21	6.70**	23	Upper	100	4.37	0.98	9.08**
	Lower	100	2.56	1.26			Lower	100	2.89	1.30	
7	Upper	100	4.89	0.35	8.73**	24	Upper	100	4.15	1.10	9.48**
	Lower	100	4.16	0.76			Lower	100	2.57	1.25	
8	Upper	100	4.60	0.49	7.65**	25	Upper	100	4.87	0.37	6.97**
	Lower	100	3.70	1.07			Lower	100	4.16	0.95	
9	Upper	100	4.28	0.77	9.48**	26	Upper	100	4.60	0.51	7.72**
	Lower	100	2.99	1.12			Lower	100	3.64	1.13	
10	Upper	100	3.91	1.15	3.25**	27	Upper	100	4.71	0.61	6.96**
	Lower	100	3.39	1.12			Lower	100	3.91	0.98	
11	Upper	100	3.83	1.36	5.51**	28	Upper	100	4.69	0.53	6.84**
	Lower	100	2.79	1.31			Lower	100	4.03	0.81	
12	Upper	100	4.46	0.70	5.84**	29	Upper	100	4.81	0.49	6.00**
	Lower	100	3.73	1.03			Lower	100	4.14	1.01	
13	Upper	100	4.05	1.31	2.72**	30	Upper	100	4.23	0.96	8.14**
	Lower	100	3.61	0.95			Lower	100	2.98	1.20	
14	Upper	100	4.79	0.54	7.66**	31	Upper	100	4.48	1.05	8.32**
	Lower	100	3.97	0.93			Lower	100	3.11	1.27	
15	Upper	100	3.57	1.26	3.73**	32	Upper	100	4.52	0.73	6.68**
	Lower	100	2.88	1.36			Lower	100	3.71	0.97	
16	Upper	100	4.38	0.75	6.85**	33	Upper	100	4.26	0.90	7.56**
	Lower	100	3.53	0.99			Lower	100	3.14	1.18	
17	Upper	100	2.41	1.75	1.18	34	Upper	100	4.81	0.42	9.87**
	Lower	100	2.68	1.48			Lower	100	3.75	0.99	

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
35	Upper	100	4.61	0.78	5.03**	46	Upper	100	4.84	0.68	5.74**
	Lower	100	3.91	1.16			Lower	100	4.16	0.97	
36	Upper	100	4.87	0.34	7.27**	47	Upper	100	4.60	0.70	6.51**
	Lower	100	4.05	1.08			Lower	100	3.75	1.10	
37	Upper	100	4.61	0.76	9.23**	48	Upper	100	4.71	0.48	8.68**
	Lower	100	3.24	1.27			Lower	100	3.73	1.02	
38	Upper	100	4.50	0.73	5.24**	49	Upper	100	4.93	0.26	7.60**
	Lower	100	3.76	1.21			Lower	100	4.19	0.94	
39	Upper	100	4.19	0.88	9.59**	50	Upper	100	4.36	1.30	6.41**
	Lower	100	2.77	1.19			Lower	100	3.13	1.41	
40	Upper	100	4.53	0.76	6.55**	51	Upper	100	4.08	1.05	4.87**
	Lower	100	3.68	1.05			Lower	100	3.32	1.15	
41	Upper	100	4.78	0.56	8.74**	52	Upper	100	3.37	1.38	5.03**
	Lower	100	3.73	1.06			Lower	100	2.48	1.11	
42	Upper	100	3.05	1.39	3.50**	53	Upper	100	3.52	1.31	6.20**
	Lower	100	2.42	1.15			Lower	100	2.37	1.31	
43	Upper	100	4.86	0.70	4.78**	54	Upper	100	4.78	0.66	5.11**
	Lower	100	4.29	0.97			Lower	100	4.14	1.06	
44	Upper	100	4.74	0.68	8.11**	55	Upper	100	4.72	0.68	8.19**
	Lower	100	3.53	1.33			Lower	100	3.48	1.35	
45	Upper	100	1.67	1.16	0.67						
	Lower	100	1.77	0.95							

\*\* Indicates accepted items

### ***Finalization of the Social Competence Scale***

Statements with  $t$  value greater than or equal to 2.58 were selected for the final version of Social Competence Scale. Therefore, the final Social Competence Scale consists of 53 items in which 36 items are positive items and 17 items are negative items. Among the 53 items of the Social Competence Scale, 14 items represent social values, 16 items represent interpersonal skills, nine represent positive self-identity and 14 items represent emotional intelligence. The final version of Social Competence Scale (Malayalam and English) are presented in Appendix VII and VIII respectively.

The distribution of items in the final Social Competence Scale is presented in Table 11.

**Table 11**

*Distribution of Items in Final Social Competence Scale*

Sl. No.	Components	No. of Questions	Item Numbers
1	Social values	14	1, 5, 9, 13, 20, 24, 28, 32, 36, 39, 42, 44, 47, 53
2	Interpersonal skills	16	2, 6, 10, 14, 17, 21, 25, 29, 33, 37, 40, 43, 45, 48, 50, 52,
3	Positive self-identity	9	3, 7, 11, 15, 18, 22, 26, 30, 34
4	Emotional intelligence	14	4, 8, 12, 16, 19, 23, 27, 31, 35, 38, 41, 46, 49,51

***Validity and Reliability of the Social Competence Scale***

The validity of the Social Competence Scale is ensured through face validity and content validity by consulting with experts in the field of education. The criterion related validity of the Social Competence Scale was established by correlating the scores of Social Competence obtained for 50 higher secondary school students on the developed Social Competence Scale with that of the scores obtained by administering the Social Competence Scale (Smitha, 2019). The validity coefficient obtained for the Social Competence Scale is .65 ( $N=50$ ). The index shows that the Social Competence Scale is valid.

The reliability of the Social Competence Scale was established by using the test-retest method. The same Social Competence Scale was re-administered to the

same sample after two weeks of time. Pearson's product moment coefficient of correlation is calculated for the two sets of scores to obtain the reliability of the Social Competence Scale. The reliability coefficient obtained is .74 ( $N = 50$ ). The index suggests that the Social Competence Scale is reliable. The reliability of the Social Competence Scale is also established by using Cronbach's alpha. The Cronbach alpha coefficient obtained is .88 which ensured the reliability of the Social Competence Scale.

### **Scale on Attitude towards Entrepreneurship (Satheesh & Bindhu, 2022)**

The dependent variable selected for the study is Entrepreneurial Attitude. Over the past two decades there has been a growing debate about how well the educational system prepares young people for adult life in general and enterprise in the world of work in particular (Kumar et al., 2017). According to Scarborough (2011) a successful global economy depends on entrepreneurial activity and the Global Entrepreneurship Monitor (GEM) identifies considerable variations in the rate of new firm formation. Review of related literature emphasizes that there is an increased national and international interest in the field of entrepreneurship due to its implication on individuals and national economic benefits (Hisrich, 2005). In order to measure the Entrepreneurial Attitude of higher secondary school students the investigator with the help of the supervising teacher developed and standardized a Scale on Attitude towards Entrepreneurship.

### ***Planning of the Scale on Attitude towards Entrepreneurship***

Self-employment or entrepreneurship contributes a great amount of output throughout the world and our country is not an exception. National Policy on Education (1986) recommended vocationalization of secondary education and emphasized that developing entrepreneurial attitude in students will enable them to be involved in self-employment which will help a country to increase productivity (Ministry of Human Resource Development, Government of India, 1986). National Council of Educational Research and Training (NCERT) (2019) also empathized the need for developing entrepreneurial skills as part of employability skills among secondary school students. Entrepreneurship studies have been influenced by the economics, psychology, sociology and strategic management literature providing established theoretical frameworks and methodological tools (Gustafsson, 2004). Chandler and Lyon (2001) viewed the multi-disciplinary approach of entrepreneurship as one of the strengths of the field of entrepreneurship as it considers and borrows frameworks and methodologies from other legitimate social science.

After reviewing the related studies in entrepreneurship, the investigator consulted experts, educationists, and government agencies who are working for the promotion of entrepreneurship among the youth. To measure Entrepreneurial Attitude of higher secondary school students the investigator decided to prepare and standardize a Scale on Attitude towards Entrepreneurship on a five-point scale with 40 items. On the basis of reviewing the literature, the investigator decided to include selected traits that represents the behaviour of entrepreneur as components of the Scale on Attitude towards Entrepreneurship such as innovation, hard work and

perseverance, planning and decision making, problem solving, goal oriented, self-confidence, risk taking, income generation motive, leadership and communication, and technical knowledge (Knight, 1921; Schumpeter, 1934; McClelland, 1965; Coon, 2004).

### ***Preparation of the Scale on Attitude towards Entrepreneurship***

To measure the Entrepreneurial Attitude of higher secondary school students, it was decided to use a Scale on Attitude towards Entrepreneurship. The items in draft Scale on Attitude towards Entrepreneurship were constructed on the basis of identified traits that represents the behaviour of entrepreneur such as innovation, hard work and perseverance, planning and decision making, problem solving, goal oriented, self-confidence, risk taking, income generation motive, leadership and communication, and technical knowledge (Knight, 1921; Schumpeter, 1934; McClelland, 1965; Coon, 2004). The details of components of Scale on Attitude towards Entrepreneurship are discussed in this section.

**Innovation.** Innovativeness is an important element of entrepreneurship which refers to a process of creation/ value addition of a product/ service/ process that can solve an existing problem or tap an opportunity (Schumpeter, 1934; Loss & Bascunan, 2015). Innovation means coming up with new ideas and making them a reality (NCERT, 2019). Innovation can be defined as the successful exploitation of new ideas – incorporating new technology, design and best practice is the key business process that enables the businesses to compete effectively (Loss & Bascunan, 2015). This component in Scale on Attitude towards Entrepreneurship consisted of five items

e.g.: I value innovative ideas over traditional business practices.

**Hard Work and Perseverance.** Hard work and perseverance play a crucial role in achieving success as well an entrepreneur needs to work hard to stay ahead of competition (Cooney, 2012). Hard work not only means pushing out of a person from the comfort zone but also a continuous and dedicated effort over a time for excellence (Isaacs & Thomas, 2020). Perseverance is the ability to keep going on even with setbacks and stay positive. It is not giving up when things get tough, but instead using challenges as an opportunity to learn and grow (NCERT, 2019). This component in Scale on Attitude towards Entrepreneurship consisted of three items.

e.g.: I will keep trying until I succeed what I undertake.

**Planning and Decision Making.** Effective functioning of an entrepreneur is affected by how efficiently they are planning their activities and taking appropriate decisions from various choices (Loss & Bascunan, 2015). An entrepreneur should have the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgement with information collected from various sources (Cooney, 2012). This component in Scale on Attitude towards Entrepreneurship consisted of three items.

e.g.: I believe that activities can be completed on time with effective planning.

**Problem Solving.** An entrepreneur has to identify the problem, define the problem, determine the cause of the problem, select alternatives for arriving at a solution, and implement the solution (Nag & Mukherjee, 2022). Problem-solving is more than just an essential skill as it is the very essence of entrepreneurship.

Successful entrepreneurs navigate a complex maze of decisions, challenges, and uncertainties, and at the heart of their journey lay the ability to find solutions that create value, foster innovation, and ensure sustainable success (Boyer & Byrnes, 2009). This component in Scale on Attitude towards Entrepreneurship consisted of four items.

e.g.: I am able to find right solutions to my problems.

**Goal Oriented.** Goal orientation is considered as an important factor that may affect the entrepreneurial intention of individuals (Culbertson et al, 2011; Baluku et al., 2018). Goal orientation describes the objectives people set for themselves in successful situations or the mental model that guides their interpretation and reaction to such circumstances (Culbertson et al., 2011). This component in Scale on Attitude towards Entrepreneurship consisted of two items.

e.g.: I believe that one should have a clear goal in life.

**Self-Confidence.** Self-confidence is the base upon which all other qualities of an entrepreneur are built and research evidence shows the association between self-confidence and entrepreneurial outcomes (Garaika & Margahana, 2019). According to Lenney (1981), self-confidence is the individuals' performance expectancies and their self-evaluations of ability and completed performances. Scale on Attitude towards Entrepreneurship consisted of two items under this component.

e.g.: I believe that success can be achieved through entrepreneurship.

**Risk Taking.** An individual's inclination to take risks can be characterized as their risk-taking propensity and risk-taking has long been recognized as a

characteristic of the entrepreneurial process and the entrepreneur (Brockhaus, 1980). According to Boyer and Byrnes (2009), risk-taking propensities vary with individual differences and are context specific. Scale on Attitude towards Entrepreneurship consisted of six items under this component.

e.g.: I am afraid to take on risky activities.

**Income Generation Motive.** Entrepreneurship is regarded as a source of income generation which propels economic growth and enables individuals to earn for livelihood as well are often rewarded with substantial financial gain in the form of profits (Loss & Bascunan, 2015). Hence, entrepreneurship creates more job opportunities which in turn helps to reduce the rate emigration and unemployment in an economy (Adenutsi, 2009). Scale on Attitude towards Entrepreneurship consisted of seven items under this component.

e.g.: I believe that financial security can be achieved through entrepreneurship.

**Leadership and Communication.** Successful leaders unite teams with clear purpose and direction, ensuring solutions are implemented amidst uncertainty. According to Esmer and Dayi (2016), leadership involves encouraging employees to achieve organizational goals. Communication plays an important role in leadership and effective communication skills are crucial for entrepreneurs to share ideas, present them clearly, and work effectively with staff, team members, clients, and colleagues (Taleghani & Taleghani, 2022). Scale on Attitude towards Entrepreneurship consisted of four items under this component.

e.g.: I can convey novel ideas to others.

**Technical Knowledge.** Technological Knowledge helps entrepreneurs by integrating digital information, boosting productivity and efficiency as well as re-engineering conventional business models, supporting successful operations (Ardelean, 2021). Under the technical knowledge component, Scale on Attitude towards Entrepreneurship consisted of four items.

e.g. I keep abreast with latest changes in technology.

After consulting with the experts in the field of education some items in the scale were modified, thus the draft Scale on Attitude towards Entrepreneurship consisted of 40 items. The respondent has to mark their responses on a five-point scale viz, ‘Strongly Agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’. The items in the draft Scale on Attitude towards Entrepreneurship are arranged randomly and consist of 27 positive items and 13 negative items. The component-wise distribution of items in draft Scale on Attitude towards Entrepreneurship are presented in Table 12.

**Table 12**

*Component-wise Distribution of Items in Scale on Attitude towards Entrepreneurship*

Sl. No.	Component	Item Numbers
1.	Innovation	1, 11, 21, 29, 34
2.	Hard work and Perseverance	2, 12, 22
3.	Planning and Decision Making	3, 13, 23
4.	Problem Solving	4, 14, 24, 37
5.	Goal Oriented	5, 15
6.	Self Confidence	6, 16
7.	Risk Taking	7, 17, 25, 30, 35, 38
8.	Income Generation Motive	8, 18, 26, 31, 36, 39,40
9.	Leadership and Communication	9, 19, 27, 32
10.	Technical Knowledge	10, 20, 28, 33

### ***Scoring Procedure***

The Scale on Attitude towards Entrepreneurship consisted of items that can be answered with responses 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. The respondent has to mark their responses to each item of Scale on Attitude towards Entrepreneurship in the appropriate columns corresponding to any five alternatives. The positive item is scored by giving a score of '5' for 'Strongly Agree', '4' for 'Agree', '3' for 'Undecided', '2' for 'Disagree' and '1' for 'Strongly Disagree'. The reverse scoring procedure is adopted for the negative items in Scale on Attitude towards Entrepreneurship. The total score obtained for each sample for Scale on Attitude towards Entrepreneurship is calculated to identify the score of Entrepreneurial Attitude of higher secondary school students. The draft version of Scale on Attitude towards Entrepreneurship (Malayalam) is presented in Appendix IX.

### ***Pilot Testing***

A sample of 400 higher secondary school students studying in standard XI were selected for pilot testing. Due representation was given to the subgroups of the population such as gender, type of management of schools, locale of schools, and stream of courses while selecting sample for pilot testing. The draft Scale on Attitude towards Entrepreneurship prepared was administered to the selected sample. Before administering the Scale on Attitude towards Entrepreneurship, necessary instructions were given to the students regarding the marking of responses and explained the purpose of the study. The response sheets of 370 higher secondary school students that are complete in all aspects were selected for item analysis. The scores obtained

for Scale on Attitude towards Entrepreneurship in the pilot testing were subjected to item analysis.

### ***Item Analysis***

Item analysis was carried out to ensure the quality of items in the final Scale on Attitude towards Entrepreneurship and for selecting items of the final scale. The selection of items for the final Scale on Attitude towards Entrepreneurship was done as per the procedure suggested by Edwards (1969). The scores obtained for 370 students after pilot testing were arranged in the descending order of scores on Scale on Attitude towards Entrepreneurship. The upper 27 percent and lower 27 percent of scores of Entrepreneurial Attitude were identified and separated as upper and lower groups respectively. The scores obtained for each item in Scale on Attitude towards Entrepreneurship by the upper group as well as the lower groups were calculated separately. The responses of the high and low groups to the individual items in Scale on Attitude towards Entrepreneurship are evaluated by calculating the  $t$  value by using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

$X_1$  = The Mean score on a given statement for the high group

$X_2$  = The Mean score on a given statement for the low group

$S_1^2$  = The variance of the distribution of responses of the high group to the statement

$S_2^2$  = The variance of the distribution of responses of the low group to the statement

$N_1$  = The number of subjects in the high group

$N_2$  = The number of subjects in the low group

The result of item analysis of Scale on Attitude towards Entrepreneurship is given in Table 13.

**Table 13**

*Result of Item Analysis of Scale on Attitude towards Entrepreneurship*

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
1	Upper	100	4.40	0.74	6.50**	11	Upper	100	3.87	1.03	7.08**
	Lower	100	3.66	0.87			Lower	100	2.78	1.14	
2	Upper	100	4.78	0.42	8.86**	12	Upper	100	3.95	1.09	6.66**
	Lower	100	3.87	0.94			Lower	100	2.88	1.18	
3	Upper	100	4.16	0.99	10.10**	13	Upper	100	4.86	0.35	8.57**
	Lower	100	2.67	1.09			Lower	100	3.93	1.03	
4	Upper	100	3.71	1.11	7.40**	14	Upper	100	4.65	0.52	10.65**
	Lower	100	2.58	1.05			Lower	100	3.47	0.98	
5	Upper	100	4.90	0.30	6.97**	15	Upper	100	4.62	0.71	7.24**
	Lower	100	4.18	0.99			Lower	100	3.76	0.96	
6	Upper	100	4.36	0.84	7.15**	16	Upper	100	4.01	1.02	6.84**
	Lower	100	3.48	0.90			Lower	100	2.95	1.17	
7	Upper	100	4.51	0.69	9.41**	17	Upper	100	2.67	1.41	0.69
	Lower	100	3.36	1.01			Lower	100	2.55	1.03	
8	Upper	100	3.02	1.19	2.26**	18	Upper	100	4.53	0.77	8.93**
	Lower	100	2.66	1.06			Lower	100	3.44	0.95	
9	Upper	100	3.75	1.10	6.55**	19	Upper	100	4.45	0.70	9.09**
	Lower	100	2.73	1.10			Lower	100	3.39	0.93	
10	Upper	100	4.16	0.75	7.75**	20	Upper	100	3.83	1.21	6.51**
	Lower	100	3.17	1.04			Lower	100	2.74	1.16	

Item No.	Group	N	Mean	SD	t value	Item No.	Group	N	Mean	SD	t value
21	Upper	100	4.64	0.48	10.73**	31	Upper	100	4.26	0.94	7.22**
	Lower	100	3.60	0.84			Lower	100	3.13	1.25	
22	Upper	100	5.23	4.04	3.53**	32	Upper	100	4.42	0.74	7.80**
	Lower	100	3.76	1.02			Lower	100	3.45	0.10	
23	Upper	100	4.69	0.51	9.06**	33	Upper	100	3.31	1.28	3.87**
	Lower	100	3.66	1.02			Lower	100	2.65	1.13	
24	Upper	100	4.32	0.70	8.87**	34	Upper	100	4.36	0.89	8.83**
	Lower	100	3.16	1.11			Lower	100	3.20	0.96	
25	Upper	100	3.07	1.33	3.55**	35	Upper	100	2.03	1.14	2.45**
	Lower	100	2.47	1.05			Lower	100	2.41	1.06	
26	Upper	100	4.03	1.11	5.64**	36	Upper	100	4.27	0.74	8.41**
	Lower	100	3.13	1.14			Lower	100	3.29	0.90	
27	Upper	100	4.38	0.78	7.80**	37	Upper	100	4.76	0.50	7.59**
	Lower	100	3.34	1.09			Lower	100	3.90	1.02	
28	Upper	100	4.54	0.58	8.50**	38	Upper	100	3.21	1.19	1.75
	Lower	100	3.56	0.10			Lower	100	2.93	1.07	
29	Upper	100	3.95	0.97	7.43**	39	Upper	100	4.05	0.90	6.94**
	Lower	100	2.92	0.99			Lower	100	3.07	1.09	
30	Upper	100	4.16	1.09	6.25**	40	Upper	100	4.56	0.78	7.85**
	Lower	100	3.14	1.23			Lower	100	3.43	1.21	

\*\*Indicates selected items

### ***Finalization of the Scale on Attitude towards Entrepreneurship***

After item analysis, the statements with  $t$  value greater than or equal to 1.96 were selected for the final version of Scale on Attitude towards Entrepreneurship. Therefore, the final version of Scale on Attitude towards Entrepreneurship consists of 38 items in which 27 are positive statements and 11 are negative statements. Thus, the final Scale on Attitude towards Entrepreneurship consisted of five items related to innovation, three items related to hard work and perseverance, three items related to

planning and decision making, four items related to problem solving, two items related to goal oriented, two items related to self-confidence, four items related to risk taking, seven items related to income generation motive, four items related to leadership and communication, and four items related to technical knowledge related to entrepreneurial attitude. The final version of the Scale on Attitude towards Entrepreneurship (Malayalam and English) and its response sheet are presented in Appendix X and XI respectively. The distribution items in the final Scale on Attitude towards Entrepreneurship is given in Table 14.

**Table 14**

*Distribution of Items in Final Scale on Attitude towards Entrepreneurship*

Sl. No.	Component	No. of Questions	Item Numbers
1	Innovation	5	1, 11, 20, 28, 33
2	Hard work and Perseverance	3	2, 12, 21
3	Planning and Decision Making	3	3, 13, 22
4	Problem Solving	4	4, 14, 23, 36
5	Goal Oriented	2	5, 15
6	Self-confidence	2	6, 16
7	Risk Taking	4	7, 24, 29, 34
8	Income Generation Motive	7	8, 17, 25, 30, 35, 37, 38
9	Leadership and Communication	4	9, 18, 26, 31
10	Technical Knowledge	4	10, 19, 27, 32

### ***Validity and Reliability of the Scale on Attitude towards Entrepreneurship***

The validity of the Scale on Attitude towards Entrepreneurship is ensured through face validity and content validity by consulting with experts in the field of education and commerce education. The criterion related validity of the Scale on Attitude towards Entrepreneurship was established by correlating the scores of Attitude towards Entrepreneurship obtained from 50 higher secondary school students on prepared Scale on Attitude towards Entrepreneurship with that of the scores obtained by administering the Scale on Attitude towards Entrepreneurship (Smitha, 2017). The validity coefficient obtained for the Scale on Attitude towards Entrepreneurship is .71 ( $N=50$ ). The index shows that the Scale on Attitude towards Entrepreneurship is valid.

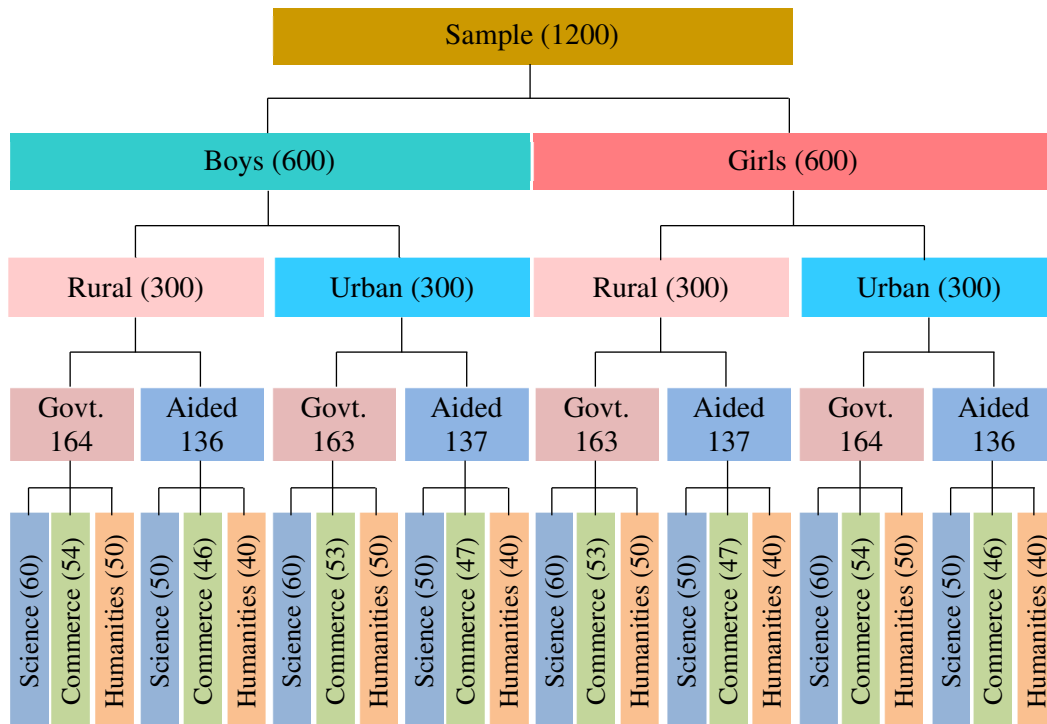
The reliability of Scale on Attitude towards Entrepreneurship was established by using the test-retest method. The same Scale on Attitude towards Entrepreneurship was re-administered to the same sample after two weeks of time. Pearson's product moment coefficient of correlation is calculated for the two sets of scores on Scale on Attitude towards Entrepreneurship to obtain the reliability of the scale. The reliability coefficient obtained is .68 ( $N=50$ ). The index suggests that the Scale on Attitude towards Entrepreneurship is reliable. The reliability of the Scale on Attitude towards Entrepreneurship is also established by using Cronbach's alpha. The Cronbach alpha coefficient obtained is .82 which ensured the reliability of Scale on Attitude towards Entrepreneurship

### Sample

The population considered for the study is higher secondary school students studying in Kerala state. The basal sample selected for the study is 1200 higher secondary school students studying in XI standard. While selecting the sample, due weightage was given to the subgroups based on gender, type of management schools, locale of the schools, and stream of courses. Sample was drawn from Thiruvananthapuram, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, and Kasargode districts of Kerala State. The study followed stratified sampling technique to get more accurate representations of the population. The breakup of the basal sample is given in Figure 6.

**Figure 6**

*Breakup of the Basal Sample*



After collecting the data from 1200 higher secondary school students, the incomplete response sheets were removed and the response sheets of each student which are complete in all aspects were selected. Thus, the final sample was reduced to 1022 higher secondary school students studying in XI standard. The details of the final sample included in the study are given in Table 15.

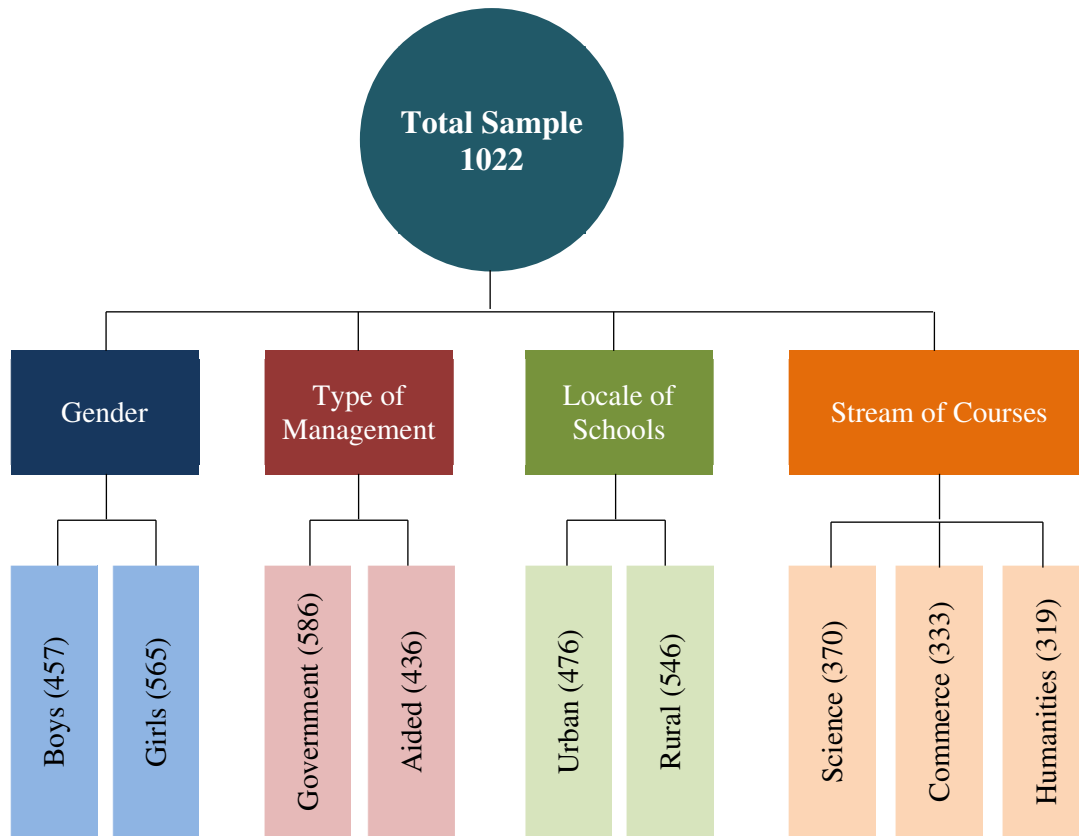
**Table 15***Details of the Final Sample*

Sl.No.	Name of School	Gender		Type of Management of Schools		Locale of Schools		Stream of Courses			Total
		Boys	Girls	Government	Aided	Urban	Rural	Science	Commerce	Humanities	
1	GVHSSVithura, Thiruvananthapuram	22	26	48			48	48			48
2	MVHSS,Thundathil, Thiruvananthapuram	20	24		44	44		44			44
3	AMHSS,Thirumala, Thiruvananthapuram	16	20		36	36				36	36
4	GHSS Panambilly Nagar, Ernakulam	18	32	50		50			50		50
5	SNDPHSS, Aluva, Ernakulam	20	21		41	41		41			41
6	GMGHSS, Kunnankulam, Thrissur	19	30	49		49		49			49
7	MAAHSS, Kechery, Thrissur	19	20		39		39			39	39
8	Sreekrishna HSS, Guruvayoor, Thrissur	19	20		39	39			39		39
9	GHSS Anakara, Palakkad	16	25	41			41		41		41
10	Parudur HSS, Karimbathoor, Palakkad	18	21		39		39		39		39

Sl.No.	Name of School	Gender		Type of Management of Schools		Locale of Schools		Stream of Courses			Total
		Boys	Girls	Government	Aided	Urban	Rural	Science	Commerce	Humanities	
11	GHSS Edappal, Malappuram	24	27	51			51	51			51
12	DHOHSS, Pookkarathara, Malappuram	20	20		40		40	40			40
13	GRHSS, Kottakkal, Malappuram	21	22	43		43				43	43
14	BHSS, Mavandiyur, Malappuram	18	22		40		40			40	40
15	GHSS, Kuttippuram, Malappuram	20	22	42			42			42	42
16	NMHSS, Thirunavaya, Malappuram	19	25	44			44	44			44
17	GMHSS, Kozhikkode, Kozhikkode	19	34	53		53		53			53
18	GGVHSS, Feroke, Kozhikkode	21	23	44		44			44		44
19	FarookHSS, FarookCollege, kozhikkode	20	21		41		41		41		41
20	GHSS, Balussery, Kozhikkode	16	24	40			40			40	40
21	ZGHSS, Chalappuram, Kozhikkode	17	21		38	38				38	38
22	GHSS, Adhoor, Kasargode	19	21	40			40		40		40
23	Rajah's HSS, Nileshwar, Kasargod	17	22		39	39			39		39
24	GHSS, Kasargod, Kasargod	19	22	41			41			41	41
Sub Total		457	565	586	436	476	546	370	333	319	1022
Total		1022		1022		1022		1022		1022	

While selecting the subgroups, the investigator decided to include gender, type of management of schools, locale of schools, and stream of courses of higher secondary school students as the research studies indicated difference in mean scores based on Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude in various sample. Out of the sample of 1022 higher secondary school students, 457 were boys and 565 were girls of higher secondary school students. Among 1022 higher secondary school students, 586 belong to government higher secondary schools and 436 belong to aided higher secondary schools. The sample consists of 476 urban higher secondary school students and 546 rural higher secondary school students. Out of the sample of 1022 higher secondary school students, students studying science are 370, students studying commerce are 333 and students studying humanities are 319.

The final breakup of the sample is presented in Figure 7.

**Figure 7***Final Breakup of the Sample***Data Collection Procedure**

The data required for the present study were collected from the selected sample of 1022 higher secondary school students studying in XI standard of Kerala state. The investigator approached the principals of selected schools in order to seek permission to collect the data. After getting permission from the authorities, the required data were collected from students of randomly selected schools in each district. The investigator administered Career Decision Making Self-Efficacy Scale, Locus of Control Inventory, Social Competence Scale, and Scale on Attitude towards Entrepreneurship to higher secondary school students. Before administering each tool, the purpose of the study is explained, necessary directions regarding filling of

responses of tools were given to the students, and ensured the secrecy of their responses. The tools were administered consecutively in three hours as Career Decision Making Self-Efficacy Scale, Locus of Control Inventory, Social Competence Scale, and Scale on Attitude Towards Entrepreneurship respectively. The duly filled response sheets were collected and considered for data analysis.

### **Statistical Techniques**

Various statistical techniques were employed in the present study to realize the objectives of the study. The analysis procedure is classified under two major heads namely, preliminary analysis and major analysis.

#### **Descriptive Statistics**

As a first step the preliminary analysis of collected data was done by the investigator. For this, the basic descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis of each of the independent variables i.e., Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and dependent variable, Entrepreneurial Attitude were calculated. The descriptive statistics were calculated for the total sample as well as separately for the subgroups based on gender, type of management of school, locale of the school, occupation of parents, and stream of courses of higher secondary school students. The essential descriptive statistics helped the investigator to describe the nature of distribution of independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and dependent variable, Entrepreneurial Attitude for the selected sample. The level of Career Decision Making Self-Efficacy, Social Competence, and Entrepreneurial Attitude of higher secondary school students were calculated by using

mean scores. Calculation of median also helped the investigator to classify the independent variables for the purpose of three-way ANOVA

### **One Sample *t*-test**

In order to find out the level of Career Decision Making Self-Efficacy, Social Competence, and Entrepreneurial Attitude of higher secondary school student, one Sample *t*-test was used to test the significance of difference between the mean value obtained for Career Decision Making Self-Efficacy, Social Competence, and Entrepreneurial Attitude of higher secondary school students with that of the respective test values of the variables.

### **Percentage Analysis**

Percentage analysis was used to identify the level of Locus of Control of higher secondary school students.

### **Test of Significance of Difference Between Means of Large Independent Sample (*t*-test)**

Test of significance of difference between means of large independent sample (*t*-test) was used to know whether there exist differences in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, and locale of schools.

### **One-way Analysis of Variance**

One-way Analysis of Variance (ANOVA) was used to know the differences in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social

competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents and stream of courses.

### **Three –way Analysis of Variance with 2 X 2 X 2 Factorial Design**

In order to know the influence of three independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social competence, on the dependent variable, Entrepreneurial Attitude, three-way Analysis of Variance (ANOVA) was used. For the present study to understand the main and interaction effect of three independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social competence, on the dependent variable, Entrepreneurial Attitude, the three–way Analysis of Variance with 2 X 2 X 2 factorial design was used. Here, the association of independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social competence, and dependent variable, Entrepreneurial Attitude is examined.

Three-way analysis of variance with 2 X 2 X 2 factorial design consists of two levels of Career Decision Making Self-Efficacy, two levels of Locus of Control, and two levels of Social Competence. Career Decision Making Self-Efficacy was classified into two groups i.e. High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group. Locus of Control was divided into two groups, i.e., High Locus of Control group and Low Locus of Control group. Social Competence was classified into two groups i.e., High Social Competence group and Low Social Competence group. When *F* ratios are found significant, further analysis of Scheffe’s test of post hoc comparison was performed to locate the differences in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude.

### ***Classification Technique***

For the purpose of carrying out the three-way ANOVA, the three independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, were classified into two levels. The classification techniques followed for the independent variables viz., Career Decision Making Self-Efficacy, Locus of Control and Social competence are:

**Classification of Career Decision Making Self-Efficacy.** The score of higher secondary school students on Career Decision Making Self-Efficacy was classified into two groups i.e. High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group. Classification is done on the basis of the median score of Career Decision Making Self-Efficacy of higher secondary school students. Students who scored above the median value 200 and above were considered as High Career Decision Making Self-Efficacy group and students who scored below 200 were considered as Low Career Decision Making Self-Efficacy group.

**Classification of Locus of Control.** Based on the scores of Locus of Control, the total sample of higher secondary school students was divided into two groups, i.e., High Locus of Control group and Low Locus of Control group. Classification is done on the basis of the median score of Locus of Control of higher secondary school students. Students who scored above the median value 17 and above were considered as High Locus of Control group and students who scored below 17 were considered as Low Locus of Control group.

**Classification of Social Competence.** The score of higher secondary school students on Social Competence was classified into two groups i.e. High Social

Competence group and Low Social Competence group. Classification is done on the basis of the median score of Social Competence of higher secondary school students. Students who scored above the median value 210 and above were considered as High Social Competence group and students who scored below 210 were considered as Low Social Competence group.

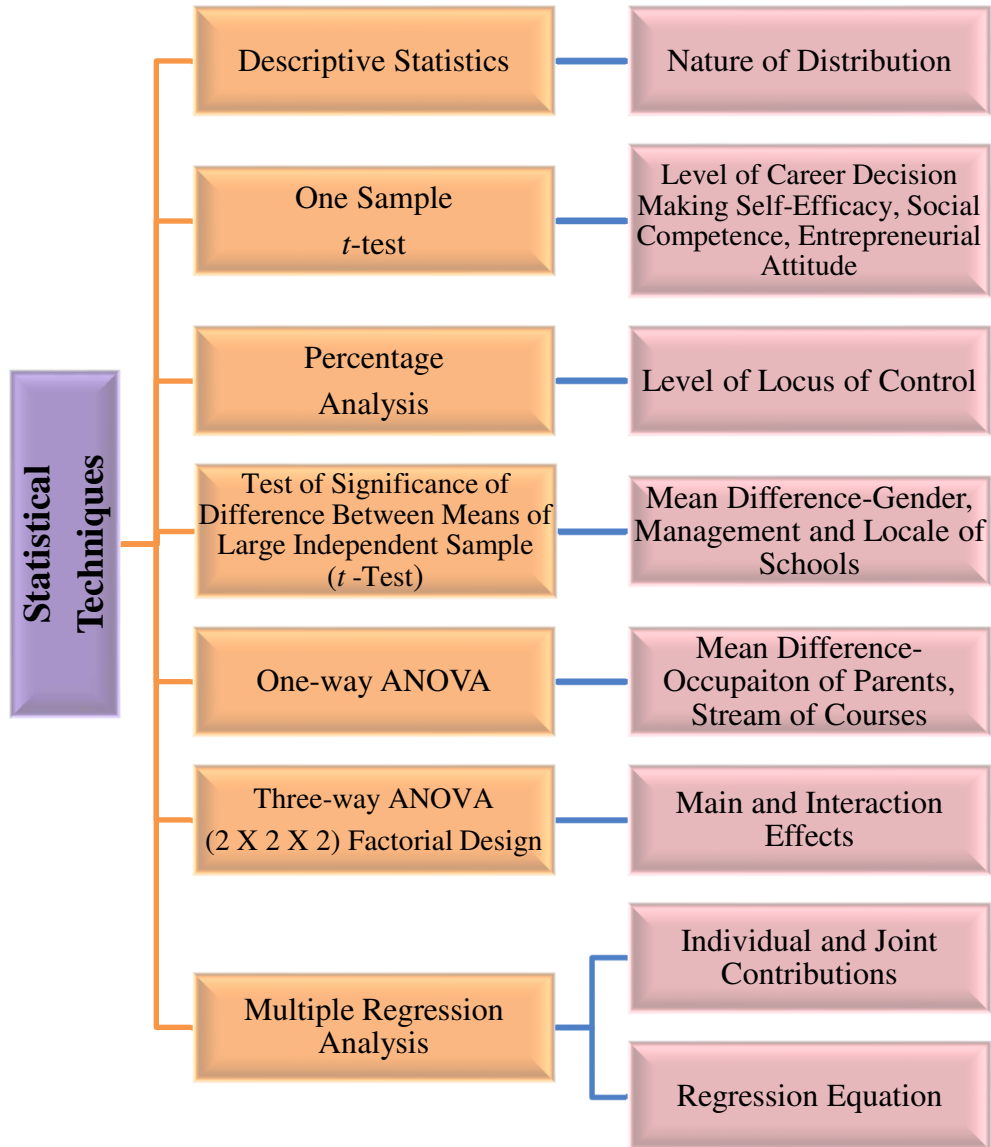
### **Multiple Regression Analysis**

Multiple regression analysis was used to predict the individual and joint contributions of the independent variables (predictor variables), Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable (criterion variable), Entrepreneurial Attitude of higher secondary school students. Enter method is used in multiple regression, where independent variables are entered simultaneously to see the extent of contribution of each variable in predicting the criterion variable, Entrepreneurial Attitude. In this method, the variable having high correlation is entered first. For the purpose of predicting the contribution of predictor variables Career Decision Making Self-Efficacy, Locus of Control, and Social competence on Entrepreneurial Attitude, a regression equation is developed by the investigator. In the present study, the statistical analysis was done by using SPSS 21.0 version.

A summary of statistical techniques used are given in the Figure 8

**Figure 8**

*Statistical Techniques Used*



The methodology used in the present study is summarized with the help a concept map in Figure 9.



## **ANALYSIS AND INTERPRETATION**

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- Preliminary Analysis
- Level of Career Decision Making  
Self-Efficacy, Locus of Control, Social  
Competence, and Entrepreneurial  
Attitude
- Mean Difference Analysis
- Three-way Analysis of Variance
- Multiple Regression Analysis

The study aims to analyze the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude among higher secondary school students. In addition to that the study also aims to find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. Furthermore, study also aims to find out the individual and combined contribution of the independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, in predicting the dependent variable, Entrepreneurial Attitude. For the purpose of analyzing the collected data, the investigator employed basic descriptive statistics, one sample *t*-test, percentage analysis, test of significance of difference between means of large independent sample (*t*-test), one-way analysis of variance, three-way analysis of variance with 2 X 2 X 2 factorial design, and multiple regression analysis.. The following headings outline the details of the analysis of data and interpretation of the results.

- Preliminary Analysis
- Level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude
- Mean Difference Analysis

- Three-way Analysis of Variance
- Multiple Regression Analysis

### **Preliminary Analysis**

In order to determine the basic characteristics of the variables, a preliminary analysis of the scores of independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and the scores of dependent variables, Entrepreneurial Attitude was conducted for the total sample as well as pertinent subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses of higher secondary school students. Preliminary analysis assisted the investigator in understanding the fundamental aspects of the distribution of scores for the variables under consideration. It provides a brief overview of the obtained data, which may be utilized to create more reliable interpretations of the findings for the current study.

In order to know whether the distribution of scores of the variables follow normal distribution, the distribution of scores of the independent variables, namely Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, and the dependent variable, Entrepreneurial Attitude were analyzed. For the total sample and for the relevant subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses., the major statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students were calculated. The statistical constants for the distribution of scores

for Career Decision Making Self-efficacy of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses are calculated and presented in Table 16.

**Table 16**

*Statistical Constants for the Distribution of Scores of Career Decision Making Self-Efficacy for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	1022	199.33	200.00	224.00	25.42	-0.16	-0.03
Boys	457	191.73	191.00	175.00	24.31	-0.19	0.31
Girls	565	205.48	206.00	224.00	24.64	-0.19	-0.26
Government	586	201.64	202.00	224.00	24.89	-0.21	0.13
Aided	436	196.22	197.00	201.00	25.83	-0.08	-0.17
Rural	546	196.22	197.00	175.00	25.42	-0.02	-0.16
Urban	476	200.94	201.00	224.00	25.35	-0.32	0.20
Business	200	201.54	201.50	224.00	26.42	-0.28	-0.09
Employment	85	201.29	200.00	203.00	23.11	0.14	0.06
Abroad	82	197.00	195.00	194.00	24.64	0.06	-0.54
Casual Workers	655	198.69	199.00	197.00	25.49	-0.18	0.05
Science	370	203.37	203.00	224.00	25.43	-0.28	-0.25
Humanities	319	200.85	201.00	197.00	25.25	-0.05	-0.18
Commerce	333	193.39	194.00	189.00	24.54	-0.20	0.48

## Discussion

Table 16 shows that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students coincide approximately for the total sample. Mean, median, and mode of Career Decision

Making Self-Efficacy scores obtained are 199.33, 200.00, and 224.00 respectively for the total sample. The skewness indices ( $Sk = -0.16$ ) of Career Decision Making Self-Efficacy scores of higher secondary school students for the total sample indicate that the distribution of scores is approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy ( $K = -0.03$ ) do not deviate markedly from mesokurtic for the total sample. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of higher secondary school students for the total sample is approximately normal.

Table 16 indicates that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students coincide approximately for the subgroups based on gender. Mean, median, and mode of Career Decision Making Self-Efficacy scores obtained for boys of higher secondary schools are 191.73, 191.00, and 175.00 respectively and for girls are 205.48, 206.00, and 224.00 respectively. The skewness indices for Career Decision Making Self-Efficacy scores of higher secondary school boys ( $Sk = -0.19$ ) and girls ( $Sk = -0.19$ ) are approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy for boys ( $K = 0.31$ ) and for girls ( $K = -0.26$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on gender is approximately normal.

Table 16 depicts that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students coincide approximately for the subgroups based on type management of schools. Mean,

median, and mode of Career Decision Making Self-Efficacy scores obtained for government school students are 201.64, 202.00, and 224.00 respectively and for aided school students are 196.22, 197.00, and 201.00 respectively. The skewness indices of Career Decision Making Self-Efficacy scores for government school students ( $Sk = -0.21$ ) and aided school students ( $Sk = -0.08$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy for government school students ( $K = 0.13$ ) and for aided school students ( $K = -0.17$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools is approximately normal.

Table 16 demonstrates that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students coincide approximately for the subgroups based on locale of schools. Mean, median, and mode of Career Decision Making Self-Efficacy scores obtained for rural school students are 196.22, 197.00, and 175.00 respectively and for urban school students are 200.94, 201.00, and 224.00 respectively. The skewness indices of Career Decision Making Self-Efficacy scores for rural school students ( $Sk = -0.02$ ) and urban school students ( $Sk = -0.32$ ) indicate that the distribution of scores of Career Decision Making Self-Efficacy are approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy for rural school students ( $K = -0.16$ ) and for urban school students ( $K = 0.20$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of

higher secondary school students for the subgroups based on locale of schools is approximately normal.

Table 16 depicts that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students coincide approximately for the subgroups based on occupation of parents. Mean, median, and mode of Career Decision Making Self-Efficacy scores obtained for higher secondary school students whose parents are doing business are 201.54, 201.50, and 224.00 respectively; whose parents engaged in employment are 201.29, 200.00, and 203.00 respectively; whose parents are abroad are 197.00, 195.00, and 194.00 respectively, and whose parents are casual workers are 198.69, 199.00, and 197.00 respectively. The skewness indices of Career Decision Making Self-Efficacy scores for higher secondary school students whose parents are doing business ( $Sk = -0.28$ ), whose parents are engaged in employment ( $Sk = 0.14$ ), whose parents are abroad ( $Sk = 0.06$ ), and whose parents are casual workers ( $Sk = -0.18$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy for higher secondary school students whose parents are doing business ( $K = -0.09$ ), whose parents are engaged in employment ( $K = 0.06$ ), whose parents are abroad ( $K = -0.54$ ), and whose parents are casual workers ( $K = 0.05$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

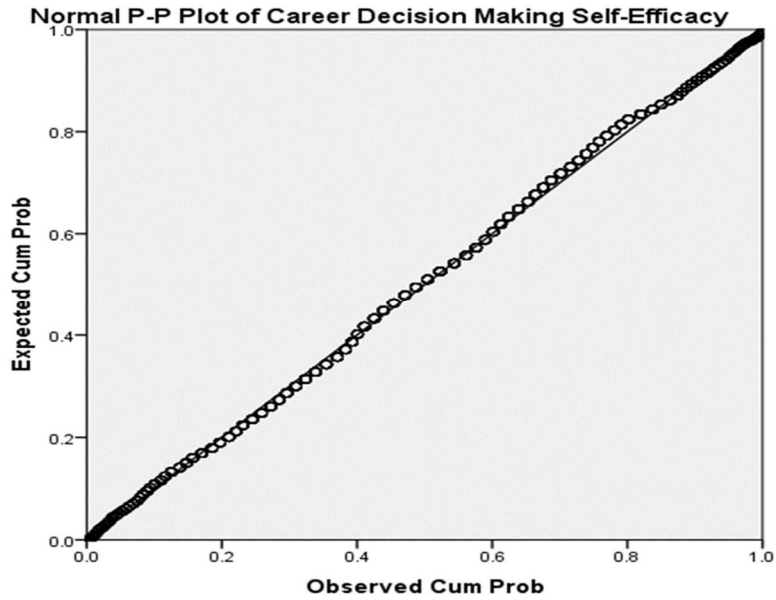
Table 16 indicates that the mean, median, and mode of distribution of scores for Career Decision Making Self-Efficacy of higher secondary school students

coincide approximately for the subgroups based on stream of courses. Mean, median, and mode of Career Decision Making Self-Efficacy scores obtained for higher secondary school students who are studying science are 203.37, 203.00, and 224.00 respectively; who are studying humanities are 200.85, 201.00, and 197.00 respectively and who are studying commerce are 193.39, 194.00, and 189.00 respectively. The skewness indices of Career Decision Making Self-Efficacy scores for higher secondary school students who are studying science ( $Sk = -0.28$ ), who are studying humanities ( $Sk = -0.05$ ), and who are studying commerce ( $Sk = -0.20$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Career Decision Making Self-Efficacy for higher secondary school students who are studying science ( $K = -0.25$ ), who are studying humanities ( $Sk = -0.05$ ), and who are studying commerce ( $Sk = -0.20$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Thus, it can be concluded that the distribution of scores of Career Decision Making Self-Efficacy of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses follow normal distribution approximately. The probability-probability plot and histogram with normal curve of scores of Career Decision Making Self-Efficacy of higher secondary school students for total sample are presented in Figure 10 and Figure 11 respectively.

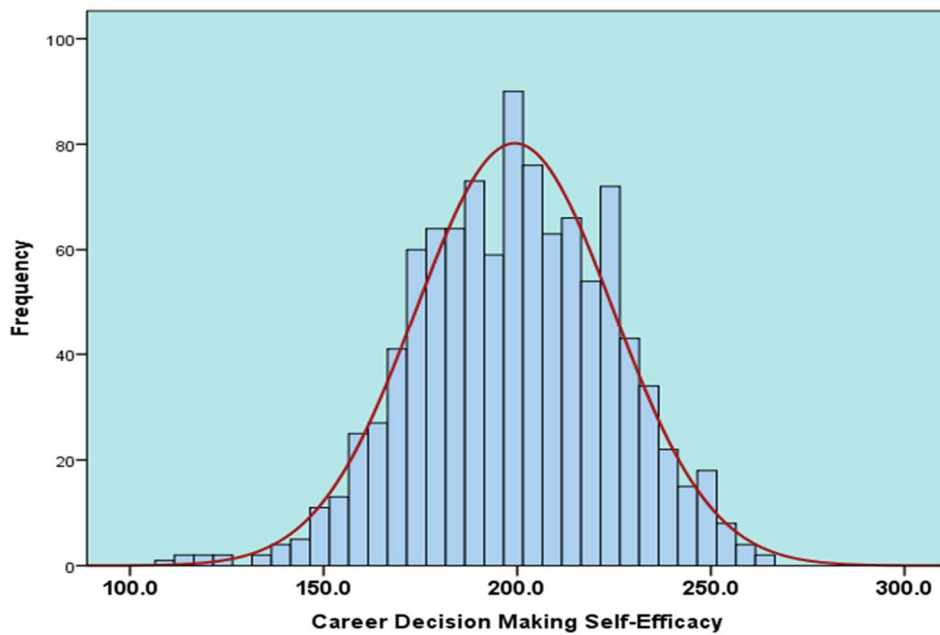
**Figure 10**

*Normal Probability-Probability Plot of Career Decision Making Self-Efficacy of Higher Secondary School Students for Total Sample*



**Figure 11**

*Histogram with Normal Curve for Distribution of Scores of Career Decision Making Self-Efficacy of Higher Secondary School Students for Total Sample*



## Discussion

Visual inspection of P-P plot and histogram with normal curve of Career Decision Making Self-efficacy of higher secondary school students for the total sample also reveal that distribution of scores are approximately normally distributed for the total sample of higher secondary school students.

The important statistical constants for the distribution of scores for Locus of Control of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses are calculated and presented in Table 17.

**Table 17**

*Statistical Constants for the Distribution of Scores of Locus of Control for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	1022	15.90	17.00	20.00	4.00	-0.78	-0.69
Boys	457	14.50	15.00	20.00	4.23	-0.29	-1.25
Girls	565	17.03	18.00	20.00	3.41	-0.91	0.59
Government	586	16.18	18.00	20.00	3.89	-0.90	-0.27
Aided	436	15.53	17.00	20.00	4.11	-0.57	-1.20
Rural	546	15.53	17.00	20.00	4.14	-0.64	-0.93
Urban	476	16.32	18.00	20.00	3.79	-0.94	-0.34
Business	200	16.05	17.00	20.00	3.81	-0.93	-0.13
Employment	85	16.15	18.00	20.00	3.99	-0.92	-0.46
Abroad	82	15.63	17.00	20.00	4.15	-0.66	-0.96
Casual Workers	655	15.85	17.00	20.00	4.04	-0.74	-0.81
Science	370	16.60	18.00	20.00	3.54	-0.87	0.17
Humanities	319	16.04	18.00	20.00	4.16	-0.91	-0.42
Commerce	333	14.98	16.00	20.00	4.15	-0.35	-1.34

## **Discussion**

Table 17 depicts that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the total sample. Mean, median, and mode of Locus of Control scores obtained are 15.90, 17.00, and 20.00 respectively for the total sample. The skewness indices ( $Sk = -0.78$ ) of Locus of Control scores of higher secondary school students for the total sample indicate that the distribution of scores is approximately normal. The kurtosis indices for the distribution of scores of Locus of Control ( $K = -0.69$ ) do not deviate markedly from mesokurtic for the total sample. Therefore, the distribution of the scores of Locus of Control of higher secondary school students for the total sample is approximately normal.

Table 17 shows that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the subgroups based on gender. Mean, median, and mode of Locus of Control scores obtained for boys of higher secondary schools are 14.50, 15.00, and 20.00 respectively and for girls are 17.03, 18.00, and 20.00 respectively. The skewness indices for Locus of Control scores of higher secondary school boys ( $Sk = -0.29$ ) is approximately normal and of girls ( $Sk = -0.91$ ) is slightly negatively skewed. The kurtosis indices for the distribution of scores of Locus of Control for boys ( $K = -1.25$ ) is slightly platykurtic and for girls ( $K = 0.59$ ) do not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Locus of Control of higher secondary school students for the subgroups based on gender is approximately normal.

Table 17 indicates that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the subgroups based on type management of schools. Mean, median, and mode of Locus of Control scores obtained for government school students are 16.18, 18.00, and 20.00 respectively and for aided school students are 15.53, 17.00, and 20.00 respectively. The skewness indices of Locus of Control scores for government school students ( $Sk = -0.90$ ) and aided school students ( $Sk = -0.57$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Locus of Control for government school students ( $K = -0.27$ ) do not deviate markedly from mesokurtic and for aided school students ( $K = -1.20$ ) is slightly platykurtic. Therefore, the distribution of the scores of Locus of Control of higher secondary school students for the subgroups based on type of management of schools is approximately normal.

Table 17 shows that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the subgroups based on locale of schools. Mean, median, and mode of Locus of Control scores obtained for rural school students are 15.53, 17.00, and 20.00 respectively and for urban school students are 16.32, 18.00, and 20.00 respectively. The skewness indices of Locus of Control scores for rural school students ( $Sk = -0.64$ ) and urban school students ( $Sk = -0.94$ ) indicate that the distribution of scores of Locus of Control are approximately normal. The kurtosis indices for the distribution of scores of Locus of Control for rural school students ( $K = -0.93$ ) and for urban school students ( $K = -0.34$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the

scores of Locus of Control of higher secondary school students for the subgroups based on locale of schools is approximately normal.

Table 17 indicates that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the subgroups based on occupation of parents. Mean, median, and mode of Locus of Control scores obtained for higher secondary school students whose parents are doing business are 16.05, 17.00, and 20.00 respectively; whose parents engaged in employment are 16.15, 18.00, and 20.00 respectively; whose parents are abroad are 15.63, 17.00, and 20.00 respectively, and whose parents are casual workers are 15.85, 17.00, and 20.00 respectively. The skewness indices of Locus of Control scores for higher secondary school students whose parents are doing business ( $Sk = -0.93$ ), whose parents are engaged in employment ( $Sk = -0.92$ ), whose parents are abroad ( $Sk = -0.66$ ), and whose parents are casual workers ( $Sk = -0.74$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Locus of Control for higher secondary school students whose parents are doing business ( $K = -0.13$ ), whose parents are engaged in employment ( $K = -0.46$ ), whose parents are abroad ( $K = -0.96$ ), and whose parents are casual workers ( $K = -0.81$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

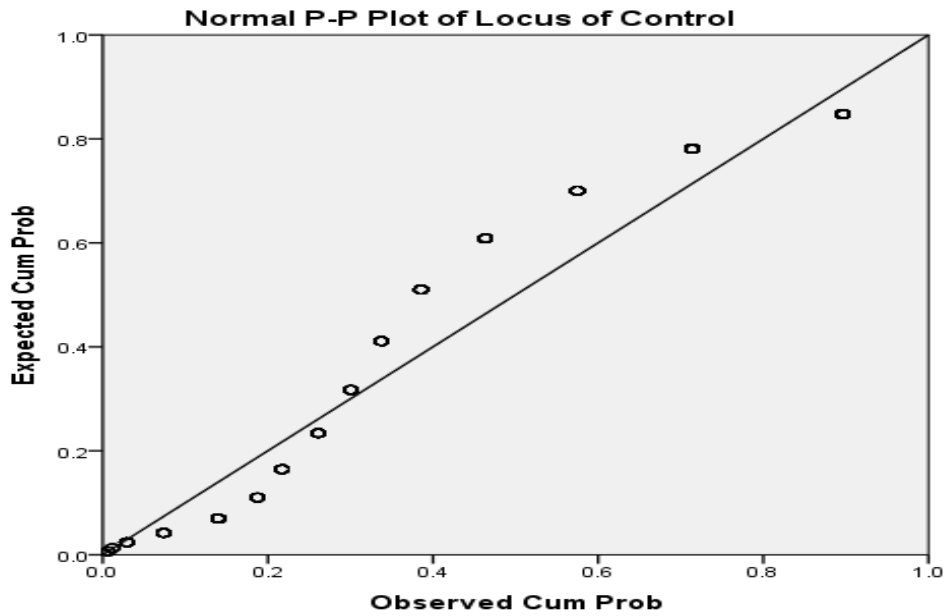
Table 17 depicts that the mean, median, and mode of distribution of scores for Locus of Control of higher secondary school students coincide approximately for the subgroups based on stream of courses. Mean, median, and mode of Locus of Control

scores obtained for higher secondary school students who are studying science are 16.60, 18.00, and 20.00 respectively; who are studying humanities are 16.04, 18.00, and 20.00 respectively and who are studying commerce are 14.98, 16.00, and 20.00 respectively. The skewness indices of Locus of Control scores for higher secondary school students who are studying science ( $Sk = -0.87$ ) indicate distribution of scores is slightly negatively skewed, who are studying humanities ( $Sk = -0.91$ ), and who are studying commerce ( $Sk = -0.35$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Locus of Control for higher secondary school students who are studying science ( $K = 0.17$ ) and who are studying humanities ( $Sk = -0.42$ ) does not deviate markedly from mesokurtic, but for students who are studying commerce ( $Sk = -1.34$ ) is slightly platykurtic. Therefore, the distribution of the scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Thus, it can be concluded that the distribution of scores of Locus of Control of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses follow normal distribution approximately. The probability-probability plot and histogram with normal curve of scores of Locus of Control of higher secondary school students for total sample are presented in Figure 12 and Figure 13 respectively.

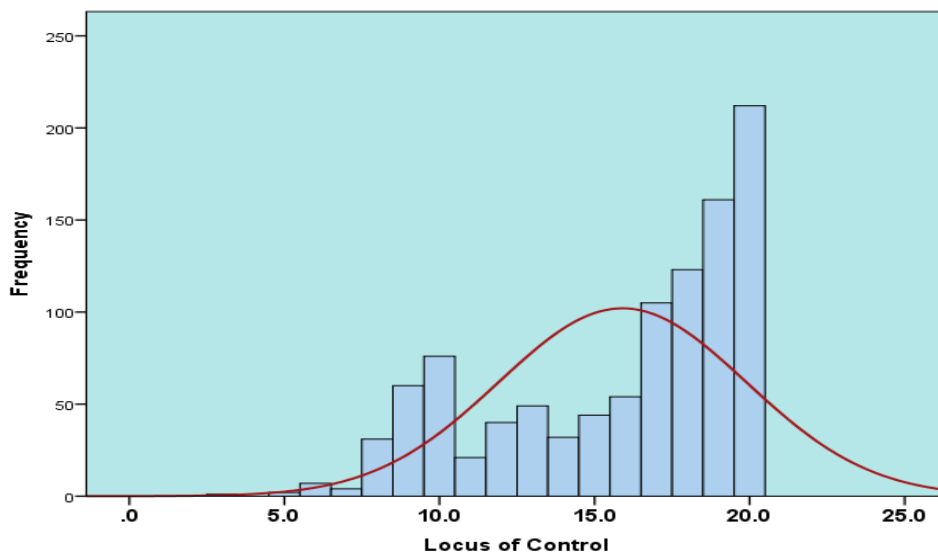
**Figure 12**

*Normal Probability-Probability Plot of Locus of Control of Higher Secondary School Students for Total Sample*



**Figure 13**

*Histogram with Normal Curve of Scores of Locus of Control of Higher Secondary School Students for Total Sample*



## Discussion

Visual inspection of P-P plot and histogram with normal curve of Locus of Control of higher secondary school students for total sample shows that the distribution of scores are slightly positively skewed and slightly platykurtic in nature, but the analysis of indices of skewness and kurtosis revealed that the scores are not much deviating from normality. Thus, the distribution of scores of Locus of Control of higher secondary school students are approximately normally distributed.

The important statistical constants for the distribution of scores for Social Competence of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses are calculated and presented in Table 18

**Table 18**

*Statistical Constants for the Distribution of Scores of Social Competence for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	1022	207.08	210.00	214.00	25.19	-0.48	0.10
Boys	457	198.04	199.00	168.00	26.60	-0.04	-0.30
Girls	565	214.39	216.00	214.00	21.38	-0.78	1.48
Government	586	209.54	212.00	214.00	24.01	-0.62	0.56
Aided	436	203.77	206.50	201.00	26.36	-0.29	-0.26
Rural	546	204.54	206.00	226.00	25.99	-0.40	0.03
Urban	476	209.99	213.00	205.00	23.93	-0.56	0.22
Business	200	207.12	212.00	226.00	26.71	-0.47	-0.24
Employment	85	206.78	214.00	218.00	26.16	-0.94	1.13

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Abroad	82	205.52	208.50	208.00	26.08	-0.82	0.81
Casual Workers	655	207.30	209.00	202.00	24.51	-0.37	-0.03
Science	370	211.61	215.00	223.00	23.51	-0.81	0.78
Humanities	319	207.79	210.00	208.00	26.81	-0.53	0.21
Commerce	333	201.37	203.00	168.00	24.35	-0.13	-0.17

## Discussion

Table 18 reveals that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the total sample. Mean, median, and mode of Social Competence scores obtained are 207.08, 210.00, and 214.00 respectively for the total sample. The skewness indices ( $Sk = -0.48$ ) of Social Competence scores of higher secondary school students for the total sample indicate that the distribution of scores is approximately normal. The kurtosis indices for the distribution of scores of Social Competence ( $K = 0.10$ ) do not deviate markedly from mesokurtic for the total sample. Therefore, the distribution of the scores of Social Competence of higher secondary school students for the total sample is approximately normal.

Table 18 shows that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the subgroups based on gender. Mean, median, and mode of Social Competence scores obtained for boys of higher secondary schools are 198.04, 199.00, and 168.00 respectively and for girls are 214.39, 216.00, and 214.00 respectively. The skewness indices for Social Competence scores of higher secondary school boys ( $Sk = -0.04$ ) and girls ( $Sk = -0.78$ ) are approximately normal. The kurtosis indices for the

distribution of scores of Social Competence for boys ( $K = -0.30$ ) do not deviate markedly from mesokurtic and for girls ( $K = 1.48$ ) is slightly leptokurtic. Therefore, the distribution of the scores of Social Competence of higher secondary school students for the subgroups based on gender is approximately normal.

Table 18 depicts that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the subgroups based on type management of schools. Mean, median, and mode of Social Competence scores obtained for government school students are 209.54, 212.00, and 214.00 respectively and for aided school students are 203.77, 206.50, and 201.00 respectively. The skewness indices of Social Competence scores for government school students ( $Sk = -0.62$ ) and aided school students ( $Sk = -0.29$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Social Competence for government school students ( $K = 0.56$ ) and for aided school students ( $K = -0.26$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Social Competence of higher secondary school students for the subgroups based on type of management of schools is approximately normal.

Table 18 indicates that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the subgroups based on locale of schools. Mean, median, and mode of Social Competence scores obtained for rural school students are 204.54, 206.00, and 226.00 respectively and for urban school students are 209.99, 213.00, and 205.00 respectively. The skewness indices of Social Competence scores for rural school

students ( $Sk = -0.40$ ) and urban school students ( $Sk = -0.56$ ) indicate that the distribution of scores of Social Competence are approximately normal. The kurtosis indices for the distribution of scores of Social Competence for rural school students ( $K = 0.03$ ) and for urban school students ( $K = 0.22$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Social Competence of higher secondary school students for the subgroups based on locale of schools is approximately normal.

Table 18 depicts that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the subgroups based on occupation of parents. Mean, median, and mode of Social Competence scores obtained for higher secondary school students whose parents are doing business are 207.12, 212.00, and 226.00 respectively; whose parents engaged in employment are 206.78, 214.00, and 218.00 respectively; whose parents are abroad are 205.52, 208.50, and 208.00 respectively, and whose parents are casual workers are 207.30, 209.00, and 202.00 respectively. The skewness indices of Social Competence scores for higher secondary school students whose parents are doing business ( $Sk = -0.47$ ), whose parents are engaged in employment ( $Sk = -0.94$ ), whose parents are abroad ( $Sk = -0.82$ ), and whose parents are casual workers ( $Sk = -0.37$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Social Competence for higher secondary school students whose parents are doing business ( $K = -0.24$ ), whose parents are abroad ( $K = 0.81$ ), and whose parents are casual workers ( $K = -0.03$ ) does not deviate markedly from mesokurtic whereas for students whose parents are engaged in employment ( $K = 1.13$ ) is slightly leptokurtic. Therefore, the distribution of the scores of Social

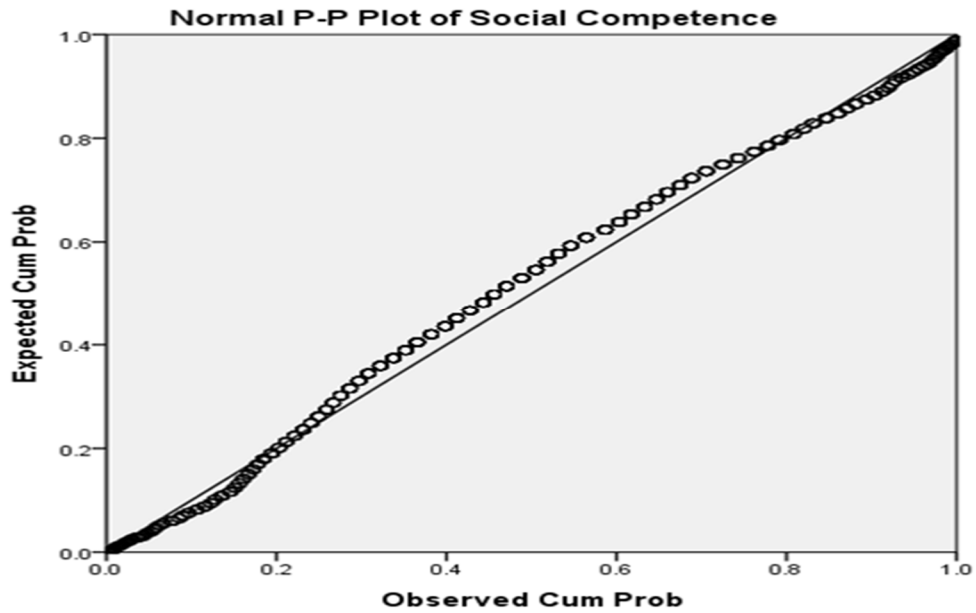
Competence of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Table 18 depicts that the mean, median, and mode of distribution of scores for Social Competence of higher secondary school students coincide approximately for the subgroups based on stream of courses. Mean, median, and mode of Social Competence scores obtained for higher secondary school students who are studying science are 211.61, 215.00, and 223.00 respectively; who are studying humanities are 207.79, 210.00, and 208.00 respectively and who are studying commerce are 201.37, 203.00, and 168.00 respectively. The skewness indices of Social Competence scores for higher secondary school students who are studying science ( $Sk = -0.81$ ), who are studying humanities ( $Sk = -0.53$ ), and who are studying commerce ( $Sk = -0.13$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Social Competence for higher secondary school students who are studying science ( $K = 0.78$ ), who are studying humanities ( $Sk = 0.21$ ), and who are studying commerce ( $Sk = -0.17$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Thus, it can be concluded that the distribution of scores of Social Competence of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses follow normal distribution approximately. The probability-probability plot and histogram with normal curve of scores of Social Competence of higher secondary school students for total sample are presented in Figure 14 and Figure 15 respectively.

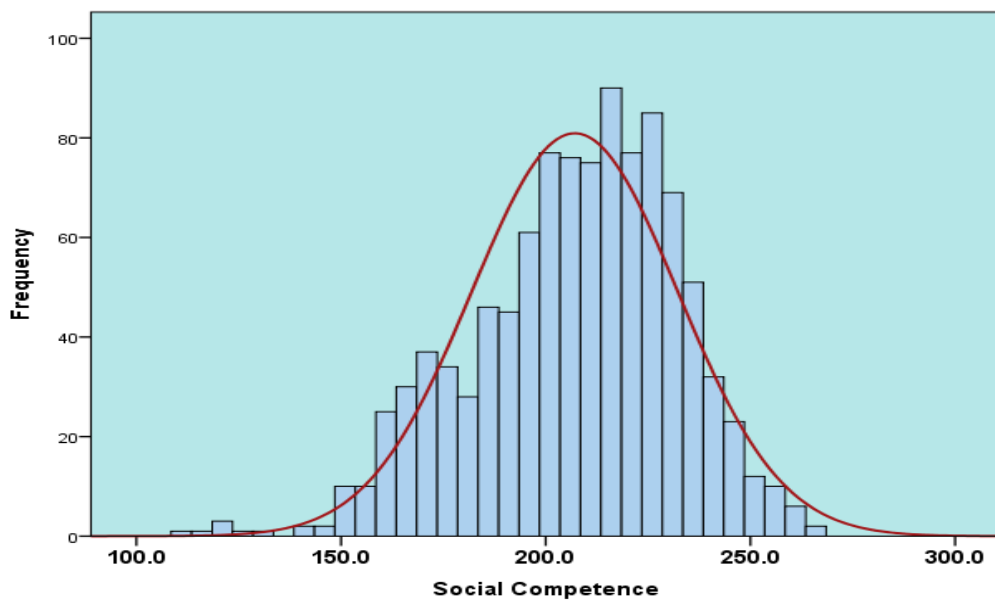
**Figure 14**

*Normal Probability-Probability Plot of Social Competence of Higher Secondary School Students for Total Sample*



**Figure 15**

*Histogram with Normal Curve for Scores of Social Competence of Higher Secondary School Students for Total Sample*



## Discussion

Visual inspection of P-P plot and histogram with normal curve of Social Competence of higher secondary school students for total sample also shows that scores are approximately normally distributed.

The important statistical constants for the distribution of scores for Entrepreneurial Attitude of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses are calculated and presented in Table 19.

**Table 19**

*Statistical Constants for the Distribution of Scores of Entrepreneurial Attitude for Total Sample and Subgroups based on Gender, Type of Management of Schools, Locale of Schools, Occupation of Parents, and Stream of Courses*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	1022	137.52	137.00	142.00	16.10	0.32	-0.22
Boys	457	134.00	132.00	142.00	16.90	0.58	0.07
Girls	565	140.36	140.00	142.00	14.84	0.22	-0.28
Government	586	138.43	137.00	142.00	15.64	0.22	-0.31
Aided	436	136.28	135.00	127.00	16.64	0.46	-0.06
Rural	546	136.80	135.50	134.00	15.90	0.39	-0.22
Urban	476	138.34	138.00	142.00	16.30	0.24	-0.19
Business	200	139.13	138.00	142.00	17.70	0.25	-0.26
Employment	85	138.61	140.00	124.00	17.16	0.21	-0.08
Abroad	82	137.94	137.50	142.00	14.19	-0.44	0.21
Casual Workers	655	136.83	135.00	134.00	15.66	0.33	-0.31
Science	370	138.95	139.00	140.00	15.85	0.29	-0.21
Humanities	319	138.53	137.00	134.00	16.56	0.30	-0.16
Commerce	333	134.95	134.00	127.00	15.67	0.37	-0.26

## **Discussion**

Table 19 indicates that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the total sample. Mean, median, and mode of Entrepreneurial Attitude scores obtained are 137.52, 137.00, and 142.00 respectively for the total sample. The skewness indices ( $Sk = 0.32$ ) of Entrepreneurial Attitude scores of higher secondary school students for the total sample indicate that the distribution of scores is approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude ( $K = -0.22$ ) do not deviate markedly from mesokurtic for the total sample. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the total sample is approximately normal.

Table 19 shows that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the subgroups based on gender. Mean, median, and mode of Entrepreneurial Attitude scores obtained for boys of higher secondary schools are 134.00, 132.00, and 142.00 respectively and for girls are 140.36, 140.00, and 142.00 respectively. The skewness indices for Entrepreneurial Attitude scores of higher secondary school boys ( $Sk = 0.58$ ) and girls ( $Sk = 0.22$ ) are approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude for boys ( $K = 0.07$ ) and for girls ( $K = -0.28$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender is approximately normal.

Table 19 indicates that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the subgroups based on type management of schools. Mean, median, and mode of Entrepreneurial Attitude scores obtained for government school students are 138.43, 137.00, and 142.00 respectively and for aided school students are 136.28, 135.00, and 127.00 respectively. The skewness indices of Entrepreneurial Attitude scores for government school students ( $Sk = 0.22$ ) and aided school students ( $Sk = 0.46$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude for government school students ( $K = -0.31$ ) and for aided school students ( $K = -0.06$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools is approximately normal.

Table 19 shows that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the subgroups based on locale of schools. Mean, median, and mode of Entrepreneurial Attitude scores obtained for rural school students are 136.80, 135.50, and 134.00 respectively and for urban school students are 138.34, 138.00, and 142.00 respectively. The skewness indices of Entrepreneurial Attitude scores for rural school students ( $Sk = 0.39$ ) and urban school students ( $Sk = 0.24$ ) indicate that the distribution of scores of Entrepreneurial Attitude are approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude for rural school students ( $K = -0.22$ ) and for urban school students ( $K = -0.19$ ) does not deviate markedly from

mesokurtic. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on locale of schools is approximately normal.

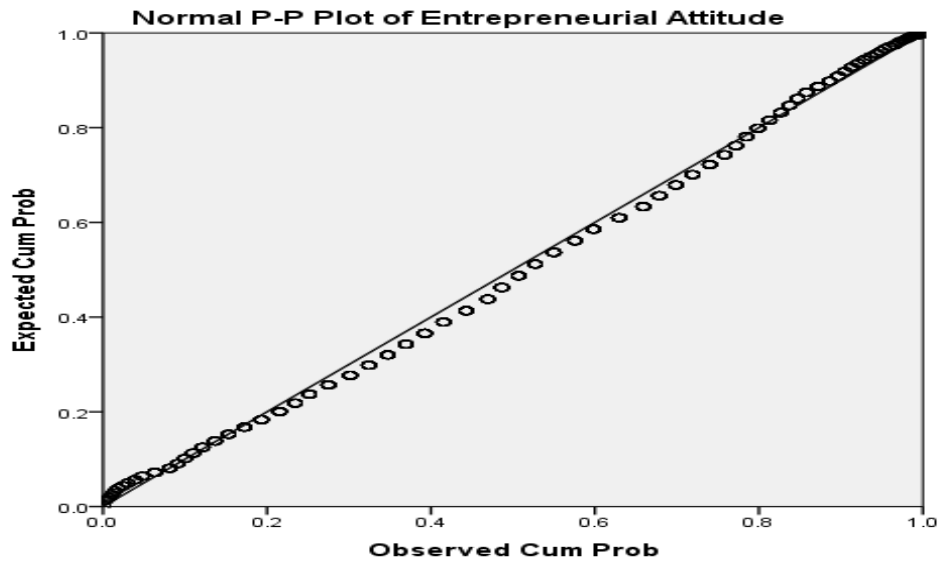
Table 19 indicates that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the subgroups based on occupation of parents. Mean, median, and mode of Entrepreneurial Attitude scores obtained for higher secondary school students whose parents are doing business are 139.13, 138, and 142.00 respectively; whose parents engaged in employment are 138.61, 140.00, and 124.00 respectively; whose parents are abroad are 137.94, 137.50, and 142.00 respectively, and whose parents are casual workers are 136.83, 135.00, and 134.00 respectively. The skewness indices of Entrepreneurial Attitude scores for higher secondary school students whose parents are doing business ( $Sk = 0.25$ ), whose parents are engaged in employment ( $Sk = 0.21$ ), whose parents are abroad ( $Sk = -0.44$ ), and whose parents are casual workers ( $Sk = 0.33$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude for higher secondary school students whose parents are doing business ( $K = -0.26$ ), whose parents are engaged in employment ( $K = -0.08$ ), whose parents are abroad ( $K = 0.21$ ), and whose parents are casual workers ( $K = -0.31$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Table 19 indicates that the mean, median, and mode of distribution of scores for Entrepreneurial Attitude of higher secondary school students coincide approximately for the subgroups based on stream of courses. Mean, median, and mode of Entrepreneurial Attitude scores obtained for higher secondary school students who are studying science are 138.95, 139.00, and 140.00 respectively; who are studying humanities are 138.53, 137.00, and 134.00 respectively and who are studying commerce are 134.95, 134.00, and 127.00 respectively. The skewness indices of Entrepreneurial Attitude scores for higher secondary school students who are studying science ( $Sk = 0.29$ ), who are studying humanities ( $Sk = 0.30$ ), and who are studying commerce ( $Sk = 0.37$ ) indicate that the distribution of scores are approximately normal. The kurtosis indices for the distribution of scores of Entrepreneurial Attitude for higher secondary school students who are studying science ( $K = -0.21$ ), who are studying humanities ( $Sk = -0.16$ ), and who are studying commerce ( $Sk = -0.26$ ) does not deviate markedly from mesokurtic. Therefore, the distribution of the scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents is approximately normal.

Thus, it can be concluded that the distribution of scores of Entrepreneurial Attitude of higher secondary school students for total sample and subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses follow normal distribution approximately. The probability-probability plot and histogram with normal curve of scores of Entrepreneurial Attitude of higher secondary school students for total sample are presented in Figure 16 and Figure 17 respectively.

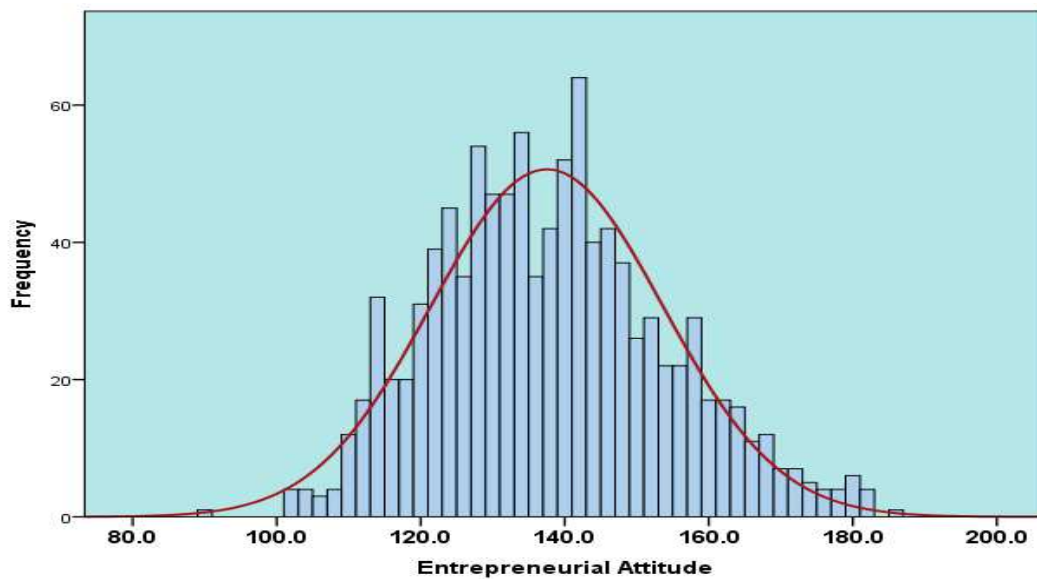
**Figure 16**

*Normal Probability-Probability Plot of Entrepreneurial Attitude of Higher Secondary School Students for Total Sample*



**Figure 17**

*Histogram with Normal Curve of Scores of Entrepreneurial Attitude of Higher Secondary School Students for Total Sample*



## **Discussion**

Visual inspection of P-P plot and histogram with normal curve of Entrepreneurial Attitude of higher secondary school students for total sample also shows that scores are approximately normally distributed.

Preliminary analysis of the distribution of scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students revealed that both the independent and dependent variables follow near normality. Thus, mean difference analysis, analysis of variance with 2X2X2 factorial design, and multiple regression was carried out as further analysis for realizing the objectives of the study. Mean difference analysis was carried out to find out whether there exists any significant difference in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. In order to ascertain the main effect and interaction effect of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students, the analysis of variance with 2X2X2 factorial design was carried out. To estimate the efficiency of predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence in predicting the Entrepreneurial Attitude of higher secondary school students, multiple regression analysis was carried out.

### **Level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude**

The first objective of the study is to find out the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students. For this purpose, the collected data were analyzed by using mean and standard deviation as well as one sample t-test was used, details of analysis are presented in the following sections.

- Level of Career Decision Making Self-Efficacy
- Level of Locus of Control
- Level of Social Competence
- Level of Entrepreneurial Attitude

#### **Level of Career Decision Making Self-Efficacy**

In order to ascertain the level of Career Decision Making Self-Efficacy of higher secondary school students, mean and standard deviation obtained for the scores of Career Decision Making Self-Efficacy were analyzed. Mean and standard deviation obtained for the scores of Career Decision Making Self-Efficacy of higher secondary school students are 199.33 and 25.42 respectively. As the Career Decision Making Self-Efficacy Scale is a 5-point scale with 53 items, the minimum score obtainable is 53 and maximum is 265. The mean score ( $M = 199.33$ ) obtained for scores of Career Decision Making Self-Efficacy is greater than the middle score on the Career Decision Making Self-Efficacy Scale ( $53 \times 3 = 159$ , middle value on scale) but less than 212

( $53 \times 4 = 212$ , high value on scale). Thus, it can be concluded that the higher secondary school students are having an average level of Career Decision Making Self-Efficacy.

One sample  $t$  – test was carried out to verify the significance of difference between the obtained mean score ( $M = 199.33$ ) for the scores of Career Decision Making Self-Efficacy of higher secondary school students with reference values. The reference values for the one sample  $t$ -test are 159 and 212 for Career Decision Making Self-Efficacy. The details of the one sample  $t$ -test are given in Table 20.

**Table 20**

*Details of One Sample  $t$ -test for Scores of Career Decision Making Self-Efficacy*

Variable	N	Mean	SD	Test value	Critical Ratio ( $t$ -value)
Career Decision Making Self-efficacy	1022	199.33	25.42	159	50.71**
				212	15.93**

\*\*  $p \leq .01$

### **Discussion**

Table 20 shows that the critical ratio obtained for Career Decision Making Self-Efficacy of higher secondary school students by comparing with reference value 159 ( $t = 50.71, p \leq .01$ ) and with reference value 212 ( $t = 15.93, p \leq .01$ ) are greater than the tabled value ( $t = 2.33$ ) required for significance at .01 level. Hence, the higher secondary school students have a mean score for Career Decision Making Self-Efficacy, which is significantly greater than the middle score (159) on Career Decision Making Self-Efficacy Scale and is significantly lesser than the high value (212) on Career Decision Making Self-Efficacy Scale. Therefore, it can be concluded that the

higher secondary school students are having a moderate level of Career Decision Making Self-Efficacy. Results are consistent with the findings of Salim et al. (2023) and Sharma (2021) that average level of career decision making self-efficacy demonstrated by students but contrary to the findings of Zhou et al. (2023), Arjanggi et al. (2020), and Kaur and Kumari (2018) that students possessed high level of career decision making self-efficacy.

### **Level of Locus of Control**

The level of Locus of Control of higher secondary school students was ascertained by interpreting the scores of Locus of Control obtained with the scoring procedure of Locus of Control Inventory. The Locus of Control Inventory consists of 20 items with two options representing internal locus of control and external locus of control. Scores assigned only for items representing internal locus of control, thus the minimum score obtainable is 0 and maximum is 20 on Locus of Control Inventory, which represents the level of internal locus of control. Even though the Locus of Control Inventory measures the level of internal locus of control of students, students who scored low scores on the Locus of Control Inventory can be categorized as those who follow external locus of control. Hence, students who scored 11 and above were considered as students with internal locus of control and students who scored 10 and below were considered as students with External Locus of Control. Data results of level of Locus of Control are presented in Table 21.

**Table 21***Data and Results of Level of Locus of Control*

Variable	Group	No. of Students	Percent
Locus of Control	Internal Locus of Control	841	82.30
	External Locus of Control	181	17.70

***Discussion***

Table 21 shows that the majority of the higher secondary school students (82.30 percent) have Internal Locus of Control. Only 17.70 percent higher secondary school students have External Locus of Control. The findings of the study are in line with the result reported by Nimisha (2020) that majority secondary school students possessed internal locus of control and Kurjono et al. (2022) that majority students possessed moderate locus of control.

**Level of Social Competence**

In order to ascertain the level of Social Competence of higher secondary school students, mean and standard deviation obtained for the scores of Social Competence were analyzed. Mean and standard deviation obtained for the scores of Social Competence of higher secondary school students are 207.08 and 25.19 respectively. As the Social Competence Scale is a 5-point scale with 53 items, the minimum score obtainable is 53 and maximum is 265. The mean score ( $M = 207.08$ ) obtained for scores of Social Competence is greater than the middle score on the Social Competence Scale ( $53 \times 3 = 159$  middle value on scale) but less than 212 ( $53 \times 4 = 212$ , high value on scale). Thus, it can be concluded that the higher secondary school students are having an average level of Social Competence

One sample  $t$  – test was carried out to verify the significance of difference between the obtained mean score ( $M = 207.08$ ) for the scores of Social Competence of higher secondary school students with reference values. The reference values for the one sample  $t$ -test are 159 and 212 for Social Competence. The details of the one sample  $t$ -test are given in Table 22.

**Table 22**

*Details of One Sample  $t$ -test for Scores of Social Competence*

Variable	N	Mean	SD	Test value	Critical Ratio $t$ -value
Social Competence	1022	207.08	25.19	159	61.02**
				212	6.24**

\*\*  $p \leq .01$

### ***Discussion***

Table 22 depicts that the critical ratio obtained for Social Competence of higher secondary school students by comparing with reference value 159 ( $t = 61.02$ ,  $p \leq .01$ ) and with reference value 212 ( $t = 6.24$ ,  $p \leq .01$ ) are greater than the tabled value of  $t$  (2.33) required for significance at .01 level. Hence, the higher secondary school students have a mean score for Social Competence, which is significantly greater than the middle score (159) on Social Competence Scale and is significantly lesser than the high value (212) on Social Competence Scale. Therefore, it can be concluded that the higher secondary school students are having a moderate level of Social Competence. Similar results were indicated by Gómez-López et al. (2022) and Razaeei (2023) that adolescents possessed moderate social competence as well as

contrary results reported by Ehteshamuddin and Ahmad (2022) that students had a high level of social competence.

### **Level of Entrepreneurial Attitude**

In order to ascertain the level of Entrepreneurial Attitude of higher secondary school students, mean and standard deviation obtained for the scores of Entrepreneurial Attitude were analyzed. Mean and standard deviation obtained for the scores of Entrepreneurial Attitude of higher secondary school students are 137.52 and 16.10 respectively. As the Scale on Attitude towards Entrepreneurship is a 5-point scale with 38 items, the minimum score obtainable is 38 and maximum is 190. The mean score ( $M = 137.52$ ) obtained for scores of Entrepreneurial Attitude is greater than the middle score on the Scale on Attitude towards Entrepreneurship ( $38 \times 3 = 114$ , middle value on scale) but less than 152 ( $38 \times 4 = 152$ , high value on scale). Thus, it can be concluded that the higher secondary school students are having an average level of Entrepreneurial Attitude.

One sample  $t$  – test was carried out to verify the significance of difference between the obtained mean score ( $M = 137.52$ ) for the scores of Entrepreneurial Attitude of higher secondary school students with reference values. The reference values for the one sample  $t$ -test are 114 and 152 for Entrepreneurial Attitude. The details of the one sample  $t$ -test are given in Table 23.

**Table 23***Details of One Sample t-test for Scores of Entrepreneurial Attitude*

Variable	N	Mean	SD	Test value	Critical Ratio t-value
Entrepreneurial Attitude	1022	137.52	16.10	114	46.69**
				152	28.76**

\*\*  $p \leq .01$ ***Discussion***

Table 23 indicates that the critical ratio obtained for Entrepreneurial Attitude of higher secondary school students by comparing with reference value 114 ( $t = 46.69$ ,  $p \leq .01$ ) and with reference value 152 ( $t = 28.76$ ,  $p \leq .01$ ) are greater than the tabled value of  $t$  (2.33) required for significance at .01 level. Hence, the higher secondary school students have a mean score for Entrepreneurial Attitude, which is significantly greater than the middle score (114) on Scale on Attitude towards Entrepreneurship and is significantly lesser than the high value (152) on Scale on Attitude towards Entrepreneurship. Therefore, it can be concluded that higher secondary school students are having a moderate level of Entrepreneurial Attitude. The results obtained are in line with the studies such as Begum and Gogoi (2023), Priyanka (2023), Sukumar et al. (2022), Mary and Rajashekar (2021), and Smitha (2017). In contrast, Abun et al. (2018) reported a high level of entrepreneurial attitude while Herath and Amarawansa (2018) identified an unfavourable attitude towards entrepreneurship among the students.

### **Mean Difference Analysis**

The second objective of the study is to find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. Mean difference analysis was done in order to find out whether there exist any significant differences in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses. The intention was to find out whether any significant difference exists in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude among boys and girls; government and aided higher secondary school students; rural and urban higher secondary school students; students of parents who are engaged in business, employment, abroad, and casual workers; and students studying science, humanities, and commerce.

Test of significance of difference between means of large independent sample ( $t$  - test) was used to compare the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, and locale of schools. One way ANOVA was used to compare the mean scores of Career Decision Making Self-Efficacy, Locus of Control,

Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents and stream of courses.

The details of mean difference analysis are discussed in the following subsections.

- Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Gender
- Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Type of Management of Schools
- Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Locale of Schools
- Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Occupation of Parents
- Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Stream of Courses

### Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Gender

The test of significance of difference between means of large independent sample ( $t$  - test) was used to find out the difference in mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of boys and girls in higher secondary schools. The details of results of mean difference analysis of the variables for the subgroups based on gender are given in Table 24.

**Table 24**

*Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Girls and Boys of Higher Secondary Schools.*

Variables	Gender	N	Mean	SD	Critical Ratio $t$ -value
Career Decision Making Self-Efficacy	Boys	457	191.73	24.31	8.92**
	Girls	565	205.48	24.64	
Locus of Control	Boys	457	14.51	4.23	10.32**
	Girls	565	17.03	3.41	
Social Competence	Boys	457	198.04	26.60	10.89**
	Girls	565	214.39	21.38	
Entrepreneurial Attitude	Boys	457	134.00	16.90	6.31**
	Girls	565	140.36	14.84	

\*\*  $p \leq .01$

### ***Discussion***

Table 24 indicates that the critical ratio obtained for Career Decision Making Self-Efficacy among boys and girls of higher secondary schools is  $t = 8.92$ ,  $p \leq .01$ , which is greater than the tabled value of  $t (2.58)$  required for significance at .01 level. Thus, there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students with respect to gender. It reveals that boys and girls of higher secondary schools differ significantly in Career Decision Making Self-efficacy. Further analysis of mean scores revealed that the mean score of Career Decision Making Self-Efficacy is higher for girls ( $M = 205.48$ ,  $SD = 24.64$ ) than the boys ( $M = 191.73$ ,  $SD = 24.31$ ) of higher secondary schools. The high mean score associated with girls reveals that the Career Decision Making Self-Efficacy is higher for girls than that of boys in higher secondary schools. Therefore, it can be concluded that girls of higher secondary schools are having higher Career Decision Making Self-Efficacy than the boys. Similar results are reported by Disha et al. (2023), (Javed & Alee, 2020), and Ulaş et al. (2018) that female students had higher career decision making self-efficacy than male students. Research studies also reported that gender mediates career decision making self-efficacy of students (Wang et al., 2023a; Zhang et al., 2023; Alexander & Harris, 2022; Sharma, 2021). Some studies indicated that differences in scores of career decision making self-efficacy is not significant with respect to gender (Duru, 2022; Baglama & Uzunboylu, 2017; Saleem et al., 2017). Contrast results are reported by Arjanggi et al. (2020) and Bibi et al. (2022)

that male students had higher career decision making self-efficacy than female students.

Table 24 depicts that the critical ratio obtained for Locus of Control among boys and girls of higher secondary schools is  $t = 10.32, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Locus of Control of higher secondary school students with respect to gender. It shows boys and girls of higher secondary schools differ significantly in Locus of Control. Further analysis of the mean scores revealed that the mean score of Locus of Control is higher for girls ( $M = 17.03, SD = 3.41$ ) than the boys ( $M = 14.51, SD = 4.23$ ) of higher secondary schools. The high mean score for girls shows that girls are having higher Locus of Control than the boys of higher secondary schools. Therefore, it can be concluded that girls of higher secondary schools are having higher Locus of Control than the boys. The results of the study are in line with the results of Patel and Sharma (2023) that female students had higher locus of control. In contrast, Bhati and Behra (2024), Manichander (2021), and Nimisha (2020) reported that male students had higher locus of control and no differences in locus of control with respect to gender were reported by Arkorful and Hilton (2021).

Table 24 indicates that the critical ratio obtained for Social Competence among boys and girls of higher secondary schools is  $t = 10.89, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Social Competence of higher secondary

school students with respect to gender. It shows that boys and girls of higher secondary schools differ significantly in Social Competence. Further analysis of mean scores revealed that the mean score of Social Competence is higher for girls ( $M = 214.39$ ,  $SD = 21.38$ ) than the boys ( $M = 198.04$ ,  $SD = 26.60$ ) of higher secondary schools. The high mean score associated with girls reveals that Social Competence is higher for girls than that of boys of higher secondary schools. Therefore, it can be concluded that girls of higher secondary schools are having higher Social Competence than the boys. Similarly, Manzoor and Malhotra (2024), Sharma (2023), and Poduthas (2003) reported that female students had higher social competence than male students while Aneesh et al. (2023) reported male students had higher social competence. Studies also indicated that gender has no effect on social competence of the students (Kour & Rajput, 2023; Devi et al., 2022; Ehteshamuddin & Ahmad, 2022; Khanum, 2022; Alfred & Hillar, 2021; Smitha, 2019).

Table 24 depicts that the critical ratio obtained for Entrepreneurial Attitude among boys and girls of higher secondary schools is  $t = 6.31$ ,  $p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students with respect to gender. It shows that boys and girls of higher secondary schools differ significantly in Entrepreneurial Attitude. Further analysis of mean scores revealed that the mean scores of Entrepreneurial Attitude is higher for girls ( $M = 140.36$ ,  $SD = 14.84$ ) than the boys ( $M = 134.00$ ,  $SD = 16.90$ ) of higher secondary schools. The high mean score associated with girls reveals that

Entrepreneurial Attitude is higher for girls than that of boys of higher secondary schools. Therefore, it can be concluded that girls of higher secondary schools are having higher Entrepreneurial Attitude than the boys. The results of the study are supported by previous studies such as Gnanamkonda and Naidu (2024), Murugan et al. (2019), and Smitha (2017) that female students had a higher entrepreneurial attitude than male students. In contrast, some studies indicated that male students had a higher entrepreneurial attitude (Vamvaka et al., 2020; Ameen, 2013) and no difference in entrepreneurial attitude with respect to gender (Madhu & Gaba, 2023; Yanling & Hock, 2023; Adarsh & Jayashree, 2020; Shibu, 2017; Nair, 2015).

**Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Type of Management of Schools**

The test of significance of difference between means of large independent sample ( $t$  - test) was used to find out the difference in mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of government and aided higher secondary school students. The details of results of mean difference analysis of the variables for the subgroups based on type of management of schools are given in Table 25.

**Table 25**

*Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Government and Aided Higher Secondary School Students.*

Variables	Type of Management of Schools	N	Mean	SD	Critical Ratio <i>t</i> -value
Career Decision Making Self-Efficacy	Government	586	201.64	24.89	3.39**
	Aided	436	196.22	25.83	
Locus of Control	Government	586	16.18	3.89	2.55*
	Aided	436	15.53	4.11	
Social Competence	Government	586	209.54	24.01	3.64**
	Aided	436	203.77	26.36	
Entrepreneurial Attitude	Government	586	138.43	15.64	2.09*
	Aided	436	136.28	16.64	

\*\*  $p \leq .01$ , \*  $p \leq .05$

### ***Discussion***

Table 25 shows that the critical ratio obtained for Career Decision Making Self-Efficacy among government and aided higher secondary school students is  $t = 3.39$ ,  $p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Career Decision Making Self-Efficacy of higher secondary school students with respect to type of management of schools. It reveals that higher secondary school students in government and aided schools differ significantly in Career Decision Making Self-Efficacy. Further analysis of mean scores revealed that the mean score of Career Decision Making Self-Efficacy

for government higher secondary school students ( $M = 201.64$ ,  $SD = 24.89$ ) is higher than the aided school students ( $M = 196.22$ ,  $SD = 25.83$ ). The high mean score associated with government school students reveals that the Career Decision Making Self-Efficacy is higher for government higher secondary school students than that of aided higher secondary school students. Therefore, it can be concluded that government higher secondary school students are having higher Career Decision Making Self-Efficacy than aided higher secondary school students. In contrast to the results of the study, Bibi et al. (2022) reported that students in private schools showed higher career decision making self-efficacy than government school students. While Duru (2022) reported that the locale has no effect on career decision making self-efficacy of students.

Table 25 indicates that the critical ratio obtained for Locus of Control among government and aided higher secondary school students is  $t = 2.55$ ,  $p \leq .05$ , which is greater than the tabled value of  $t$  (1.96) required for significance at .05 level. Thus, there exists significant difference in Locus of Control of higher secondary school students with respect to type of management of schools. It reveals that higher secondary school students in government and aided schools differ significantly in Locus of Control. Further analysis of mean scores revealed that the mean score of Locus of Control for government higher secondary school students ( $M = 16.18$ ,  $SD = 3.89$ ) is higher than the aided school students ( $M = 15.53$ ,  $SD = 4.11$ ). The high mean score for government school students shows that government higher secondary school students have higher Locus of Control than aided higher secondary school students. Therefore, it can be concluded that government higher secondary school students are

having higher Locus of Control than aided higher secondary school students. In contrast to the results of study, Manichander (2021) reported that students in private schools had higher locus of control.

Table 25 depicts that the critical ratio obtained for Social Competence among government and aided higher secondary school students is  $t = 3.64$ ,  $p \leq .01$ ., which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Social Competence of higher secondary school students with respect to type of management of schools. It reveals that higher secondary school students in government and aided schools differ significantly in Social Competence. Further analysis of mean scores revealed that the mean score of Social Competence for government higher secondary school students ( $M = 209.54$ ,  $SD = 24.01$ ) is higher than the aided school students ( $M = 203.77$ ,  $SD = 26.36$ ). The high mean score associated with government school students reveals that the Social Competence is higher for government higher secondary school students than that of aided higher secondary school students. Therefore, it can be concluded that government higher secondary school students are having higher Social Competence than aided higher secondary school students. Similarly, Poduthas (2003) reported that students in government schools showed higher social competence while Manzoor and Malhotra (2024) reported that private school students showed higher social competence. In contrast, Priyanka (2024) indicated no significant difference in social competence with respect to type of management of school.

Table 25 shows that the critical ratio obtained for Entrepreneurial Attitude among government and aided higher secondary school students is  $t = 2.09$ ,  $p \leq .05$ .,

which is greater than the tabled value of  $t$  (1.96) required for significance at .05 level. Thus, there exists significant difference in Entrepreneurial Attitude of higher secondary school students with respect to type of management of schools. It reveals that higher secondary school students in government and aided schools differ significantly in Entrepreneurial Attitude. Further analysis of mean scores revealed that the mean score of Entrepreneurial Attitude for government higher secondary school students ( $M = 138.43$ ,  $SD = 15.64$ ) is higher than the aided school students ( $M = 136.28$ ,  $SD = 16.64$ ). The high mean score associated with government school students reveals that the Entrepreneurial Attitude is higher for government higher secondary school students than that of aided higher secondary school students. Therefore, it can be concluded that government higher secondary school students are having higher Entrepreneurial Attitude than aided higher secondary school students. The results of the study are in line with the results of Kour and Rajput (2023) that government school students showed higher entrepreneurial attitude. In contrast, Smitha (2017) reported no difference in entrepreneurial attitude with respect to the type of management of schools.

### **Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Locale of Schools**

The test of significance of difference between means of large independent sample ( $t$  - test) was used to find out the difference in mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of rural and urban higher secondary school students. The details of results of

mean difference analysis of the variables for the subgroups based on locale of schools are given in Table 26.

**Table 26**

*Data and Results of the Test of Significance of Difference Between the Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of Urban and Rural Higher Secondary School Students.*

Variables	Locale of Schools	N	Mean	Std. Deviation	t-value
Career Decision Making Self-Efficacy	Rural	546	197.92	25.43	1.89
	Urban	476	200.94	25.35	
Locus of Control	Rural	546	15.53	4.14	3.17**
	Urban	476	16.32	3.78	
Social Competence	Rural	546	204.54	25.99	3.47**
	Urban	476	209.99	23.93	
Entrepreneurial Attitude	Rural	546	136.80	15.90	1.52
	Urban	476	138.34	16.30	

\*\*  $p \leq .01$

### ***Discussion***

Table 26 shows that the critical ratio of Career Decision Making Self-Efficacy obtained for urban and rural higher secondary school students is  $t = 1.89$ ,  $p > .05$ , which is not significant even at .05 level of significance as the calculated value is less than the tabled value of  $t$  (1.96). Thus, there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of the higher secondary school students for the subgroups based on locale of schools. Therefore, it is evident that rural and urban higher secondary school students are similar in Career Decision Making Self-Efficacy.

Table 26 indicates that the critical ratio of Locus of Control obtained for urban and rural higher secondary school students is  $t = 3.17, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Locus of Control of higher secondary school students with respect to locale of schools. It shows that mean scores of Locus of Control for urban and rural higher secondary school students differ significantly. Further analysis of mean scores revealed that the mean score of Locus of Control of urban higher secondary school students ( $M = 16.32, SD = 3.78$ ) is higher than that of rural school students ( $M = 15.53, SD = 4.14$ ). The high mean score of Locus of Control for urban higher secondary school students shows that urban higher secondary school students have higher Locus of Control than rural higher secondary school students. Therefore, it can be concluded that urban higher secondary school students are having higher Locus of Control than rural higher secondary school students. Review of prior studies indicated contrary results that rural students showed higher locus of control (Manichader, 2021) and no difference in locus of control with respect to locale of schools (Nimisha, 2020).

Table 26 depicts that the critical ratio of Social Competence obtained for urban and rural higher secondary school students for Social Competence is  $t = 3.47, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Social Competence of higher secondary school students with respect to locale of schools. It shows that mean scores of Social Competence for urban and rural higher secondary school students differ significantly. Further analysis of mean scores revealed that the mean score of Social Competence

for urban higher secondary school students ( $M = 209.99$ ,  $SD = 23.93$ ) is significantly higher than that of rural school students ( $M = 204.54$ ,  $SD = 25.99$ ). The high mean score associated with urban higher secondary school students reveals that the Social Competence is higher for urban higher secondary school students than that of rural higher secondary school students. Therefore, it can be concluded that urban higher secondary school students are having higher Social Competence than rural higher secondary school students. Similarly, Alfred and Hillar (2021) and Smitha (2019) reported that urban school students showed higher social competence than rural school students.

Table 26 indicates that the critical ratio of Entrepreneurial Attitude obtained for the urban and rural higher secondary school students is  $t = 1.52$ ,  $p > .05$ , which is not significant even at .05 level of significance as the calculated value is less than the tabled value of  $t$  (1.96). Thus, there exists no significant difference in the mean scores of Entrepreneurial Attitude of the higher secondary school students for the subgroups based on locale of schools. Therefore, it is evident that rural and urban higher secondary school students are similar in Entrepreneurial Attitude. In contrast to the obtained results, Smitha (2017) indicted that entrepreneurial attitude was higher among urban students and Ameen (2013) reported that rural students showed higher entrepreneurial attitude.

**Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Occupation of Parents**

Mean difference analysis for the scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students was carried out to find out the difference in mean scores of independent and dependent variables of higher secondary students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers. One-way ANOVA was employed to find the mean difference for the scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents.

Data and results of one-way ANOVA for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents are presented in Table 27.

**Table 27**

*Summary of Analysis of Variance of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Occupation of Parents*

Variable	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio $F$
Career Decision Making Self-Efficacy	Between Groups	2018.12	3	672.71	1.04
	Within Groups	657825.41	1018	646.19	
	Total	659843.53	1021		

### ***Discussion***

Table 27 reveals that the critical ratio,  $F(3, 1018) = 1.04$ ,  $p > .05$ , obtained for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students even at .05 level of significance. Hence, the difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents is not significant. Therefore, it can be concluded that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers. Results of the study are in line with the prior research Cahyawulan and Fazny (2022) and Baglama and Uzunboylu (2017) that socio economic status which includes occupation of parents showed no impact on career decision making self-efficacy of students.

Data and results of one-way ANOVA for Locus of Control of higher secondary school students for the subgroups based on occupation of parents are presented in Table 28.

**Table 28**

*Summary of Analysis of Variance of Locus of Control of Higher Secondary School Students for the Subgroups Based on Occupation of Parents*

Variable	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio <i>F</i>
Locus of Control	Between Groups	17.15	3	5.72	0.36
	Within Groups	16283.47	1018	16.00	
	Total	16300.62	1021		

### ***Discussion***

Table 28 indicates that the critical ratio,  $F(3, 1018) = 0.36$ ,  $p > .05$ , obtained for Locus of Control of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Locus of Control of higher secondary school students even at .05 level of significance. Hence, the difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents is not significant. Therefore, it can be concluded that there exists no significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Locus of Control of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers. In contrast, the study conducted by Siddiquah et al. (2019) indicated that locus of control of students differ with respect to father's occupation.

Data and results of one-way ANOVA for Social Competence of higher secondary school students for the subgroups based on occupation of parents are presented in Table 29.

**Table 29**

*Summary of Analysis of Variance of Social Competence of Higher Secondary School Students for the Subgroups Based on Occupation of Parents*

Variable	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio <i>F</i>
Social Competence	Between Groups	238.95	3	79.65	0.13
	Within Groups	647556.47	1018	636.11	
	Total	647795.42	1021		

### ***Discussion***

Table 29 shows that the critical ratio,  $F(3, 1018) = 0.13$ ,  $p > .05$ , obtained for Social Competence of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Social Competence of higher secondary school students even at .05 level of significance. Hence, the difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents is not significant. Therefore, it can be concluded that there exists no significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Social

Competence of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers. The result of the study is consistent with the study of Kour and Rajput (2023) that social competence does not differ with respect to occupation of parents.

Data and results of one-way ANOVA for Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents are presented in Table 30.

**Table 30**

*Summary of Analysis of Variance of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Occupation of Parents*

Variable	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio $F$
Entrepreneurial Attitude	Between Groups	948.24	3	316.08	1.22
	Within Groups	263749.01	1018	259.09	
	Total	264697.25	1021		

### ***Discussion***

Table 30 depicts that the critical ratio,  $F(3, 1018) = 1.22$ ,  $p > .05$ , obtained for Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students even at .05 level of significance. Hence, the difference in the mean scores of Entrepreneurial Attitude of

higher secondary school students for the subgroups based on occupation of parents is not significant. Therefore, it can be concluded that there exists no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Entrepreneurial Attitude of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers. Similar result was indicated by Gnanamkonda and Naidu (2024), Nair (2015), and Ameen (2013) that occupation of parents and family income had no impact on entrepreneurial attitude while Smitha (2017) reported that students whose parents pursue profession showed higher entrepreneurial attitude than others.

#### **Differences in Mean Scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude for the Subgroups based on Stream of Courses**

Mean difference analysis for the scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students was carried out to find out the difference in mean scores of independent and dependent variables of higher secondary students who are studying science, humanities and commerce. One-way ANOVA was employed to find the mean difference for the scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses.

Data and results of one-way ANOVA for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses are presented in Table 31.

**Table 31**

*Summary of Analysis of Variance of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Variables	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio $F$
Career Decision Making Self-Efficacy	Between Groups	18505.07	2	9252.53	14.70**
	Within Groups	641338.47	1019	629.38	
	Total	659843.53	1021		

\*\*  $p \leq .01$

### **Discussion**

Table 31 indicates that the critical ratio,  $F(2, 1019) = 14.70$ ,  $p \leq .01$ , obtained for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying science, humanities, and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Career Decision Making Self-Efficacy.

In order to know which group's mean score of Career Decision Making Self-Efficacy is higher, the data was further analyzed with the help of Scheffe's post-hoc test of comparison. Data and results of Scheffe's post-hoc test of comparison for the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses is presented in Table 32.

**Table 32**

*Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Career Decision Making Self-Efficacy of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Stream of Courses	N	Subset for alpha = 0.05	
		1	2
Science	370		203.36
Humanities	319		200.85
Commerce	333	193.39	

### ***Discussion***

Table 32 depicts that there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying science and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying science ( $M = 203.36$ ) are having higher Career Decision Making Self-Efficacy than those who are studying commerce ( $M = 193.39$ ). Table 32 also shows that there exist significant differences in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying humanities and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 200.85$ ) are

having higher Career Decision Making Self-Efficacy than those who are studying commerce ( $M = 193.39$ ). It is also evident from Table 32 that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying science and humanities. Thus, it can be concluded that the higher secondary school students who are studying science are having higher Career Decision Making Self-Efficacy than those who are studying humanities and commerce students. Results of the study are supported by the Javed and Alee (2020) that career decision making self-efficacy is higher for science students than arts students whereas, Kaur and Kumari (2018) indicated that career decision making self-efficacy do not differ with respect to stream of courses.

Data and results of one-way ANOVA for Locus of Control of higher secondary school students for the subgroups based on stream of courses are presented in Table 33.

**Table 33**

*Summary of Analysis of Variance of Locus of Control among Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Variables	Source of Variance	Sum of Squares	Df	Mean Square	Critical Ratio $F$
Locus of Control	Between Groups	471.78	2	235.89	15.19**
	Within Groups	15828.84	1019	15.53	
	Total	16300.62	1021		

\*\*  $p \leq .01$

**Discussion**

Table 33 indicates that the critical ratio,  $F(2, 1019) = 15.19, p \leq .01$ , obtained for Locus of Control of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Locus of Control of higher secondary school students who are studying in science, humanities, and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Locus of Control.

In order to know which group's mean score of Locus of Control is higher, the data was further analyzed with the help of Scheffe's post-hoc test of comparison. Data and results of Scheffe's post-hoc test of comparison for the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses is presented in Table 34.

**Table 34**

*Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Locus of Control of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Stream of Courses	N	Subset for alpha = 0.05	
		1	2
Science	370		16.60
Humanities	319		16.04
Commerce	333	14.98	

## ***Discussion***

Table 34 indicates that there exists significant difference in the mean scores of Locus of Control of higher secondary school students who are studying science and commerce subjects. The analysis of mean scores reveals that the higher secondary schools who are studying science ( $M = 16.60$ ) are having higher Locus of Control than those who are studying commerce ( $M = 14.98$ ). Table 34 also shows that there exist significant differences in the mean scores of Locus of Control of higher secondary school students who are studying humanities and commerce subjects. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 16.04$ ) are having higher Locus of Control than those who are studying commerce ( $M = 14.98$ ). It is also evident from Table 34 that there exists no significant difference in the mean scores of Locus of Control of higher secondary school students who are studying science and humanities. Thus, it can be concluded that the higher secondary school students who are studying science are having higher Locus of Control than those who are studying humanities and commerce. In contrast to the result of the study, Bhati and Behera (2024) supported that arts student showed higher locus of control than science students.

Data and results of one-way ANOVA for Social Competence of higher secondary school students for the subgroups based on stream of courses are presented in Table 35.

**Table 35**

*Summary of Analysis of Variance of Social Competence of Higher Secondary School students for the Subgroups Based on Stream of Courses*

Variables	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio <i>F</i>
Social Competence	Between Groups	18606.75	2	9303.38	15.07**
	Within Groups	629188.67	1019	617.46	
	Total	647795.42	1021		

\*\*  $p \leq .01$

### ***Discussion***

Table 35 indicates that the critical ratio,  $F(2, 1019) = 15.07$ ,  $p \leq .01$ , obtained for Social Competence of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Social Competence of higher secondary school students who are studying science, humanities, and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Social Competence.

In order to know which group's mean score of Social Competence is higher, the data was further analyzed with the help of Scheffe's post-hoc test of comparison. Data and results of Scheffe's post-hoc test of comparison for the mean scores of Social

Competence of higher secondary school students for the subgroups based on stream of courses is presented in Table 36.

**Table 36**

*Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Social Competence of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Stream of Courses	N	Subset for alpha = 0.05	
		1	2
Science	370		211.61
Humanities	319		207.79
Commerce	333	201.37	

### ***Discussion***

Table 36 depicts that there exists significant difference in the mean scores of Social Competence of higher secondary school students who are studying science and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying science ( $M = 211.61$ ) are having higher Social Competence than those who are studying commerce ( $M = 201.37$ ). Table 36 also shows that there exist significant differences in the mean scores of Social Competence of higher secondary school students who are studying humanities and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 207.79$ ) are having higher Social Competence than those who are studying commerce ( $M = 201.37$ ). It is also evident from Table 36 that there exists no significant difference in the mean scores of Social Competence of higher secondary school students who are studying science and humanities. Thus, it can be concluded

that the higher secondary school students who are studying science are having higher Social Competence than those who are studying humanities and commerce. In contrast to the result of study, Poduthas (2003) reported that there exists no difference in social competence with respect to subject of study.

Data and results of one-way ANOVA for Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses are presented in Table 37.

**Table 37**

*Summary of Analysis of Variance of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Variables	Source of Variance	Sum of Squares	df	Mean Square	Critical Ratio <i>F</i>
Entrepreneurial Attitude	Between Groups	3283.69	2	1641.84	6.40**
	Within Groups	261413.56	1019	256.54	
	Total	264697.25	1021		

\*\*  $p \leq .01$

### ***Discussion***

Table 37 indicates that the critical ratio,  $F(2, 1019) = 6.40$ ,  $p \leq .01$ , obtained for Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based

on stream of courses i.e., difference in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying in science, humanities, and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Entrepreneurial Attitude.

In order to know which group's mean score of Entrepreneurial Attitude is higher, the data was further analyzed with the help of Scheffe's post-hoc test of comparison. Data and results of Scheffe's post-hoc test of comparison for the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses is presented in Table 38.

**Table 38**

*Summary of Scheffe's Test of Post-Hoc Comparison of Mean Scores of Entrepreneurial Attitude of Higher Secondary School Students for the Subgroups Based on Stream of Courses*

Stream of Courses	N	Subset for alpha = 0.05	
		1	2
Science	370		138.95
Humanities	319		138.53
Commerce	333	134.95	

### ***Discussion***

Table 38 reveals that there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying science and commerce. The analysis of mean scores reveals that among the higher secondary school students who are studying science ( $M = 138.95$ ) are having higher

Entrepreneurial Attitude than those who are studying commerce students ( $M = 134.95$ ). Table 38 also shows that there exist significant differences in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying humanities and commerce subjects. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 138.53$ ) are having higher Entrepreneurial Attitude than those who are studying commerce ( $M = 134.95$ ). It is also evident from Table 38 that there exists no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying science and humanities. Thus, it can be concluded that the higher secondary school students who are studying science are having higher Entrepreneurial Attitude than those who are studying humanities and commerce. Review of previous research (Nair, 2015) supported the findings that science higher secondary students showed higher entrepreneurial attitude than humanities and commerce students. Similarly, Ponmani (2015) found that science college students had higher entrepreneurial attitude than commerce and arts students as well as Gnanamkonda and Naidu (2024) indicated that engineering students showed a higher entrepreneurial attitude than management students. In contrast, Ameen (2013) indicated that commerce degree students showed higher entrepreneurial attitude than science students.

### **Three-way Analysis of Variance**

The third objective of the study is to analyze the main and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. The main effect and

interaction effect of three independent variables on the dependent variable, Entrepreneurial Attitude, is studied by using three-way ANOVA with 2X2X2 Factorial design. The 2 X 2 X 2 factorial design of three-way ANOVA includes two levels of Career Decision Making Self-Efficacy, two levels of Locus of Control, and two levels of Social Competence. Career Decision Making Self-Efficacy was classified as High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group. Locus of Control was categorized as High Locus of Control and Low Locus of Control group. Social Competence was categorized as High Social Competence group and Low Social Competence group.

The main effect of the independent variables, viz., Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students was calculated first and their interaction effect on dependent variable was also found out. The results of 2X2X2 factorial design ANOVA of the main effect and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students are presented in Table 39.

**Table 39**

*Summary of 2X2X2 Factorial Design ANOVA of Entrepreneurial Attitude by Career Decision Making Self-Efficacy, Locus of Control and Social Competence of Higher Secondary School Students*

Source	Sum of Squares	df	Mean Square	Critical Ratio <i>F</i>
Career Decision Making Self-Efficacy	6753.17	1	6753.17	41.23**
Locus of Control	7247.66	1	7247.66	44.24**
Social Competence	29066.40	1	29066.40	177.44**
Career Decision Making Self-Efficacy × Locus of Control	0.14	1	0.14	0.001
Career Decision Making Self-Efficacy × Social Competence	194.67	1	194.67	1.19
Locus of Control × Social Competence	99.03	1	99.03	0.61
Career Decision Making Self-Efficacy × Locus of Control × Social Competence	57.20	1	57.20	0.35
Error	166102.25	1014	163.81	

\*\*  $p \leq .01$

### **Main Effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of Higher Secondary School Students**

Table 39 reveals that the critical ratio obtained for Career Decision Making Self-Efficacy on Entrepreneurial Attitude,  $F(1, 1014) = 41.23$ ,  $p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean

scores of Entrepreneurial Attitude among High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group of higher secondary school students. Therefore, it is evident that there exists significant influence of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students.

### ***Discussion***

In order to know which group of Career Decision Making Self-Efficacy is having greater influence on Entrepreneurial Attitude, the mean scores of Entrepreneurial Attitude for High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group were compared. A close observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Career Decision Making Self-Efficacy group ( $M = 144.53, SD = 14.92$ ) is greater than that of Low Career Decision Making Self-Efficacy group ( $M = 130.39, SD = 13.99$ ) of higher secondary school students. Thus, it can be concluded that those higher secondary students who are having high Career Decision Making Self-Efficacy are having Entrepreneurial Attitude than those who are having low Career Decision Making Self-Efficacy. Previous studies also supported that career decision making self-efficacy and self-efficacy beliefs influences entrepreneurial traits (Segal et al., 2005), entrepreneurial interests (Lanero et al., 2016), vocational exploration (Rahim et al., 2021), career adaptability (Parola, 2023), employability (Zhou et al., 2023) of students.

### **Main Effect of Locus of Control on Entrepreneurial Attitude of Higher Secondary School Students**

Table 39 indicates that the critical ratio obtained for Locus of Control on Entrepreneurial Attitude,  $F(1, 1014) = 44.24, p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean scores of Entrepreneurial Attitude for High Locus of Control group and Low Locus of Control group of higher secondary school students. Therefore, it is evident that there exists significant influence of Locus of Control on Entrepreneurial Attitude of higher secondary school students.

### ***Discussion***

In order to know which group of Locus of Control is having greater influence on Entrepreneurial Attitude, the mean scores of Entrepreneurial Attitude for High Locus of Control group and Low Locus of Control group were compared. A close observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Locus of Control group ( $M = 142.87, SD = 15.15$ ) is greater than that of Low Locus of Control group ( $M = 129.87, SD = 14.23$ ) of higher secondary school students. Thus, it can be concluded that those higher secondary students who are having high Locus of Control scores are having higher Entrepreneurial Attitude than those who are having low Locus of Control. Previous studies also indicated that locus of control influences entrepreneurial interest, entrepreneurial attitude, and entrepreneurial beliefs (Zhao & Seibert, 2006; Viquez-Paniagua et al., 2022), entrepreneurship traits (Hsiao et al., 2015), entrepreneurial

attitude and self-employment (Baluku et al. 2018), entrepreneurial activities and interest (Aulia & Evanita, 2020), entrepreneurial intention (Tentama, & Abdussalam, 2020), entrepreneurial tenacity (Nsereko, 2020), entrepreneurial intention (Hidayana et al., 2021; Karya et al., 2023), entrepreneurial attitude (Chhillar et al., 2025), and entrepreneurial competency (Hamzah & Othman, 2023) of students.

### **Main Effect of Social Competence on Entrepreneurial Attitude of Higher Secondary School Students**

Table 39 shows that the critical ratio obtained for Social Competence on Entrepreneurial Attitude,  $F(1, 1014) = 177.44$ ,  $p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean scores of Entrepreneurial Attitude for High Social Competence group and Low Social Competence group of higher secondary school students. Therefore, it is evident that there exists significant influence of Social Competence on Entrepreneurial Attitude of higher secondary school students.

### **Discussion**

In order to know which group of Social Competence is having greater influence on the mean scores of Entrepreneurial Attitude, the mean scores of Entrepreneurial Attitude for High Social Competence group and Low Social Competence group were compared. A close observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Social Competence group ( $M = 146.19$ ,  $SD = 14.57$ ) is greater than that of Low Social Competence group

( $M = 128.77$ ,  $SD = 12.43$ ) of higher secondary school students. This indicates that those higher secondary students who are having high Social Competence are having higher Entrepreneurial Attitude than those who are having low Social Competence. Previous studies also depicted that social competence had a significant influence on entrepreneurial success (Fuad et al., 2023), entrepreneurial intentions (Rezaei, 2023), and performance of entrepreneurs (Elia, 2024), and social support as influencing factor of entrepreneurial attitude (Chungphangam & Pachuau, 2020) among students.

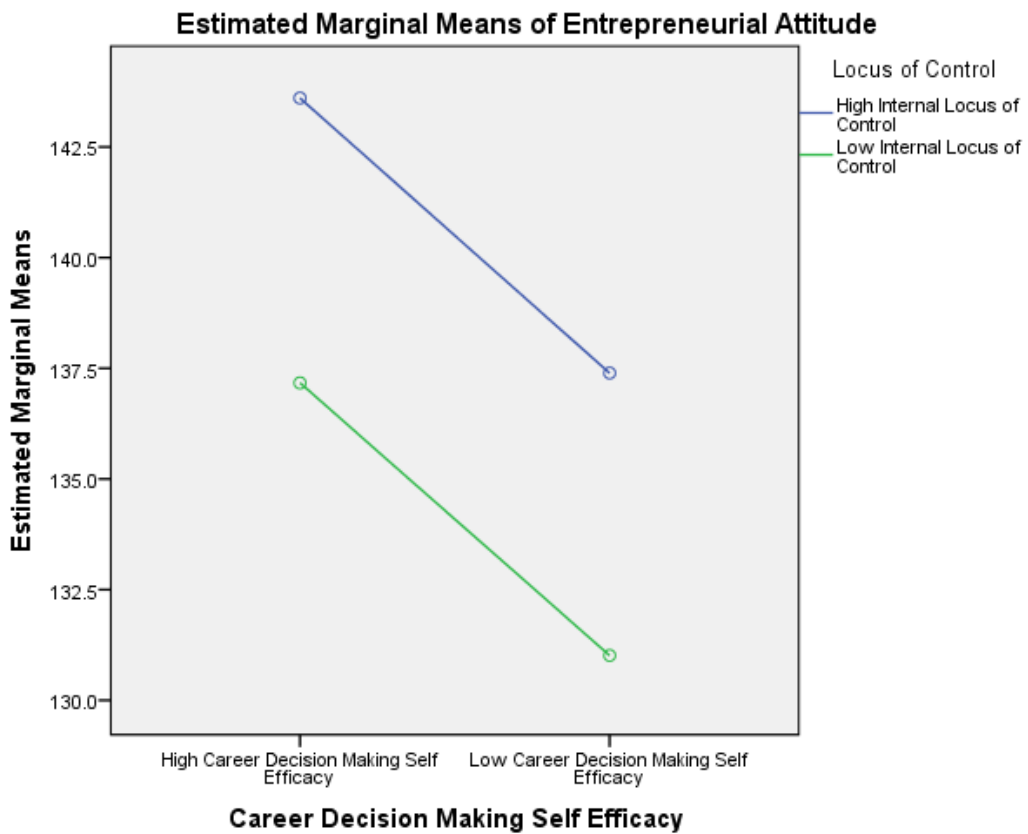
### **Interaction Effect of Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of Higher Secondary School Students**

Table 39 indicates that the critical ratio obtained for interaction between Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude,  $F(1,1014) = 0.001$ ,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F(6.66)$  required for significance at .05 level. It indicates that the interaction effect of Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of higher secondary school students is not significant even at .05 level of significance. Therefore, the mean scores of Entrepreneurial Attitude for two levels of Career Decision Making Self-Efficacy do not vary significantly for High Locus of Control and Low Locus of Control group of higher secondary school students. Thus, it can be concluded that the Entrepreneurial Attitude is independent of interaction between Career Decision Making Self-Efficacy and Locus of Control of higher secondary school students.

In order to verify the trend of interaction between Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of higher secondary school students, Profile Plot has been plotted and presented in Figure 18.

**Figure 18**

*Profile Plot of Interaction between Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of Higher Secondary School Students*



**Discussion**

Figure 18 clearly depicts that the mean scores of Entrepreneurial Attitude of higher secondary school students for High Locus of Control group and Low Locus of Control group belonging to High Career Decision Making Self-Efficacy and Low

Career Decision Making Self-Efficacy groups are independent. From the profile plot it is also clear that for High Career Decision Making Self-Efficacy and Low Career Decision Making Self-Efficacy groups the mean scores of High Locus of Control group is higher than that of Low Locus of Control group of higher secondary school students. It indicates the independence of influence of Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude of higher secondary school students. Previous studies also supported that career decision making self-efficacy (Segal et al., 2005; Lanero et al., 2016) and locus of control (Zhao & Seibert, 2006; Hsiao et al., 2015; Baluku et al., 2018; Viquez-Paniagua et al., 2022; Chhillar et al., 2025), influences entrepreneurial traits, entrepreneurial interests, and entrepreneurial attitudes of students independently.

#### **Interaction Effect of Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students**

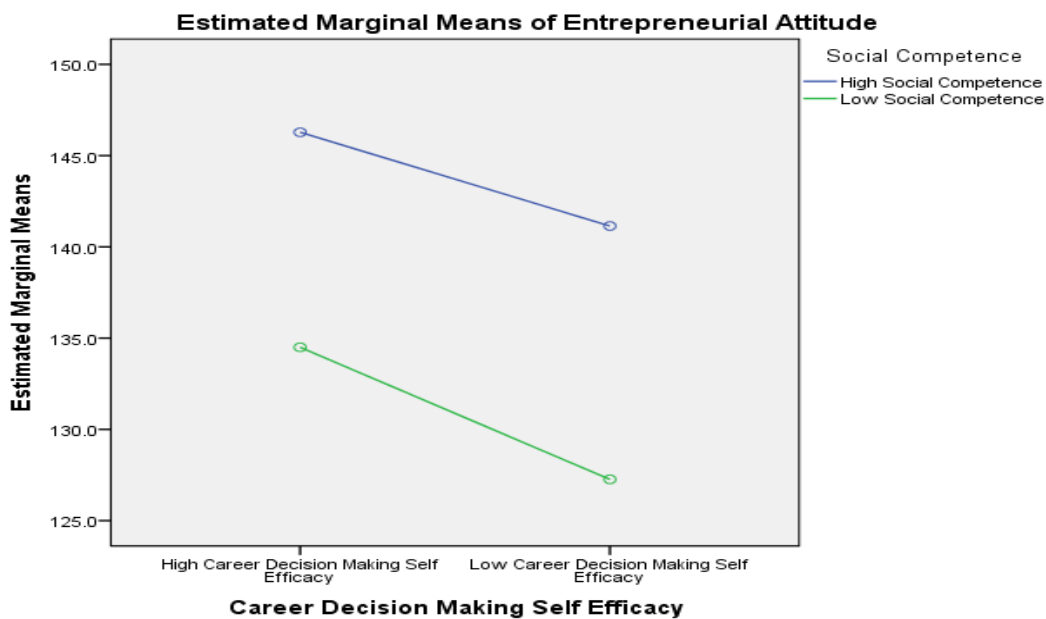
Table 39 indicates that the critical ratio obtained for interaction between Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude,  $F(1,1014) = 1.19$ ,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F(6.66)$  required for significance at .05 level. It indicates that the interaction effect of Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of higher secondary school students is not significant even at .05 level of significance. Therefore, the mean scores of Entrepreneurial Attitude for two levels of Career Decision Making Self-Efficacy do not vary significantly for High Social Competence and Low Social Competence groups of higher secondary school students. Thus, it can be concluded that the Entrepreneurial Attitude is independent of

interaction between Career Decision Making Self-Efficacy and Social Competence of higher secondary school students.

In order to verify the trend of interaction between Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of higher secondary school students, Profile Plot has been plotted and presented in Figure 19.

**Figure 19**

*Profile Plot of Interaction between Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students*



**Discussion**

Figure 19 clearly depicts that the mean scores of Entrepreneurial Attitude of higher secondary school students for High Social Competence group and Low Social Competence group belonging to High Career Decision Making Self-Efficacy and Low Career Decision Making Self-Efficacy groups are independent. From the profile plot

also, it is clear that for High Career Decision Making Self-Efficacy and Low Career Decision Making Self-Efficacy groups the mean scores of High Social Competence group is higher than that of Low Social Competence group of higher secondary school students. It indicates the independence of influence of Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude of higher secondary school students. Previous studies also supported that career decision making self-efficacy (Segal et al., 2005; Lanero et al., 2016) and social competence (Fuad et al., 2023; Rezaei, 2023; Elia, 2024) had a significant influence on entrepreneurial traits, entrepreneurial attitudes, entrepreneurial success, entrepreneurial intentions of students, and performance of entrepreneurs independently.

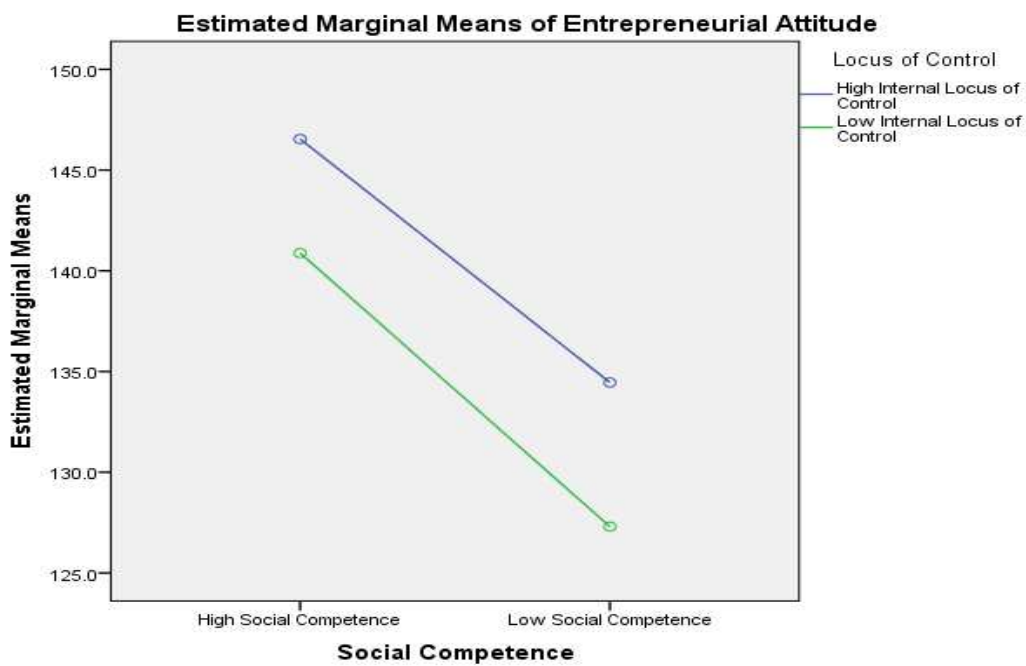
#### **Interaction Effect of Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students**

Table 39 indicates that the critical ratio obtained for interaction between Locus of Control and Social Competence on Entrepreneurial Attitude,  $F(1,1014) = 0.61$ ,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F(6.66)$  required for significance at .05 level. It indicates that the interaction effect of Locus of Control and Social Competence on Entrepreneurial Attitude of higher secondary school students is not significant even at .05 level of significance. Therefore, the mean scores of Entrepreneurial Attitude at two levels of Locus of Control do not vary significantly for High Social Competence and Low Social Competence group of higher secondary school students. Thus, it can be concluded that the Entrepreneurial Attitude is independent of interaction between Locus of Control and Social Competence of higher secondary school students.

In order to verify the trend of interaction between Locus of Control and Social Competence on Entrepreneurial Attitude for total sample, Profile Plot has been plotted and presented in Figure 20.

**Figure 20**

*Profile Plot of Interaction between Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students*



**Discussion**

Figure 20 clearly depicts that the mean scores of Entrepreneurial Attitude of higher secondary school students for High Locus of Control group and Low Locus of Control group belonging to High Social Competence and Low Social Competence groups are independent. From the profile plot it is also clear that for High Social Competence and Low Social Competence groups the mean scores of High Internal Locus of Control group is higher than that of Low Internal Locus of Control group of

higher secondary school students. It indicates the independence of influence of Locus of Control and Social Competence on Entrepreneurial Attitude of higher secondary school students. Previous studies also supported that locus of control (Zhao & Seibert, 2006; Hsiao et al., 2015; Baluku et al., 2018; Viquez-Paniagua et al., 2022; Chhillar et al., 2025) and social competence (Fuad et al., 2023; Rezaei, 2023; Elia, 2024) influences entrepreneurial traits, entrepreneurial interests, entrepreneurial attitudes, entrepreneurial success, entrepreneurial intentions of students, and performance of entrepreneurs independently.

### **Interaction Effect of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students**

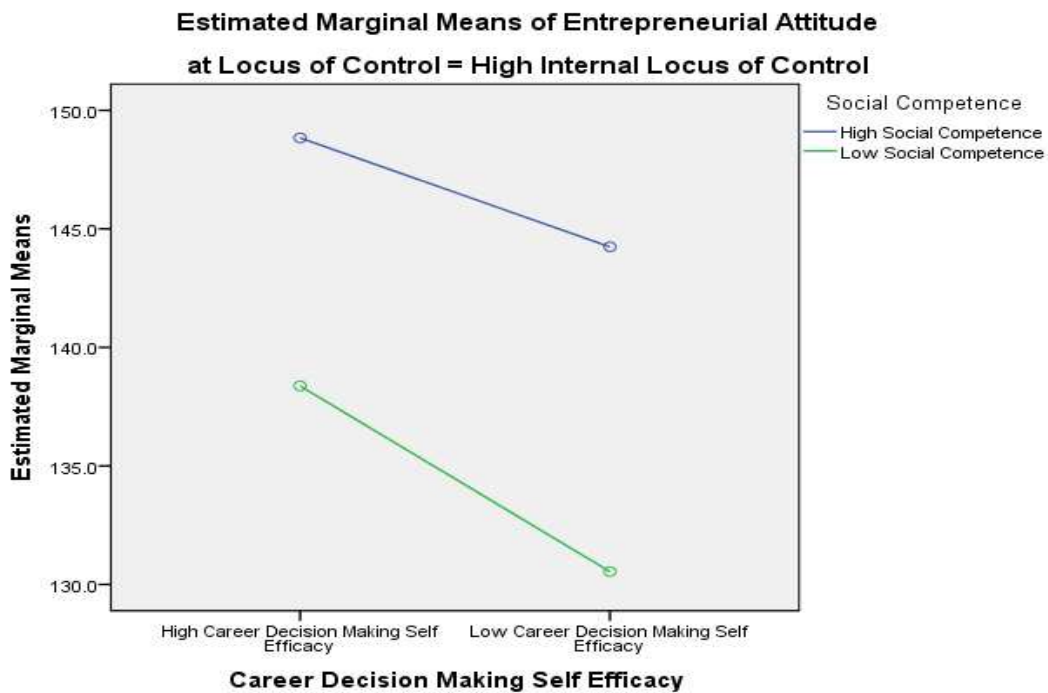
Table 39 reveals that the critical ratio obtained for interaction between Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude,  $F(1,1014) = 0.35$ ,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F(6.66)$  required for significance at .05 level. Thus, there is no significant influence of interaction between Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, on Entrepreneurial Attitude of higher secondary school students even at .05 level of significance. It means that the mean scores of Entrepreneurial Attitude of High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group belonging to High Locus of Control group and Low Locus of Control group and High Social Competence group and Low Social Competence group do not differ significantly. Therefore, the interaction between Career Decision Making Self-Efficacy, Locus of

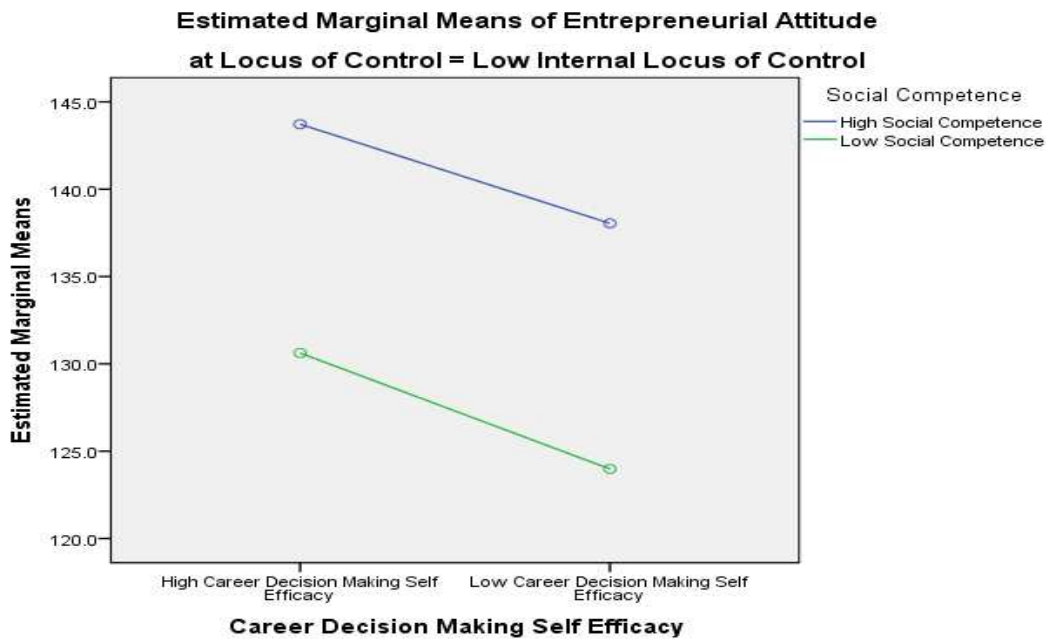
Control, and Social Competence on Entrepreneurial Attitude is independent for higher secondary school students.

In order to verify the trend of interaction between Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students, Profile Plot has been plotted and presented in Figure 21.

**Figure 21**

*Profile Plot of Interaction between Career Decision Making Self-Efficacy, Locus of Control and Social Competence on Entrepreneurial Attitude for Higher Secondary School Students*





### ***Discussion***

Figure 21 depicts that the higher secondary school students belonging to High Locus of Control group among High Career Decision Making Self-Efficacy group, High Social Competence group scores a higher mean score on Entrepreneurial Attitude than Low Social Competence group. Among Low Career Decision Making Self-Efficacy group also, the mean score of High Social Competence group scores a higher mean score on Entrepreneurial Attitude than Low Social Competence group. For Low Locus of Control group, the higher secondary school students belonging to High Career Decision Making Self-Efficacy group, High Social Competence group scores a higher mean score on Entrepreneurial Attitude than Low Social Competence group. Among Low Career Decision Making Self-Efficacy group also, the mean score of Entrepreneurial Attitude for High Career Decision Making Self-Efficacy group shows higher mean score than Low Social Competence group. Therefore, the profile

plots indicate that the interaction among Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students is not significant. Previous studies also supported that career decision making self-efficacy (Segal et al., 2005; Lanero et al., 2016), locus of control (Zhao & Seibert, 2006; Hsiao et al., 2015; Baluku et al., 2018; Viquez-Paniagua et al., 2022; Chhillar et al., 2025), and social competence (Fuad et al., 2023; Rezaei, 2023; Elia, 2024) influences on entrepreneurial traits, entrepreneurial interests, entrepreneurial attitudes, entrepreneurial success, entrepreneurial intentions of students, and performance of entrepreneurs independently.

### **Multiple Regression Analysis**

The fourth objective of the study is to find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. Multiple regression analysis was carried out to predict the value of the dependent variable, Entrepreneurial Attitude, based on the predictor variables such as Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students. Thus, multiple regression analysis enabled the investigator to find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.

The fifth objective of the study is to work out the equation to the regression lines for predicting Entrepreneurial Attitude based on the variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher

secondary school students. In order to express the relationship between the variables, an equation is formed by the investigator with the help of multiple regression. Multiple correlation was carried out as a part of multiple regression to identify the predictor variables that add to predication of the criterion variable, Entrepreneurial Attitude. The independent variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence are predictor variables, and the dependent variable, Entrepreneurial Attitude, is the criterion variable. Multiple regression analysis was performed using the Enter Method, and the SPSS software version 21.0 was employed. When working with a small set of predictors and the investigator is uncertain which independent variable contributes to the best prediction equation, the enter method is more appropriate. In the Enter method, all predictor variables viz., Career Decision Making Self-Efficacy, Locus of Control, and Social Competence are entered into the equation at the same time. If a predictor variable does not contribute to the regression equation, it is eliminated one by one. Thus, predictor variables are forced into the model simultaneously.

The data of intercorrelation of criterion variable, Entrepreneurial Attitude with the predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence are given in Table 40.

**Table 40***Correlation Matrix of Variables*

SL. No	Variables	Entrepreneurial Attitude	Career Decision Making Self - Efficacy	Locus of Control	Social Competence
1	Entrepreneurial Attitude	1.00	.55**	.47**	.62**
2	Career Decision Making Self Efficacy	.55**	1.00	.49**	.59**
3	Locus of Control	.47**	.49**	1.00	.45**
4	Social Competence	.62**	.59**	.45**	1.00

\*\*  $p \leq .01$

**Discussion**

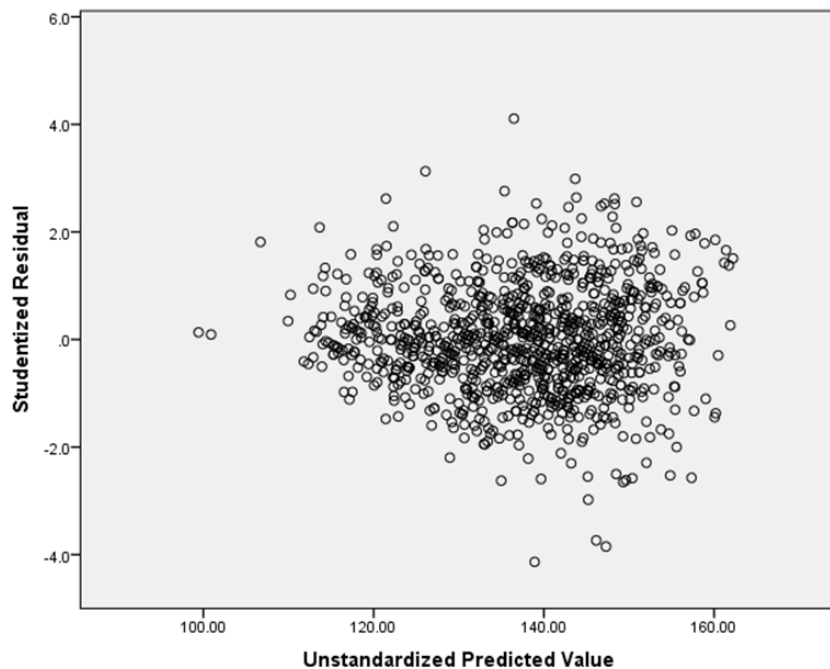
Table 40 indicates that all the predictor variables viz., Career Decision Making Self-Efficacy, Locus of Control, and Social Competence have positive correlation with the Entrepreneurial Attitude of higher secondary school students. It also reveals that among the predictor variables Career Decision Making Self-Efficacy, ( $r = .55$ ,  $p \leq .01$ ), Locus of Control, ( $r = .47$ ,  $p \leq .01$ ), and Social Competence, ( $r = .62$ ,  $p \leq .01$ ), are significantly correlated with the criterion variable, Entrepreneurial Attitude, of higher secondary school students. The results of correlation analysis indicated that predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence have moderate positive relationship with the criterion variable, Entrepreneurial Attitude, of higher secondary school students.

Being a parametric test, regression analysis must meet some basic assumptions, such as homoscedasticity, the absence of autocorrelation among

predictor variables, no multicollinearity among predictor variables, and residual normality. By comparing the studentized residuals' scatter plot to the unstandardized expected values, the homoscedasticity assumption was examined for the predictor variables. Scatter plot of studentized residuals against unstandardized predicted values is presented as Figure 22.

**Figure 22**

*Scatter Plot of Studentized Residuals Against Unstandardized Predicted Values*



The data satisfied the assumption of homoscedasticity for the predictor variables, such as, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, as the scatter plot of studentized residuals against unstandardized predicted values. It means that the data are being evenly and randomly distributed throughout the plot.

Assumption of independence of data or absence of autocorrelation among the predictor variables was tested by calculating Durbin-Watson statistic. Obtained Durbin-Watson statistic is 1.74, indicating that there is no correlation between residuals. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.74.

Multicollinearity assumption of predictor variables was tested using Variance Inflation Factors (VIF) and the values are given as Table 41.

**Table 41**

*Variation Inflation Factor of the Predictor Variables*

Predictor Variables	Tolerance	VIF
Career Decision Making Self Efficacy	0.59	1.69
Locus of Control	0.72	1.38
Social Competence	0.62	1.61

Table 41 indicates that the values of VIF for the Career Decision Making Self-Efficacy, Locus of Control, and Social Competence are almost 1.00 and the tolerance values are greater than 0.40. Hence, there is low level of multicollinearity between the independent variables or the correlation of each independent variable with other independent variables is negligible. Thus, the assumption of multicollinearity is satisfied because the predictor variables' multicollinearity is not significant.

Multiple regression analysis was done for Entrepreneurial Attitude with the predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence. The details of regression analysis are given as Table 42.

**Table 42**

*Model Summary of Multiple Correlation Coefficient for Entrepreneurial Attitude of Higher Secondary School Students*

Predictor Variables	<i>R</i>	<i>R</i> <sup>2</sup>	Overall Model Test		
			<i>F</i>	df <sub>1</sub>	df <sub>2</sub>
Career Decision Making Self-Efficacy Locus of Control Social Competence	.679	.460	290.45**	3	1018

\*\*  $p \leq .01$

## Discussion

Table 42 depicts that the multiple correlation coefficient obtained,  $R = 0.679$ ,  $R^2 = .460$ ,  $p \leq .01$ , for Entrepreneurial Attitude by Career Decision Making Self-Efficacy, Locus of Control, and Social Competence is significant at .01 level of significance. In addition to that the results indicated that the predictor variables explained 46.00 percent of variance ( $R^2 = .460$ ,  $F(3,1018) = 290.45$ ,  $p \leq .01$ ) of joint contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence in predicting Entrepreneurial Attitude of higher secondary school students. Thus, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly contribute to 46.00 percent variance in predicting Entrepreneurial Attitude of higher secondary school students. Hence, the analysis of multiple correlation coefficient reveals that Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly contribute significantly in predicting Entrepreneurial Attitude of higher secondary school students.

Regression analysis was used to further evaluate the data in order to determine each predictor variable's unique contribution in predicting the Entrepreneurial Attitude of higher secondary school students. The data and results of regression analysis are presented in Table 43.

**Table 43**

*Variable-wise Details of Regression Coefficients in Predicting Entrepreneurial Attitude*

Predictor Variables	Unstandardized Coefficients	Standardized Coefficients	<i>t</i>	Percentage of Contribution
	<i>B</i>	Beta		
(Constant)	43.546		12.88**	
Career Decision Making Self Efficacy	.139	.219	7.34**	12.05
Locus of Control	.701	.174	6.43**	8.18
Social Competence	.266	.416	14.26**	25.79

\*\*  $p \leq .01$

## Discussion

Table 43 shows that the unstandardized coefficient (*b*) obtained for the Career Decision Making Self-Efficacy is .139, it means that the increase in the score of Entrepreneurial Attitude is .139 for increase in each unit of Career Decision Making Self-Efficacy score. The obtained *t* value for Career Decision Making Self-Efficacy shows that the *b*-values obtained differ significantly from zero ( $t = 7.34$ ,  $p \leq .01$ ). Hence, Career Decision Making Self-Efficacy ( $\beta = .219$ ,  $p \leq .01$ ) is significant at .01

level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Career Decision Making Self-Efficacy is 12.05 percent ( $.219 \times .55 \times 100$ ) in predicting Entrepreneurial Attitude of higher secondary school students. Therefore, it can be concluded that the variable Career Decision Making Self-Efficacy is a significant predictor of Entrepreneurial Attitude of higher secondary school students.

Table 43 reveals that the unstandardized coefficient ( $b$ ) obtained for the Locus of Control is .701, it means that the increase in the score of Entrepreneurial Attitude is .701 for increase in each unit of Locus of Control. The obtained  $t$  value for Locus of Control shows that the  $b$ -values obtained differ significantly from zero ( $t = 6.43, p \leq .01$ ). Hence, Locus of Control ( $\beta = .174, p \leq .01$ ) is significant at .01 level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Locus of Control is 8.18 percent ( $.174 \times .47 \times 100$ ) in predicting Entrepreneurial Attitude of higher secondary school students. Therefore, it can be concluded that the variable Locus of Control is a significant predictor of Entrepreneurial Attitude of higher secondary school students.

Table 43 indicates that the unstandardized coefficient ( $b$ ) obtained for the Social Competence is .266, it means that the increase in the score of Entrepreneurial Attitude is 0.266 for increase in each unit of Social Competence. The obtained  $t$  value for Social Competence shows that the  $b$ -values obtained differ significantly from zero ( $t = 14.26, p \leq .01$ ). Hence, Social Competence ( $\beta = .416, p \leq .01$ ) is significant at .01 level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Social Competence is 25.79 percent ( $.416 \times .62 \times 100$ ) in

predicting Entrepreneurial Attitude of higher secondary school students. Therefore, it can be concluded that the variable Social Competence is a significant predictor of Entrepreneurial Attitude of higher secondary school students.

Therefore, it is evident that the individual contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence in predicting Entrepreneurial Attitude of higher secondary school students are significant. By analyzing the individual contribution, it is inferred that Social Competence contributes higher contribution followed by Career Decision Making Self-Efficacy and Locus of Control in predicting Entrepreneurial Attitude of higher secondary school students. Previous studies also supported that locus of control is a significant predictor of entrepreneurial intention (Bonnett & Furnham, 1991; Tentama & Abdussalam, 2020) and entrepreneurial attitude (Chhillar et al, 2025) of students. Furthermore, previous studies supported that career decision making self-efficacy (Segal et al., 2005; Lanero et al., 2016) had significant positive relation with entrepreneurial traits and entrepreneurial interests of students, whereas, social competence (Fuad et al., 2023; Rezaei, 2023; Elia, 2024) had significant positive relation with entrepreneurial success, entrepreneurial attitudes of students, and performance of entrepreneurs.

The fifth objective of the study is to work out the equation to the regression lines for predicting Entrepreneurial Attitude based on the variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students. For predicting Entrepreneurial Attitude from three predictor variables viz., Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students. The regression equation is

generated on the basis of beta weights. The regression equation with the values of  $b$ , the regression model can be expressed as;

$$Y' = 43.546 + .139X_1 + .701X_2 + .266X_3$$

Where,

$Y'$  = Predicted value of Entrepreneurial Attitude,

$X_1$  = Score on Career Decision Making Self-Efficacy,

$X_2$  = Score on Locus of Control and

$X_3$  = Score on Social Competence.

## **Discussion**

The regression equation can be used for predicting Entrepreneurial Attitude of higher secondary school students for the predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence. The equation suggests that for a unit increase in  $X_1$  (Career Decision Making Self-Efficacy), the increase in  $Y'$  (Entrepreneurial Attitude) is .139 units when the effects of  $X_2$  and  $X_3$  are held constant. For a unit increase in  $X_2$  (Locus of Control), the increase in  $Y'$  (Entrepreneurial Attitude) is .701 units when the effects of  $X_1$  and  $X_3$  are nullified. For a unit increase in  $X_3$  (Social Competence), the increase in  $Y'$  (Entrepreneurial Attitude) is .266 units when the effects of  $X_1$  and  $X_2$  are held constant.

By using standardized Beta coefficients ( $\beta$ ), the multiple regression equation is modified. The standardized Beta values for the predictor variables, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, were used to derive the equation for predicting the standardized value of Entrepreneurial Attitude of

higher secondary school students. The equation using standardized Beta coefficients of the model is

$$Z_y' = .219Z_{X_1} + .174Z_{X_2} + .416Z_{X_3}$$

Where,

$Z_y'$  = Predicted standard score of Entrepreneurial Attitude,

$Z_{X_1}$  = Standard scores of Career Decision Making Self-Efficacy,

$Z_{X_2}$  = Standard scores of Locus of Control

$Z_{X_3}$  = Standard scores of Social Competence

## **Discussion**

Standardized coefficient ( $\beta$ ) obtained for the Career Decision Making Self-Efficacy is .219 indicates that as Career Decision Making Self Efficacy increases by one standard deviation, Entrepreneurial Attitude of higher secondary school students increases by .219 standard deviation, provided the effects of other two predictors, Locus of Control and Social Competence are kept constant.

Standardized coefficient ( $\beta$ ) obtained for the Locus of Control is .174 indicates that as Locus of Control increases by one standard deviation, Entrepreneurial Attitude of higher secondary school students increases by .174 standard deviation, provided the effects of other two predictors, Career Decision Making Self- Efficacy and Social Competence, are kept constant.

Standardized coefficient ( $\beta$ ) obtained for the Social Competence is .416 indicates that as Social Competence increases by one standard deviation,

Entrepreneurial Attitude of higher secondary school students increases by .416 standard deviation, provided the effects of other two predictors, Career Decision Making Self Efficacy and Locus of Control, are kept constant.

### **Conclusion**

The results of the study indicated that the higher secondary school students are having moderate level of Career Decision Making Self-Efficacy, majority of students possess internal Locus of Control, moderate level of Social Competence, and moderate level of Entrepreneurial Attitude. Mean difference analysis indicated that there exists significant difference in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, and stream of courses. Results of mean difference analysis also indicated that there exists significant difference in the mean scores of Locus of Control and Social Competence, but no significant difference in mean scores of Career Decision Making Self-Efficacy and Entrepreneurial Attitude of higher secondary school students for the subgroups based locale of schools. Further, the mean difference analysis indicated that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents.

The results of three-way analysis of variance with 2X2X2 factorial design indicted that the main effect of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, on Entrepreneurial Attitude of higher secondary school

students is significant. The results also indicated there is no significant interaction effect of Career Decision Making Self-Efficacy and Locus of Control, Career Decision Making Self-Efficacy and Social Competence, as well as Locus of Control and Social Competence on Entrepreneurial Attitude of higher secondary school students. In addition to that, the results indicated that the combined effect of Career Decision Making Self-Efficacy, Locus of Control, Social Competence on Entrepreneurial Attitude of higher secondary school students is also not significant. Multiple regression analysis reveals that Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly as well as individually contribute significantly in predicting Entrepreneurial Attitude of higher secondary school students. By analyzing the individual contribution, it is inferred that Social Competence contributes higher followed by Career Decision Making Self-Efficacy and Locus of Control in predicting Entrepreneurial Attitude of higher secondary school students. The regression equation with the values of b, the regression model can be expressed as  $Y' = 43.546 + .139X_1 + .701X_2 + .266X_3$  and the equation using standardized Beta coefficients ( $\beta$ ) of the model is  $Z_y' = .219Z_{X_1} + .174Z_{X_2} + .416Z_{X_3}$ .

## **SUMMARY, FINDINGS, AND CONCLUSIONS**

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- Study in Retrospect
- Major Findings
- Tenability of Hypotheses
- Conclusions

Based on the objectives framed for the study, statistical analysis was conducted and by utilizing the findings of statistical analysis, the proposed hypotheses were tested and conclusions were made. This chapter provides a summary of the study through the headings study in retrospect, major findings of the study, tenability of hypotheses, and conclusions.

A nation's economic growth and development are said to be significantly supported by entrepreneurship, which lowers unemployment, boosts output and productive capacities, fosters innovation and creativity, and generates wealth (Vineela, 2018). A major socioeconomic problem that affects both long-term economic growth and social stability of a nation is the youth unemployment rate (Kumar & Shobana, 2024). Entrepreneurship is considered to be an instrument that can solve economic issues like unemployment and boost economic growth of a country (Sondari, 2014). After realizing the significant role of entrepreneurship in the industrialization process in developed countries, India and other developing countries observed to foster entrepreneurship in order to support balanced regional development, national production, economic power distribution, and improved employment opportunities (National Institute for Entrepreneurship and Small Business Development, 2023).

Entrepreneurship is crucial for economic growth, creating wealth and job opportunities, and for creating job providers globally (Joshi, 2014). Entrepreneurship education could have a favorable impact on attitudes toward entrepreneurship among the youth (Packham et.al., 2010). The key drivers of academic entrepreneurship are student communities' creativity and the extent to which their findings are adopted in business practices (Ince et al., 2023). The Clause 16 of the NEP 2020 policy statement, titled "Reimagining Vocational Education," proposes a complete overhaul of vocational education which emphasizes the importance of vocational education and its ability to create employment and develop entrepreneurs (Singh & Gunasekaran, 2023). National Education Policy (2020) also emphasises effective collaboration between the academic and economic communities and industrial sectors (Ministry of Human Resource and Development, Government of India, 2020). It should be recognized that instilling entrepreneurial attitudes in children at an early age is critical to their development and, as a prerequisite for creating a society that can function well in today's knowledge-based economies (Rembiasz, 2017).

Despite the fact that entrepreneurial activity is vital to economic growth, students' roles in supporting entrepreneurial activity are rarely addressed in educational settings (Rembiasz, 2017). Scholars view that student entrepreneurship is an emerging and rising phenomenon and suggest more research that is needed to notice its growing importance (Passavanti et al., 2023). There was a lack of awareness of the elements that influence students' intention to become entrepreneurs, as well as the relationship between entrepreneurial education and student's entrepreneurial attitudes and intentions (Madhavi et al., 2022). The gap between educational

outcomes and practical entrepreneurial opportunities can be overcome by connecting academia and industry through internships, mentorships, and startup incubators. The Government of India and the Kerala Government are implementing student-level programs to promote innovation and entrepreneurship among the youth. The success of the programmes depends on the acceptance by students at various levels of education.

Higher secondary is a phase of education, which may mark the end of formal education for some students and the entry into the world of workforce and employment, for others, it may serve as the foundation and starting point for further study. Therefore, it is essential to understand the attitude towards entrepreneurship and the influence of personal, social, demographic, cultural, and economic variables on the entrepreneurial attitude of the students. Furthermore, review of literature carried out by the investigator indicated a dearth of studies which explores the influence of personal and social variables and their combined effect on entrepreneurial attitude of students. Thus, the investigator decided to find out the influence of selected personal variables such as Career Decision Making Self-Efficacy and Locus of Control, and social variable, Social Competence, on Entrepreneurial Attitude of higher secondary school students. The investigator believes that the results of the study will be helpful to transform Kerala youth from traditional career dreams to entrepreneurs by promoting economic security, self-reliance, and confidence. The results will also be beneficial in contributing to policy documents, curricula, and theories that fosters entrepreneurial mindsets and transforming youth job seekers into self-reliant individuals. The research questions framed for the study are;

1. What is the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students?
2. Does there exist any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses?
3. Do the Career Decision Making Self-Efficacy, Locus of Control, and Social Competence have main effect and interaction effect on the Entrepreneurial Attitude of higher secondary school students?
4. To what extent Career Decision Making Self-Efficacy, Locus of Control, and Social Competence, contribute individually and jointly in predicting Entrepreneurial Attitude of higher secondary school students?

### **Study in Retrospect**

The various stages of the study such as restatement of the problem, variables, hypotheses, method used, sample selected for the study, tools used for data collection, and statistical techniques employed are viewed retrospectively in this section.

## **Restatement of the Problem**

Since entrepreneurship enables a country to grow economically and socially, it is essential to understand young people's entrepreneurial attitudes, particularly in developing nations like India. The Reserve Bank of India reports a significant decline in remittances from Gulf Cooperation Council (GCC) countries to India, which was crucial for the economic development of India, especially Kerala. Recognizing this impact, both the Government of India and Kerala have been implementing various measures to promote entrepreneurship, including start-up schemes, in response to the growing recognition that per capita income are crucial for economic development and growth of the country. Despite all these support systems, the Global Entrepreneurship Index of India is very low, as per the records of Global Entrepreneurship Institute (2024). The governments have also recommended schools and colleges to incorporate entrepreneurship into their syllabus through the StartUp Mission and Make in India schemes. To realize this, National Education Policy (2020) proposes integrating employment-oriented and entrepreneurship education into higher education, starting preparation from primary and secondary levels. Even in such a unique situation, the young generation still desires to become job seekers, which become a part of our tradition. Transforming these job seekers into job providers is essential for social, economic, and physical growth of the country. Therefore, it is necessary to identify the attitude towards entrepreneurship as well as the factors influencing the entrepreneurial attitude of higher secondary school students, who are the entrepreneurs of tomorrow. Hence, the investigator decided to find out the influence of two personal variables, Career Decision Making Self-Efficacy and Locus of

Control, and one social variable, Social Competence, on Entrepreneurial Attitude of higher secondary school students. Therefore, the study is entitled as “INFLUENCE OF CAREER DECISION MAKING SELF-EFFICACY, LOCUS OF CONTROL AND SOCIAL COMPETENCE ON ENTREPRENEURIAL ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS”

### **Variables**

The aim of the study is to find out the influence of Career Decision Making Self-Efficacy, Locus of Control and Social Competence on Entrepreneurial Attitude of Higher Secondary School Students. The independent and dependent variables adopted in the study are;

#### ***Independent Variables***

The independent variables in the study are;

- Career Decision Making Self-Efficacy
- Locus of Control
- Social Competence

#### ***Dependent Variable***

The dependent variable in the study is Entrepreneurial Attitude

In addition to independent and dependent variables, the study also considers categorical variables such as gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.

## Objectives

The objectives of the study are:

1. To find out the level of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students
2. To find out whether there exists any difference in Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, locale of schools, occupation of parents, and stream of courses.
3. To find out the main and interaction effects of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.
4. To find out the individual and combined contributions of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students.
5. To work out the equation to the regression lines for predicting Entrepreneurial Attitude based on the variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence of higher secondary school students.

### **Hypotheses**

The hypotheses framed for the study are;

1. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on gender.
2. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on gender.
3. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on gender.
4. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender.
5. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools.
6. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on type of management of schools.
7. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on type of management of schools.

8. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools.
9. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on locale of schools.
10. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on locale of schools.
11. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on locale of schools.
12. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on locale of schools.
13. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents.
14. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents.

15. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents.
16. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents.
17. There exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses.
18. There exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses.
19. There exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses.
20. There exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses.
21. There exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students.

22. There exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students.
23. There exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students.
24. There exists significant interaction effect of the independent variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.
25. There is significant individual and combined contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.

## **Methodology**

### ***Method***

The purpose of the present study is to investigate the influence of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude of higher secondary school students. Survey method was used by the investigator in order to collect necessary information.

### ***Sample***

The population considered for the study is higher secondary school students studying in Kerala state. The basal sample selected for the study was 1200 higher

secondary school students. After collecting responses from the students those response sheets which are incomplete were eliminated, thus the study was carried out on a representative sample of 1022 higher secondary school students of XI standard. While selecting the sample, due weightage was given to the subgroups based on gender, type of management schools, locale of the schools, and stream of courses. Sample were drawn from Thiruvananthapuram, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, and Kasargode districts of Kerala State. The study followed stratified sampling technique, to get more accurate representations of the population.

### ***Tools for Data Collection***

The tools used for data collection in the study are:

- Career Decision Making Self-Efficacy Scale (Satheesh & Bindhu, 2022)
- Locus of Control Inventory (Satheesh & Bindhu, 2022)
- Social Competence Scale (Satheesh & Bindhu, 2022)
- Scale on Attitude Towards Entrepreneurship (Satheesh & Bindhu, 2022)

### ***Statistical Techniques***

The statistical techniques used for analyzing the data are:

- Descriptive Statistics
- One Sample *t*-test
- Percentage Analysis

- Test of Significance of Difference Between Means of Large Independent Sample (*t*-test)
- One-way Analysis of Variance
- Three –way Analysis of Variance with 2 X 2 X 2 Factorial Design
- Multiple Regression Analysis

### **Major Findings**

The major findings of the study are:

1. Mean and standard deviation obtained for the scores of Career Decision Making Self-Efficacy of higher secondary school students are 199.33 and 25.42 respectively. The obtained mean score ( $M = 199.33$ ) for Career Decision Making Self-Efficacy of higher secondary school students is greater than the middle score (159) on Career Decision Making Self- Efficacy Scale and is lesser than the high value (212) on Career Decision Making Self-Efficacy Scale. The critical ratio obtained for Career Decision Making Self-Efficacy of higher secondary school students by comparing with reference value 159 ( $t = 50.71, p \leq .01$ ) and with reference value 212 ( $t = 50.71, p \leq .01$ ) are greater than the tabled value of  $t$  (2.33) required for significance at .01 level. Hence, the higher secondary school students are having a moderate level of Career Decision Making Self-Efficacy.

2. The majority of the higher secondary school students (82.30 percent) possess Internal Locus of Control. Only 17.70 percent higher secondary school students possess External Locus of Control.
3. Mean and standard deviation obtained for the scores of Social Competence of higher secondary school students are 207.08 and 25.19 respectively. The obtained mean score ( $M = 207.08$ ) for Social Competence of higher secondary school students is greater than the middle score (159) on Social Competence Scale and is lesser than the high value (212) on Social Competence Scale. The critical ratio obtained for Social Competence of higher secondary school students by comparing with reference value 159 ( $t = 61.02, p \leq .01$ ) and with reference value 212 ( $t = 6.24, p \leq .01$ ) are greater than the tabled value of  $t$  (2.33) required for significance at .01 level. Therefore, the higher secondary school students are having a moderate level of Social Competence.
4. Mean and standard deviation obtained for the scores of Entrepreneurial Attitude of higher secondary school students are 137.52 and 16.10 respectively. The obtained mean score ( $M = 137.52$ ) for Entrepreneurial Attitude of higher secondary school is significantly greater than the middle score (114) on Scale on Attitude towards Entrepreneurship and is significantly lesser than the high value (152) on Scale on Attitude towards Entrepreneurship. The critical ratio obtained for Entrepreneurial Attitude of higher secondary school students by comparing with reference value 114 ( $t = 46.69, p \leq .01$ ) and with reference value 152 ( $t = 28.76, p \leq .01$ ) are greater than the tabled value of  $t$  (2.33) required for significance at .01 level.

Therefore, the higher secondary school students are having a moderate level of Entrepreneurial Attitude.

5. The critical ratio obtained for Career Decision Making Self-Efficacy among boys and girls of higher secondary schools is  $t = 8.92, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Career Decision Making Self-efficacy of higher secondary school students with respect to gender. Analysis of mean scores revealed that the mean score of Career Decision Making Self-Efficacy is higher for girls ( $M = 205.48, SD = 24.64$ ) than the boys ( $M = 191.73, SD = 24.31$ ) of higher secondary schools. The high mean score associated with girls reveals that the Career Decision Making Self-Efficacy is higher for girls than that of boys in higher secondary schools.
6. The critical ratio obtained for Locus of Control among boys and girls of higher secondary schools is  $t = 10.32, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Locus of Control of higher secondary school students with respect to gender. Analysis of the mean scores indicated that the mean score of Locus of Control is higher for girls ( $M = 17.03, SD = 3.41$ ) than the boys ( $M = 14.51, SD = 4.23$ ) of higher secondary schools. The high mean score for girls shows that girls are having more Locus of Control than the boys of higher secondary schools.
7. The critical ratio obtained for Social Competence among boys and girls of higher secondary schools is  $t = 10.89, p \leq .01$ , which is greater than the tabled

value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in the mean scores of Social Competence of higher secondary school students with respect to gender. Analysis of mean scores revealed that the mean score of Social Competence is higher for girls ( $M = 214.39$ ,  $SD = 21.38$ ) than the boys ( $M = 198.04$ ,  $SD = 26.60$ ) of higher secondary schools. The high mean score associated with girls reveals that Social Competence is higher for girls than that of boys of higher secondary schools.

8. Critical ratio obtained for Entrepreneurial Attitude among boys and girls of higher secondary schools is  $t = 6.31$ ,  $p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 levels. Thus, there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students with respect to gender. Analysis of mean scores revealed that the mean scores of Entrepreneurial Attitude is higher for girls ( $M = 140.36$ ,  $SD = 14.84$ ) than the boys ( $M = 134.00$ ,  $SD = 16.90$ ) of higher secondary schools. The high mean score associated with girls reveals that Entrepreneurial Attitude is higher for girls than that of boys of higher secondary schools.

9. Critical ratio obtained for Career Decision Making Self-Efficacy among government and aided higher secondary school students is  $t = 3.39$ ,  $p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Career Decision Making Self-Efficacy of higher secondary school students with respect to type of

management of schools. Analysis of mean scores revealed that the mean score of Career Decision Making Self-Efficacy for government higher secondary school students ( $M = 201.64$ ,  $SD = 24.89$ ) is higher than the aided school students ( $M = 196.22$ ,  $SD = 25.83$ ). The high mean score associated with government school students reveals that the Career Decision Making Self-efficacy is higher for government higher secondary school students than that of aided higher secondary school students.

10. Critical ratio obtained for Locus of Control among government and aided higher secondary school students are  $t = 2.55$ ,  $p \leq .05$ , which is greater than the tabled value of  $t$  (1.96) required for significance at .05 level. Thus, there exists significant difference in Locus of Control of higher secondary school students with respect to type of management of schools. Analysis of mean scores revealed that the mean score of Locus of Control for government higher secondary school students ( $M = 16.18$ ,  $SD = 3.89$ ) is higher than the aided school students ( $M = 15.53$ ,  $SD = 4.11$ ). The high mean score for government school students shows that government higher secondary school students have more Locus of Control than aided higher secondary school students.
11. Critical ratio obtained for Social Competence among government and aided higher secondary school students is  $t = 3.64$ ,  $p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Social Competence of higher secondary school students with respect to type of management of schools. Analysis of mean scores revealed that the mean score of Social Competence for government

higher secondary school students ( $M = 209.54$ ,  $SD = 24.01$ ) is higher than the aided school students ( $M = 203.77$ ,  $SD = 26.36$ ). The high mean score associated with government school students reveals that the Social Competence is higher for government higher secondary school students than that of aided higher secondary school students.

12. Critical ratio obtained for Entrepreneurial Attitude among government and aided higher secondary school students is  $t = 2.09$ ,  $p \leq .05$ ., which is greater than the tabled value of  $t$  (1.96) required for significance at .05 level. Thus, there exists significant difference in Entrepreneurial Attitude of higher secondary school students with respect to type of management of schools. Analysis of mean scores revealed that the mean score of Entrepreneurial Attitude for government higher secondary school students ( $M = 138.43$ ,  $SD = 15.64$ ) is higher than the aided school students ( $M = 136.28$ ,  $SD = 16.64$ ). The high mean score associated with government school students reveals that the Entrepreneurial Attitude is higher for government higher secondary school students than that of aided higher secondary school students.
13. Critical ratio of Career Decision Making Self-Efficacy obtained for urban and rural higher secondary school students is  $t = 1.89$ ,  $p > .05$ , which is not significant even at .05 level of significance as the calculated value is less than the tabled value of  $t$  (1.96). Thus, there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of the higher secondary school students for the subgroups based on locale of schools. Therefore, it is

evident that rural and urban higher secondary school students are similar in Career Decision Making Self-Efficacy.

14. Critical ratio of Locus of Control obtained for urban and rural higher secondary school students is  $t = 3.17, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Locus of Control of higher secondary school students with respect to locale of schools. Analysis of mean scores revealed that the mean score of Locus of Control of urban higher secondary school students ( $M = 16.32, SD = 3.78$ ) is higher than that of rural school students ( $M = 15.53, SD = 4.14$ ). The high mean score of Locus of Control for urban higher secondary school students shows that urban higher secondary school students have more Locus of Control than rural higher secondary school students.
15. Critical ratio of Social Competence obtained for urban and rural higher secondary school students for Social Competence is  $t = 3.47, p \leq .01$ , which is greater than the tabled value of  $t$  (2.58) required for significance at .01 level. Thus, there exists significant difference in Social Competence of higher secondary school students with respect to locale of schools. Analysis of mean scores revealed that the mean score of Social Competence for urban higher secondary school students ( $M = 209.99, SD = 23.93$ ) is significantly higher than that of rural school students ( $M = 204.54, SD = 25.99$ ). The high mean score associated with urban higher secondary school students reveals that the Social Competence is higher for urban higher secondary school students than that of rural higher secondary school students.

16. Critical ratio of Entrepreneurial Attitude obtained for the urban and rural higher secondary school students is  $t = 1.52$ ,  $p > .05$ , which is not significant even at .05 level of significance as the calculated value is less than the tabled value of  $t$  (1.96). Thus, there exists no significant difference in the mean scores of Entrepreneurial Attitude of the higher secondary school students for the subgroups based on locale of schools. Therefore, it is evident that rural and urban higher secondary school students are similar in Entrepreneurial Attitude.
17. Critical ratio,  $F(3, 1018) = 1.04$ ,  $p > .05$ , obtained for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F$  (2.61) at .05 level of significance. Thus, there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students even at .05 level of significance. Analysis indicated that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers.
18. Critical ratio,  $F(3, 1018) = 0.36$ ,  $p > .05$ , obtained for Locus of Control of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F$  (2.61) at .05 level of significance. Thus, there exist no significant difference in the mean scores of Locus of

Control of higher secondary school students even at .05 level of significance. Analysis indicated that there exists no significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Locus of Control of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers.

19. Critical ratio,  $F(3, 1018) = 0.13$ ,  $p > .05$ , obtained for Social Competence of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Social Competence of higher secondary school students even at .05 level of significance. Analysis revealed that there exists no significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Social Competence of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers.
20. Critical ratio,  $F(3, 1018) = 1.22$ ,  $p > .05$ , obtained for Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents is less than the tabled value of  $F(2.61)$  at .05 level of significance. Thus, there exist no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students even at .05 level of significance. Analysis revealed that there exists no significant difference in

the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents i.e., no difference in the mean scores of Entrepreneurial Attitude of higher secondary school students whose parents are in business, parents are in employment, parents work abroad, and parents are casual workers.

21. Critical ratio,  $F(2, 1019) = 14.70$ ,  $p \leq .01$ , obtained for Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying science, humanities and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Career Decision Making Self-Efficacy.

Analysis of mean scores revealed that the higher secondary school students who are studying science ( $M = 203.36$ ) are having higher Career Decision Making Self-Efficacy than those who are studying commerce ( $M = 193.39$ ). Analysis also revealed that there exist significant differences in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying humanities and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 200.85$ ) are having higher Career Decision Making

Self-Efficacy than those who are studying commerce ( $M = 193.39$ ). It is also evident that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students who are studying science and humanities. Thus, the higher secondary school students who are studying science are having higher Career Decision Making Self-Efficacy than those who are studying commerce and humanities students.

22. Critical ratio,  $F(2, 1019) = 15.19$ ,  $p \leq .01$ , obtained for Locus of Control of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Locus of Control of higher secondary school students who are studying in science, humanities and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Locus of Control.

Analysis of mean scores revealed that the higher secondary schools who are studying science ( $M = 16.60$ ) are having higher Locus of Control than those who are studying commerce ( $M = 14.98$ ). Analysis also revealed that there exist significant differences in the mean scores of Locus of Control of higher secondary school students who are studying humanities and commerce subjects. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 16.04$ ) are having higher Locus of Control than those who are studying commerce ( $M = 14.98$ ). It is also evident that there exists no significant difference in the mean scores of Locus of

Control of higher secondary school students who are studying science and humanities. Thus, the higher secondary school students who are studying science are having higher Locus of Control than those who are studying humanities and commerce.

23. Critical ratio,  $F(2, 1019) = 15.07, p \leq .01$ , obtained for Social Competence of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Social Competence of higher secondary school students who are studying science, humanities and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Social Competence.

Analysis of mean scores revealed that the higher secondary school students who are studying science ( $M = 211.61$ ) are having higher Social Competence than those who are studying commerce ( $M = 201.37$ ). Analysis also indicated that there exist significant differences in the mean scores of Social Competence of higher secondary school students who are studying humanities and commerce. The analysis of mean scores reveals that the higher secondary school students who are studying humanities ( $M = 207.79$ ) are having higher Social Competence than those who are studying commerce ( $M = 201.37$ ). It is also evident from Table 21 that there exists no significant difference in the mean scores of Social Competence of higher secondary school students who are studying science and humanities. Thus, the higher

secondary school students who are studying science are having higher Social Competence than those who are studying humanities and commerce.

24. Critical ratio,  $F(2, 1019) = 6.40, p \leq .01$ , obtained for Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses is greater than the tabled value of  $F(3.00)$  at .01 level of significance. Thus, there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses i.e., difference in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying in science, humanities and commerce. Therefore, it is evident that higher secondary school students who are studying science, humanities and commerce are different in Entrepreneurial Attitude.

Analysis of mean scores revealed that among the higher secondary school students who are studying science ( $M = 138.95$ ) are having higher Entrepreneurial Attitude than those who are studying commerce students ( $M = 134.95$ ). Analysis also indicated that there exist significant differences in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying humanities and commerce subjects. The analysis of mean scores revealed that the higher secondary school students who are studying humanities ( $M = 138.53$ ) are having higher Entrepreneurial Attitude than those who are studying commerce ( $M = 134.95$ ). It is also evident that there exists no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students who are studying science and humanities. Thus, the higher secondary school students who are studying science are

having higher Entrepreneurial Attitude than those who are studying humanities and commerce.

25. Critical ratio obtained for main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude,  $F(1, 1014) = 41.23$ ,  $p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean scores of Entrepreneurial Attitude among the High Career Decision Making Self-Efficacy group and the Low Career Decision Making Self-Efficacy group of higher secondary school students. A close observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Career Decision Making Self-Efficacy group ( $M = 144.53$ ,  $SD = 14.92$ ) is greater than that of Low Career Decision Making Self-Efficacy group ( $M = 130.39$ ,  $SD = 13.99$ ) of higher secondary schools students. Analysis indicated that those higher secondary students who are having high Career Decision Making Self-Efficacy are having Entrepreneurial Attitude than those who are having low Career Decision Making Self-Efficacy. Therefore, there exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students.
26. Critical ratio obtained for main effect of Locus of Control on Entrepreneurial Attitude,  $F(1, 1014) = 44.24$ ,  $p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean scores of Entrepreneurial Attitude for the High Locus of Control group and the Low Locus of Control group of higher secondary school students. A close

observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Locus of Control group ( $M = 142.87$ ,  $SD = 15.15$ ) is greater than that of Low Locus of Control group ( $M = 129.87$ ,  $SD = 14.23$ ) of higher secondary school students. Thus, it can be concluded that those higher secondary students who are having high Locus of Control scores are having higher Entrepreneurial Attitude than those who are having low Locus of Control. Therefore, there exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students.

27. Critical ratio obtained for main effect of Social Competence on Entrepreneurial Attitude,  $F(1, 1014) = 177.44$ ,  $p \leq .01$ , of higher secondary school students is greater than the tabled value of  $F(6.66)$  required for significance at .01 level. It indicates that there exists significant difference in the mean scores of Entrepreneurial Attitude for High Social Competence group and Low Social Competence group of higher secondary school students. A close observation of mean scores of two groups revealed that the mean score of Entrepreneurial Attitude of High Social Competence group ( $M = 146.19$ ,  $SD = 14.57$ ) is greater than that of Low Social Competence group ( $M = 128.77$ ,  $SD = 12.43$ ) of higher secondary school students. Analysis indicated that those higher secondary students who are having high Social Competence are having higher Entrepreneurial Attitude than those who are having low Social Competence. Therefore, there exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students.
28. Critical ratio obtained for interaction between Career Decision Making Self-Efficacy and Locus of Control on Entrepreneurial Attitude,  $F(1, 1014) =$

0.001,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F$  (6.66) required for significance at .05 level. The mean scores of Entrepreneurial Attitude at two levels of Career Decision Making Self-Efficacy do not vary significantly for High Locus of Control and Low Locus of Control group of higher secondary school students. The analysis revealed that the Entrepreneurial Attitude is independent of interaction between Career Decision Making Self-Efficacy and Locus of Control of higher secondary school students.

29. Critical ratio obtained for interaction between Career Decision Making Self-Efficacy and Social Competence on Entrepreneurial Attitude,  $F$  (1,1014) = 1.19,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F$  (6.66) required for significance at .05 level. The mean scores of Entrepreneurial Attitude for two levels of Career Decision Making Self-Efficacy do not vary significantly for High Social Competence and Low Social Competence group of higher secondary school students. Analysis indicated that the Entrepreneurial Attitude is independent of interaction between Career Decision Making Self-Efficacy and Social Competence of higher secondary school students.

30. Critical ratio obtained for interaction between Locus of Control and Social Competence on Entrepreneurial Attitude,  $F$  (1,1014) = 0.61,  $p > .05$ , of higher secondary school students is less than the tabled value of  $F$  (6.66) required for significance at .05 level. The mean scores of Entrepreneurial Attitude at two levels of Locus of Control do not vary significantly for High Social Competence and Low Social Competence group of higher secondary school

students. Analysis showed that the Entrepreneurial Attitude is independent of interaction between Locus of Control and Social Competence of higher secondary school students.

31. Critical ratio obtained for interaction between Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude,  $F(1,1014) = 0.35, p > .05$ , of higher secondary school students is less than the tabled value of  $F(6.66)$  required for significance at .05 level. The mean scores of Entrepreneurial Attitude of High Career Decision Making Self-Efficacy group and Low Career Decision Making Self-Efficacy group belonging to High Locus of Control group and Low Locus of Control group and High Social Competence group and Low Social Competence group do not differ significantly. Therefore, the interaction between Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on Entrepreneurial Attitude is independent for higher secondary school students.
32. Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly contribute to 46.00 percent variance in predicting Entrepreneurial Attitude of higher secondary school students. Analysis of multiple correlation coefficient revealed that Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly contribute significantly in predicting Entrepreneurial Attitude of higher secondary school students.
33. The unstandardized coefficient ( $b$ ) obtained for the Career Decision Making Self-Efficacy is .139, it means that the increase in the score of Entrepreneurial

Attitude is .139 for increase in each unit of Career Decision Making Self-Efficacy score. Career Decision Making Self-Efficacy ( $\beta = .219, p \leq .01$ ) is significant at .01 level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Career Decision Making Self-Efficacy is 12.05 percent in predicting Entrepreneurial Attitude of higher secondary school students. Thus, the variable Career Decision Making Self-Efficacy is a significant predictor of Entrepreneurial Attitude of higher secondary school students.

34. The unstandardized coefficient ( $b$ ) obtained for the Locus of Control is .701, it means that the increase in the score of Entrepreneurial Attitude is 0.701 for increase in each unit of Locus of Control. Locus of Control ( $\beta = .174, p \leq .01$ ) is significant at .01 level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Locus of Control is 8.18 percent in predicting Entrepreneurial Attitude of higher secondary school students. Therefore, the variable Locus of Control is a significant predictor of Entrepreneurial Attitude of higher secondary school students.
35. The unstandardized coefficient ( $b$ ) obtained for the Social Competence is .266, it means that the increase in the score of Entrepreneurial Attitude is 0.266 for increase in each unit of Social Competence. Social Competence ( $\beta = .416, p \leq .01$ ) is significant at .01 level in predicting Entrepreneurial attitude of higher secondary school students. The individual contribution of Social Competence is 25.79 percent in predicting Entrepreneurial Attitude of higher secondary school students. Thus, the variable Social Competence is a significant predictor of Entrepreneurial Attitude of higher secondary school students.

36. The regression equation with the values of  $b$ , the regression model can be expressed as;

$Y' = 43.546 + .139X_1 + .701X_2 + .266X_3$  The unstandardized equation suggests that for a unit increase in  $X_1$  (Career Decision Making Self-Efficacy), the increase in  $Y'$  (Entrepreneurial Attitude) is .139 units when the effects of  $X_2$  and  $X_3$  are held constant. For a unit increase in  $X_2$  (Locus of Control), the increase in  $Y'$  (Entrepreneurial Attitude) is .701 units when the effects of  $X_1$  and  $X_3$  are nullified. For a unit increase in  $X_3$  (Social Competence), the increase in  $Y'$  (Entrepreneurial Attitude) is .266 units when the effects of  $X_1$  and  $X_2$  are held constant.

37. The equation using standardized Beta coefficients of the model is  $Z_{y'} = .219Z_{X_1} + .174Z_{X_2} + .416Z_{X_3}$ . Standardized coefficient ( $\beta$ ) obtained for the Career Decision Making Self-Efficacy is .219 indicates that as Career Decision Making Self Efficacy increases by one standard deviation, Entrepreneurial Attitude of higher secondary school students increases by 0.219 standard deviation, provided the effects of other two predictors, Locus of Control and Social Competence are kept constant. Standardized coefficient ( $\beta$ ) obtained for the Locus of Control is .174 indicates that as Locus of Control increases by one standard deviation, Entrepreneurial Attitude of higher secondary school students increases by .174 standard deviation, provided the effects of other two predictors. Career Decision Making Self- Efficacy and Social Competence, are kept constant. Standardized coefficient ( $\beta$ ) obtained for the Social Competence is .416 indicates that as Social Competence

increases by one standard deviation, Entrepreneurial Attitude of higher secondary school students increases by .416 standard deviation, provided the effects of other two predictors, Career Decision Making Self Efficacy and Locus of Control, are kept constant.

### **Tenability of Hypotheses**

The hypotheses framed for the study are tested on the basis of the findings of the study and the tenability of hypotheses framed are detailed in this section.

#### **Hypothesis 1**

The first hypothesis states that *there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on gender*. Findings indicated that there exists significant difference in the mean scores of Career Decision Making Self-efficacy of higher secondary school students for the subgroups based on gender. Hence, *the hypothesis is accepted*.

#### **Hypothesis 2**

The second hypothesis states that *there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on gender*. Findings revealed that there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on gender. Hence, *the hypothesis is accepted*.

**Hypothesis 3**

The third hypothesis states that *there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on gender*. Findings revealed there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on gender. Hence, *the hypothesis is accepted*.

**Hypothesis 4**

The fourth hypothesis states that *there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender*. Findings indicated that there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender. Hence, *the hypothesis is accepted*.

**Hypothesis 5**

The fifth hypothesis states that *there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools*. Findings revealed that there exists significant difference in Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on type of management of schools. Hence, *the hypothesis is accepted*.

### **Hypothesis 6**

The sixth hypothesis states that *there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on type of management of schools.* Findings revealed that there exists significant difference in Locus of Control of higher secondary school students for the subgroups based on type of management of schools. Hence, *the hypothesis is accepted.*

### **Hypothesis 7**

The seventh hypothesis states that there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on type of management of schools. Findings revealed that there exists significant difference in Social Competence of higher secondary school students for the subgroups based on type of management of schools. Hence, *the hypothesis is accepted.*

### **Hypothesis 8**

The eighth hypothesis states that *there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools.* Findings revealed that there exists significant difference in Entrepreneurial Attitude of higher secondary school students for the subgroups based on type of management of schools. Hence, *the hypothesis is accepted.*

**Hypothesis 9**

The ninth hypothesis states that *there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on locale of schools*. Findings indicated that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of the higher secondary school students for the subgroups based on locale of schools. Hence, *the hypothesis is rejected*.

**Hypothesis 10**

The tenth hypothesis states *there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on locale of schools*. Findings revealed that there exists significant difference in Locus of Control of higher secondary school students for the subgroups based on locale of schools. Hence, *the hypothesis is accepted*.

**Hypothesis 11**

The eleventh hypothesis states that there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on locale of schools. Findings revealed that there exists significant difference in Social Competence of higher secondary school students for the subgroups based on locale of schools. Hence, *the hypothesis is accepted*.

### **Hypothesis 12**

The twelfth hypothesis states that *there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on locale of schools*. Findings indicated that there exists no significant difference in the mean scores of Entrepreneurial Attitude of the higher secondary school students for the subgroups based on locale of schools. Hence, *the hypothesis is rejected*.

### **Hypothesis 13**

The thirteenth hypothesis states that *there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents*. Findings indicated that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on occupation of parents. Hence, *the hypothesis is rejected*.

### **Hypothesis 14**

The fourteenth hypothesis states that *there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents*. Findings revealed that there exists no significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on occupation of parents. Hence, *the hypothesis is rejected*.

**Hypothesis 15**

The fifteenth hypothesis states that *there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents*. Findings revealed that there exists no significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on occupation of parents. Hence, *the hypothesis is rejected*.

**Hypothesis 16**

The sixteenth hypothesis states that *there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents*. Findings revealed that there exists no significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents. Hence, *the hypothesis is rejected*.

**Hypothesis 17**

The seventeenth hypothesis states that *there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses*. Findings revealed that there exists significant difference in the mean scores of Career Decision Making Self-Efficacy of higher secondary school students for the subgroups based on stream of courses. Hence, *the hypothesis is accepted*.

### **Hypothesis 18**

The eighteenth hypothesis states that *there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses*. Findings indicated that there exists significant difference in the mean scores of Locus of Control of higher secondary school students for the subgroups based on stream of courses. Hence, *the hypothesis is accepted*.

### **Hypothesis 19**

The nineteenth hypothesis states that *there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses*. Findings revealed that there exists significant difference in the mean scores of Social Competence of higher secondary school students for the subgroups based on stream of courses. Hence, *the hypothesis is accepted*.

### **Hypothesis 20**

The twentieth hypothesis states that *there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses*. Findings indicated that there exists significant difference in the mean scores of Entrepreneurial Attitude of higher secondary school students for the subgroups based on stream of courses. Hence, *the hypothesis is accepted*.

### **Hypothesis 21**

The twenty-first hypothesis states that *there exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students*. Findings indicated that there exists significant main effect of Career Decision Making Self-Efficacy on Entrepreneurial Attitude of higher secondary school students. Hence, *the hypothesis is accepted*.

### **Hypothesis 22**

The twenty-second hypothesis states that *there exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students*. Findings indicated that there exists significant main effect of Locus of Control on Entrepreneurial Attitude of higher secondary school students. Hence, *the hypothesis is accepted*.

### **Hypothesis 23**

The twenty-third hypothesis states that *there exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students*. Findings revealed that there exists significant main effect of Social Competence on Entrepreneurial Attitude of higher secondary school students. Hence, *the hypothesis is accepted*.

### **Hypothesis 24**

The twenty-fourth hypothesis states that *there exists significant interaction effect of the independent variables namely, Career Decision Making Self-Efficacy,*

*Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.* Findings indicated that revealed there exists no significant interaction effect of the independent variables namely, Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students. Hence *the hypothesis is rejected.*

### **Hypothesis 25**

The twenty-fifth hypothesis states that *there is significant individual and combined contribution of Career Decision Making Self-Efficacy, Locus of Control, and Social Competence on the dependent variable, Entrepreneurial Attitude of higher secondary school students.* Findings revealed that Career Decision Making Self-Efficacy, Locus of Control, and Social Competence individually and jointly contribute significantly in predicting Entrepreneurial Attitude of higher secondary school students. Hence, *the hypothesis is accepted*

### **Conclusions**

The results of the study indicated that the higher secondary school students are having moderate level of Career Decision Making Self-Efficacy, majority of students possess internal Locus of Control, moderate level of Social Competence, and moderate level of Entrepreneurial Attitude. Results of the study are in line with the results of previous researches which indicated that students possess moderate level of career decision making self-efficacy (Salim et al., 2023; Sharma, 2021), majority of students possessed internal locus of control (Iheka et al., 2024; Nimisha, 2020),

majority students possessed moderate level of social competence (Kour & Rajput, 2023; Razaei, 2023; Gómez-López et al., 2022), and majority students possessed moderate level of entrepreneurial attitude (Sukumar et al., 2022; Jena, 2020; Smitha, 2017).

Mean difference analysis indicated that there exists significant difference in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on gender, type of management of schools, and stream of courses. Similar results were indicated in previous studies in case of career decision making self-efficacy (Disha et al., 2023; Zhang et al., 2023; Alexander & Harris, 2022; Duru, 2022; Javed & Alee, 2020), locus of control (Patel & Sharma, 2023), social competence (Manzoor & Malhotra, 2024; Sharma, 2023; Poduthas, 2003), and entrepreneurial attitude (Gnanamkonda & Naidu, 2024; Murugan et al., 2019; Smitha, 2017; Nair, 2015). Results of mean difference analysis also indicated that there exists significant difference in the mean scores of Locus of Control and Social Competence, but no significant difference in mean scores of Career Decision Making Self-Efficacy and Entrepreneurial Attitude of higher secondary school students for the subgroups based locale of schools. The results of the study are supported by the findings of previous research in case of social competence (Alfred & Hillar, 2021). Further, the mean difference analysis indicated that there exists no significant difference in the mean scores of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, and Entrepreneurial Attitude of higher secondary school students for the subgroups based on occupation of parents. Similar results were pointed out in previous

studies in case of career decision making self-efficacy (Cahyawulan & Fazny, 2022; Baglama & Uzunboylu, 2017), social competence (Kour & Rajput; 2023), and entrepreneurial attitude (Gnanamkonda & Naidu, 2024; Nair, 2015; Ameen, 2013).

The results of three-way analysis of variance with 2 X 2 X 2 factorial design indicated that the main effect of Career Decision Making Self-Efficacy, Locus of Control, Social Competence, on Entrepreneurial Attitude of higher secondary school students is significant. The findings arrived are supported by the results of previous research (Segal et al., 2005; Lanero et al., 2016; Baluku et al., 2018; Chungphangam & Pachuau, 2020). The results also indicated the there is no significant interaction effect of Career Decision Making Self- Efficacy and Locus of Control, Career Decision Making Self- Efficacy and Social Competence, as well as Locus of Control and Social Competence on Entrepreneurial Attitude of higher secondary school students. In addition to that, the results indicated that the combined effect of Career Decision Making Self-Efficacy, Locus of Control, Social Competence on Entrepreneurial Attitude of higher secondary school students is also not significant.

Multiple regression analysis reveals that Career Decision Making Self-Efficacy, Locus of Control, and Social Competence jointly as well as individually contribute significantly in predicting Entrepreneurial Attitude of higher secondary school students. Previous studies supported that locus of control is a significant predictor of entrepreneurial intention (Bonnett & Furnham, 1991; Tentama & Abdussalam, 2020) and entrepreneurial attitude (Chhillar et al., 2025). By analyzing the individual contribution, it is inferred that Social Competence contributes higher followed by Career Decision Making Self-Efficacy and Locus of Control in predicting

Entrepreneurial Attitude of higher secondary school students. The regression equation with the values of  $b$ , the regression model can be expressed as;  $Y' = 43.546 + .139X_1 + .701X_2 + .266X_3$ . The equation using standardized Beta coefficients ( $\beta$ ) of the model is  $Z_y' = .219Z_{X_1} + .174Z_{X_2} + .416Z_{X_3}$ .

## *Chapter Six*

# **RECOMMENDATIONS OF THE STUDY**

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- Educational Implications of the Study
- Suggestions for Further Research

The present study focuses to find out the influence of career decision making self-efficacy, locus of control, and social competence on entrepreneurial attitude of higher secondary school students. This chapter discusses the educational implications of study and suggestions for further research arrived by the investigator based on the findings of the study.

More than 300 million people in India are living below the poverty level and no government can possibly supply everyone with a means of livelihood. Such circumstances undoubtedly demand an ongoing social effort in which individuals are inspired to develop entrepreneurial mindset. Thus, a comprehensive approach by incorporating government, industry, and schools is need to develop entrepreneurial activity and innovation among the youth. Entrepreneurship plays a crucial role in industrial growth as evidenced by flourishing economies in industrialized countries and is now emerged as a recognized profession that can be developed and nurtured through specific training and educational programs, as evidenced by behavioral research and experiments being conducted around the regions (Youssef et al., 2018). Some universities are considering to include entrepreneurial development as a subject in their graduate and post-graduate curriculums, while many others have already implemented it (Khanka, 2021).

The introduction of entrepreneurship-oriented education in school curriculum is necessary to improve students' ability to think innovatively (Loss & Bascunan, 2015). In the words of Rahul Bajaj, Chairman and Managing Director, Bajaj Auto, “If we could have an entrepreneur in every family, India’s economy would sky rocket and we would then be able to take our rightful place as an economic super power in the community of nations. Entrepreneurs create jobs, wealth as well as products and services” (as cited in Khanka, 2021). Hence, the present study investigated the influence of career decision making self-efficacy, locus of control, and social competence on entrepreneurial attitude of higher secondary school students.

### **Educational Implications of the Study**

On the basis of the findings of the study the investigator proposes the educational implications of the study to enhance entrepreneurial attitudes among higher secondary school students.

### **Fostering Career Decision Making Self-Efficacy, Locus of Control, and Social Competence and Addressing Differences in Subgroups**

The results of the study revealed that the level of career decision making self-efficacy and social competence of higher secondary school students are moderate as well as majority of students possess internal locus of control. The results also indicated that there exists significant difference in the mean scores of career decision making self-efficacy, locus of control, and social competence of higher secondary school students for the subgroups based on gender, type of management of schools, and stream of courses. Results also indicated that there exist no significant difference

mean scores of career decision making self-efficacy, locus of control, and social competence of higher secondary school students for the subgroups based on occupation of parents. Additionally, there exists significant difference in the mean scores of locus of control and social competence for the subgroups based on locale of schools but no significant difference in career decision making self-efficacy and entrepreneurial attitude. Based on the research findings, strategies has to be taken to boost career decision making self-efficacy, internal locus of control, and social competence of higher secondary school students.

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

- Career decision making self-efficacy can be enhanced through the strategies such as reflective practices, engaging with peers having similar career interest, self-questioning, career guidance activities to identify their strengths and weakness, organize workshops involving parents and students, and provide opportunities to explore career information.
- In order to meet the gender differences in career decision making self-efficacy, gender neutral career counselling can be provided from early stages of schooling. Boys and girls should be exposed to both traditional and emerging careers.
- Students at higher secondary school has to decide on their future areas of career specialization and to determine the basis of their academic career grounded on their abilities, aptitude, and areas of interest. Workshops focusing on goal setting and SWOT analysis can be carried out to encourage boys, aided

school students, and students studying humanities and commerce of higher secondary schools.

- Inspire students to build confidence through training sessions on decision making skills. Training can be provided to teachers and parents to engage in career talks and to support students by providing information on existing career opportunities.

### ***Locus of Control***

- Internal locus of control of students can be strengthened through the strategies such as implementation of self-regulated learning strategies, cognitive restructuring, practicing goal setting techniques, providing encouragement, and integrating resilience training in curriculum.
- Teach, the boys, aided school students, rural school students, and students studying humanities and commerce of higher secondary schools to attribute success or failure to their own activities rather than on luck or external factors.
- Parents and teachers can provide opportunities for students to organize programmes that requires engagement and responsibility of the students at home or school. As well as, train the students to identify the factors affected the success or failure of the organized programme.

### ***Social Competence***

- Social competence of students can be improved by providing training in cooperative learning strategies, providing opportunities for social interactions

through role-play and simulation, engaging in projects and internships that requires team work and social responsibility, and encourage participation in co-curricular activities to enhance leadership skills. In addition to that, social skill training programmes can be arranged to develop social competence.

- Socio-emotional aspects can be integrated to the curriculum and encourage boys, aided school students, rural school students, and students studying humanities and commerce of higher secondary schools for emotional expression. Furthermore, projects that require mixed role collaboration and shared goals can be assigned to the students for participation of students from different strata.
- In order to boost social competence, parents and teachers should provide opportunities to engage students in active listening, training in communication, assign leadership roles, and reward on empathetic attitude.

### **Addressing Differences in Entrepreneurial Attitude Among Subgroups**

Findings of the study indicated that there exists significant difference in the mean scores of entrepreneurial attitudes of higher secondary school students with respect to gender, type of management of schools, and stream of courses. Results also indicated that there exists no significant difference in the mean scores of entrepreneurial attitude of higher secondary school students for the subgroups based on locale of schools and occupation of parents.

- Women play an equal part in the growth of the country as men do. The realm of entrepreneurship is now accessible to women as well. Women have made

the brave decision to step out the conventional domestic role and pursue employment outside the house in recent years all over the world. Results also support this view, hence to sustain their high level of entrepreneurial attitude, schools should offer additional programs for girls, including interactive sessions with successful women entrepreneurs.

- Proper guidance should be offered to boys in higher secondary schools to make appropriate career plans by understanding their abilities and interests and to encourage them to pursue entrepreneurship as a career. Awareness on entrepreneurial development programmes by government can be provided as well as more opportunities can be provided to boys to participate in the activities of entrepreneurial clubs in schools.
- Schools can arrange practical experience to both boys and girls in addition to the theoretical foundation of entrepreneurship in the form of internships and field visits.
- In order to sustain the entrepreneurial attitude of government higher secondary school students, opportunities can be provided to run small business of eco-friendly products in schools and field visits to local farms and factories can be carried out.
- Students who are studying in aided schools can be given more opportunity to attend, organize, and execute entrepreneurial events, take on leadership roles, and be encouraged to participate in a variety of activities in order to increase their motivation and self-confidence.

- Rural and urban school students can be provided with opportunities to take the lead in community-based and school-related activities. To develop students' abilities, skills, and attitudes toward entrepreneurship, schools should collaborate with local entrepreneurs, start-up incubation centers, and financial institutions to undertake awareness and training programs and workshops.
- Special attention can also be paid to empower students and implement various entrepreneurship programs that provide equitable chances for rural and urban students in entrepreneurship education and career choice.
- Students' decisions to come out from their dreams for white-collar jobs in favor of entrepreneurship as a career path are heavily impacted by the attitudes of parents, teachers, school, and local community. Parents should try to instill attitudes toward entrepreneurship, regardless of their occupation.
- In order to foster entrepreneurial skills and inspire them to come up with original and creative ideas, youth entrepreneurs must be nurtured and supported from their childhood by their parents, teachers, and community.
- Workshops as well as seminars can be organized with the participation of parents and students in order to create awareness on role of entrepreneurship in the development of nation.
- In addition to that trade fairs can be organized to promote the schemes on entrepreneurship provided by the central and state government to encourage entrepreneurship.

- Orientation classes, seminars, internships, and training programs on entrepreneurial opportunities should be offered to aspiring students irrespective of the subject of study. The curriculum of all streams must expose students to a wide range of entrepreneurial opportunities and activities.
- Schools need to offer interactive programs highlighting prosperous entrepreneurs, particularly for students studying in the humanities and commerce stream of courses.
- Schools should take additional care to develop entrepreneurial attitude among commerce students as they have chosen a programme which aims at creating entrepreneurs. Thus, more emphasis should be given to entrepreneurial education in commerce curriculum by highlighting practical entrepreneurial activity.

### **Strengthening Entrepreneurial Attitude**

The results of study indicated that the higher secondary school have moderate level of entrepreneurial attitude. The findings of the study also indicated that there exists significant main effect of career decision making self-efficacy, locus of control, social competence, on Entrepreneurial Attitude of higher secondary school students. The results also indicated there is no interaction effect of the career decision making self-efficacy, locus of control, social competence, on entrepreneurial attitude of higher secondary school students. In addition to that, the individual and combined contribution of predictor variables, career decision making self-efficacy, locus of

control, and social competence in predicting the criterion variable, entrepreneurial attitude is significant.

- Entrepreneurial attitude among students can be boosted through strengthening the government initiated programmes to develop entrepreneurial attitude among students such as IDEA 2023 and activities of entrepreneurial development clubs in schools and colleges, integrating entrepreneurial education to curriculum, providing opportunities to interact with successful entrepreneurs in the society, engaging in internship practices, and creating awareness of entrepreneurial and startup schemes by central and state governments.
- Schools can arrange internship programs to provide students with direct experience in their selected area, as well as organize job fairs and events which connect students with entrepreneurs in their sector.
- Programs fostering entrepreneurship can be arranged in schools to influence the students choosing entrepreneurship as a career by enhancing career decision making self-efficacy, internal locus of control, and social competence separately.
- Emphasis should be given to enhance the ability to take decisions regarding career, to take responsibility of their own outcomes as well as actions, to develop social skills of the students, and to accept entrepreneurship as a career.
- Curriculum at higher secondary level should focus on incorporating roleplays, cases studies, and projects integrating real world entrepreneurial activities by

highlighting career decision making self-efficacy, internal locus of control, and social competence.

- Entrepreneurial course materials may incorporate modules on career decision making self-efficacy, internal locus of control, and social competence which will expose the children to the reality of their environments and enable them how to develop self-appraisal, collecting occupational information, goal selection, internal control, adoption of social values, development of a positive self-identity, interpersonal skills acquisition, ability to recognize emotions of self and others.
- Since education is undoubtedly the most effective way to mold young people's attitudes, abilities, and culture, entrepreneurship education must be incorporated into our educational system from an early stage.
- Curriculum planners should consider student's career decision making self-efficacy, internal locus of control, social competence, and entrepreneurial attitude while designing, planning, and executing various educational programs.
- The functioning of Entrepreneurship Development Clubs (EDC) in schools should be strengthened by promoting various entrepreneurship development programs among the students at all levels of education.
- Students should also be informed about central and state government assistance as well schemes for young entrepreneurs.

- The development of an appropriate entrepreneurial curriculum that includes exposure to entrepreneurial and small industrial development along with industry interaction programs are needed.
- Students should be encouraged and educated on how to develop successful entrepreneur personality traits and characteristics such as innovation, hard work and perseverance, planning and decision making, problem solving, self-confidence, risk-taking, leadership, communications skills, income generation motive, entrepreneurship interest, and technical knowledge at the onset of their career journey.
- Professional development programmes can be provided to the teachers at higher secondary level to develop modules on entrepreneurship development programmes by incorporating activities of career decision making self-efficacy, fostering internal locus of control, and developing social competence.
- Proper feedback can be provided to the students by measuring their attitudes in entrepreneurship, aptitude in career to take appropriate career decisions, orientation to internal locus of control, and social competence by the teachers.
- Curriculum should be tailored according to the unique needs of the students, industry, and society by emphasizing career decision making, internal locus of control, development of social skills and problem-solving through case studies, role-playing, and real-world scenarios.

- Educate parents and community members on the need for fostering career decision making self-efficacy, internal locus of control, and social competence through seminars and workshops.

### **Suggestions for Further Research**

The suggestions for extending this research are as follows.

1. A longitudinal study of influence of career decision making self-efficacy, locus of control, and social competence on entrepreneurial attitude of higher secondary school students can be conducted.
2. Influence of career decision making self-efficacy, locus of control, and social competence on entrepreneurial attitude of higher secondary school students can be conducted in a cross-cultural setting.
3. Further investigation is required to figure out other dimensions that influence entrepreneurial attitudes among higher secondary school students.
4. A replica of the current study can be undertaken on a different sample to ensure more reliable and accurate results and at various levels of education.
5. A study can be explored for developing entrepreneurship related course materials and modules for students.
6. A study can be undertaken, how do family background, parental factors, cultural norms, values, and beliefs shape students' entrepreneurial attitudes.

7. The impact of socio-economic status and demographic variables on career decision making self-efficacy, locus of control, and social competence can be studied.
8. The influence of social media, digital technology, technological innovation, online platforms, and student networking on the development of entrepreneurship can be examined.
9. A study can be conducted to analyze the entrepreneurial mindsets and attitudes of varied populations, including women, minorities, tribal students, fisheries school students, technical school student, and differentially abled students.
10. Studies can be conducted on how personality factors like risk-taking propensity, self-efficacy, and resilience impact the entrepreneurial mentality of successful entrepreneurs.
11. Development and validation of programs to enhance career decision making self-efficacy, locus of control, social competence, and entrepreneurial attitude can be carried out.
12. Experimental studies to develop various instructional methods and approaches in fostering entrepreneurial attitudes among students can be conducted.
13. Studies to investigate the impact of career decision making self-efficacy, locus of control, and social competence on teacher related variables can be carried out.

14. Comparison of entrepreneurial attitudes between vocational and normal higher secondary students can be carried out.
15. Study on school and college students' awareness of government initiatives to encourage entrepreneurship might be conducted.

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# **APPENDICES**

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DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT

CAREER DECISION MAKING SELF-EFFICACY SCALE  
(Malayalam - Final)

Satheesh. P.T.  
Research Scholar

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Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്: ആൺ/പെൺ/മറ്റുള്ളവ  
 വിദ്യാലയത്തിന്റെ പേര്: ഗവൺമെന്റ്/എയ്ഡഡ്  
 വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ് നഗരം/ഗ്രാമം  
 രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി

നിർദ്ദേശങ്ങൾ

കരിയർ (തൊഴിൽ/ജോലി) സംബന്ധമായ തീരുമാനങ്ങളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനക്കും 'പൂർണ്ണമായി യോജിക്കുന്നു', 'യോജിക്കുന്നു', 'തീരുമാനമില്ല', 'വിയോജിക്കുന്നു', 'പൂർണ്ണമായി വിയോജിക്കുന്നു'. എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം തന്നിരിക്കുന്ന പ്രതികരണങ്ങളിൽ ഉചിതമെന്ന് തോന്നുന്നതിൽ (✓) മാർക്ക് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	ഏത് പ്രവർത്തനവും ഏറ്റവും നന്നായി ചെയ്യാൻ പറ്റും എന്ന വിശ്വാസം എനിക്കുണ്ട്.					
2	കരിയർ സംബന്ധമായ തീരുമാനങ്ങൾ എടുക്കുന്നതിന് ഞാൻ അധ്യാപകരുടെ സഹായം തേടാറുണ്ട്.					
3	കരിയർ സംബന്ധമായ ലക്ഷ്യങ്ങൾ നിർണ്ണയിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
4	കരിയർ ലക്ഷ്യങ്ങൾ നേടുന്നതിനായി കൃത്യമായി ആസൂത്രണം ചെയ്യാറുണ്ട്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീർമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
5	കരിയറിൽ നേരിടാവുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ എനിക്ക് സാധിക്കും.					
6	തൊഴിലവസര മൽസരപ്പരീക്ഷകളിൽ മികച്ച പ്രകടനം നടത്താനാവുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.					
7	തൊഴിലിനാവശ്യമായ സാഹചര്യങ്ങൾ കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറില്ല.					
8	എനിക്ക് ഏറ്റവും അനുയോജ്യമായ കരിയർ ഏതാണെന്ന ധാരണ എനിക്കുണ്ട്.					
9	കരിയർ സംബന്ധമായ കാര്യങ്ങൾ ആസൂത്രണം ചെയ്യാൻ എനിക്ക് സമയം ലഭിക്കാറില്ല.					
10	കരിയർ സംബന്ധമായ ബുദ്ധിമുട്ടുകൾ തരണം ചെയ്യാനുള്ള ആത്മവിശ്വാസം എനിക്കില്ല.					
11	ലക്ഷ്യപ്രാപ്തിക്കായി ഞാൻ കഠിനാധ്വാനം ചെയ്യാറുണ്ട്.					
12	കരിയർ സംബന്ധമായ സംശയങ്ങൾ ബന്ധുക്കളോട് അന്വേഷിക്കാറില്ല.					
13	എന്റെ കഴിവിനനുസരിച്ച് ഏറ്റവും നല്ല കരിയർ തിരഞ്ഞെടുക്കാൻ എനിക്ക് സാധിക്കും.					
14	നേടിയെടുക്കാൻ പറ്റുന്ന കരിയർ ലക്ഷ്യങ്ങളാണ് ആസൂത്രണം ചെയ്യാനുള്ളത്.					
15	കരിയർ ലക്ഷ്യത്തിലെത്തുമോ എന്ന ആശങ്ക എന്റെ പരിശ്രമങ്ങളെ നിരുത്സാഹപ്പെടുത്താറുണ്ട്.					
16	ഓരോ പ്രവർത്തനത്തിനും ഏറ്റവും അനുയോജ്യമായ കഴിവുകൾ ഉപയോഗിക്കുവാൻ എനിക്ക് സാധിക്കും.					
17	എന്റെ കഴിവുകൾക്ക് യോജിച്ച കരിയർ മേഖലകളെക്കുറിച്ച് വ്യക്തമായ ധാരണയില്ല.					
18	കരിയർ സംബന്ധമായി ഒരു ലക്ഷ്യം ഉണ്ടാവണമെന്ന് എനിക്ക് തോന്നിയിട്ടില്ല.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
19	എന്റെ കഴിവിനനുസരിച്ചുള്ള ഒരു കരിയറാണ് ഞാൻ തീരുമാനിച്ചിരിക്കുന്നത്.					
20	ശരിയോ തെറ്റോ എന്ന് ആശങ്കപ്പെടാതെ കരിയറിനെക്കുറിച്ച് തീരുമാനമെടുക്കേണ്ടതാണ്.					
21	എന്റെ കഴിവുകളെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയില്ല.					
22	വായനയിലൂടെ (പുസ്തകങ്ങൾ, പത്രങ്ങൾ, മാസികകൾ etc.) കരിയർ സംബന്ധമായ വിവരങ്ങൾ ശേഖരിക്കാറുണ്ട്.					
23	കരിയർ സംബന്ധമായ ലക്ഷ്യം പിന്തുടരാൻ ഞാൻ ശ്രമിക്കാറില്ല.					
24	എന്റെ കുടുംബ പശ്ചാത്തലം മനസ്സിലാക്കിയാണ് ഞാൻ കരിയർ ആസൂത്രണം ചെയ്യുന്നത്.					
25	കരിയർ ലക്ഷ്യം നേടുന്നതിനായി സ്ഥിരോത്സാഹത്തോടെ പ്രവർത്തിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
26	എന്റെ പോരായ്മകളെക്കുറിച്ച് ഞാൻ ബോധവാനല്ല.					
27	ഏത് കരിയറിൽ എത്തിച്ചേരണമെന്ന ആഗ്രഹം സുഹൃത്തുക്കളുമായി പങ്കുവയ്ക്കാറുണ്ട്.					
28	എന്റെ കരിയറുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ തീരുമാനിക്കേണ്ട സമയം ഇപ്പോഴാണെന്ന് ഞാൻ മനസ്സിലാക്കുന്നു.					
29	സംതൃപ്തി കിട്ടുന്ന ജോലി നോക്കിയാണ് എന്റെ കരിയർ ലക്ഷ്യം തീരുമാനിക്കുന്നത്.					
30	നിർണ്ണായകമായ തീരുമാനങ്ങൾ എടുക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
31	എന്റെ കഴിവുകൾക്കനുസരിച്ചുള്ള ജോലി നേടാമെന്ന വിശ്വാസം എനിക്കുണ്ട്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
32	ഭാവിയിൽ ഉണ്ടാവാൻ സാധ്യതയുള്ള തൊഴിലവസരങ്ങൾ കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറില്ല.					
33	ഒരു ലക്ഷ്യത്തിനനുസരിച്ച് പ്രവർത്തിക്കുന്നത് കഠിനമെന്ന സഹായിക്കുമെന്ന് ഞാൻ കരുതുന്നു.					
34	സാമൂഹികാംഗീകാരം നൽകുന്ന കഠിനമേ ആണ് ഞാൻ ആസൂത്രണം ചെയ്യുന്നത്.					
35	ജോലി സംബന്ധമായ ലക്ഷ്യത്തിൽ എത്തിച്ചേരാൻ ഏത് പ്രതിസന്ധികളും അഭിമുഖീകരിക്കാൻ ഞാൻ തയ്യാറാണ്.					
36	സങ്കീർണ്ണമായ ജോലി ഏറ്റെടുക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
37	സമൂഹത്തിൽ ഏറ്റവും മാന്യമായ സ്ഥാനം ലഭിക്കുന്ന ജോലിയെക്കുറിച്ചു ഞാൻ അന്വേഷിക്കാറുണ്ട്.					
38	ലക്ഷ്യം നേടിയാൽ ധാരാളം നേട്ടങ്ങൾ ഉണ്ടാകുമെന്ന് എനിക്കുറപ്പുണ്ട്.					
39	തൊഴിലവസരങ്ങൾ മനസ്സിലാക്കാതെയാണ് ഞാൻ കഠിനമേ ആസൂത്രണം ചെയ്യുന്നത്.					
40	എന്റെ കഠിനമേ ലക്ഷ്യത്തിലെത്തിച്ചേരാൻ കഴിയുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
41	കഠിനമേ സംബന്ധമായ അവസരങ്ങൾ ഉപയോഗപ്പെടുത്താൻ എനിക്ക് സാധിക്കാറില്ല.					
42	എനിക്ക് താൽപ്പര്യമുള്ള മേഖലയിൽ ജോലി ചെയ്യുന്ന വ്യക്തികളുമായി കഠിനമേ സാധ്യതകളെക്കുറിച്ച് ചർച്ച ചെയ്യാറുണ്ട്.					
43	കഠിനമേ ലക്ഷ്യങ്ങളിലേക്കെത്തുന്നതിനായി തയ്യാറെടുപ്പുകൾ ഞാൻ നടത്താറില്ല.					
44	എന്റെ വിദ്യാഭ്യാസ യോഗ്യതയുടെ അടിസ്ഥാനത്തിലാണ് ഞാൻ കഠിനമേ തീരുമാനിക്കുന്നത്.					
45	ഭാവിയിൽ നേരിടാവുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സാധിക്കുമെന്ന് എനിക്ക് വിശ്വാസമുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
46	ജോലിക്കുപേക്ഷിക്കാൻ ആവശ്യമായ മികച്ച ബയോഡാറ്റ (വ്യക്തിയെക്കുറിച്ചും യോഗ്യതയെക്കുറിച്ചുമുള്ള വിവരണം) തയ്യാറാക്കാൻ എനിക്ക് സാധിക്കും.					
47	പത്രങ്ങളിൽ പ്രസിദ്ധീകരിക്കുന്ന കരിയർ സംബന്ധമായ ലേഖനങ്ങൾ സ്ഥിരമായി ഞാൻ വായിക്കാറുണ്ട്.					
48	ഞാൻ പിന്തുടരുന്ന കരിയർ ലക്ഷ്യങ്ങൾ നേടിയെടുക്കാൻ പറ്റും എന്ന വിശ്വാസം എനിക്കുണ്ട്.					
49	ലക്ഷ്യത്തിൽ എത്തിച്ചേരുന്നതിനാവശ്യമായ തയ്യാറെടുപ്പുകളൊന്നും നടത്താറില്ല.					
50	എന്റെ കരിയർ തീരുമാനിക്കാൻ ഞാൻ പ്രാപ്തനാണ്.					
51	എന്റെ കഴിവിനനുസരിച്ച് ജോലി ലഭിക്കുന്ന സ്ഥാപനങ്ങളെക്കുറിച്ച് അന്വേഷിക്കാറുണ്ട്.					
52	കരിയർ തിരഞ്ഞെടുക്കുന്നതിനായി രക്ഷിതാക്കളുടെ ഉപദേശം തേടാറുണ്ട്.					
53	സ്കൂളിലെ കരിയർ ഗൈഡൻസ് ക്ലാസ്സുകളിൽ പങ്കെടുക്കാറുണ്ട്.					

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**CAREER DECISION MAKING SELF-EFFICACY SCALE  
(English - Final)**

**Satheesh. P.T.**  
Research Scholar

**Prof.(Dr.) Bindhu C.M.**  
Research Supervisor

Name of Student: Male/Female/ Others

Name of School: Government / Aided

Stream of Course: Science/Humanities/Commerce Urban/ Rural

Occupation of Parent: Business/ Employment/ Abroad/ Casual Workers

**Instructions:**

Statements related to decisions regarding career are given below. Each statement is provided with five responses such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. Read each statement carefully and mark your response by using a (✓) mark. Your responses will be used only for research purposes.

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I believe that any activity can be done to the best of my ability.					
2	I seek help from teachers to make career decisions.					
3	I am unable to set career goals.					
4	I plan carefully to achieve career related goals.					
5	I can solve problems that may arise in career.					

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6	I am confident that I can perform well in career competitive exams.					
7	I am unable to find the right conditions for a career.					
8	I have an idea of a career which is best for me.					
9	I do not have the time to plan for career related matters.					
10	I lack confidence to overcome career related difficulties.					
11	I work hard to achieve my goals.					
12	I do not ask career related doubts to relatives.					
13	I can choose the best career according to my ability.					
14	I plan career goals that are achievable.					
15	Worrying about whether I will achieve my career goals often discourage my efforts.					
16	I can use appropriate skills for each activity.					
17	I do not have a clear idea of career fields that suit my skills.					
18	I do not feel like I need to have a career goal.					
19	I have decided on a career that suit my abilities.					
20	I think it is important to make a career decision without worrying about whether it is right or wrong.					

Appendix

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21	I do not have a clear understanding of my abilities.					
22	Career related information is collected through reading (books, newspapers, magazines, etc.).					
23	I do not try to pursue career goals.					
24.	I plan my career based on my family background.					
25	I am unable to work diligently to achieve my career goals.					
26	I am unaware of my shortcomings.					
27	I share with my friends what career I want to achieve.					
28	I know that it is time to make decisions regarding my career.					
29	I decide my career goals based on the job that gives me satisfaction.					
30	I am unable to make important decisions.					
31	I believe I can achieve a career that match my skills.					
32	I do not try to find potential future career opportunities.					
33	I think working towards a goal helps with career.					
34	I am planning a career that gives social recognition.					
35	I am ready to face any difficulties to achieve my career related goals.					

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
36	I am unable to take on complex work.					
37	I search for a job that gives me the most respectable position in the society.					
38	I am sure that there will be many benefits if the goal is achieved.					
39	I planned my career without understanding career opportunities.					
40	I believe I can achieve my career goals.					
41	I am unable to take advantage of career opportunities.					
42	I discuss career opportunities with people who work in my field of interest.					
43	I do not prepare to achieve my career goals.					
44	I decide on career, based on my educational qualifications.					
45	I believe that I can solve the problems that may encounter in the future.					
46	I can prepare a good biodata (description of the person and qualification) for a job application.					
47	I regularly read career related articles published in newspapers.					
48	I believe I can achieve the career goals that I pursue.					
49	I have no preparations to reach the goal.					
50	I am able to decide my career.					

*Appendix*

<b>Sl. No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
51	I search for institutions that can provide jobs based on my skills.					
52	I seek the advice from my parents on career choices.					
53	I participate in career guidance classes at school.					

Appendix III

DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT

LOCUS OF CONTROL INVENTORY  
(Malayalam - Draft)

Satheesh. P.T.  
Research Scholar

Prof.(Dr.) Bindhu C.M.  
Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്:	ആൺ/പെൺ/മറ്റുള്ളവ
വിദ്യാലയത്തിന്റെ പേര്:	ഗവൺമെന്റ്/എയ്ഡഡ്
വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ്	നഗരം/ഗ്രാമം
രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി	

**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുടെ ജീവിതസാഹചര്യങ്ങളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ സംഖ്യയ്ക്കും നേരെ 'a', 'b' എന്നിങ്ങനെ രണ്ട് പ്രസ്താവനകൾ നൽകിയിരിക്കുന്നു. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച്, നിങ്ങൾക്ക് ഏറ്റവും അനുയോജ്യമായ പ്രസ്താവന തിരഞ്ഞെടുത്ത് (✓) അടയാളം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

1. a. വിജയം നേടുന്നതിന് നന്നായി പരിശ്രമിക്കേണ്ടതുണ്ട്.
- b. എന്റെ വിജയം നിർണ്ണയിക്കുന്നത് ഭാഗ്യമാണ്.
2. a. എന്റെ കഴിവുകളാണ് എന്റെ വിജയത്തിന്റെ അടിസ്ഥാനം.
- b. പുറമെയുള്ള മറ്റു കാരണങ്ങളാണ് എന്റെ വിജയത്തിന്റെ അടിസ്ഥാനം.
3. a. ലക്ഷ്യപ്രാപ്തിയിൽ എത്തുന്നതിന് കൃത്യമായ ആസൂത്രണം അനിവാര്യമാണ്.
- b. കൃത്യമായ ആസൂത്രണമില്ലെങ്കിലും മറ്റുള്ളവരുടെ സഹായത്താൽ ലക്ഷ്യം നേടാൻ സാധിക്കും.
4. a. ജീവിതത്തിലെ ജയപരാജയങ്ങൾ നമ്മുടെ പരിശ്രമത്തിന്റെ പരിണിതഫലമാണ്.
- b. പെട്ടെന്നുണ്ടാകുന്ന ചില കാര്യങ്ങളാണ് നമ്മുടെ ജീവിതത്തിലെ ജയപരാജയങ്ങൾ തീരുമാനിക്കുന്നത്.
5. a. പാഠഭാഗങ്ങൾ അതാത് ദിവസങ്ങളിൽ പഠിച്ചുതീരുന്നത് എനിക്ക് ആത്മവിശ്വാസം നൽകുന്നു.
- b. പാഠഭാഗങ്ങൾ അതാത് ദിവസങ്ങളിൽ പഠിച്ചുതീർക്കേണ്ട ആവശ്യമില്ല.

Appendix

- 6. a. പരീക്ഷകൾക്കായി കൃത്യമായ തയ്യാറെടുപ്പുകൾ നടത്താറുണ്ട്.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ തയ്യാറെടുപ്പുകൾ ഒന്നുമില്ലെങ്കിലും ഉന്നതവിജയത്തിലേത്തിച്ചേരാൻ സാധിക്കും.
- 7. a. പരീക്ഷകളെ ആത്മവിശ്വാസത്തോടെയാണ് ഞാൻ സമീപിക്കാറുള്ളത്.
- b. പരീക്ഷാ നടത്തിപ്പിൽ മേൽനോട്ടം വഹിക്കുന്ന അധ്യാപകരുടെ രീതികളാണ് എന്റെ ജയപരാജയങ്ങൾ തീരുമാനിക്കുന്നത്.
- 8. a. പരീക്ഷകളിൽ മാർക്ക് കുറയുമ്പോൾ എന്റെ പഠനപ്രവർത്തനങ്ങൾ പുനഃപരിശോധിക്കാറുണ്ട്.
- b. പരീക്ഷ മാർക്ക് കുറയുന്നത് പഠനപ്രവർത്തനങ്ങളുടെ പ്രശ്നം കൊണ്ടല്ല.
- 9. a. ഉത്തരവാദിത്തത്തോടെയുള്ള ഇടപെടലുകൾ പഠനപ്രവർത്തനങ്ങളിൽ ആവശ്യമാണ്.
- b. ഉത്തരവാദിത്തത്തോടെയുള്ള സമീപനം ഇല്ലെങ്കിലും പഠനപുരോഗതി ഉണ്ടാകും.
- 10. a. വിജയം നേടുന്നതിന് താൽപ്പര്യം വളരെ പ്രധാനപ്പെട്ടതാണ്.
- b. താൽപ്പര്യമില്ലെങ്കിലും വിജയം നേടാൻ സാധിക്കും.
- 11. a. ജീവിത വിജയത്തിന് ഭാഗ്യനമ്പരുകൾക്ക് പ്രാധാന്യമില്ല.
- b. ചില ഭാഗ്യനമ്പരുകൾ വിജയം കൊണ്ടുവരും എന്ന് തോന്നാറുണ്ട്.
- 12. a. പരീക്ഷയിൽ ലഭിക്കുന്ന മാർക്ക് എന്റെ പരിശ്രമത്തെ ആശ്രയിച്ചിരിക്കുന്നു.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ പരീക്ഷയിൽ മാർക്ക് ലഭിക്കുമെന്ന് വിശ്വസിക്കുന്നു.
- 13. a. എന്റെ കഴിവുകളിൽ എനിക്ക് പൂർണ്ണവിശ്വാസമുണ്ട്.
- b. വിധിക്കനുസരിച്ചാണ് എന്റെ ജീവിത വിജയം തീരുമാനിക്കപ്പെടുന്നത്.
- 14. a. ജീവിതത്തിലെടുക്കുന്ന ഉറച്ച തീരുമാനമാണ് വിജയത്തിലേത്താൻ സഹായിക്കുന്നത്.
- b. വിജയത്തിലെത്തുന്നതിനായി കുറുകുവഴികൾ ഞാൻ തിരഞ്ഞെടുക്കാറുണ്ട്.
- 15. a. പഠനനിലവാരം കുറയുന്നത് എന്റെ ശ്രദ്ധക്കുറവുകൊണ്ടാണ്.
- b. പഠനനിലവാരം കുറയുന്നതിന്റെ പ്രധാന കാരണം അധ്യാപകരാണ്.
- 16. a. ജോലി ലഭിക്കുന്നതിനായി സ്ഥിരോൽസാഹത്തോടെയുള്ള പരിശ്രമം ആവശ്യമാണ്.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ ജോലി ലഭിക്കും എന്നാണ് വിശ്വാസം.
- 17. a. കരിയർ തിരഞ്ഞെടുക്കേണ്ടത് എന്റെ ഉത്തരവാദിത്തമാണെന്ന് വിശ്വസിക്കുന്നു.
- b. എനിക്ക് യോജിച്ച മികച്ച കരിയർ എന്റെ രക്ഷിതാക്കൾ കണ്ടെത്തും.

- 18. a. സ്കൂളിൽ നടക്കുന്ന കരിയർ ക്ലാസുകളിൽ പങ്കെടുക്കാറുണ്ട്.
- b. കരിയർ ക്ലാസുകളിലൊന്നും പങ്കെടുക്കാതെ തന്നെ ജോലി ലഭിക്കും.
- 19. a. കരിയർ കണ്ടെത്തുന്നതിനായി എന്റെ നിരന്തരമായ അന്വേഷണം ആവശ്യമാണ്.
- b. വിധിയുണ്ടെങ്കിൽ നല്ല കരിയർ നമ്മളെ തേടിയെത്തും.
- 20. a. കരിയർ കണ്ടെത്തുന്നതിന് സമയബന്ധിതമായ വിവര ശേഖരണം നടത്തണം എന്ന് എനിക്ക് ബോധ്യമുണ്ട്.
- b. നല്ല ജോലി കണ്ടെത്താൻ മറ്റുള്ളവർ എന്നെ സഹായിക്കും, അതിനുവേണ്ടി ഞാൻ ഒന്നും ചെയ്യേണ്ടതില്ല.
- 21. a. ആത്മവിശ്വാസത്തോടെ കാര്യങ്ങളെ സമീപിക്കുന്നതിനാൽ എനിക്ക് പരാജയഭീതി ഉണ്ടാവാറില്ല.
- b. പരാജയഭീതി ഉള്ളതിനാൽ പല പ്രവർത്തനങ്ങളും തുടങ്ങാൻ മടിക്കാണിരിക്കാറുണ്ട്.
- 22. a. വ്യക്തമായ ലക്ഷ്യബോധമുള്ളത് കൊണ്ടാണ് ഇപ്പോൾ പഠിക്കുന്ന കോഴ്സ് ഞാൻ തിരഞ്ഞെടുത്തത്.
- b. കോഴ്സ് തിരഞ്ഞെടുക്കുന്നതിനെക്കുറിച്ച് എനിക്ക് യാതൊരു അഭിപ്രായവും ഉണ്ടായിരുന്നില്ല.
- 23. a. എന്റെ താൽപ്പര്യത്തിനനുസരിച്ചുള്ള ജോലി തിരഞ്ഞെടുക്കാൻ കരിയർ അവസരങ്ങളുമായും ബന്ധപ്പെട്ട വാർത്തകൾ ശ്രദ്ധിക്കാറുണ്ട്.
- b. എന്റെ താൽപ്പര്യത്തിനനുസരിച്ചുള്ള ജോലി കണ്ടെത്താൻ ഞാൻ ഒരന്വേഷണവും നടത്താറില്ല.
- 24. a. എന്റെ വിജയത്തിന്റെ ഉത്തരവാദിത്വം എനിക്ക് തന്നെയാണ്.
- b. സുഹൃത്തുക്കളുടെ സഹായമുണ്ടെങ്കിൽ വിജയിക്കാൻ പറ്റും എന്ന് ഞാൻ കരുതുന്നു.

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**LOCUS OF CONTROL INVENTORY  
(Malayalam - Final)**

**Satheesh. P.T.**  
Research Scholar

**Prof.(Dr.) Bindhu C.M.**  
Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്:	ആൺ/പെൺ/മറ്റുള്ളവ
വിദ്യാലയത്തിന്റെ പേര്:	ഗവൺമെന്റ്/എയ്ഡഡ്
വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ്	നഗരം/ഗ്രാമം
രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി	

**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുടെ ജീവിതസാഹചര്യങ്ങളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ സംഖ്യയ്ക്കും നേരെ 'a', 'b' എന്നിങ്ങനെ രണ്ട് പ്രസ്താവനകൾ നൽകിയിരിക്കുന്നു. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച്, നിങ്ങൾക്ക് ഏറ്റവും അനുയോജ്യമായ പ്രസ്താവന തിരഞ്ഞെടുത്ത് (✓) അടയാളം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

1. a. വിജയം നേടുന്നതിന് നന്നായി പരിശ്രമിക്കേണ്ടതുണ്ട്.
- b. എന്റെ വിജയം നിർണ്ണയിക്കുന്നത് ഭാഗ്യമാണ്.
2. a. ലക്ഷ്യപ്രാപ്തിയിൽ എത്തുന്നതിന് കൃത്യമായ ആസൂത്രണം അനിവാര്യമാണ്.
- b. കൃത്യമായ ആസൂത്രണമില്ലെങ്കിലും മറ്റുള്ളവരുടെ സഹായത്താൽ ലക്ഷ്യം നേടാൻ സാധിക്കും.
3. a. ജീവിതത്തിലെ ജയപരാജയങ്ങൾ നമ്മുടെ പരിശ്രമത്തിന്റെ പരിണിതഫലമാണ്.
- b. പെട്ടെന്നുണ്ടാകുന്ന ചില കാര്യങ്ങളാണ് നമ്മുടെ ജീവിതത്തിലെ ജയപരാജയങ്ങൾ തീരുമാനിക്കുന്നത്.
4. a. പാഠഭാഗങ്ങൾ അതാത് ദിവസങ്ങളിൽ പഠിച്ചുതീരുന്നത് എനിക്ക് ആത്മവിശ്വാസം നൽകുന്നു.
- b. പാഠഭാഗങ്ങൾ അതാത് ദിവസങ്ങളിൽ പഠിച്ചുതീർക്കേണ്ട ആവശ്യമില്ല.
5. a. പരീക്ഷകൾക്കായി കൃത്യമായ തയ്യാറെടുപ്പുകൾ നടത്താറുണ്ട്.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ തയ്യാറെടുപ്പുകൾ ഒന്നുമില്ലെങ്കിലും ഉന്നതവിജയത്തിലെത്തിച്ചേരാൻ സാധിക്കും.

- 6. a. പരീക്ഷകളെ ആത്മവിശ്വാസത്തോടെയാണ് ഞാൻ സമീപിക്കാറുള്ളത്.
- b. പരീക്ഷാ നടത്തിപ്പിൽ മേൽനോട്ടം വഹിക്കുന്ന അധ്യാപകരുടെ രീതികളാണ് എന്റെ ജയപരാജയങ്ങൾ തീരുമാനിക്കുന്നത്.
- 7. a. പരീക്ഷകളിൽ മാർക്ക് കുറയുമ്പോൾ എന്റെ പഠനപ്രവർത്തനങ്ങൾ പുനഃപരിശോധിക്കാറുണ്ട്.
- b. പരീക്ഷ മാർക്ക് കുറയുന്നത് പഠനപ്രവർത്തനങ്ങളുടെ പ്രശ്നം കൊണ്ടല്ല.
- 8. a. ജീവിത വിജയത്തിന് ഭാഗ്യനമ്പരുകൾക്ക് പ്രാധാന്യമില്ല.
- b. ചില ഭാഗ്യനമ്പരുകൾ വിജയം കൊണ്ടുവരും എന്ന് തോന്നാറുണ്ട്.
- 9. a. പരീക്ഷയിൽ ലഭിക്കുന്ന മാർക്ക് എന്റെ പരിശ്രമത്തെ ആശ്രയിച്ചിരിക്കുന്നു.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ പരീക്ഷയിൽ മാർക്ക് ലഭിക്കുമെന്ന് വിശ്വസിക്കുന്നു.
- 10. a. എന്റെ കഴിവുകളിൽ എനിക്ക് പൂർണ്ണവിശ്വാസമുണ്ട്.
- b. വിധിക്കനുസരിച്ചാണ് എന്റെ ജീവിത വിജയം തീരുമാനിക്കപ്പെടുന്നത്.
- 11. a. ജീവിതത്തിലെടുക്കുന്ന ഉറച്ച തീരുമാനമാണ് വിജയത്തിലെത്താൻ സഹായിക്കുന്നത്.
- b. വിജയത്തിലെത്തുന്നതിനായി കുറുകുവഴികൾ ഞാൻ തിരഞ്ഞെടുക്കാറുണ്ട്.
- 12. a. പഠനനിലവാരം കുറയുന്നത് എന്റെ ശ്രദ്ധക്കുറവുകൊണ്ടാണ്.
- b. പഠനനിലവാരം കുറയുന്നതിന്റെ പ്രധാന കാരണം അധ്യാപകരാണ്.
- 13. a. ജോലി ലഭിക്കുന്നതിനായി സ്ഥിരോൽസാഹത്തോടെയുള്ള പരിശ്രമം ആവശ്യമാണ്.
- b. ഭാഗ്യമുണ്ടെങ്കിൽ ജോലി ലഭിക്കും എന്നാണ് വിശ്വാസം.
- 14. a. കരിയർ തിരഞ്ഞെടുക്കേണ്ടത് എന്റെ ഉത്തരവാദിത്തമാണെന്ന് വിശ്വസിക്കുന്നു.
- b. എനിക്ക് യോജിച്ച മികച്ച കരിയർ എന്റെ രക്ഷിതാക്കൾ കണ്ടെത്തും.
- 15. a. സ്കൂളിൽ നടക്കുന്ന കരിയർ ക്ലാസുകളിൽ പങ്കെടുക്കാറുണ്ട്.
- b. കരിയർ ക്ലാസുകളിലൊന്നും പങ്കെടുക്കാതെ തന്നെ ജോലി ലഭിക്കും.
- 16. a. കരിയർ കണ്ടെത്തുന്നതിനായി എന്റെ നിരന്തരമായ അന്വേഷണം ആവശ്യമാണ്.
- b. വിധിയുണ്ടെങ്കിൽ നല്ല കരിയർ നമ്മളെ തേടിയെത്തും.
- 17. a. ആത്മവിശ്വാസത്തോടെ കാര്യങ്ങളെ സമീപിക്കുന്നതിനാൽ എനിക്ക് പരാജയഭീതി ഉണ്ടാവാറില്ല.
- b. പരാജയഭീതി ഉള്ളതിനാൽ പല പ്രവർത്തനങ്ങളും തുടങ്ങാൻ മടി കാണിക്കാറുണ്ട്.

Appendix

- 18. a. വ്യക്തമായ ലക്ഷ്യബോധമുള്ളത് കൊണ്ടാണ് ഇപ്പോൾ പഠിക്കുന്ന കോഴ്സ് ഞാൻ തിരഞ്ഞെടുത്തത്.
- b. കോഴ്സ് തിരഞ്ഞെടുക്കുന്നതിനെക്കുറിച്ച് എനിക്ക് യാതൊരു അഭിപ്രായവും ഉണ്ടായിരുന്നില്ല.
- 19. a. എന്റെ താൽപ്പര്യത്തിനനുസരിച്ചുള്ള ജോലി തിരഞ്ഞെടുക്കാൻ കരിയർ അവസരങ്ങളുമായും ബന്ധപ്പെട്ട വാർത്തകൾ ശ്രദ്ധിക്കാറുണ്ട്.
- b. എന്റെ താൽപ്പര്യത്തിനനുസരിച്ചുള്ള ജോലി കണ്ടെത്താൻ ഞാൻ ഒരന്വേഷണവും നടത്താറില്ല.
- 20. a. എന്റെ വിജയത്തിന്റെ ഉത്തരവാദിത്വം എനിക്ക് തന്നെയാണ്.
- b. സുഹൃത്തുക്കളുടെ സഹായമുണ്ടെങ്കിൽ വിജയിക്കാൻ പറ്റും എന്ന് ഞാൻ കരുതുന്നു.

## Appendix V

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**LOCUS OF CONTROL INVENTORY  
(English - Final)**

**Satheesh. P.T.**  
Research Scholar

**Prof.(Dr.) Bindhu C.M.**  
Research Supervisor

Name of Student: Male/Female/ Others

Name of School: Government / Aided

Stream of Course: Science/Humanities/Commerce Urban/ Rural

Occupation of Parent: Business/ Employment/ Abroad/ Casual Workers

**Instructions:**

Statements related to your life situations are given below. Two statements such as 'a' and 'b' are given against each number. Read each statement carefully and choose the statement most appropriate for you, then mark your response by using a (✓) mark. Your responses will be used only for research purposes.

1. a. I have to work hard to succeed.
- b. Luck determines my success.
2. a. Proper planning is essential to achieve goals.
- b. With the assistance of others, goals can be attained without proper planning.
3. a. Successes and failures in life are the results of our efforts.
- b. Unexpected factors determine the success and failure of our lives.
4. a. Completing the lessons on the same day gives me confidence.
- b. There is no need to complete the lessons on the same day.
5. a. Proper preparations are made for the exams.
- b. If luck favours, great success can be attained without preparations.
6. a. I approach exams with confidence.
- b. My success or failure is determined by the procedures used by the teachers who supervise the exam.

*Appendix*

7. a. I re-examine my learning activities, when I score low in exams.
- b. Low marks are not due to the problems in my learning activities.
8. a. Lucky numbers are not important for success in life.
- b. Lucky numbers often seem to bring success.
9. a. Marks I get in the exams depend on my effort.
- b. Marks in the exam depend on my luck.
10. a. I have confidence in my abilities.
- b. My success is determined by my fate.
11. a. Firm decision in life helps me to attain success.
- b. I choose shortcuts to success.
12. a. My poor academic performance is a result of my inattention.
- b. Teachers are the main reason for my poor academic performance.
13. a. Persistent effort is required to get a job.
- b. I believe that I will get a job if I am lucky.
14. a. I believe that it is my responsibility to choose a career.
- b. My parents will find a better career for me.
15. a. I participate in career classes at school.
- b. I will get a job without attending career classes
16. a. My constant exploration is needed to find a career.
- b. If fate is there, I will have a successful career.
17. a. I do not have a fear of failure as I approach things with confidence.
- b. I am hesitant to initiate any activities due to fear of failure.
18. a. I choose the present course as I have a specific goal.
- b. I had no opinion on selecting the present course.
19. a. News related to career opportunities is attended to choose a job that suits my career interests.
- b. I do not do any inquiries to find a job that suits my interest.
20. a. I am responsible for my success.
- b. I can succeed with the help of my friends.

Appendix VI

DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT

SOCIAL COMPETENCE SCALE  
(Malayalam – Draft)

Satheesh. P.T.  
Research Scholar

Prof.(Dr.) Bindhu C.M.  
Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്:	ആൺ/പെൺ/മറ്റുള്ളവ
വിദ്യാലയത്തിന്റെ പേര്:	ഗവൺമെന്റ്/എയ്ഡഡ്
വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ്	നഗരം/ഗ്രാമം
രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി	

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ സാമൂഹിക ഇടപെടലുകളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനക്കും ‘പൂർണ്ണമായി യോജിക്കുന്നു’, ‘യോജിക്കുന്നു’, ‘തീരുമാനമില്ല’, ‘വിയോജിക്കുന്നു’, ‘പൂർണ്ണമായി വിയോജിക്കുന്നു’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം തന്നിരിക്കുന്ന പ്രതികരണങ്ങളിൽ ഉചിതമെന്ന് തോന്നുന്നതിൽ (✓) മാർക്ക് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1.	സാമൂഹിക ഉത്തരവാദിത്വത്തെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.					
2.	എല്ലാവരോടും സൗഹൃദം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയും.					
3.	ചില കാര്യങ്ങളിൽ ഞാൻ മറ്റുള്ളവരിൽനിന്നും വ്യത്യസ്തനാണ്.					
4.	വികാരങ്ങൾ സ്വയം തിരിച്ചറിയാൻ എനിക്ക് സാധിക്കും.					
5.	സമൂഹത്തിൽ സ്ത്രീക്കും പുരുഷനും തുല്യ അവകാശങ്ങൾ ഉണ്ടാവണമെന്നാണ് എന്റെ കാഴ്ചപ്പോട്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
6.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവരുമായി പങ്കു വയ്ക്കാൻ സാധിക്കാറില്ല.					
7.	എന്റെ കഴിവുകളിൽ എനിക്ക് വിശ്വാസമുണ്ട്.					
8.	മറ്റുള്ളവരുടെ വികാരങ്ങളെ ഉൾക്കൊള്ളാൻ എനിക്ക് സാധിക്കും.					
9.	ജനാധിപത്യ മര്യാദകൾ പാലിക്കാൻ ഞാൻ ശ്രദ്ധിക്കാറില്ല.					
10.	എന്റെ ആവശ്യങ്ങളെക്കുറിച്ച് മറ്റുള്ളവരെ ബോധ്യപ്പെടുത്താൻ കഴിയാറുണ്ട്.					
11.	എന്റെ പോരായ്മകളെക്കുറിച്ച് വ്യക്തമായ ധാരണയില്ല.					
12.	ഞാൻ മറ്റുള്ളവരോട് സഹാനുഭൂതിയോടെയാണ് പെരുമാറാറുള്ളത്.					
13.	സാമൂഹിക നീതി ഉറപ്പുവരുത്താൻ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.					
14.	മറ്റുള്ളവരുമായി സഹകരിച്ച് പ്രവർത്തിക്കാൻ എനിക്കിഷ്ടമാണ്.					
15.	ഞാൻ ധാരാളം കഴിവുകളുള്ള ഒരു വ്യക്തിയാണ്.					
16.	സുഹൃത്തുക്കൾക്ക് ആവശ്യമായ വൈകാരികപിന്തുണ ഞാൻ നൽകാറുണ്ട്.					
17.	ജാതി സംവരണത്തോട് ഞാൻ വിയോജിക്കുന്നു					
18.	ഞാൻ മറ്റുള്ളവരെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.					
19.	എനിക്ക് സംതൃപ്തി നൽകുന്ന കാര്യങ്ങളാണ് ഞാൻ ചെയ്യാറുള്ളത്.					
20.	നിരാശ അനുഭവപ്പെടുമ്പോൾ ആരോഗ്യപരമായി എനിക്ക് പരിഹരിക്കാൻ കഴിയാറുണ്ട്.					
21.	പ്രായപൂർത്തിയായാൽ വോട്ടവകാശം ഉപയോഗപ്പെടുത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
22.	സാഹചര്യങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.					
23.	കഴിവ് കെട്ടവനാണെന്ന ബോധം എന്നെ അലട്ടാറുണ്ട്.					
24.	വിഷമഘട്ടങ്ങളെ അതിജീവിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
25.	സഹപാഠികളുമായി സൗഹൃദം ഉണ്ടാക്കാൻ എനിക്കിഷ്ടമാണ്.					
26.	മറ്റുള്ളവരുമായുള്ള ആശയവിനിമയത്തിൽ എന്റെ കാഴ്ചപ്പാടുകൾ വ്യക്തമാക്കാറുണ്ട്.					
27.	ഒരു വ്യക്തി എന്ന നിലയിൽ മൂല്യബോധം ആവശ്യമാണെന്ന് വിശ്വസിക്കുന്നു.					
28.	വികാരങ്ങളെ സ്വയം നിയന്ത്രിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
29.	എല്ലാ മതവിഭാഗങ്ങളോടും സഹിഷ്ണുതയോടെ സമീപിക്കാൻ സാധിക്കാറുണ്ട്.					
30.	മറ്റുള്ളവരുടെ ആശയങ്ങൾ ഉൾക്കൊള്ളാൻ എനിക്ക് സാധിക്കാറില്ല.					
31.	ലക്ഷ്യബോധത്തോടടുത്തുള്ള പരിശ്രമം വിജയം ഉണ്ടാക്കുമെന്ന് വിശ്വസിക്കുന്നില്ല.					
32.	മികവ് പുലർത്തുന്നതിനായി സ്വയം പ്രചോദിപ്പിക്കാറുണ്ട്.					
33.	സ്കൂളിൽ നടക്കാറുള്ള സാമൂഹിക സേവന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാറുണ്ട്.					
34.	സഹപാഠികളുമായി ഊഷ്മള ബന്ധം നിലനിർത്താറുണ്ട്.					
35.	ഭാവിയെക്കുറിച്ചുള്ള പ്രതീക്ഷയാണ് ഒരു വ്യക്തിയെ മുന്നോട്ടു നയിക്കുന്നത്.					
36.	എന്റെ സ്വഭാവത്തെക്കുറിച്ച് എനിക്ക് ധാരണയുണ്ട്.					
37.	മറ്റുള്ളവരുടെ നേട്ടങ്ങൾ എന്നെ അലോസരപ്പെടുത്താറുണ്ട്.					
38.	മറ്റുള്ളവരുടെ വാക്കുകൾ ഞാൻ ക്ഷമയോടെ കേൾക്കാറുണ്ട്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
39.	മറ്റുള്ളവരുടെ വികാരങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ സാധിക്കാറില്ല.					
40.	നന്മകൾ ഉയർത്തിപ്പിടിക്കുന്ന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാറുണ്ട്.					
41.	മറ്റുള്ളവരുടെ കാഴ്ചപ്പാടുകൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.					
42.	വികാരവിക്ഷോഭത്താൽ തളർന്നുപോകുന്ന സാഹചര്യം ഉണ്ടാവാറുണ്ട്.					
43.	എല്ലാ മനുഷ്യരും തുല്യരാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
44.	വിഷമഘട്ടത്തിൽ സുഹൃത്തുക്കളെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.					
45.	ചില സാഹചര്യത്തിൽ സന്തോഷവും സങ്കടവും എന്റെ സ്വഭാവത്തിൽ മാറിമാറി വരാറുണ്ട്.					
46.	നാനാജാതി മതസ്ഥരുമായി എനിക്ക് സൗഹൃദമുണ്ട്.					
47.	ലക്ഷ്യത്തിലെത്തിച്ചേരുന്നതിന് സുഹൃത്തുക്കളോടൊപ്പം കൂട്ടായ പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാറുണ്ട്.					
48.	മറ്റൊരാളുടെ സ്ഥാനത്ത് നിന്ന് ചിന്തിച്ച് അയാളുടെ കഷ്ടത മനസ്സിലാക്കാൻ സാധിക്കാറുണ്ട്.					
49.	കഷ്ടത അനുഭവിക്കുന്നവരെ സഹായിക്കുമ്പോൾ സന്തോഷം അനുഭവപ്പെടാറുണ്ട്.					
50.	മറ്റുള്ളവരുടെ വിഷമതകളിൽ പരിഹസിക്കുന്നത് എന്റെ ശീലമാണ്.					
51.	വികാരങ്ങൾക്കടിമപ്പെടാതെ തീരുമാനങ്ങൾ എടുക്കാൻ സാധിക്കാറുണ്ട്.					
52.	അഭിപ്രായങ്ങൾ തുറന്നുപറയുന്നത് കാരണം സുഹൃത്തുക്കളുമായി അകലേണ്ടി വരാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
53.	എന്റെ അഭിപ്രായങ്ങളെ അംഗീകരിക്കാത്തവരോട് എനിക്ക് ദേഷ്യം തോന്നുന്നു.					
54.	പരിചയമുള്ളവർ കൂടെയുണ്ടാവുമ്പോൾ എനിക്ക് ആശ്വാസം തോന്നുന്നു.					
55.	ജീവിതത്തിൽ സത്യസന്ധത ആവശ്യമാണെന്ന് തോന്നിയിട്ടില്ല.					

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**SOCIAL COMPETENCE SCALE  
(Malayalam – Final)**

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Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്:	ആൺ/പെൺ/മറ്റുള്ളവ
വിദ്യാലയത്തിന്റെ പേര്:	ഗവൺമെന്റ്/എയ്ഡഡ്
വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ്	നഗരം/ഗ്രാമം
രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി	

**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുടെ സാമൂഹിക ഇടപെടലുകളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനക്കും ‘പൂർണ്ണമായി യോജിക്കുന്നു’, ‘യോജിക്കുന്നു’, ‘തീരുമാനമില്ല’, ‘വിയോജിക്കുന്നു’, ‘പൂർണ്ണമായി വിയോജിക്കുന്നു’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനു ശേഷം തന്നിരിക്കുന്ന പ്രതികരണങ്ങളിൽ ഉചിതമെന്ന് തോന്നുന്നതിൽ (✓) മാർക്ക് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1.	സാമൂഹിക ഉത്തരവാദിത്വത്തെക്കുറിച്ച് ഞാൻ ബോധവാനാണ്.					
2.	എല്ലാവരോടും സൗഹൃദം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയും.					
3.	ചില കാര്യങ്ങളിൽ ഞാൻ മറ്റുള്ളവരിൽനിന്നും വ്യത്യസ്തനാണ്.					
4.	വികാരങ്ങൾ സ്വയം തിരിച്ചറിയാൻ എനിക്ക് സാധിക്കും.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
5.	സമൂഹത്തിൽ സ്ത്രീക്കും പുരുഷനും തുല്യ അവകാശങ്ങൾ ഉണ്ടാവണമെന്നാണ് എന്റെ കാഴ്ചപ്പോട്.					
6.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവരുമായി പങ്കു വയ്ക്കാൻ സാധിക്കാറില്ല.					
7.	എന്റെ കഴിവുകളിൽ എനിക്ക് വിശ്വാസമുണ്ട്.					
8.	മറ്റുള്ളവരുടെ വികാരങ്ങളെ ഉൾക്കൊള്ളാൻ എനിക്ക് സാധിക്കും.					
9.	ജനാധിപത്യ മര്യാദകൾ പാലിക്കാൻ ഞാൻ ശ്രദ്ധിക്കാറില്ല.					
10.	എന്റെ ആവശ്യങ്ങളെക്കുറിച്ച് മറ്റുള്ളവരെ ബോധ്യപ്പെടുത്താൻ കഴിയാറുണ്ട്.					
11.	എന്റെ പോരായ്മകളെക്കുറിച്ച് വ്യക്തമായ ധാരണയില്ല.					
12.	ഞാൻ മറ്റുള്ളവരോട് സഹാനുഭൂതിയോടെയാണ് പെരുമാറാറുള്ളത്.					
13.	സാമൂഹിക നീതി ഉറപ്പുവരുത്താൻ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.					
14.	മറ്റുള്ളവരുമായി സഹകരിച്ച് പ്രവർത്തിക്കാൻ എനിക്കിഷ്ടമാണ്.					
15.	ഞാൻ ധാരാളം കഴിവുകളുള്ള ഒരു വ്യക്തിയാണ്.					
16.	സുഹൃത്തുക്കൾക്ക് ആവശ്യമായ വൈകാരിക പിന്തുണ ഞാൻ നൽകാറുണ്ട്.					
17.	ഞാൻ മറ്റുള്ളവരെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.					
18.	എനിക്ക് സംതൃപ്തി നൽകുന്ന കാര്യങ്ങളാണ് ഞാൻ ചെയ്യാറുള്ളത്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
19.	നിരാശ അനുഭവപ്പെടുമ്പോൾ ആരോഗ്യപരമായി എനിക്ക് പരിഹരിക്കാൻ കഴിയാറുണ്ട്.					
20.	പ്രായപൂർത്തിയായാൽ വോട്ടവകാശം ഉപയോഗപ്പെടുത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
21.	സാഹചര്യങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.					
22.	കഴിവ് കെട്ടുവനാണെന്ന ബോധം എന്നെ അലട്ടാറുണ്ട്.					
23.	വിഷമഘട്ടങ്ങളെ അതിജീവിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
24.	സഹപാഠികളുമായി സൗഹൃദം ഉണ്ടാക്കാൻ എനിക്കിഷ്ടമാണ്.					
25.	മറ്റുള്ളവരുമായുള്ള ആശയവിനിമയത്തിൽ എന്റെ കാഴ്ചപ്പാടുകൾ വ്യക്തമാക്കാറുണ്ട്.					
26.	ഒരു വ്യക്തി എന്ന നിലയിൽ മുഖ്യബോധം ആവശ്യമാണെന്ന് വിശ്വസിക്കുന്നു.					
27.	വികാരങ്ങളെ സ്വയം നിയന്ത്രിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
28.	എല്ലാ മതവിഭാഗങ്ങളോടും സഹിഷ്ണുതയോടെ സമീപിക്കാൻ സാധിക്കാറുണ്ട്.					
29.	മറ്റുള്ളവരുടെ ആശയങ്ങൾ ഉൾക്കൊള്ളാൻ എനിക്ക് സാധിക്കാറില്ല.					
30.	ലക്ഷ്യബോധത്തോടെയുള്ള പരിശ്രമം വിജയം ഉണ്ടാക്കുമെന്ന് വിശ്വസിക്കുന്നില്ല.					
31.	മികവ് പുലർത്തുന്നതിനായി സ്വയം പ്രചോദിപ്പിക്കാറുണ്ട്.					
32.	സ്കൂളിൽ നടക്കാറുള്ള സാമൂഹിക സേവന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
33.	സഹപാഠികളുമായി ഊഷ്മള ബന്ധം നില നിർത്താറുണ്ട്.					
34.	ഭാവിയെക്കുറിച്ചുള്ള പ്രതീക്ഷയാണ് ഒരു വ്യക്തിയെ മുന്നോട്ടു നയിക്കുന്നത്.					
35.	എന്റെ സ്വഭാവത്തെക്കുറിച്ച് എനിക്ക് ധാരണയുണ്ട്.					
36.	മറ്റുള്ളവരുടെ നേട്ടങ്ങൾ എന്നെ അലോസരപ്പെടുത്താറുണ്ട്.					
37.	മറ്റുള്ളവരുടെ വാക്കുകൾ ഞാൻ ക്ഷമയോടെ കേൾക്കാറുണ്ട്.					
38.	മറ്റുള്ളവരുടെ വികാരങ്ങൾക്കനുസരിച്ച് പെരുമാറാൻ സാധിക്കാറില്ല.					
39.	നന്മകൾ ഉയർത്തിപ്പിടിക്കുന്ന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാറുണ്ട്.					
40.	മറ്റുള്ളവരുടെ കാഴ്ചപ്പാടുകൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.					
41.	വികാരവിക്ഷോപത്താൽ തളർന്നുപോകുന്ന സാഹചര്യം ഉണ്ടാവാറുണ്ട്.					
42.	എല്ലാ മനുഷ്യരും തുല്യരാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
43.	വിഷമഘട്ടത്തിൽ സുഹൃത്തുക്കളെ സഹായിക്കാൻ ശ്രമിക്കാറില്ല.					
44.	നാനാജാതി മതസ്ഥരുമായി എനിക്ക് സൗഹൃദമുണ്ട്.					
45.	ലക്ഷ്യത്തിലെത്തിച്ചേരുന്നതിന് സുഹൃത്തുക്കളോടൊപ്പം കൂട്ടായ പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാറുണ്ട്.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
46.	മറ്റൊരാളുടെ സ്ഥാനത്ത് നിന്ന് ചിത്തിച്ച് അയാളുടെ കഷ്ടത മനസ്സിലാക്കാൻ സാധിക്കാറുണ്ട്.					
47.	കഷ്ടത അനുഭവിക്കുന്നവരെ സഹായിക്കുമ്പോൾ സന്തോഷം അനുഭവപ്പെടാറുണ്ട്.					
48.	മറ്റുള്ളവരുടെ വിഷമതകളിൽ പരിഹസിക്കുന്നത് എന്റെ ശീലമാണ്.					
49.	വികാരങ്ങൾക്കടിമപ്പെടാതെ തീരുമാനങ്ങൾ എടുക്കാൻ സാധിക്കാറുണ്ട്.					
50.	അഭിപ്രായങ്ങൾ തുറന്നുപറയുന്നത് കാരണം സുഹൃത്തുക്കളുമായി അകലേണ്ടി വരാറുണ്ട്.					
51.	എന്റെ അഭിപ്രായങ്ങളെ അംഗീകരിക്കാത്തവരോട് എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.					
52.	പരിചയമുള്ളവർ കൂടെയുണ്ടാവുമ്പോൾ എനിക്ക് ആശ്വാസം തോന്നാറുണ്ട്.					
53.	ജീവിതത്തിൽ സത്യസന്ധത ആവശ്യമാണെന്ന് തോന്നിയിട്ടില്ല.					

**Appendix VIII****DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT****SOCIAL COMPETENCE SCALE  
(English - Final)****Satheesh P. T.**  
Research Scholar**Prof. (Dr.). Bindhu C. M.**  
Research Supervisor

Name of Student: Male/Female/ Others

Name of School: Government / Aided

Stream of Course: Science/Humanities/Commerce Urban/ Rural

Occupation of Parent: Business/ Employment/ Abroad/ Casual Workers

**Instructions:**

Statements related to your social interactions are given below. Each statement is provided with five responses, such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. Read each statement carefully and mark your response by using a (✓) mark. Your responses will be used only for research purposes.

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I am aware of social responsibility.					
2.	I can be friendly with everyone.					
3.	I am different from others in some ways.					
4.	I can recognize emotions myself.					
5.	I believe men and women should have equal rights in society.					
6.	I am unable to share my ideas with others.					

Appendix

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7.	I am confident in my abilities.					
8.	I am able to empathize with the feelings of others.					
9.	I do not care about following democratic etiquette.					
10.	I am able to convince my needs to others.					
11.	I am not aware of my weaknesses.					
12.	I treat others with compassion.					
13.	I care about ensuring social justice.					
14.	I enjoy working collaboratively with others.					
15.	I am a multi-talented person.					
16.	I provide emotional support to my friends.					
17.	I do not attempt to assist others.					
18.	I do things that makes me happy.					
19.	I can resolve frustrated situation in a healthy way.					
20.	I want to exercise my right to vote when I become an adult.					
21.	I am unable to behave according to the situations.					
22.	I often feel like I am incompetent.					
23.	I unable to survive difficult times					
24.	I like to make friendship with my classmates					

<b>Sl. No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
25.	I clarify my views while communicating with others					
26.	I believe that a sense of worth is necessary as a person.					
27.	I try to control my emotions.					
28.	I can approach all religious groups with tolerance.					
29.	I am unable to grasp other people's ideas.					
30.	I do not believe that purposeful effort will result in success.					
31.	I motivate myself for excellence.					
32.	I participate in the social service activities in school.					
33.	I maintain warm relationship with classmates.					
34.	I believe that hope for the future drives a person forward.					
35.	I am aware of my character.					
36.	Achievements of other people disturbs me.					
37.	I listen to others patiently.					
38.	I am unable to behave in accordance with the feelings of others.					
39.	I participate in activities that promote good deeds.					
40.	I encourage other's perspectives.					

Appendix

Sl. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.	Sometimes I feel overwhelmed by my emotions.					
42.	I believe that all humans are equal.					
43.	I do not help friends who are in trouble.					
44.	I am friendly with people of all religions.					
45.	I engage in group activities with friends to achieve goals.					
46.	I can understand the suffering of others from their perspectives.					
47.	I feel happy when I help others in sufferings.					
48.	I used to ridicule others in their troubles.					
49.	I am able to make decisions without being influenced by emotions.					
50.	I get distant from friends as I express my opinion openly.					
51.	I get angry with people who do not agree with my opinions.					
52.	I feel comfortable when I am with familiar people.					
53.	I do not think that honesty is necessary in life					

**Appendix IX**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**SCALE ON ATTITUDE TOWARDS ENTREPRENEURSHIP  
(Malayalam – Draft)**

**Satheesh. P.T.**  
Research Scholar

**Prof.(Dr.) Bindhu C.M.**  
Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്:	ആൺ/പെൺ/മറ്റുള്ളവ
വിദ്യാലയത്തിന്റെ പേര്:	ഗവൺമെന്റ്/എയ്ഡഡ്
വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ്	നഗരം/ഗ്രാമം
രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി	

**നിർദ്ദേശങ്ങൾ**

സംരഭകത്വത്തിനോടുള്ള നിങ്ങളുടെ മനോഭാവം അറിയുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനക്കും ‘പൂർണ്ണമായി യോജിക്കുന്നു’, ‘യോജിക്കുന്നു’, ‘തീരുമാനമില്ല’, ‘വിയോജിക്കുന്നു’, ‘പൂർണ്ണമായി വിയോജിക്കുന്നു’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം തന്നിരിക്കുന്ന പ്രതികരണങ്ങളിൽ ഉചിതമെന്ന് തോന്നുന്നതിൽ (✓) മാർക്ക് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	പരീക്ഷിച്ച് വിജയിച്ച ആശയത്തിന്റെ അടിസ്ഥാനത്തിൽ ഒരു സംരഭകത്വം തുടങ്ങിയാൽ വിജയം നേടാമെന്ന് ഞാൻ കരുതുന്നു.					
2.	ഏറ്റെടുത്ത കാര്യങ്ങൾ വിജയിക്കുന്നത് വരെ ഞാൻ പരിശ്രമിച്ച് കൊണ്ടേയിരിക്കും.					
3.	ജീവിതലക്ഷ്യങ്ങൾ ഞാൻ മുൻകൂട്ടി ആസൂത്രണം ചെയ്യാറില്ല.					
4.	നിർണ്ണായകമായ ഘട്ടങ്ങളിൽ ഉചിതമായ തീരുമാനം എടുക്കാൻ സാധിക്കാറില്ല.					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
5.	ജീവിതത്തിൽ വ്യക്തമായ ലക്ഷ്യങ്ങൾ ഉണ്ടാവണമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
6.	സംരഭകത്തിലൂടെ വിജയം നേടാൻ സാധിക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
7.	എനിക്ക് ചെയ്തു തീർക്കാൻ സാധിക്കില്ല എന്ന് തോന്നുന്ന കാര്യങ്ങൾപോലും ഏറ്റെടുത്ത് വിജയിപ്പിക്കാൻ ശ്രമിക്കാറുണ്ട്.					
8.	സംരഭകത്വത്തിൽനിന്നും ലഭിക്കുന്ന പ്രതിഫലം ലഭിക്കാൻ മികച്ച വരുമാനം മറ്റു തൊഴിൽ മേഖലകളിൽ നിന്നും ലഭിക്കുമെന്ന് ഞാൻ കരുതുന്നു.					
9.	സംഘപ്രവർത്തനങ്ങളുടെ നേതൃത്വം ഞാൻ ഏറ്റെടുക്കാറില്ല.					
10.	സാങ്കേതിക രംഗത്തെ നൂതനമായ മാറ്റങ്ങൾ ഞാൻ പഠിക്കാറുണ്ട്.					
11.	സംരഭകത്വ മേഖലയിലെ പുതിയ ആശയങ്ങളെക്കുറിച്ച് ഞാൻ നിരന്തരം അന്വേഷിക്കാറുണ്ട്.					
12.	സ്ഥിരോൽസാഹം ചെയ്യാൻ മടിയായത് കൊണ്ട് ഏറ്റെടുത്ത പ്രവർത്തനങ്ങളിൽനിന്നും ഞാൻ പിൻമാറാറുണ്ട്.					
13.	ഏതൊരു പ്രവർത്തിയുടെയും വിജയത്തിന് വ്യക്തമായ ആസൂത്രണം ആവശ്യമാണെന്ന് വിശ്വസിക്കുന്നു.					
14.	ഒരു തീരുമാനം എടുക്കുമ്പോൾ, അത് കൊണ്ടുണ്ടാകുന്ന വരുമാനം വരുമാനം കൈമാറ്റം കുറയ്ക്കുന്നതിനെക്കുറിച്ച് ഞാൻ ആലോചിക്കാറുണ്ട്.					
15.	ലക്ഷ്യങ്ങളെ മുൻനിർത്തി പ്രവർത്തിക്കുമ്പോൾ എനിക്ക് വിജയം നേടാൻ സാധിക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
16.	പ്രതിസന്ധി ഘട്ടങ്ങളെ ധൈര്യപൂർവ്വം നേരിടാൻ സാധിക്കാറില്ല.					
17.	സംരഭങ്ങൾ തുടങ്ങി വിജയിച്ചവരേക്കാൾ പരാജയപ്പെട്ടവരാണ് കൂടുതൽ ഉള്ളതെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
18.	രാജ്യത്തെ സാമ്പത്തിക അഭിവൃദ്ധിയിലേക്ക് നയിക്കാൻ സംരഭകത്വം സഹായിക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
19.	നൂതനമായ ആശയങ്ങൾ മറ്റുള്ളവർക്ക് പകർന്നു നൽകാൻ എനിക്ക് സാധിക്കും.					
20.	സാങ്കേതിക പരിജ്ഞാനം ജീവിത വിജയത്തിന് ആവശ്യമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല.					
21.	പുതിയ ആശയങ്ങൾ പ്രാവർത്തികമാക്കുന്നതിലൂടെ സംരഭത്തിൽ വിജയിക്കാൻ സാധിക്കും.					
22.	കഠിന പ്രയത്നത്തിലൂടെ സംരഭത്തിൽ വിജയിക്കാം എന്നു വിശ്വസിക്കുന്നു.					
23.	ശരിയായ ആസൂത്രണത്തിലൂടെ സമയബന്ധിതമായി പ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കാൻ സാധിക്കും.					
24.	പ്രശ്നങ്ങളിൽ അകപ്പെടുമ്പോൾ ഉചിതമായ പരിഹാരം കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
25.	നഷ്ടസാധ്യതയുള്ള പ്രവർത്തനങ്ങളെ ഏറ്റെടുക്കാൻ എനിക്ക് ഭയമാണ്.					
26.	ഞാൻ ഒരു സംരഭകനാവാൻ ആഗ്രഹിക്കുന്നു					

Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പുർണ്ണമായി വിയോജിക്കുന്നു
27.	എന്റെ ആശയങ്ങൾ അംഗീകരിക്കാൻ സുഹൃത്തുക്കൾ തയ്യാറാവാറുണ്ട്.					
28.	സംരഭകത്വത്തിന് സാങ്കേതിക പരിജ്ഞാനം ആവശ്യമാണെന്ന് വിശ്വസിക്കുന്നു.					
29.	സംരഭകത്വത്തിന്റെ നിലനിൽപ്പിന് നൂതനമായ ആശയങ്ങൾക്ക് പ്രാധാന്യമില്ലെന്ന് വിശ്വസിക്കുന്നു.					
30.	എന്റെ സമ്പാദ്യം ഉപയോഗിച്ച് ഒരു ബിസിനസ്സ് തുടങ്ങാൻ ഞാൻ തയ്യാറാണ്.					
31.	വ്യക്തികളുടെ ജീവിതനിലവാരം മെച്ചപ്പെടുത്താൻ ബിസിനസ്സ് സഹായിക്കുമെന്ന് കരുതുന്നില്ല.					
32.	പൊതുലക്ഷ്യങ്ങൾ നേടുന്നതിനായി സുഹൃത്തുക്കളെ പ്രചോദിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
33.	കേന്ദ്ര-സംസ്ഥാന ഗവൺമെന്റുകൾ നൽകുന്ന സ്റ്റാർട്ട്-അപ്പ് (Start-up) സ്കീമുകളെക്കുറിച്ച് ഞാൻ അന്വേഷിക്കാറുണ്ട്.					
34.	പരമ്പരാഗതമായ ബിസിനസ്സ് പ്രവർത്തനങ്ങളേക്കാൾ നൂതനമായ ആശയങ്ങൾക്ക് ഞാൻ പ്രാധാന്യം നൽകുന്നു.					
35.	സംരഭകനായാൽ അബദ്ധങ്ങളിലൂടെ നഷ്ടങ്ങൾ സംഭവിക്കാമെന്ന് കരുതുന്നു.					
36.	സംരഭകത്വത്തിലൂടെ സാമ്പത്തിക ഭദ്രത കൈവരിക്കാൻ സാധിക്കുമെന്നാണ് എന്റെ വിശ്വാസം.					
37.	എന്റേതായ രീതിയിൽ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
38.	സംരഭകത്വത്തിൽ ഏർപ്പെടുന്നത് നഷ്ടസാധ്യതകൾ കൂടുതലാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
39.	ആഗോളവൽകൃത ലോകത്ത് ഏറ്റവും ഉചിതമായ ഒരു തൊഴിൽ മേഖലയാണ് സംരഭകത്വം എന്ന് മനസ്സിലാക്കുന്നു.					
40.	മറ്റു വ്യക്തികളുടെ കീഴിൽ ജോലി ചെയ്യുന്നതിനേക്കാൾ സംരഭകനാവാൻ ഞാനാഗ്രഹിക്കുന്നു.					

DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT

SCALE ON ATTITUDE TOWARDS ENTREPRENEURSHIP  
(Malayalam – Final)

Satheesh. P.T.  
Research Scholar

Prof.(Dr.) Bindhu C.M.  
Research Supervisor

വിദ്യാർത്ഥിയുടെ പേര്: ആൺ/പെൺ/മറ്റുള്ളവ  
 വിദ്യാലയത്തിന്റെ പേര്: ഗവൺമെന്റ്/എയ്ഡഡ്  
 വിഷയം: സയൻസ്/ഹ്യൂമാനിറ്റീസ്/കൊമേഴ്സ് നഗരം/ഗ്രാമം  
 രക്ഷിതാവിന്റെ ജോലി: ബിസിനസ്സ്/എംപ്ലോയ്മെന്റ്/വിദേശത്ത്/ദിവസക്കൂലി

**നിർദ്ദേശങ്ങൾ**

സംരഭകത്വത്തിനോടുള്ള നിങ്ങളുടെ മനോഭാവം അറിയുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനക്കും ‘പൂർണ്ണമായി യോജിക്കുന്നു’, ‘യോജിക്കുന്നു’, ‘തീരുമാനമില്ല’, ‘വിയോജിക്കുന്നു’, ‘പൂർണ്ണമായി വിയോജിക്കുന്നു’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ചതിനുശേഷം തന്നിരിക്കുന്ന പ്രതികരണങ്ങളിൽ ഉചിതമെന്ന് തോന്നുന്നതിൽ (✓) മാർക്ക് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	പരീക്ഷിച്ച് വിജയിച്ച ആശയത്തിന്റെ അടിസ്ഥാനത്തിൽ ഒരു സംരഭകത്വം തുടങ്ങിയാൽ വിജയം നേടാമെന്ന് ഞാൻ കരുതുന്നു.					
2.	ഏറ്റെടുത്ത കാര്യങ്ങൾ വിജയിക്കുന്നത് വരെ ഞാൻ പരിശ്രമിച്ച് കൊണ്ടേയിരിക്കും.					
3.	ജീവിതലക്ഷ്യങ്ങൾ ഞാൻ മുൻകൂട്ടി ആസൂത്രണം ചെയ്യാറില്ല.					
4.	നിർണ്ണായകമായ ഘട്ടങ്ങളിൽ ഉചിതമായ തീരുമാനം എടുക്കാൻ സാധിക്കാറില്ല.					



Appendix

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
16.	പ്രതിസന്ധി ഘട്ടങ്ങളെ ധൈര്യപൂർവ്വം നേരിടാൻ സാധിക്കാറില്ല.					
17.	രാജ്യത്തെ സാമ്പത്തിക അഭിവൃദ്ധിയിലേക്ക് നയിക്കാൻ സംരഭകത്വം സഹായിക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
18.	നൂതനമായ ആശയങ്ങൾ മറ്റുള്ളവർക്ക് പകർന്നു നൽകാൻ എനിക്ക് സാധിക്കും.					
19.	സാങ്കേതിക പരിജ്ഞാനം ജീവിത വിജയത്തിന് ആവശ്യമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
20.	പുതിയ ആശയങ്ങൾ പ്രാവർത്തികമാക്കുന്നതിലൂടെ സംരഭത്തിൽ വിജയിക്കാൻ സാധിക്കും.					
21.	കഠിന പ്രയത്നത്തിലൂടെ സംരഭത്തിൽ വിജയിക്കാം എന്നു വിശ്വസിക്കുന്നു.					
22.	ശരിയായ ആസൂത്രണത്തിലൂടെ സമയബന്ധിതമായി പ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കാൻ സാധിക്കും.					
23.	പ്രശ്നങ്ങളിൽ അകപ്പെടുമ്പോൾ ഉചിതമായ പരിഹാരം കണ്ടെത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
24.	നഷ്ടസാധ്യതയുള്ള പ്രവർത്തനങ്ങളെ ഏറ്റെടുക്കാൻ എനിക്ക് ഭയമാണ്.					
25.	ഞാൻ ഒരു സംരഭകനാവാൻ ആഗ്രഹിക്കുന്നു.					
26.	എന്റെ ആശയങ്ങൾ അംഗീകരിക്കാൻ സുഹൃത്തുക്കൾ തയ്യാറാവാറുണ്ട്.					
27.	സംരഭകത്വത്തിന് സാങ്കേതിക പരിജ്ഞാനം ആവശ്യമാണെന്ന് വിശ്വസിക്കുന്നു.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	തീരുമാനമില്ല	വിയോജിക്കുന്നു	പുർണ്ണമായി വിയോജിക്കുന്നു
28.	സംരംഭകത്വത്തിന്റെ നിലനിൽപ്പിന് നൂതനമായ ആശയങ്ങൾക്ക് പ്രാധാന്യമില്ലെന്ന് വിശ്വസിക്കുന്നു.					
29.	എന്റെ സമ്പാദ്യം ഉപയോഗിച്ച് ഒരു ബിസിനസ്സ് തുടങ്ങാൻ ഞാൻ തയ്യാറാണ്.					
30.	വ്യക്തികളുടെ ജീവിതനിലവാരം മെച്ചപ്പെടുത്താൻ ബിസിനസ്സ് സഹായിക്കുമെന്ന് കരുതുന്നില്ല.					
31.	പൊതുലക്ഷ്യങ്ങൾ നേടുന്നതിനായി സുഹൃത്തുക്കളെ പ്രചോദിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.					
32.	കേന്ദ്ര-സംസ്ഥാന ഗവൺമെന്റുകൾ നൽകുന്ന സ്റ്റാർട്ട്-അപ്പ് (Start-up) സ്കീമുകളെക്കുറിച്ച് ഞാൻ അന്വേഷിക്കാറുണ്ട്.					
33.	പരമ്പരാഗതമായ ബിസിനസ്സ് പ്രവർത്തനങ്ങളേക്കാൾ നൂതനമായ ആശയങ്ങൾക്ക് ഞാൻ പ്രാധാന്യം നൽകുന്നു.					
34.	സംരംഭകനായാൽ അബദ്ധങ്ങളിലൂടെ നഷ്ടങ്ങൾ സംഭവിക്കാമെന്ന് കരുതുന്നു.					
35.	സംരംഭകത്വത്തിലൂടെ സാമ്പത്തിക ഭദ്രത കൈവരിക്കാൻ സാധിക്കുമെന്നാണ് എന്റെ വിശ്വാസം.					
36.	എന്റേതായ രീതിയിൽ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
37.	ആഗോളവൽകൃത ലോകത്ത് ഏറ്റവും ഉചിതമായ ഒരു തൊഴിൽ മേഖലയാണ് സംരംഭകത്വം എന്ന് മനസ്സിലാക്കുന്നു.					
38.	മറ്റു വ്യക്തികളുടെ കീഴിൽ ജോലി ചെയ്യുന്നതിനേക്കാൾ സംരംഭകനാവാൻ ഞാനാഗ്രഹിക്കുന്നു.					

## DEPARTMENT OF EDUCATION

## UNIVERSITY OF CALICUT

## SCALE ON ATTITUDE TOWARDS ENTREPRENEURSHIP

(English - Final)

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Name of School:

Government / Aided

Stream of Course: Science/Humanities/Commerce

Urban/ Rural

Occupation of Parent: Business/ Employment/ Abroad/ Casual Workers

**Instructions:**

Statements related to your attitude towards entrepreneurship are given below. Each statement is provided with five responses such as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. Read each statement carefully and mark your response by using a (✓) mark. Your responses will be used only for research purposes.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I believe that starting an entrepreneurial venture based on a proven formula can lead to success.					
2.	I will keep trying until I succeed what I undertake.					
3.	I do not plan my life goals in advance.					
4.	I am unable to make proper decisions in critical situations.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5.	I believe that one should have a clear goal in life.					
6.	I believe that success can be achieved through entrepreneurship.					
7.	I try to succeed at impossible things that I feel I cannot do.					
8.	I believe that other fields of work offer better income than entrepreneurship.					
9.	I do not take leadership of group activities.					
10.	I keep abreast with latest changes in technology.					
11.	I am constantly searching for new ideas in entrepreneurship.					
12.	I withdraw from the activities I undertake, as I am too lazy to persist.					
13.	I believe that the success of any endeavour requires proper planning.					
14.	I think about the consequences while making a decision.					
15.	I am able to succeed when I work towards the goals.					
16.	I find it difficult to face crisis situations bravely.					
17.	I believe that entrepreneurship will lead the country towards economic prosperity.					
18.	I can convey novel ideas to others.					

Appendix

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19.	I do not think that technical knowledge is necessary for a successful life.					
20.	I believe that success in entrepreneurship can be attained through the implementation of innovative Ideas.					
21.	I believe that achieving success in entrepreneurship requires hard work.					
22.	I believe that activities can be completed on time with effective planning.					
23.	I am able to find right solutions to my problems.					
24.	I am afraid to take on risky activities.					
25.	I wish to be an entrepreneur.					
26.	My friends are ready to accept my ideas.					
27.	I believe that entrepreneurship requires technical knowledge.					
28.	I believe that innovative ideas are not essential for the survival of entrepreneurship.					
29.	I am ready to start a business with my savings.					
30.	I believe that business does not improve the standard of living of people.					
31.	I encourage friends to attain common goals.					
32.	I inquire about start-up schemes offered by the Central and State Governments.					
33.	I value innovative ideas over traditional business practices.					

<b>Sl. No.</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
34.	I believe that entrepreneurs may incur loss due to mistakes.					
35.	I believe that financial security can be achieved through entrepreneurship.					
36.	I try to solve my problems in my own ways.					
37.	I am aware that entrepreneurship is a suitable career field in a globalized world.					
38.	I prefer to be an entrepreneur rather than working under others.					