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**THE ROLE OF SELF-EFFICACY EXPECTATIONS AND ENVIROMENTAL
INFLUENCES IN THE CAREER DEVELOPMENT OF SOCIAL PROFESSIONAL**

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I. Problem Definition

As a result of the economic-social-political changes, and the new challenges during the past few decades, a new form of helping professions emerged in the so-called civilized societies. While the first helping professions already appeared in the 1930's in Western-Europe and North-America, the same changes took place only 20 years ago in Hungary: social workers, social educationists, career counselors, addictologists, etc. The common goal of these helping professions is to support healthy social adaptation in the broadest sense. This supporting activity carried out by the helping professionals requires a higher education degree obtained within the frame of high-level professional education first established in 1989 and still going. During the past 25 years, the number of people obtaining such high-level degrees is over 20 thousands. While during the first few years there were only 3 or 4 institutions educating helping professionals, this number has increased to 20.

In the background of establishing such higher education departments in Hungary, there are two dominant expectations and a demand to fulfill them. One is the ever more pressing social problems, such as drastically increasing unemployment rate, increasing existential insecurity, the breaking up of traditional communities, the lack of social support due to the individualization of the society, and the requirement to comply with the expectations of larger European community.

The daily efforts of the helping professionals aim to find solutions together with their clients, mostly people with a lot of tension and a dominantly negative view of their future. The maturity of the personality of the helping professional, his/her expertise and ability to precisely analyze the information during the interaction is of key importance for effectiveness. The overtly declared goal of the supportive relationship is to help the individual, the group or the community in social integration, decrease isolation and related disadvantages. (Budai, 1995, 2004) In order to achieve these goals, the helping professional provides various services which are supported by the State via establishing special institution systems, and providing the right policies and legislation framework. The helping professionals must work within this complex and fast changing environment. Working with highly disappointed, often desperate and arrogant clients who blame the State and the political establishment for their poor situation puts a large amount of psychological pressure on the expert. In addition, there is an ever more increasing demand for control from the political side in which the former principle of voluntariness is replaced by obligation to cooperation, a sort of worthiness for service. (Budai, 2006, Kozma, 2007)

The wide-spread feeling of dissatisfaction, insecurity and disappointment (Hunyady, 2010.) also influence the context in which helping professionals prepare for their careers as well as their everyday practice. A condition that hinders the forming of their professional identity is that many of them never meet already active professionals prior to starting their education so they usually have an unclear image of what such a role demands. (Fónai és mtsai, 1999., Juhász, 1999.) The low social prestige of the profession is also a challenge, since the helping professions often rank the lowest among expert professions. (Keszi és mtsai, 2008.) According to their beliefs, the effectiveness of their work, the quality of their personal experiences about their career is influenced by both the possibilities provided by the social and professional environment, and the potential within their own personality. In our present study we are to explore the role of the factors of these two conditions as well as their interaction with each other, in the view of the current literature and the body of experience accumulated within social professions.

Our goal is to come to certain conclusions for both young people preparing for social work and already active professionals to help them shape their career identity so that they may feel fulfilled about their work and achieve better results. Since the work satisfaction they experience and the indicators of their effectiveness exert significant influence in working with clients, i.e. improving their life, and diminishing social disadvantages, the process has its impact on a broader scale.

II. Theoretical background

The conceptual framework of the research is based primarily on social-cognitive career decision models (Lent, Brown, Hackett, 1994) but also other psychological theories have played an integral part in creating our experimental model. The Big 5 personality model (Costa-McCrae,1992) and control expectations together with organisational psychological approaches such as Person-Job Fit model (Edwards,1991), the model of Work specialities (Hackman-Oldham,1976.) or Quinn's model of organisational culture (1988) have influenced dedication to the profession on the one hand and performance itself on the other hand according to previous empirical examinations.

The role of perceived self-efficacy expectations in running the personality

According to social-cognitive personality theory the individuals themselves have an impact on their environment and also are affected by it at the same time. In the interpretation of personality the notion of perceived self-efficacy defined by Bandura plays a very important role together with examining how this construct in line with other social cognitive factors influence human behaviour and the process of their adaptation to the environment. After Bandura worked out his theory a huge amount of empiric research was carried out to test the impact of personality traits on the different aspects of human behaviour. (Gore et al, 2000., Gianakos, 2001., Foud et al, 1996., Jadidian et al, 2012., Judge-Bono, 2001., Bandura, 2006., Lent-Brown, 2006, Lent et al., 2003., Lent et al, 2008., Ochs-Roessler, 2008., Rogers et al. 2009.) People usually strive continuously to control the events in which they are participating. If they succeed, their future can be more predictable and they can also count on personal as well as social advantages in their life. If the person feels like the active maker or the passive sufferer of their own career greatly depends on how they managed to create an environment that supports their ambitions. Bandura defines perceived self-efficacy as follows: '...the belief in what capacity one has to organise and implement the series of actions that is necessary for the desired performance'. (Bandura, 1986. 391. in: Lent-Brown, 2006.) While the notion of self-efficacy means judging our own values, perceived self-efficacy is related to judging personal capacity. It is important to note that the fact if somebody believes in any of their abilities does not necessary mean that they like and respect themselves. We can be clumsy in an activity without hurting our self-efficacy if the action is related to an area that is not an important part of our own self-evaluation. If the positive self-efficacy experience can be detected in an activity which is important for us, the two personality dimensions are correlated, i.e. the given situation can positively affect our self-evaluation. As a conclusion, the love of us does not necessary result in a performance and the necessary standard of an activity needs more than high self-esteem. While self-efficacy is defined as a non-context based characteristic, personal self-efficacy experience is expressly dependent on a situation.

The role of self-efficacy in career decisions and work

Bandura's perceived self-efficacy has proved to be a relevant notion in career development, as well. Lent, Brown and Hackett (1994) made an attempt in the social-cognitive career model worked out by them to interpret the most important factors that influence career decisions in an integrative model by summarising the findings of empiric research carried out so far. The basis of their idea was that the difference of people, their culture, personality, genetic pool, sociocultural background, state of health and way of thinking influence their decisions on career opportunities. One of the most important objectives of the makers of the model was '...to establish such a complex model that can integrate the correlations and parts of knowledge presented previously in terms of career development.

Within its framework the following aspects were considered.

- a. Gather the correlated constructs (e.g. self -image, self-efficacy etc.)
- b. Explain the factors that influence career more thoroughly than the other models (e.g. satisfaction, stability)
- c. Interpret the relations between the seemingly different constructions (self-efficacy, efficiency, abilities...).

At the same time, the model includes the experimental, study and cognitive processes that are relevant for the career development process. Some aspects of the former career models were also incorporated in their model such as the types of Holland (1997 in: Lent-Brown, 2006.), the theories of Super on the necessity of roles in life (1996), Dawis's idea (1996) on abilities.(Lent-Brown, 2008.) One of the most decisive aspects of social-cognitive career model is putting the Person-Environment interaction in the foreground. In contrast with other former career theories such as the model of Dawis, the ideas of Super and Savickas where the trait is interpreted in a different way and Holland also treats some forms as the cornerstones of his typology, in this case the dynamic content of Person-Environment relationship is prioritised. Lent, Brown and Hackett (1994) suppose such a triadic relationship between the environment factors and behaviour where the members interact, affect one another and explain their career orientation and objectives jointly together.

III. Methodology

1. Aims and hypotheses

(H_s= hypotheses for students, H_a= hypotheses for active professional, H_c=common hypotheses)

H_{s1}. Among the personality traits influencing self-efficacy regarding career decision (e.g. self-evaluation, choosing goals, planning, problem solving) **emotional stability, conscientiousness, agreeableness and internal control have a positive effect on the perceived self-efficacy regarding career decision.**

H_{s2}. Personality traits mainly influence self-efficacy regarding career decision via the students' personal **learning experiences.**

H_{s3}. The strength of the students' experience of SELF-EFFICACY regarding CAREER DECISION exert a positive effect on their CAREER PATH, career goals and future expectations.

Ha1. Those professionals who perceive their social environment as supportive report higher levels of self-efficacy than those who perceive their social environment as unsupportive.

Ha2. Professionals working in social supportive fields who have chosen a career path that's supported by their own personality traits as well as environmental factors thus resulting in a stronger commitment report higher levels of life satisfaction than their peers.

Hc1. Among the personality traits influencing the components of the experience of SELF-EFFICACY regarding their SOCIAL PROFESSION (e.g. SITUATION ANALYSIS, PROBLEM SOLVING, EMPATHY, SOCIAL SKILLS) EMOTIONAL STABILITY, CONSCIENTIOUSNESS, AGREEABLENESS and WORK RELATED INTERNAL CONTROL have a positive effect on the perceived self-efficacy about their profession.

Hc2. According to our assumption, the relationship among CONSCIENTIOUSNESS, INTERNAL CONTROL and perceived SELF-EFFICACY regarding SOCIAL WORK influences how the individual judges his/her career fit.

Hc3. As a common hypothesis emerging from our work with both students and active professionals, we assume that the more time spent in a social profession, the stronger the career self-efficacy becomes, i.e. more professional experience leads to a higher level of perceived competency regarding the chosen profession.

Hc4. : Among both students and active helping professionals, the strength of the self-efficacy regarding their profession exerts a positive effect on their future career plans, career goals and future expectations.

Hc5. Among both students and active helping professionals, the level of commitment to a social career and the traits of their CAREER PLANS are influenced by the level of conscientiousness and internal control as well as the perceived fit to the profession and the experiences during career socialization as it regards career self-efficacy.

Hc6. Those individuals who show long-term commitment to social work in their career plans belong to a well-defined group based on certain personality traits and their self-efficacy compared to those who want to make a career change.

Research Sample and Methodology

We used two separate groups to gather data for our study. One group consisted of students studying social work/social pedagogy in higher education institutes. The other group consisted of employees possessing degrees in social work and actively working in the field. When compiling our research sample, an important consideration was that we could compare and analyze data from individuals who are at different stages of their career socialization. For this reason, our research sample contains first year university student with no work experience at all, to professionals who have been working in social fields for over 20 years. We analyzed data from 497 students during our study. We had reached these students via their lecturers and superiors, who also granted us permission to gather and manage data. Participation in our research was both voluntary and anonymous for students, who were asked to fill out paper-based questionnaires. Students were recruited from 8 different institutes. 11.1% of them were men, while the other 88.9% were women. 51.5% are studying for their BA degree in social work, 38% in social pedagogy, while 10.4% are already studying for their MA degree in social work. 41.4% of all students are full-time students, while 58.6% are attending correspondence courses. Their age are ranging between 18 and 61.

To active workers with higher-education degrees we provided an on-line platform to fill out surveys. Providing data was also on a voluntary basis. We compiled the sample of social professionals, we made effort to recruit workers from as many different regions and types of institution as possible. We sent out hundreds of emails, but only 116 persons completed all the questionnaires. We used data from only these persons during statistical analysis. Of all respondents, 12 were men, and 104 were women. Their age range went from 21 to 59, with a mean age of 37.84. 27.6% of them have a maximum of 5 years of experience in social areas, 19.8% have worked in social fields for 5 to 10 years, 45.7% have 11 to 20 years of social work experience, while the remaining 6.9% have been a social professional for more than 20 years.

Research Methods

In order to make sure we achieve our research aims, we compiled a battery of questionnaires consisting of several units. A large portion of the items was the same for both students and active workers, while when working with sub-samples we complemented the standard items with our own questions for exploring the properties of the various stages of career socialization. Besides mapping the socio-demographic and socio-cultural background of our subjects, the test battery also contained the following units:

Career Decision Self-efficacy Scale Short Form (CDSE-SF, Betz/Taylor, 1996.)

Social Work Self-efficacy Scale (SWSE 2002. Gary Holden et al.)

Work Locus of Control Scale (WLCS, Paul Spector, 1988.)

*Big Five Inventory** - (BFI, John et al., 1991)

Satisfaction with Life Scale (SWLS, Ed Diener, 1985.)

Organizational Culture (Török L. G., 1998)

For our research purposes, we have developed two proprietary questionnaires with separate versions for students and workers: To gauge the experiences gained during career socialization, we have developed the STUDENT FIT and the CAREER FIT questionnaires, that were designed to show how respondents judge the fit between their skills, personality and their chosen career. We also designed to CAREER PLAN Questionnaire to measure the level of commitment to a social career.

IV. Our Most Important Findings

Hs1. Among the personality traits influencing self-efficacy regarding career decision (e.g. self-evaluation, choosing goals, planning, problem solving) emotional stability, conscientiousness, agreeableness and internal control have a positive effect on the perceived self-efficacy regarding career decision.

Our first hypothesis has been partially verified, since regarding certain personality traits, we have found such self-efficacy dimensions which showed significantly positive effects. However, in the case of INTERNAL CONTROL as it regards WORK, we have found a significantly negative correlation, which is the opposite of what we assumed. In the case of AGREEABLENESS as a personality trait we have not found significant relationships in any of the self-efficacy measurement, meaning that this trait was not proved to be a group forming

force in our study. We believe that one of the possible explanations could be that among the primary skills sets required for effective social work agreeableness is the most well acknowledged trait which means that only young people already scoring high on this trait choose a social career path. So an already high level of AGREEABLENESS is characteristic of our subjects and thus it proves to be a poor variable to separate certain groups in regards of confidence in career choice.

1. figure : Relationships between self-efficacy scales in career decisions, internal work control expectancies and certain personality traits

Career decision Self-efficacy Scales	Significance of Linear regression	F	R ²	Independent variables	β	p
self appraisal	p=0,000	14,669	0,281	conscientiousness	0,385	0,000
				emotional instability	-0,228	0,039
goal selectionE	p=0,000	15,030	0,283	conscientiousness	0,208	0,000
				Internal Work Control	-0,125	0,000
planning	p=0,000	11,064	0,229	conscientiousness	0,274	0,000
problem solving	p=0,000	6,619	0,148	conscientiousness	0,269	0,000

Hs2. Personality traits mainly influence self-efficacy regarding career decision via the students' personal learning experiences.

Our next **hypothesis has been verified**, since the partial correlation calculations have shown that the learning experience indeed has an effect on the influence that personality traits and work control expectations exert on career decision related self-efficacy. Comparing the correlation coefficients, we have concluded that the learning experience has the most dominant effect on via CONSCIENTIOUSNESS, since this is where we found the largest difference between the control and experimental conditions.

Hs3. The strength of the students' experience of SELF-EFFICACY regarding CAREER DECISION exert a positive effect on their CAREER PATH, career goals and future expectations.

Our third **hypothesis about students has also been verified**. The results of the correlation analysis done on the data of 442 students showed that there is a moderately strong ($r=.465$), significant ($p=0.01$) relationship between the two variables. Those students, who rate their own career decision related competencies higher, also show a stronger commitment to a social career path.

Summary of the hypotheses regarding active workers in social areas

Ha1. Those professionals who perceive their social environment as supportive report higher levels of self-efficacy than those who perceive their social environment as unsupportive.

Ha2. Professionals working in social supportive fields who have chosen a career path that's supported by their own personality traits as well as environmental factors thus resulting in a stronger commitment report higher levels of life satisfaction than their peers.

We utilized various methods to discover the relationship between perceived social support and career self-efficacy. We used the Quinn questionnaire based on the competitive values model to evaluate the perceived level of social career self-efficacy among those who work in organisations where TEAM based work culture is considered dominant. According to our results, 51.7% of our subjects believe that the indicators of a TEAM based work culture are clearly present in everyday work, while the following most frequent culture type was a HIERARCHY based work culture, with 16.4%. When comparing this to the subscales of career self-efficacy, only the Problem solving subscale showed significant effect ($r=0.253$, $p=0.001$), which partially verifies our hypothesis. This result indicates that social professionals consider the supportive force of social support at workplace in only those tasks in which various aspects of problem solving is necessary. The fact that personal and professional support from colleagues are available to social service providers is a relevant resource for both clients and social workers, Especially since nowadays it is very common that social workers must consult with various experts from different fields (debt management, employment counselling, child care, etc.) in order to effectively solve complex issues. The more complex and severe a case is, the more important the level is to which extant the social worker is able to mobilize social resources, and incorporate them into his/her daily work. Considering that recent publications report an increasing number of such complex cases, the issue of social support at the workplace is of utmost importance for both the effectiveness of case management and the mental hygiene condition of the social worker.

Besides asking direct questions about the perceived work culture, we also applied open ended questions to explore what aspects of their workplace the social workers identified as the main values. Most of our subjects (22.4%) mentioned team work as definitely positive value. Another 9.4% of social workers said that an empathic environment is an important factor which result assumes a higher level of social support in the given work environment. Beyond these two answers, our subjects reported several other factors (trustfulness, possibilities for improvement and innovation, flexibility, etc.) which all can be related to the supportive characteristics of the work environment and its dominant culture. According to these results, social professionals often mention such factors that relate to the positive characteristics of the social environment and the availability of social support as the main values of their workplace. To the question: "How supportive is your work environment for your own career goals?" – a significant number of our subjects said "very supportive", which is shown by the average value of 5.31 on a 7 point scale. Studying the connection between work-related stress and the perceived social support at the workplace, numbers proved significantly that those who receive more social support report lower levels of stress during their work. ($r=.224$, $p=0.05$) Based on our measurements, we conclude that **all applied methods verified our assumptions that social support available at the workplace positively contributes to the effectiveness of the social professionals' work**, while it does not play a moderating role in the personal evaluation of such competencies like empathy, analyzing skills or teaching social skills.

We compared the life-satisfaction of social professional workers with such variables that we assumed are meaningful for their career path. Thus we analyzed it in respect with CAREER FIT, SOCIAL WORK CAREER SELF-EFFICACY, commitment to the profession, in other words in relation to the CAREER PLAN. According to our results, CAREER FIT ($r=0.315$,

where $p \leq 0.01$) and CAREER PLAN ($r=0.350$, $p \leq 0.01$) show significant relation with general life-satisfaction. Our hypothesis thus has been verified since if the chosen career provides satisfaction and joy for the individual, and he/she is able to commit him/herself for the long-term, it not only affects his career satisfaction but also his/her general life-satisfaction. Among those working in a social supportive field, the level of career commitment correlates with general life-satisfaction, meaning how satisfactory life in general is for the given person.

Summary of the hypotheses relating to both students and active workers

Hc1. Among the personality traits influencing the components of the experience of SELF-EFFICACY regarding their SOCIAL PROFESSION (e.g. SITUATION ANALYSIS, PROBLEM SOLVING, EMPATHY, SOCIAL SKILLS) EMOTIONAL STABILITY, CONSCIENTIOUSNESS, AGREEABLENESS and WORK RELATED INTERNAL CONTROL have a positive effect on the perceived self-efficacy about their profession.

As the value of EMOTIONAL STABILITY increases students feels less and less developed their own EMPATHIC SKILLS ($r=-0.207$, $p \leq 0.01$) and their ability to ANALYZE ($r=0.162$, $p \leq 0.019$) professional tasks, while the level of neurocity does not influence their perceived self-efficacy in other profession related skills. CONSCIENTIOUSNESS as a personality trait exerts its strongest influence to EMPATHY among all professional sub-skills ($r=.289$, $p \leq 0.01$). These are very closely followed by SOCIAL SKILLS TEACHING ($r=.206$, $p \leq 0.01$) and PROBLEM SOLVING ($r=.204$, $p \leq 0.01$), then ANALYZING ($r=.197$, $p \leq 0.01$), where correlation is weak between the two variables, but still statistically significant.

When exploring the role of AGREEABLENESS, we mainly identified EMPATHY ($r=.359$, $p \leq 0.01$) and PROBLEM SOLVING ($r=.255$, $p \leq 0.01$) as predictive variables, since these were the traits with which the values of the independent variable showed significant and positive correlation. We must however add that AGREEABLENESS as a personality trait as it regards to the SOCIAL SKILLS TEACHING scale showed a noticeable, but weak influence ($r=.166$, $p \leq 0.05$). AGREEABLENESS thus can be considered a personality trait that serves as a positive ground for improving and experiencing professional competencies. In other words, the highlighted role it plays in career requirements has been proven empirically.

Our results regarding CAREER INTERNAL CONTROL and SOCIAL CAREER SELF-EFFICACY show very similar correlations to what we got during analyzing the experience of CAREER DECISION SELF-EFFICACY, i.e. an increase in CAREER INTERNAL CONTROL correlates with a decrease of the level of career self-efficacy experience, meaning that there is a negative correlation between the two variables. This correlation indicates that those students who feel that relying their own internal resources only is not sufficient for work success experience a higher level of professional competencies. Based on these finding, our hypothesis has been partially verified in regard to certain personality traits, career control expectations and the social works self-efficacy scales, since some of the variables show positive correlations while in other cases we have found no correlation, and we have found negative correlation within the control group.

1. active professionals

Among the measured variables, analyzing the correlation between EMOTIONAL INSTABILITY and certain scales related to social professional activities we have concluded that among all professional activities only the SOCIAL CAREER SKILLS TEACHING showed significant correlation ($r=-.206$, $p \leq 0.01$). Thus those students who score higher on emotional stability can only experience these advantages as it relates to their career self-efficacy during improving the social skills of their clients.

Like our results with students, CONSCIENTIOUSNESS as a predicative variable generally influences the level of self-efficacy the social worker experiences. The SOCIAL SKILLS TEACHING shows the highest correlation with CONSCIENTIOUSNESS ($r=.331$, $p\leq 0.01$), which means that teaching clients improves the self-confidence of those who show highest level of CONSCIENTIOUSNESS. We found the next strongest correlation between CONSCIENTIOUSNESS and PROBLEM SOLVING ($r=.279$, $p\leq 0.01$), from which we conclude that the more careful, responsible and conscientious social workers perceive their own problem solving skills more powerful than their colleagues, This means that this personality trait is an important internal resource in solving problems in their professional work with clients.

In regards of the fourth scale of career self-efficacy, the analyzing skill, we again found a positive correlation ($r=.204$, $p\leq 0.05$). Those professionals who can be characterized by well-developed, thorough and responsible decision making, perceive themselves more confident in situations where their decisions must be based on document analyzing task (e.g. legal or social political principles). In case of supportive professions, creating a trustful atmosphere is a requirement for an effective client-professional relationship. The presence of the behavioural indicators of trustfulness and conscientiousness during a helping relationship greatly enhances the chance of effective problem solving. AGREEABLENESS however showed no correlation whatsoever with SOCIAL WORK CAREER SELF-EFFICACY values, for which the most plausible explanation is that it is a personality trait that is generally characterizing the social worker community, so it cannot be used for forming different groups when evaluating professional competencies. Among the 4 factors influencing the strength of career self-efficacy, PROBLEM SOLVING ($r=.303$, $p\leq 0.01$) and SOCIAL SKILLS TEACHING ($r=.224$, $p\leq 0.05$) show significant and positive correlation to WORK INTERNAL CONTROL as it relates to social work. Those social workers who tend to attribute their career achievements to their own personal efforts are tend to be more confident regarding their competencies applied in interaction with their clients, believe that they are able to effectively manage problem solving, and teach social skills to their clients. The result of our study show the important role of INTERNAL CONTROL as it relates to work in especially those forms of supportive relationships where the professional supporter closely cooperates with his client in resolving the current issues.

In the following table we show how personality traits influence career self-efficacy among social professionals. In the table we only indicate the correlation coefficients for significant values.

2. figure: The correlation between certain personality traits, career internal control and career self-efficacy related to social work

	TEACHING students	teaching workers	EMPATHY students	EMPATHY workers	PROBLEM SOLVING students	PROBLEM SOLVING workers	ANALYSIS students	ANALYSIS workers
EMOTIONAL INSTABILITY		-206*	-207**				-162**	
CONSCIENTIOUSNESS	206*	331**	289**	226*	204**	279**	197*	204*

AGREEABLENESS	166*		359**		255**			
WORK INTERNAL CONTROL	-175**	224*	-124*		-152**	303**	-129*	

Hc2. According to our assumption, the relationship among CONSCIENTIOUSNESS, INTERNAL CONTROL and perceived SELF-EFFICACY regarding SOCIAL WORK influences how the individual judges his/her career fit.

During our study we also intended to explore what role the perceived fit between personality and career choice plays, i.e. the learning experience of the student, in how the individual perceives his/her own self-efficacy in the various areas of social work. We chose two subscales that according to our previous experiences are good indicators for the level of career commitment forming during career socialization. Studying the correlation between CONSCIENTIOUSNESS as a personality trait and TEACHING and PROBLEM SOLVING as indicators for SOCIAL CAREER SELF-EFFICACY we showed the significant effect of learning experience. The degree that the individual feels that his/her own personality fits the chosen social career influences the way his/her CONSCIENTIOUSNESS affects his/her CAREER SELF-EFFICACY in these two areas.

When comparing the value of CAREER INTERNAL CONTROL and SOCIAL CAREER SELF-EFFICACY we managed to prove the role of learning experiences. In this case, however, similar to our previous results, there was a negative correlation between the variables.

1. active professionals

When studying the performance of already active professionals, for both the independent variables of CONSCIENTIOUSNESS and CAREER INTERNAL CONTROL we showed statistically the important role of learning experiences as it regards to the scales of TEACHING and PROBLEM SOLVING in relation to the SOCIAL CAREER SELF-EFFICACY scale values. In harmony we previously measured data, our results prove that the more an individual can be characterized with CONSCIENTIOUSNESS and CAREER INTERNAL CONTROL, the more stronger he/she perceives his/her self-efficacy regarding TEACHING and PROBLEM SOLVING. This relationship is moderated by the degree the individual perception of the fit between his/her personality and the chosen social career. Thus our second hypothesis for both students and workers has been verified.

Hc3. As a common hypothesis emerging from our work with both students and active professionals, we assume that the more time spent in a social profession, the stronger the career self-efficacy becomes, i.e. more professional experience leads to a higher level of perceived competency regarding the chosen profession.

In the case of students, we first compared the data of 135 students in function of time of experience, who have already worked in social areas. According to our results, the time spent in the social area did not show significant correlation with any of the career self-efficacy scales. In other word, the time someone has spent with any given social work does not influence his/her career self-efficacy. By creating two categorical variables, we separated student who already have had social work experience from those who have not, then we

administered the Mann-Whitney probe to find out if there is a significant difference between the two groups regarding career self-efficacy. According to our results, there was statistically significant difference in 3 among the 4 social career self-efficacy scales: TEACHING ($p=0.001$), EMPATHY ($p=0.003$) and PROBLEM SOLVING ($p=0.008$). This means that those students who already have had some experience in a social career rate their own self-efficacy higher in various professional tasks than their peers without such experiences. On the other hand, when analyzing the data on the sample of already active professionals, we did not find any significant correlation on career self-efficacy scales in relation to how long they had already been working. Thus, how long the individual has been an active social professional is not necessary an indicator of the level of the person's competencies as related to their everyday work. Our third common hypothesis thus not has been verified on any sub-sample.

Hc4. : Among both students and active helping professionals, the strength of the self-efficacy regarded their profession exerts a positive effect on their future career plans, career goals and future expectations.

Based on the data gathered from students, we can conclude that our assumption about students having a higher-level of career self-efficacy show a stronger commitment for their career plans than their peers on each scale on the career self-efficacy measure. Among the 4 subscales, the EMPATHY related self-efficacy has the strongest effect on CAREER PLANS ($r=.451$, $p\leq 0.01$), followed by the second strongest PROBLEM SOLVING ($r=.427$, $p\leq 0.01$), then ANALYZING skills ($r=.391$, $p\leq 0.01$) and finally SOCIAL SKILLS TEACHING ($r=.385$, $p\leq 0.01$). In harmony with previous result published in international journals, proves the importance of perceived career self-efficacy. Our study however, showed an opposite result on the sample of already active professionals, since we did not find any statistically significant relationship between social career self-efficacy and career plans. This means that the level of confidence the individual has in his/her professional skills does not indicate whether the person is actually committed to keep working in this field for the long-term. While we still assume that the level of perceived career self-efficacy still cannot be fully neglected regarding career plans, we must acknowledge that there are other factors influencing the person's commitment for the chosen career path.

Hc5. Among both students and active helping professionals, the level of commitment to a social career and the traits of their CAREER PLANS are influenced by the level of conscientiousness and internal control as well as the perceived fit to the profession and the experiences during career socialization as it regards career self-efficacy.

From our correlation calculations, we can firmly state that both the level of CAREER INTERNAL CONTROL ($r=-.274$, ≤ 0.01) and the level of CONSCIENTIOUSNESS ($r=.346$, $p\leq .01$) have an impact on who among those students undertaking higher education consider social supportive work as a long-term career path. The impact of the two personality traits however show an opposite direction, since while the higher the level of CONSCIENTIOUSNESS, the stronger the commitment for a social career path, the higher levels of CAREER INTERNAL CONTROL has an opposite effect on CAREER PLANS. Those students who are more conscientious but see themselves less autonomic regarding work will more likely to think that they will commit themselves to a social career path for the long-term.

Studying SATISFACTION WITH EDUCATION as it impacts CAREER PLANS we received a correlation coefficient of $r=.556$ at a significance level of $p\leq 0.01$, while between the STUDENT FIT SCALE and CAREER PLANS the correlation coefficient came to be $r=.$

724 at $p \leq 0.01$, meaning that the two variables show a very strong correlation. The fact that the student who show strong career fit are planning to commit themselves to a social supportive career path is reassuring, although not really surprising. We also studied how self-efficacy students experienced during career decision and the exercising of career skills affects their career plans and commitments to a social career. According to our results, we can say that the level of self-efficacy influences the degree the student feels committed to doing social work for the long-term. In case of the confidence experienced about career decision, the Pearson correlation coefficient was $r = .465$ at $p \leq 0.01$, while the correlation found in relation to career self-efficacy was $r = .484$ at $p \leq 0.01$. These show that the long-term career plans of students are correlated with their experiences about their career skills during their education and how well-founded is their career decision. **Based on these findings we can conclude that strengthening the self-efficacy of student is of utmost importance during those periods of education when the student is introduced to the career requirements and improves his/her career identity via practical exercises designed to build up his/her career personality.** Those students who are more confident themselves in these two areas are tend to make more efforts to achieve career success, and probably also indentify themselves more with the values and requirements of social supportive professions. Thus their professional identity is likely to be more stable which can be a protective factor against difficulties they face during the initial phases of practising their chosen career.

Among already active professionals, there is a significant relationship between CONSCIENTIOUSNESS and commitment to the chosen career ($r = .229$, $p \leq 0.05$). Those social professionals who have personality traits that make them more trustworthy, thorough and conscientious are more likely to remain in their chosen career. The social career path appears an inspiring possibility in their career plans and career goals. The fact that those active professionals who are more conscientious are also more committed to their career is definitely beneficial for the future of social professions. It means that it's more likely that those social workers will remain in their chosen profession for the long-term, who perceive their job as a real vocation. For the benefit of the future of social professions, besides CONSCIENTIOUSNESS, INTERNAL CONTROL has also showed a positive effect in our study. Those who attribute their career success to their own efforts are the ones who are also more committed to their profession ($r = .259$ at $p \leq 0.01$).

According to our assumption, CAREER PLANS are also influenced by the perceived fit between social professional and the requirements of the profession, since we have found a strong correlation between these two variables ($r = .596$ at $p \leq 0.01$). Those social workers who experience a strong fit between their personality, needs and the requirements and potentials of the chosen profession feel more committed to a social career and do not intend to switch career in the future. This connection shows a fact about the internal control demands of professionals, i.e. those professionals who presently show strong commitment to their field see the requirement of the career appropriate, and based on their personality they consider themselves capable to achieve good performance. Our hypothesis thus has been partially verified, since you could verify all previously assumed correlations, except for the predictive force of social career self-efficacy regarding active professionals.

Hc6. Those individuals who show long-term commitment to social work in their career plans belong to a well-defined group based on certain personality traits and their self-efficacy compared to those who want to make a career change.

To test our sixth common hypothesis we used the logistic regression method. In the case of our student sample, CAREER DECISION SELF-EFFICACY ($p = 0.002$) and the STUDENT FIT SCALE ($p = 0.002$) proved to be significantly group forming, while we find tendency in the case of TYPE OF CLASS ($p = 0.066$). Those students who have a higher-level of career

decision self-efficacy or feel a stronger fit to a social career or study in a correspondence course are more likely to commit themselves to social work for the long-term in their career plans. In the case of already active professionals, CAREER FIT ($p=0.000$), CAREER INTERNAL CONTROL ($p=0.017$), and LIFE-SATISFACTION ($p=0.035$) proved to be significantly group forming regarding long-term career plans. Those professionals who experience a stronger fit between their personality, skills, desires and their social environment and career requirements, feel that their professional achievements are mainly dependent on their own efforts and have an above-average level of life-satisfaction, are more likely to see themselves working in a social profession for the long-term.

Conclusion and Suggestions

An important conclusion of our study on the student sample is that both career decision self-efficacy and social work related self-efficacy are a predictive factor for students' career plans. Those students who feel more confident in their career decisions and career skills are more likely to commit themselves to social areas for the long-term. Since our assumptions about self-efficacy basically stem from four information sources, the conscious application of these sources can effectively contribute to the success of career socialization.

1. In order to foster a more realistic self-esteem among students, special trainings should be administered where student may learn about the indicators for evaluating career performance. Professional experiences and research results may serve as a base for such trainings, since these data can be seen as quality indicators when judging the effectiveness of interventions and problem solving processes.
2. It would be equally important that students as observers are introduced to a broader scale of role models in the helping professions, especially regarding the various forms of problem solving. Since a system of institutions providing social services has been available by now in Hungary, and the number of social workers with higher education degrees is increasing, the institutional requirements are already a given to implement the above suggestions. In order to determine what cognitive and behavioral models are the most beneficial to present to students aiming to improve their career identity should be a topic of mutual discussion between practicing professionals and teachers from the academia.
3. It is also important that educators discover those factors that create anxiety among students about their ability to perform, so that sources of anxiety may be effectively managed. According to our results with students, those who report an increased commitment to social careers often do not believe that their own personal resources are sufficient enough for professional success. The experience of control gained during practices, analysis of the effectiveness of interventions, a more predictable social and legal environment can all contribute to diminishing students' fear of incompetence regarding their self-efficacy and control skills.
4. Reassurance coming from both professional and private environment (family, friends) also influences the individual's career self-efficacy. Differentiated feedback that respects personality and provides concrete goals for improvements can be a relevant factor for building up career self-efficacy in students aiming to choose a social profession. To achieve this, it would be reasonable to introduce a mentoring system during university years in which small groups of students get mentoring by an already experienced social professional, have their questions answered, overcome obstacles, and identify the next steps for improvement. Increased personal mentoring during education is justifiable, since this would help integrate the acquired knowledge and

experience into the students' career identity. Also, this way student would receive proper support for coping with difficulties and obstacles.

Our actions, clearly specified goals about our career could greatly contribute to effectiveness of both our education and our career goals. To raise awareness in this area and work out a system of worthy goals, students should be offered appropriate methods so that they may become more confident in their decisions, and more effective in achieving their goals.

An important result of our research is that somewhat different factors proved to be relevant between student and active workers regarding long-term career plans. In each phases of career development different factors shape the commitment of the individual. If we look at career path as a function of personal life path, which is in accordance with modern career interpretation models (Super...), it becomes evident that our various life roles, professional and personal needs can either facilitate or hinder our career commitments. While during the educational period cognitive factors evaluating the person's self-efficacy receive special significance, besides to perceived fit to the career, during the active practicing period the experience of fit in various context becomes important, besides the experience of control. So, for the development and detainment of commitment to social careers, all possibilities that help strengthen the fit between personal desires, goals and the opportunities offered by the career greatly contributes to career commitment in the various phases of career development. Our study with active professionals proved the importance of social support in workplace, regarding both the individual's problem solving self-efficacy, and the amount of stress experienced at the workplace. We can conclude that all interventions aiming to increases the level of social support within an organization, whether it may be a regular discussion group, supervision or any initiative to improve the atmosphere within the organization, can significantly contribute to employee satisfaction and higher achievements. A further possibility to strengthen career commitment is to acknowledge our other finding: those employees who experience higher perceived control over their daily tasks are also more committed to social careers. The term „empowerment” in the literature of organizational psychology refers to possibilities that exert great influence on work satisfaction, and the shaping of career plans. The broader the scope of interventions in which a social worker that his/her own resources and environmental resources are sufficient to effectively solve a given problem, the more likely it is that via the perceived properties of the social work (Hackman-Oldham, 1976) he/she will commit for the long-term in social supportive areas.

Further extended research can be carried out on the other factors that moderate career decision (e.g. the factors that hinder dedication) and also it can be worth examining what differences there are in career requirements and self-efficacy depending on the type of institution and the circumstances under which a single specialist works.

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