“Analyzing psychological factors of job search behavior among Nepalese university graduates: An empirical analysis”

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ARTICLE INFO	Binod Ghimire, Rewan Kumar Dahal, Dilli Raj Sharma, Dipendra Karki and Surendra Prasad Joshi (2025). Analyzing psychological factors of job search behavior among Nepalese university graduates: An empirical analysis. *Problems and Perspectives in Management*, *23*(2), 595-605. doi:10.21511/ppm.23(2).2025.43
DOI	http://dx.doi.org/10.21511/ppm.23(2).2025.43
RELEASED ON	Tuesday, 03 June 2025
RECEIVED ON	Friday, 27 December 2024
ACCEPTED ON	Friday, 16 May 2025

JOURNAL	"Problems and Perspectives in Management"
ISSN PRINT	1727-7051
ISSN ONLINE	1810-5467
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”

NUMBER OF REFERENCES	NUMBER OF FIGURES	NUMBER OF TABLES
35	2	5

BUSINESS PERSPECTIVES

LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10,
Sumy, 40022, Ukraine

www.businessperspectives.org

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ANALYZING PSYCHOLOGICAL FACTORS OF JOB SEARCH BEHAVIOR AMONG NEPALESE UNIVERSITY GRADUATES: AN EMPIRICAL ANALYSIS

Abstract

Graduate unemployment poses a significant challenge in Nepal, necessitating a comprehensive examination of the psychological factors that influence job search behavior. This study examines the influence of motivation, self-efficacy, goal-setting, and self-regulation on job search behavior among college graduates, specifically those participating in career preparation courses. A systematic survey was conducted from January to March 2024, focusing on 387 job seekers and recent graduates in career preparation programs at universities in the Kathmandu Valley. The sample was chosen through stratified random sampling to guarantee representation of various academic disciplines. A quantitative methodology was utilized, employing regression analysis to evaluate the correlations between psychological factors and job search behavior. The findings demonstrate that goal-setting ($\beta = 0.842$, $p = 0.000$) and self-regulation ($\beta = 0.842$, $p = 0.000$) considerably improve job search behavior, underscoring the significance of emotional regulation and cognitive clarity in surmounting employment obstacles. Motivation significantly enhances job-seeking efforts ($\beta = 0.341$, $p < 0.001$), underscoring its importance in this context. Self-efficacy correlates negatively with job search behavior ($\beta = -0.494$, $p < 0.001$), indicating that excessive confidence may diminish persistence in job-seeking efforts. These findings highlight the necessity for specific policies and educational initiatives that improve goal-setting, self-regulation, and motivation while alleviating the negative impacts of overconfidence by promoting balanced self-efficacy and reasonable expectations. This study enhances the comprehension of psychological factors influencing employability, providing essential insights for creating inclusive, adaptive systems that foster innovation, entrepreneurship, and workforce preparedness via academic-industry collaboration.

Keywords adaptability, employability, learning, motivation, regulation, skills

JEL Classification J24, J64

Received on: 27th of December, 2024
Accepted on: 16th of May, 2025
Published on: 3rd of June, 2025

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Conflict of interest statement:
Author(s) reported no conflict of interest

INTRODUCTION

The 21st-century job market is characterized by rapid changes, transforming work dynamics and employment attitudes (Dahal et al., 2025). Economic fluctuations, technological innovations, and changing job requirements have heightened competition, rendering job search processes more intricate. In this dynamic professional environment, individuals must consistently adjust to evolving skill demands and labor market standards. Many job seekers, especially recent graduates, face significant challenges in securing employment due to a disparity between their skills and market demands.

A notable difficulty in this setting is job search fatigue when extended and frequently unsuccessful job-seeking endeavors result in reduced desire and perseverance (Liu et al., 2014). Graduates without essential

psychological resources to adeptly confront these challenges may encounter increased stress, diminished self-confidence, and disengagement from proactive job search.

Although psychological aspects play a crucial role in job search efforts, their specific impact on job search behavior is inadequately examined in the Nepalese context. Understanding the impact of psychological traits – including motivation, self-efficacy, goal-setting, and self-regulation – on job-seeking behavior is essential for addressing employability challenges.

1. LITERATURE REVIEW

The transition from education to employment has become more intricate, especially for younger job seekers who frequently encounter a volatile job market, intense competition, and changing employer expectations (Liu et al., 2014). In addition to technical knowledge, today's employers require psychological and behavioral competencies that enable individuals to navigate uncertainty, setbacks, and a dynamic work environment. Young graduates who are entering the workforce with limited experience and underdeveloped professional networks are particularly susceptible to these challenges. Consequently, it is essential to comprehend psychological resources in order to improve employability outcomes.

The significance of psychological resources, including motivation, self-efficacy, goal-setting, and self-regulation, in the development of successful job search behaviors has been consistently underscored (Hobfoll, 2002; Joshi et al., 2023). Individuals' engagement is sustained over time, and resilience is promoted during prolonged or unsuccessful job searches by motivation, particularly when it is intrinsic (Vallerand, 2016; Deci & Ryan, 2000). Motivated job seekers are more likely to persist and pursue opportunities that are consistent with their values, which results in more meaningful employment experiences (Fredricks et al., 2004).

The belief in one's capacity to attain desired outcomes, or self-efficacy, is similarly influential (Bandura, 1997). Urquijo et al. (2019) have found that individuals who possess high self-efficacy are more inclined to persist for an extended period, exert more effort, and respond adaptively to setbacks during the job search process. Nevertheless, certain scholars, including Liu et al. (2014), have cautioned that an excessively high sense of self-efficacy can lead to overconfidence, reduced effort, and ineffective job search strategies. This suggests that a realistic, balanced sense of self-efficacy is the most beneficial.

In addition, the structuring and maintenance of job search endeavors are significantly influenced by the implementation of effective goal-setting and planning. Locke and Latham (2002) demonstrated that job seekers can effectively manage their time and remain adaptable to market fluctuations by setting clear, specific, and challenging objectives. This approach enhances attention, motivation, and persistence. The necessity of well-formulated employment strategies is underscored by complementary research conducted by Vigoda-Gadot and Angert (2007), which has demonstrated that goal orientation significantly predicts proactive job search behaviors. Self-regulation further reinforces job search behavior by helping individuals manage emotions, adapt strategies, and persevere in the face of obstacles (Zimmerman, 2002; Creed et al., 2009). The ability to manage one's emotional responses and behavior guarantees that setbacks, such as employment rejections, do not derail long-term career aspirations. Additionally, self-regulation facilitates adaptability, allowing individuals to modify their strategies when their current ones prove ineffective – a critical talent in dynamic job markets.

Parallel to these psychological resources, the concept of self-directed learning (SDL) has emerged as a critical factor in the development of employability in economies that are undergoing rapid change (Drucker, 1985; Bereiter, 2002). SDL entails the proactive assessment of learning requirements, the establishment of objectives, resources acquisition, the execution of strategies, and result assessment (Dahal, 2018). The underlying force that initiates and sustains SDL activities is motivation, while self-efficacy enables individuals to

http://dx.doi.org/10.21511/ppm.23(2).2025.43

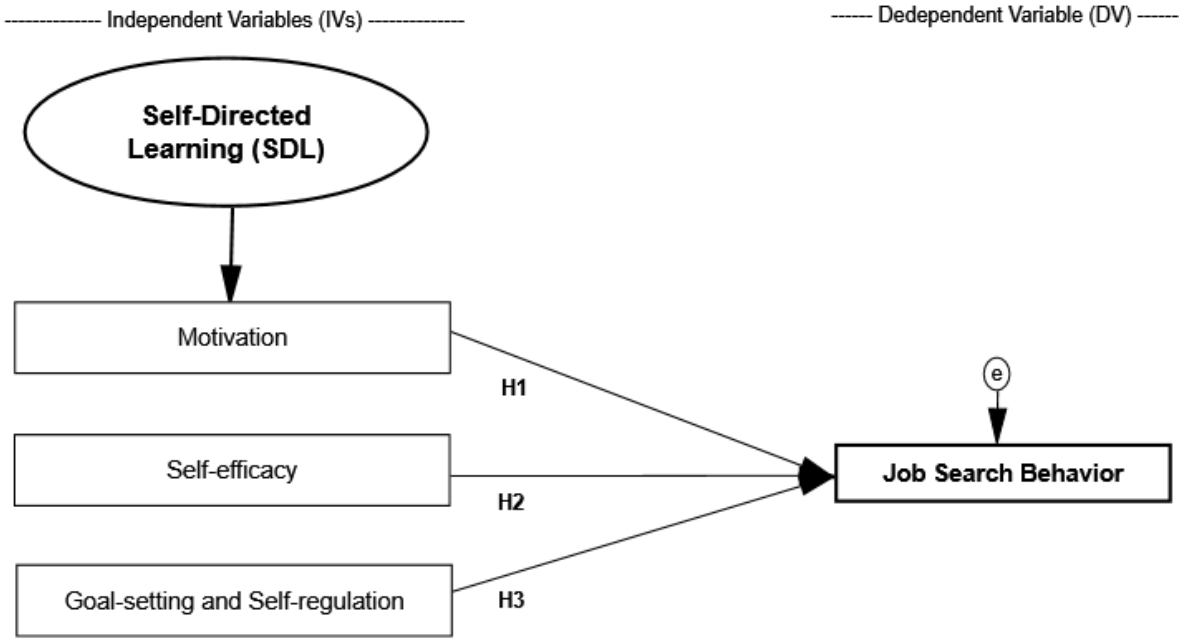

Figure 1. Conceptual framework

overcome the challenges that are inherent in the acquisition of new skills (Fredericks et al., 2004; Urquijo et al., 2019). Goal-setting, planning, and self-regulation, which are essential components of SDL, ensure that learners maintain momentum and make systematic progress toward their learning objectives despite encountering challenges (Corno, 2023). Garrison (1997) underscores the multidimensionality of SDL, by emphasizing the importance of the motivational and affective aspects that are essential for persistence, in addition to the cognitive strategies that are necessary for effective learning.

The theoretical review offers a comprehensive understanding of the fundamental research variables. This study aims to fill the knowledge gap concerning the psychological factors influencing job search persistence and success among Nepalese university graduates. This study establishes the foundation for future research on the connections between motivation, self-efficacy, goal setting, and self-regulation in job searching among young college graduates in Nepal.

By incorporating established theories and prior research, the present study lays the foundation for a comprehensive framework that supports the development of the proposed hypotheses, as illustrated in Figure 1.

This interconnection between self-directed learning and psychological resources is essential for comprehending contemporary job search behaviors. A rigorous framework for this integration is provided by the theory of planned behavior (Ajzen, 1991), which underscores the influence of attitudes, perceived behavioral control, and subjective norms on intentions and behaviors. In the context of employment, individuals who possess internalized norms regarding persistence have strong perceptions of control over outcomes and positive attitudes toward learning and, thus, are more likely to succeed in securing employment.

In general, recent scholarly research has demonstrated that motivation, self-efficacy, goal-setting, and self-regulation are fundamental psychological factors that influence the development of employability and job search behaviors. These competencies, which are closely tied to the principles of self-directed learning, are particularly noteworthy for young graduates navigating increasingly complex job markets. Nevertheless, a void persists in understanding how these psychological resources interact with college graduates in Nepal, a group currently experiencing unique socio-economic transitions and job market uncertainties.

As stated in the conceptual framework shown in Figure 1, which guides the formulation of the fol-

lowing hypotheses, the purpose of this study is to investigate how motivation, self-efficacy, goal-setting, and self-regulation impact the job-seeking behavior of recent college graduates in Nepal.

According to the literature review, the subsequent hypotheses are formulated:

H1: Job search behavior is positively influenced by increased levels of motivation.

H2: The efficacy of job search behavior is enhanced by increased self-efficacy.

H3: Job search behavior that is more focused and persistent is positively influenced by specific goal-setting and self-regulation.

2. METHOD

This paper employed a structured survey to collect primary data using a quantitative methodology. The study concentrated on recent graduates under 35 years of age from Nepal, particularly those living in the Kathmandu Valley, the capital city. These individuals were actively pursuing employment and participating in job preparation courses to improve their competitiveness on the job market. The Kathmandu Valley was chosen for its pivotal function as a center for educational establishments and job prospects, guaranteeing a pertinent and varied sample. Twenty institutes providing job preparation courses were selected due to their reputable standing and active engagement in equipping graduates for the job market.

Participants were chosen based on specified inclusion criteria: they must be recent graduates, actively seeking employment and engaged in preparation courses during the study period. Ethical guidelines were meticulously followed, ensuring that all participants were thoroughly informed about the study's objectives, their voluntary involvement, and the guarantees of confidentiality and anonymity. Informed consent was secured from all participants prior to the commencement of data collection. The study received approval from the Nepal Commerce Campus Ethics Committee (reference number 1886/080-081), confirming compliance with research standards. The sample size was determined using Krejcie and Morgan's (1970) criterion, which stipulate a minimum of 384 completed questionnaires for statistically valid analysis. A total of 600 questionnaires were sent throughout the 20 selected institutes, with each institute receiving 30 surveys. Data collection occurred from January to March 2024, yielding 387 completed and valid responses.

The survey included three demographic questions and 30 questions on the study's fundamental variables: motivation, self-efficacy, goal-setting, and self-regulation, all essential to self-directed learning (SDL) and job search behavior (JSB). A 5-point Likert scale was utilized to facilitate respondents in offering more nuanced responses while eliminating a neutral option. The inquiries were categorized into five segments. Five inquiries examined the participants' motivation concerning job search behaviors. An additional five questions evaluated the respondents' confidence in their job search competencies. Eight inquiries assessed participants' goal-setting practices and capacity to manage their actions during the job search. The concluding sections comprised 12 inquiries on proactive job-search behavior and information-seeking activities.

The choice of these variables and the construction of the questions were grounded in established theoretical frameworks in SDL and JSB, ensuring alignment with the research objectives. The structured questionnaire was crafted to obtain extensive data while ensuring clarity and relevance to the study's objectives.

3. RESULTS AND DISCUSSION

Table 1 summarizes the respondents' demographic characteristics, including educational attainment, age, and gender. The data offer significant insights into the study's sample population, facilitating the analysis of factors that may affect job search behavior. The complete questionnaire and survey methodology are provided in Appendix A to ensure transparency and reproducibility. The research was conducted in the first half of 2024 to ensure that the data collected accurately reflected the current status of the job market and educational environment in the Kathmandu Valley. This

http://dx.doi.org/10.21511/ppm.23(2).2025.43

time frame was chosen to capture a snapshot of recent graduates' job-seeking behavior amid evolving economic and employment trends in Nepal.

Table 1. The respondents' general information

Participant Attributes	Frequency	%
Education Level		
Graduate	203	52.5
Undergraduate	184	47.5
Gender		
Female	279	72.1
Male	108	27.9
Age		
25 yrs. and below	181	46.8
26–30 yrs.	170	43.9
31 yrs. and above	36	9.3
Total	387	100.0

Based on Table 1, 52.5% of respondents were graduates and 47.5% undergraduates, ensuring representation from individuals at various stages of higher education. Most participants (46.8%) were 25 years or younger, followed by 43.9% in the 26–30 age range and a smaller minority (9.3%) aged 31 years or older. The age distribution corresponds with the study's emphasis on young adults engaged in job searching and enrolled in preparatory courses. Furthermore, female participants constituted a substantial majority of the sample at 72.1%, in contrast to 27.9% of male participants. This gender gap may indicate elevated enrollment or participation rates among women in specific courses or increased responsiveness to the survey. The demographic data suggest a broad and relevant sample population, which strengthens the validity and applicability of the study's findings.

Cronbach's alpha was utilized in the study to assess the internal consistency of the variables under examination and to analyze the magnitude of the associations between these variables. In addition, an assessment was directed to determine the average inter-item correlation coefficient and ascertain whether the observed variable yielded consistent and reliable results.

Table 2 presents the results indicating that all Cronbach's alpha values surpassed the recommended cut-off value, suggesting that the observed variables within each construct possess a unidimensional nature. Similarly, it is noteworthy that all the average inter-variable correlation coefficient values adhere to the recommended range of 0.15 to 0.50. Such observation suggests that job-searching behaviors among graduates are measured by homogeneity and appropriateness. Furthermore, the present study analyzed the Harman one-factor test using the 30 observed variables recommended by Podsakoff et al. (2003) to assess the presence of common method bias (CMB). The statistics of the CMB indicated a variance of 32.404%, which falls below the threshold of 50%, as suggested by Cho and Lee (2011); thereby, the study confirms that there are no significant concerns or problems with the CMB.

A validity assessment was undertaken to determine the precision and dependability of the collected data and the study's findings. The paper utilized confirmatory factor analysis (CFA) and path analysis (PA) to establish the construct validity and measure the convergent and discriminant validity of multiple measures of latent variables. The convergent validity was assessed using the average variance extracted (AVE) and construct reliability (CR) measures. According to Hair et al. (2006), when calculating the AVE and the CR, it is deemed appropriate to consider standardized regression weights of individual observed variables that exceeded 0.50 to indicate their significance within the relevant con-

Table 2. Reliability assessment

Construct	Cronbach's Alpha	An average inter-variable correlation coefficient	Observed variables
Motivation	0.721	0.340	5
Self-efficacy	0.822	0.483	5
Goal-setting and Self-regulation	0.855	0.428	8
Proactive Job Search Behavior	0.785	0.480	4
Information Seeking Behavior	0.866	0.456	8
Total number of study variables	–	–	30
Suggested cut-off value	≥ 0.70	0.15 ≤ 0.50	–
Suggested by	Hair et al. (2006)	Clark and Watson (1995)	–

Table 3. Validity insights

Type	Latent variables	Convergent validity			Discriminant validity		
					HTMT ratios of correlations of the latent variables		
		No. of the retained variables	CR	AVE	Motivation	Self-efficacy	Goal-setting and Self-regulation
IVs	Motivation	3	0.738	0.503	–	–	–
	Self-efficacy	5	0.827	0.493	0.713	–	–
	Goal-setting and Self-regulation	7	0.874	0.501	0.784	0.743	–
DVs	Proactive Job Search Behavior	4	0.870	0.459	0.366	0.268	0.556
	Information Seeking Behavior	8	0.802	0.505	0.536	0.299	0.665

structs. The variables VAR_1 (Motivation_1) and VAR_4 (Motivation_4) within the motivation construct, and the VAR_12 (Goal-setting and Self-regulation_2) within the goal-setting and self-regulation construct were excluded from consideration due to their standardized regression weights falling below 0.50. As a result, the study retained 27 study variables to evaluate the proposed hypotheses. Furthermore, the analysis employed the heterotrait-monotrait (HTMT) ratio of correlations to assess the discriminant validity of the latent variables before examining the significance of the hypothesized paths. Table 3 displays the statistical indicators of validity.

Figure 2. The study model

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The validity analysis revealed that all of the constructs exhibited satisfactory levels of construct reliability (CR), surpassing the recommended cut-off value of 0.70, as suggested by Hair et al. (2018), and the average variance extracted (AVE) for each construct exceeded the recommended threshold of 0.4, as advised by Bagozzi and Baumgartner (1994). The HTMT criterion evaluates the mean correlations among the latent constructs. According to Henseler et al. (2015), the levels of discriminant validity should be below 0.90. According to the findings presented in Table 3, the HTMT values for all constructs were below the threshold of 0.90, indicating discriminant validity between the reflective constructs.

The current study employed CFA and PA to assess the significance of the hypothesized relationships and the model's explanatory power. This was determined by calculating multiple correlation coefficients for each latent variable. Figure 2 displays the standardized estimates and fitness indices, accompanied by the threshold values suggested by scholars for the underlying model.

Various model fit indices, as presented in Table 4, were observed, accompanied by the threshold values suggested by scholars for the underlying model.

The study model revealed satisfactory fitness indices, as all measures were within the expected desired range. It examined the association between the dependent variable of job-searching behavior and the independent variables of motivation, self-efficacy, goal-setting, and self-regulation. The study's results suggest that the independent variables analyzed in the model accounted for approximately 64.0% of the variability observed in the job-searching behavior of graduates in Nepal. Details of the hypothesized paths are presented in Table 5.

The findings of this study provide valuable insights into the psychological factors that influence the job search behavior (JSB) of recent graduates. It is important to note that motivation, goal-setting, and self-regulation have a positive impact on JSB, which emphasizes the necessity of proactive and systematic approaches to improving employability. Vigoda-Gadot and Angert (2007) and Corno (2023) both emphasize the necessity of structured goal-setting and self-regulation for success in educational achievements and career transitions. The strong impact of these factors aligns with the findings presented in this study. This study is important because it builds on existing ideas about self-directed learning (SDL) by adding emotional regulation, highlighting how essential it is for stay-

Table 4. Model fit indices with cut-off values

Model fit measures	Cut-off value	Suggested by	Model values
Chi-square (χ^2)	Smaller the better	Wan (2002)	890.914
Probability (p)	> 0.05	Wan (2002)	0.000
Normed chi square [χ^2/df]	≤ 3.00	Kline (2016)	2.902
Standardized Root Mean-square Residual [SRMR]	≤ 0.08	Hu and Bentler (1999)	0.072
Root Mean Square Error of Approximation [RMSEA]	≤ 0.08	Hu and Bentler (1999)	0.076
RMSEA Associated ***p***-value [PCLOSE]	≥ 0.05	Garson (2019)	0.000
Goodness of Fit Index [GFI]	≥ 0.90	Bagozzi and Yi (1988)	0.934
Adjusted Goodness of Fit Index [AGFI]	≥ 0.80	Bagozzi and Yi (1988)	0.873
Relative Fit Index (RFI)	≥ 0.80	Hair et al. (2018)	0.844
Comparative Fit Index [CFI]	≥ 0.90	Hu and Bentler (1999)	0.919
Normed Fit Index [NFI]	≥ 0.80	Bentler and Bonnet (1980)	0.888
Tucker Lewis Index [TLI]	≥ 0.90	Hu and Bentler (1999)	0.907

Table 5. Hypotheses testing

Paths	Model Coefficients		Standard Error	Critical Ratio	p-value	Remarks
	Unstandardized (B)	Standardized (β)				
H1: Motivation → JSB	0.572	0.341	0.150	3.825	***	Accepted
H2: Self-efficacy → JSB	–0.549	–0.494	0.111	–4.957	***	Rejected
H3: Goal-setting and Self-regulation → JSB	1.149	0.842	0.180	6.389	***	Accepted

Note: *** Significant at the 0.01 level.

ing persistent in job searches along with planning. This finding supports the claims of Salovey et al. (1999) and Ghanizadeh (2017).

The negative relationship between self-efficacy and JSB unexpectedly challenged the conventional wisdom. This discovery is consistent with the findings of Liu et al. (2014) and Moynihan et al. (2003), which indicate that premature disengagement from active job search efforts may result from overconfidence. Bandura's (1997) theory on situational effects is further supported by the complexity of self-efficacy's influence, which is contextually dependent. In practice, these findings indicate that career interventions should prioritize the development of calibrated self-efficacy, affective regulation, and goal-setting abilities in order to maintain motivation and improve job search outcomes. This study improves employability models by highlighting the emotional aspect of self-directed learning (SDL) and the detailed role of self-efficacy, suggesting that more research is needed on its limits. This perspective is nuanced and improves one's knowledge about SDL by incorporating emotional regulation as a critical component. This contribution is consistent with Garrison's (1997) emphasis on the multidimensional nature of SDL, which encompasses cognitive, motivational, and emotional elements. The study suggests a more complex, context-sensitive employability development paradigm. This method blends cognitive, motivational, and emotional elements, emphasizing that self-efficacy, goal-setting, and emotional control varies depending on individual and job market situations. The study underscores the need for adaptable job-seeking strategies, as opposed to universally applicable models.

In conclusion, this study makes several important contributions. It shows how motivation, self-regulation, and emotional control help job seekers overcome market difficulties. It emphasizes emotional control, which standard models overlook, in order to expand the self-directed learning (SDL) framework. It also shows how excessive confidence might impair job search, honing our grasp of self-efficacy's dual character. These discoveries enhance theoretical and practical understanding. They provide educators, career counselors, and policymakers with practical ways to help recent graduates cope with today's difficult job markets by giving them the psychological tools and resilience they need.

CONCLUSION

The objective of this study is to address the knowledge gap regarding the psychological factors that influence the persistence and success of job searches among Nepalese university graduates. Specifically, this study was designed to investigate the impact of motivation, self-efficacy, goal setting, and self-regulation on their support for self-directed learning and job search behavior. The findings suggest that establishing explicit, intentional objectives and implementing emotional regulation enhance autonomous learning experiences, significantly contributing to personal development, long-term motivation, and skill development. Youth are more capable of surmounting obstacles and sustaining positive learning environments when they effectively manage their emotions and align their efforts with specific objectives. Additionally, the investigation underscores the intricate impact of self-efficacy. Although resilience, proactive behavior, and optimism are promoted by high self-efficacy, they can paradoxically result in selective job seeking, self-handicapping, or overconfidence, which ultimately reduces active engagement in employment opportunities. Therefore, to prevent disillusionment and hesitation in career advancement, it is essential to balance self-efficacy with realistic self-assessment, although it is a valuable asset.

It is evident from these results that a comprehensive strategy is required to equip young people adequately with the necessary skills to navigate the intricacies of contemporary employment environments. Educational systems must prioritize the development of balanced self-efficacy, strategic goal-setting, emotional resilience, and self-regulatory skills. Youth preparedness for both academic and professional challenges can be considerably improved by incorporating practical strategies, such as emotional regulation training, personalized learning pathways, and entrepreneurship education, into curricula.

http://dx.doi.org/10.21511/ppm.23(2).2025.43

The study also underscores the importance of cross-sector collaboration among educational institutions, governments, industries, and communities. To create educational ecosystems that are inclusive and adaptable, it is necessary to collaborate to close job market inequities and promote innovation and adaptability. In the future, research should investigate specific intervention models that enhance emotional regulation and strategic goal-setting in young learners. Furthermore, additional research is required to examine the mechanisms that regulate self-efficacy, thereby ensuring that confidence leads to active and diverse job-seeking behaviors rather than selective abstentions. These investigations will be essential for creating educational and career support programs that are more effective and adaptable to the changing demands of the job market.

AUTHOR CONTRIBUTIONS

Conceptualization: Binod Ghimire, Rewan Kumar Dahal, Dilli Raj Sharma, Dipendra Karki, Surendra Prasad Joshi.
Data curation: Binod Ghimire, Dilli Raj Sharma, Dipendra Karki, Surendra Prasad Joshi.
Formal analysis: Binod Ghimire.
Funding acquisition: Rewan Kumar Dahal.
Investigation: Dilli Raj Sharma.
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Software: Binod Ghimire, Rewan Kumar Dahal, Dipendra Karki.
Supervision: Rewan Kumar Dahal, Binod Ghimire.
Validation: Binod Ghimire, Rewan Kumar Dahal, Dilli Raj Sharma, Dipendra Karki, Surendra Prasad Joshi.
Writing – original draft: Binod Ghimire, Rewan Kumar Dahal, Surendra Prasad Joshi.
Writing – review & editing: Binod Ghimire, Rewan Kumar Dahal, Dilli Raj Sharma, Dipendra Karki, Surendra Prasad Joshi.

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APPENDIX A

SURVEY INSTRUMENT

SECTION 1

(Please tick as appropriate)

a. Name (Optional):

b. Age:
- ☐ 25 years and below
- ☐ 26–30 years
- ☐ 31 years and above

c. Gender:
- ☐ Male
- ☐ Femal
- ☐ Others (specify):

d. Highest education attained:
- ☐ Graduate
- ☐ Undergraduate
- ☐ Others (Specify):

SECTION 2

Please score the statements below based on your experience.
1 = Strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Motivation					
1. I regularly hunt for job options that correspond with my career aspirations.	5	4	3	2	1
2. I feel motivated to find a career that suits my qualifications and interests.	5	4	3	2	1
3. I regularly put effort into networking and building professional relationships.	5	4	3	2	1
4. I remain positive and eager throughout my job search process.	5	4	3	2	1
5. I am committed to finding suitable work regardless of hurdles.	5	4	3	2	1
Self-Efficacy					
1. I am assured of my capacity to develop a compelling job application.	5	4	3	2	1
2. I am confident that I possess the requisite qualifications to excel in job interviews.	5	4	3	2	1
3. I am certain that I will be able to secure employment that aligns with my skills.	5	4	3	2	1
4. I am confident in my ability to persevere in my job search and respond to rejections.	5	4	3	2	1
5. I am capable of effectively discussing my strengths with prospective employers.	5	4	3	2	1
Goal-Setting and Self-Regulation					
1. I make clear goals for my job search.	5	4	3	2	1
2. I break down my tasks into steps that I can handle.	5	4	3	2	1
3. I review and change my job search strategies on a regular basis.	5	4	3	2	1
4. I set aside time every day or week to do job-search activities.	5	4	3	2	1
5. I keep track of the progress of my job applications.	5	4	3	2	1
6. I change how I job search based on what employers say.	5	4	3	2	1
7. I stay regulated and dedicated to my job search plan.	5	4	3	2	1
8. I use self-reflection to develop my job search strategies.	5	4	3	2	1
Job Search Behavior					
1. I look at job boards and business websites online all the time.	5	4	3	2	1
2. I usually apply for a lot of different jobs.	5	4	3	2	1
3. Networking is how I actively look for job chances.	5	4	3	2	1
4. Job fairs, work events, and professional seminars are some of the things I do.	5	4	3	2	1
5. The resume and cover letter I send for each job are different.	5	4	3	2	1
6. I do a lot of work to get ready for job interviews.	5	4	3	2	1
7. I talk to recruiters and hiring managers straight up.	5	4	3	2	1
8. When I am looking for a job, I use LinkedIn and other business networking sites.	5	4	3	2	1
9. I look for help from job counselors or mentors.	5	4	3	2	1
10. Before I apply for a job, I look into possible companies.	5	4	3	2	1
11. I follow up on job applications after they have been sent in.	5	4	3	2	1
12. I keep track of the jobs I have applied for and how they are going.	5	4	3	2	1

Thank you for your time and participation