Research Paper

Intolerance of Uncertainty and Emotional Intelligence as Predictors of Career Decision Self-Efficacy among Unemployed Young Adults

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ABSTRACT

When the pandemic of COVID-19 came, everyone was in a state of uncertainty. The severity of the uncertainty was found to be felt by more among unemployed young adults. This study will make a significant contribution to the literature in the following ways. It seeks to address a crucial gap in the literature by examining the role of Emotional Intelligence as well as cognitive factor -Intolerance of Uncertainty- that predicts one's Career Decision Self-Efficacy. The objective of the study was to find out whether Intolerance of Uncertainty and Emotional Intelligence predict the Career Decision Self-Efficacy among Unemployed Young Adults and there exist sex differences in the study variables. The study was conducted among 260 participants (92- male, 168 female) using Career Decision Self-Efficacy–short form (CDSE) (Betz, Hammond, & Multon, 2005), Intolerance of Uncertainty–short form (Carleton, 2020) and Emotional Intelligence (Manikandan & Shabeeba, 2017). The results revealed that Intolerance of Uncertainty and Emotional Intelligence predict the career Decision Self-Efficacy. The findings have implications in career counselling, and can be applied to improve the individual's career decision self-efficacy.

Keywords: *Career Decision Self-Efficacy, Emotional Intelligence, Intolerance of Uncertainty, Unemployed Young Adults.*

Young adulthood, which lasts from the ages of 18 to 40, is a watershed moment in one's life. What happens during these years has far-reaching and long-term implications for young adults' future employment and career opportunities, as well as their financial stability, health, and well-being.

Through work one can fulfil major part of his needs. Career is an interaction of work roles and other life roles over a person's life span including both paid and unpaid work. Career is an individual metaphorical journey through learning, work and other aspects of life (Inkson, 2004).

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Ott-Holland et al. (2017) pointed out that the culture one follow can have a significant impact on his or her profession choice. According to US News (May 12, 2020, at 11:16 a.m.) there are several factors to consider while selecting a career which is right for you. Natural abilities, work style, social interaction, work–life balance, whether or not you want to give back, whether or not you are comfortable in public, how you deal with stress, and, finally, how much money you want to make are just a few of them. If deciding on a job is too stressful, consider this alternative: choose a path that feels right today by making the best decision you can, knowing that you can change your mind later.

In the past the question asked by individuals regarding their career was: 'What profession shall I follow that match my personal characteristics?' or 'What profession shall I follow in order to find work?'. At present the following question is may be more suitable: 'How will I design my career in the best possible way so as to respond to the variety of changes in the world and the unexpected educational and vocational choices?' (Argyropoulou, 2018) but employee market trend is little bit different where a successful and effective decision-making relies on additional skills or meta-skills. Meta-skills are regarded high level skills which allow in other skills to be used and developed (Sidiropoulou-Dimakakou et al., 2015) and which individuals are called upon to develop in order to respond to decision-making effectively. It concerns a combination of personality elements, behavioural and social skills which seem to be particularly important in the decision-making management, career exploration, life planning (Savickas, 2013) and the confrontation of the professional changes (Akkermans, et al., 2013). As the world of work becomes more and more complex as well as more flexible, people are expected to develop their existing skills relating to the career decision-making.

Traditionally, the career decision-making is considered a logical process which includes knowledge, goal assessment, exploration, commitment, application, and reassessment (Guyrdham& Tyler, 1992). A carefully planned career decision invariably leads to important future vocational outcomes. However, the individuals can never be sure that a decision could be right in time, further than the moment they took it, because even if they could control the external factors they could never avoid their internal changes (Sidiropoulou-Dimakakou, 1993). However, some people tend to be more prepared to make career decisions than other people.

The technological, sociological, and economic changes of the past few decades have resulted in the formation of an insecure work environment, making it increasingly difficult to determine what one wants to accomplish professionally (Bright & Pryor, 2005; Gati, 2013; Gelatt, 1989; Krumboltz, 2009). The old belief that a person's career decisions are made just once in their lifetime has been replaced by the belief that career decision making is an ongoing interative process that includes the building of a professional narrative (Osipow, 1999; Savickas, 2011). As a result, although people used to have a single job route to choose from, today's young adults typically have to make numerous sequential decisions, assess their past professional choices, and alter their behaviour and aspirations on a regular basis (Krumboltz, 2009). These changes in the workplace have resulted in a rise in the number of people transitioning from one job to another throughout their careers (Bright & Pryor, 2005). While this is partly due to changes in the nature of work, it also stems from the fact that the more professional decisions people have to make, the more likely they are to run into issues that obstruct their decision-making, perhaps leading to less satisfactory career choices that they may later wish to change. Professional-related decision-making challenges might be

viewed in this light as roadblocks that may prohibit you from making a potentially better career decision, or even any decision at all (Gati, et al., 1996; Slaney, 1988).

Career Decision Making Self-Efficacy
Betz, et al., (1996) viewed career decision self-efficacy as a key and necessary component in successful career decision-making. Career decision self-efficacy is defined as having confidence to make decisions based upon one's self-concept, goals, and career options. The notions of career decision-making and career decision-making self-efficacy include time perspective as an implicit variable in "expectancy, anticipation, estimation, or subjective probability of future success" (Savickas, et al., 1984).

Hackett and Betz (1986) differentiated the applications of self-efficacy theory in terms of career option and method. Crites (1983), in his model of career maturity, hypothesized that career decisions will be facilitated by competence with respect to five career decision processes and by mature versus immature attitudes regarding the career decision process. The five competencies are (1) accurate self-appraisal, (2) gathering occupational information, (3) goal selection, (4) making plans for the future, and (5) problem solving. The conceptualization of career decision-making self-efficacy involved the integration of two major theories, Bandura's (1977) self-efficacy theory and Crites (1983) career maturity theory. Self-efficacy theory is based on the model of triadic (cognitive, affective, and biological) influences and on-going reciprocal determinism, whereby the source of efficacy information lead to the initial development of efficacy expectation and also interact complexly over time to influence and shape both self-efficacy and performance (Bandura, 1977). Career choice process domains are behavioural domains that are essential to the choice and execution of any career field. The most obvious example is career decision-making self-efficacy, but other examples include assertiveness, job search self-efficacy, and self-efficacy in mixing home and career.

Nearly all individuals have some behavioural areas where they lack confidence in their abilities. In many cases, these areas of perceived inadequacy may limit the range of career options or the success with which desired career options are achieved. One of behavioural area, Intolerance of Uncertainty may lead to weak or low self-efficacy.

Intolerance of Uncertainty
Intolerance of Uncertainty (IU) has been defined as "a dispositional characteristic that results from a set of negative beliefs about uncertainty and its implications and involves the tendency to react negatively on an emotional, cognitive, and behavioural level to uncertain situations and events" (Buhr & Dugas, 2009).

The world is facing an unprecedented challenge with communities and the economies all over affected by the increasing COVID-19 pandemic. The Young Adults are experiencing fear in the context of the COVID- 19 pandemic regarding their future career set up. Many are facing emotional difficulties like anxiety, depression, sleeplessness, appetite disturbance as well as severe mental illness. The new realities of temporary unemployment and lack of physical contact with other family members, friends and colleagues take time to get used to. Adapting to lifestyle changes such as these, and managing the fear of contracting the virus and worry regarding the future. For some, the change in work patterns due to use of information technology/specialized software packages, increase in self-regulated and team work, and changes in employment patterns: downsizing, outsourcing, subcontracting and

globalization are creating new challenges for both physical and mental health (WHO, 2002). This may lead to anxiety and hopelessness among individuals. Pandemic expresses an extraordinary situation and during this period, problems may arise in terms of future apprehension besides being affected by the disease.

For most people in case of their career decision making, Intolerance of Uncertainty stood as a negative barrier. Tolerating uncertain events and situations means to perceive, mange, and regulate the situations and also the provoking emotions of that situation.

Emotional Intelligence

Emotional Intelligence is the ability to recognize and manage one's own emotions as well as the emotions of those around you. Thorndike (1920) was the first to propose this form of intelligence, but not under the name of emotional intelligence. He distinguishes social intelligence from other types of intelligence, defining it as the capacity to perceive others, such as men, women, boys, and girls, and to behave wisely in interpersonal relationships. In some ways, it entails getting along with others and comprehending our own and others' feelings and behaviors. According to Wechsler (1940), intelligence contains some affective components that are essential for life success. According to Daniel Goleman's Emotional Intelligence model, EI is more important than IQ. Achievement factors include diverse indicators such as being promoted at work and maintaining secure and productive relationships with others. According to Goleman's model, IQ is greatly exaggerated, as one of the chapter headings succinctly explains., "when smart is dumb" (Goleman,1998). Goleman's model proposes two major divisions that isolate distinct aspects of EI. First, those components of EI that refer to individual capabilities (e.g., self-awareness) are distinguished from those that refer to social competencies (e.g., empathy). Second, those aspects of EI that are concerned with awareness are distinguished from those that are concerned with the administration and direction of emotions. Self-awareness is the ability to perceive and comprehend one's own dispositions, feelings, and the impact they have on others. It combines fearlessness, realistic self-evaluation, and a sense of humour. Self-awareness is dependent on one's ability to screen one's own emotional state and accurately recognise and name one's emotions. • Self-management: The ability to control or redirect problematic driving forces and temperaments, as well as the proclivity to suspend judgement and think before acting. Trademarks include dependability and honesty, comfort with ambiguity, and openness to change. • Internal motivation: A desire to work for reasons other than economic rewards and status - which are external rewards, such as an internal vision of what is important in life, a joy in accomplishing something, or an interest in learning. It is a proclivity to pursue goals with vigour and persistence. Trademarks include a strong desire to succeed, good faith despite disappointment, and authoritative responsibility. • Empathy: The ability to understand the emotional makeup of others. It is the ability to understand and relate to individuals based on their emotional responses. Characteristics include aptitude in developing and maintaining skills, as well as service to customers and clients. • Social skills: The ability to manage connections and build social relationships, as well as the ability to discover shared opinions and construct affinity. Viability in driving change, enticement and skill building, and driving groups are all signs of social aptitude. According to Goleman (1998), the qualities recorded are emotional abilities. In that capacity, they could be described as learned abilities based on EI that result in exceptional performance at work or elsewhere. Emotional Intelligence is a subset of personal intelligence that is concerned with emotions. Boyatzis et al. (1995) popularised emotional intelligence as the ability to understand one's own and others' feelings in order to empower oneself and manipulate

emotions effectively in one's own and one's relationships. Emotional intelligence, according to Bar-On (2004), is a mixture of social and emotional abilities that help people adapt to the demands of everyday life. He also claims that Emotional Intelligence encompasses a wide range of intelligence skills, including social, intimate and survival. Meanwhile, he claims that Emotional Intelligence evolves over time and can be strengthened by training (Culver, 1998). In uncertain environment this Emotional Intelligence may help the people to promote rational decision making.

People's career decisions are influenced by their emotions (Di Fabio, 2012; Emmerling & Cherniss, 2003). Emotions, for example, can influence how people plan for and make career decisions (Brown, et al., 2003). Young et al. (1996) Emotions, it is argued, can influence career construction by motivating and controlling actions and facilitating the development of useful career-related narratives.

Objectives
- To find out whether there exists any relationship between Career Decision Making Self-Efficacy, Emotional Intelligence and Intolerance of Uncertainty among Unemployed Young Adults.
- To find out whether Intolerance of Uncertainty and Emotional Intelligence predict the Career Decision Self-Efficacy among Unemployed Young Adults.
- To find out whether selective demographical variables have any significant influence on career decision making self-efficacy, Emotional Intelligence and uncertainty tolerance among Unemployed Young Adults.

Hypotheses
- There is no significant relationship between Career Decision Self-Efficacy and Emotional Intelligence among Unemployed Young Adults.
- There is no significant relationship between Career Decision Self-Efficacy and Intolerance of Uncertainty among Unemployed Young Adults.
- There is no significant relationship between Emotional Intelligence and Intolerance of Uncertainty among Unemployed Young Adults.
- Intolerance of Uncertainty and Emotional Intelligence will not be the predictors of Career Decision Making Self-Efficacy.
- The select demographic variables have no significant influence on Career Decision Making Self-Efficacy, Emotional Intelligence and Intolerance of Uncertainty among Unemployed Young Adults.

METHODOLOGY

Participants

The participants of the study consist of 260 Unemployed Young Adults from Kerala, which includes unemployed males (n=92) and females (n=168). Within male participants 72 belongs to the age group of 18-25 and 20 belongs to 26-35 age group. With regard to female participants 140 belongs to the age group of 18-25 and 27 belongs to the 26-35 age group. Out of the 72 male in the 18-25 age group there were 19 (86.4%) with plus two qualification, 36 (75.0%) with degree qualification and 17 (77.3%) with post-graduation. Out of 20 male in the 26-35 age category there were 3 (13.6%) with plus two qualification, 12 (25.0%) with degree qualification, and 5 (22.7%) with post-graduation. Out of 140 females in the 18-25 age group one participant (100.0%) with SSLC qualification, 8

participants (72.7%) with plus two qualification, 75 participants (88.2%) with degree qualification and 56 participants (80.0%) with post-graduation. Out of 27 females in the 26-35 age group 3 (27.3%) with plus two qualification, 10 (11.8%) with degree qualification and 14 (20.0%) with post-graduation. Among the 260 participants one is transgender who belongs to the 18-25 age categories with SSLC qualification.

Instruments

The variables like Career Decision Making, Self-Efficacy, Emotional Intelligence, and Uncertainty Tolerance were measured using standardized instruments and a brief description of the instruments are presented separately.

- **Career Decision Self-Efficacy (SF):** This is 25 item scale used to measure an individual's Career Decision Self-Efficacy (Betz, Hammond, & Multon, 2005). This scale has 5 subscale which includes self-appraisal, occupational information, goal selection, planning, problem solving. The scale is a five point likert scale presented in the form of multiple responses as *no confidence at all* (1), to *much confidence* (5). The five subscales, as indicated on the scoring key, is the sum of the responses given to the five items on that subscale; this sum is divided by 5 to return the score to the units of the response continuum. The validity coefficient Alpha ranged from .78 to .87. Criterion-related validity correlations with career indecision and vocational identity were comparable for the two response continua. Validity with respect to the scales of the Career Decision Profile was examined.

- **Emotional Intelligence Scale:** To measure emotional intelligence of the participants a 35 item 5 point Likert scale developed in Malayalam language (Manikandan & Shabeeba, 2017) was used. This is a five factor scale. The factors are: 1) Emotional awareness, 2) Emotional management, 3) socio-emotional awareness 4) relationship management. The sum total of items 2, 3, 4, 7, 8, 33, 34, 35, 36, and 37 constitute emotional awareness, for emotional management the items are 1, 9, 10, 12, 13, 14, 16, and 18, items in the social emotional awareness includes 22, 23, 24, 25, 26, 28, and 30, and finally the relationship management has items 20, 21, 27, 29, 31, 32, 38, 39 and 40. The possible maximum score is 140 and possible minimum score is 0. Reliability of the whole scale was found to be 0.91, the component emotional awareness: 0.83, emotional management: 0.81, socio-emotional management: 0.77 and the component relationship management: 0.84. According to the value of reliability should be greater than or equal to 0.6. The reliability coefficient of whole as well as subscale indicates that the dimensional wise approach is acceptable (Nunnally, 1976).

- **Intolerance of Uncertainty Scale (SF) (IUS):** The IUS-12 item scale is a short version of the original 27-item Intolerance of Uncertainty Scale (Freeston, et al., 1994) that measures responses to uncertainty, ambiguous situations, and the future (Carleton, 2020). The 12 items are rated on a 5-point Likert scale ranging from, *not at all characteristic of me* (1) to *entirely characteristic of me* (5). The possible maximum score is 60 and the possible minimum score is 15. To calculate Prospective anxiety sum the items 1, 2, 4, 5, 8, 9, 11, and for Inhibitory anxiety sum of items 3, 6, 7, 10, and 12. Total score indicate Intolerance of Uncertainty. Good convergent and discriminant validity, as well as internal consistency, have been demonstrated by the total score and both subscale scores (Carleton, Norton, et al., 2007; McEvoy & Mahoney, 2011).

- **Personal Data Sheet:** Personal information like age, sex, employment status etc., were collected using a personal data sheet.

Procedure
Data were collected from the unemployed young adults residing at Kerala. Using Google form all the items in the three-research instrument along with personal data sheet was prepared. For collecting data, the investigator collected a number of email addresses of the unemployed young adults. Among them randomly selected respondents for the study. Initially investigator requested whole hearted participation from the participants through the email, then those who were given confirmation and agree to participate in the study; the investigator mailed the Google form. Google form was sent to more than 300 participants but only 264 were retuned. Then the Google sheet were coded and cleaned, then the excel sheet is loaded into the statistical package and finally there were 261 valid responses used for analysis.

RESULTS AND DISCUSSION
To know the contribution of Uncertainty Tolerance, Relationship Management, Emotional Awareness, Emotional Management, Social Emotional Awareness to Career Decision Making Self Efficacy, regression analysis was performed with enter method and the results presented in table 1.

Table 1 Summary of Simultaneous regression between dimensions of Emotional Intelligence, Intolerance of Uncertainty and Career Decision Making Self-Efficacy

Index	B	Beta	t- value
Constant	70.363		12.464
Intolerance Uncertainty	-.332	-.182	-3.254**
Emotional Awareness	.440	.152	2.194*
Emotional Management	.561	.211	2.948**
Social Emotional Awareness	.106	.032	0.422
Relationship Management	.358	.134	1.479

*p< .05, **p< .01

From table 1, it can be seen that Intolerance of Uncertainty (t=-3.254, p< .01), Emotional Awareness (t=2.194, p< .05) and Emotional Management (t=2.948, p< .01) were the significant predictors of Career Decision Self-Efficacy among Unemployed Young Adults.

Self-efficacy is a person's belief in their ability to accomplish some specific goal or task. Career decision self-efficacy is defined as having confidence to make decisions based upon one's self-concept, goals, and career options. Intolerance of Uncertainty is a major predictor of career decision making self-efficacy. Intolerance of Uncertainty (IU) has been defined as "a dispositional characteristic that results from a set of negative beliefs about uncertainty and its implications and involves the tendency to react negatively on an emotional, cognitive, and behavioural level to uncertain situations and events". Emotional awareness and emotional management is also major predictor of career decision making self-efficacy. Emotional awareness is the capability to harness emotions and apply them to tasks like thinking and decision making. Emotional management is the ability to understand and accept and control one's own emotion. These emotional awareness and Emotional management is the added asset to attain the career decision making self-efficacy. Same time social emotional awareness and relationship management is not predictor of career decision

making self-efficacy. That is there is no need of societal awareness in making career decision for an individual. Because social emotional awareness is concern with the ability to understand and accept others positively which is not much needed element of career decision making self –efficacy. Relationship management deals with desirable responses with others and it includes qualities like developing others, the capacity to influence, and capacity to build bonds etc. Developing others and societal awareness are not a predictor of one's own career decision making self-efficacy. In order to develop career decision making self-efficacy, individual must concentrate on emotional awareness and emotional management.

Based on the results of regression analysis the relationship between Intolerance of Uncertainty, Career Decision Self-Efficacy and Emotional Intelligence with career Decision making Self-efficacy is as follows:

$$CDSE = 70.363 + (-.332 \times IOU) + (.440 \times EA) + (.561 \times EM)$$

Where;

      CDSE = Career Decision Making Self-Efficacy

      IOU = Intolerance of Uncertainty

      EA = Emotional Awareness

      EM = Emotional Management

No studies could be located by the researcher regarding the prediction of Career Decision Self-Efficacy by the dimensions of Emotional Intelligence and Intolerance of Uncertainty between the years 2002 to 2021.

Comparison of mean scores of Male and Female on Intolerance of Uncertainty, Career Decision Making, Self-Efficacy and Emotional Intelligence

Some of the studies reported that (eg., Mau, 2000) there exist significant difference in the mean scores of male and female on various psychological variables. Here also investigator compared the mean scores of males and females on Intolerance of Uncertainty, Career Decision Self-Efficacy and Emotional Intelligence and results are presented in table 2.

Table 2 Mean, Sd and t- value of Intolerance of Uncertainty, Career Decision Self-Efficacy and Emotional Intelligence by Sex

Variables	Sex	N	Mean	Sd	t- value
Intolerance of Uncertainty	Male	92	28.90	7.866	0.285
	Female	167	29.21	9.092	
Self – appraisal	Male	92	18.43	3.904	1.287
	Female	167	19.05	3.315	
Occupational Information	Male	92	18.36	3.314	2.933**
	Female	167	19.59	3.058	
Goal Selection	Male	92	18.28	3.929	1.648
	Female	167	19.10	3.637	
Planning	Male	92	18.15	3.724	0.886
	Female	167	18.57	3.432	
Problem Solving	Male	92	17.97	3.960	0.007
	Female	167	17.96	3.802	

Career Decision Self-Efficacy total	Male	92	91.20	16.675	1.488
	Female	167	94.28	14.523	
Emotional Awareness	Male	92	20.25	5.497	1.709
	Female	167	21.45	5.228	
Emotional Management	Male	92	21.20	6.552	0.257
	Female	167	21.40	5.408	
Social Emotional Awareness	Male	92	17.92	5.397	2.411*
	Female	167	19.49	4.139	
Relationship Management	Male	92	24.28	6.705	2.471*
	Female	167	26.26	5.072	
Emotional Intelligence total	Male	92	102.27	24.386	1.853
	Female	167	107.59	17.170	

*p<.05, **p<.01.

Table 2 revealed that there was no sex difference in the variables Intolerance of Uncertainty, Career Decision Self-Efficacy (self-appraisal, goal selection, planning, and problem solving) and Emotional Intelligence (emotional awareness, emotional management). But there was a significant difference in the dimension occupational information of Career Decision Self-Efficacy (t= 2.933, p< 0.1) among both sexes. From the table 6, it can be also seen that there is a significant difference revealed in the dimension such as Social Emotional Awareness (t= 2.411, p< .05) and Relationship Management (t= 2.471, p< .05) of Emotional Intelligence. This indicates that the level of occupational information, social emotional awareness and relationship management varies significantly between males and females.

When comparing the mean score of occupational information of males (Mean= 18.36) with the occupational information of females (Mean= 19.59), it can be seen that females have a better occupational information than males. From table 2, it can also be seen that there was a significant difference in social emotional awareness between males and females. The mean score of males (Mean=17.92) and females (Mean=19.42) in social emotional awareness, which reveals females have higher social emotional awareness than the males. When comparing the mean score of relationship management of males (Mean= 6.705) with that of females (Mean= 5.072), males have higher relationship management than females.

While comparing the mean score of males and females on variables Career Decision Making Self-Efficacy, Intolerance of Uncertainty and Emotional Intelligence yielded no significant differences. But sub dimension of Career Decision Self-Efficacy i.e., occupational information and dimensions of Emotional Intelligence, social emotional awareness and relationship management have significant sex differences. It indicates that further exploration of the variables is needed. Increased score for the occupational information of female may be due to that, now a days females are more focused on acquiring economic stability, so that they are always in search of information about occupation. Increased social emotional awareness for female may due to the inbuilt societal and cultural stereotype that female have to understand accept others positively and they must care about others. Higher relationship management of males may be due to the underlying cause of patriarchal system in which male have the capacity to influence, high conflict management ability, and

leadership capacity. And also, the false beliefs that they are not supposed to seek help from others. They have the ability to manage everything they confront.

Several studies reported on Emotional Intelligences contrary to the present results. Fernández-Berrocal, Cabello, Castillo, and Extremera, (2012), Bindu, and Thomas, (2006) revealed significant gender differences in Emotional Intelligence. Previous Studies on Career Decision Self-Efficacy are supported the present study results; Jiang (2014) revealed no sex difference in Career Decision Making Self-Efficacy. Regarding the Intolerance of Uncertainty, no studies can be located by the researcher.

Influence of Parental education on Career Decision Making Self-Efficacy
In the current study, an attempt was made to understand the influence of parental education on Career Decision Making Self-Efficacy. One-way ANOVA was employed and the result was presented in table 3.

Table 3 Summary of One-way ANOVA of Career Decision Self-Efficacy by parental education

Source of variance	Sum of Squares	Df	Mean Square	F
Between Groups	168.136	3	56.045	
Within Groups	65341.168	256	255.239	0.220
Total	65509.304	259		

From table 3, it can be seen that participants parental education have no significant influence in the level of Career Decision Self-Efficacy (F= 0.220). This shows that the level of Career Decision Self-Efficacy of participants does not varies upon the parental education. This may be due to the low parental modelling or parental interferences in Career Decision Making Self -Efficacy among the participants.

CONCLUSION

This study revealed that there is significant sex difference in the dimension occupational information of variable Career Decision Self-Efficacy, Social Emotional Awareness and Relationship Management of Emotional Intelligence and Intolerance of Uncertainty. Emotional Awareness and Emotional Management were found to be the predictors of Career Decision Self-Efficacy among unemployed youth. The unemployment rate among Kerala's youth is significantly greater than that of the general population, indicating the severity of the state's young adult's unemployment problem. This study focused on the Self-Efficacy of individual in career decision and how the external uncertainty affects them in making the decision. Contribution of the personality characteristic Emotional Intelligence on the Career Decision Self-Efficacy of unemployed young adults were also a concern of this study. Based on the results of this study, the Emotional Intelligence was an important determinant of one's Career Decision Self-Efficacy. This may be due to that, the feeling of self-efficacy in unemployed young adults can be enhanced by an environment where the individuals can develop a sound personality so as to bring high emotional intelligence. People who are afraid of dealing with the emotional challenges in career decision making may develop poor self-efficacy in career decisions. Hence the result makes awareness among the career counsellors regarding the importance of emotional intelligence in career counselling and they can take measures to improve the emotional Intelligence of job seekers.

In this pandemic scenario, the unemployed young adults are in an uncertain situation. Intolerance of this uncertainty makes them less able to belief in his/her capabilities to execute behavior necessary to produce specific performance regarding career decision making. Uncertain situation may leave an individual to feel stressed, anxious and powerless over the direction of life. To combat this, various measures can be taken by career psychologist and policy makers by organizing awareness programmes, job fairs, career counseling etc. Similarly, uncertainty management programmes can be also given at the community level.

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