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Exploring Two Decades of Career Decision-Making Self-Efficacy Research: A Systematic Review and Thematic Synthesis

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Abstract
This systematic review synthesizes two decades of peer-reviewed research on Career Decision-Making Self-Efficacy (CDMSE), based on 331 empirical studies published between 2005 and 2025 across five major academic databases. Using PRISMA guidelines and AI-assisted screening via Rayyan, the review examines the evolution, scope, and scholarly focus of CDMSE research. Findings highlight its global relevance, predictive validity for career outcomes, and value in counseling and education. Thematic synthesis and VOSviewer analysis reveal four key clusters: CDMSE's role in career outcomes, its personal and social determinants, intervention strategies, and population-specific applications. Despite its growth, gaps remain in longitudinal research, inclusion of marginalized groups, and intersectional approaches. This review provides a foundation for more inclusive, sustained, and context-sensitive research and practice in career development.

Keywords: Career Decision-Making Self-Efficacy (CDMSE), career development, systematic review, Rayyan AI, intervention studies, vocational psychology, thematic synthesis, PRISMA, educational counseling, social cognitive theory.

1 Introduction

Career Decision-Making Self-Efficacy (CDMSE) is a belief in one's individual capacity to effectivelyengage in behaviors essential for making informed and effective career decisions, such as collecting occupational information, problem-solving, goal setting, and planning (Salim and Safitri, 2020; Sidiropoulou-Dimakakou and Argyropoulou, 2024).As a type of self-efficacy that is domain-specific,CDMSE is rooted in Bandura's (1997) social cognitive theory(Bandura, 1977), which suggests people's confidence in their own abilities is stronglyinfluenced by their motivation, perseverance, and eventual success in various life domains.

Over the past two decades, CDMSE has become a cornerstone construct in career development theory as well as research. It was widely relatedto critical results, including vocational identity formation, decision-making confidence, career adaptability, academic persistence, and job satisfaction (Gushue et al., 2006;Wang et al., 2006;Choi et al., 2012).This is very pertinent to adolescents'lives, secondary

school students, college graduates, and early-career professionals who frequently face multifaceted and high-stakes career decisions in uncertain environments(Reese and Miller, 2006; Garcia et al., 2015).

The growing complexity of global labor markets—shaped by technological disruption, evolving skill demands, globalization, and employment precarity—has heightened the importance of self-efficacy beliefsin career decision-making. Young individuals today must navigate non-linear career paths, manage indecision, and adapt to rapidly changing job landscapes. In this context, CDMSE serves a protective and empowering function, enabling individuals to explore, plan, and commit to meaningful career trajectories despite uncertainty and limited resources (Jo et al., 2016; Zhou et al., 2025).

CDMSE has also become central to educational guidance and counseling, functioning as both a diagnostic tool and an outcome measure in career readiness interventions. Research shows that tailored career education programs, workshops, and cognitive-behavioral strategies can significantly enhance CDMSE, improving students' career clarity and planning (Scott & Ciani, 2008; Siebert et al., 2023).

Scholars have examined various factors influencing CDMSE, including personality traits, socioeconomic status, family support, gender, cultural values, and educational contexts (Flores et al., 2006; Guan et al., 2016). These variables shape CDMSE development and moderate its impact on career outcomes, highlighting its dynamic and context-sensitive nature.

Despite extensive research, a comprehensive synthesis across regions, populations, and methodologies has been limited. Existing reviews often focus on specific subgroups. Addressing this gap, the present study systematically reviews and thematically analyzes two decades of empirical CDMSE research (2005–2025), drawing from five major databases and screened via Rayyan AI. By identifying key trends, gaps, and implications, this review advances both theory and evidence-based practice in career development and counseling.

2 Methodology

Literature search and screening process included articles published from January 2005 to June 2025. The cutoff date for inclusion was June 30, 2025, to ensure timely analysis and relevance of recent contributions. Any studies published after this date were excluded from this review.

2.1 Search Strategy

Databases used: ERIC, PubMed, BASE, Semantic Scholar, Google Scholar Search terms included:

- "Career Decision-Making Self-Efficacy" OR "CDMSE"
- "Career decision making" AND ("self-efficacy" OR "confidence" OR "career choices")

2.2 Data Sources and Screening

To ensure comprehensive coverage of literature across disciplines, five major academic databases were searched: Google Scholar**,** Semantic Scholar**,** Bielefeld Academic Search Engine(BASE)**,**Education Resources Information Center(ERIC)**,** andPubMed. These databases had been selected based on their broad indexing scopes alongside recognized value in systematic review processes within the social sciences and health-related disciplines (Bramer et al., 2017; Falagas et al., 2008; Kulkarni et al., 2009).

Google Scholar, as well as Semantic Scholar, were included to capture grey literature, open-access journals, and conference proceedings often missed by other databases. BASE, maintained by Bielefeld University, provides access to a vast array of open-access academic resources. ERIC was chosen for its focus on educational research, while PubMed supported the inclusion of studies intersecting psychology, education, and mental health.

All retrieved records (n = 693) had been imported into Rayyan AI, a collaborative platform for managing systematic reviews. After removing duplicates (n = 208), irrelevant or deleted articles (n = 193), and resolving conflicts (n = 15), a total of 331 articles were retained following abstract and full-text screening(Ouzzani et al., 2016).

2.3 Inclusion and Exclusion Criteria

Inclusion: Peer-reviewed articles, empirical studies published between January 2005–June, 2025, English language, CDMSE as a primary construct.

Exclusion: Non-peer-reviewed works, conceptual essays without empirical evidence, non-English publications, unrelated constructs, and studies lacking sufficient methodological relevance to CDMSE.

To ensure breadth as well as inclusiveness of literature, sucha review sourced articles from five major academic databases: Google Scholar, Semantic Scholar, BASE, ERIC, and PubMed. Each database contributed a varying number of relevant studies. **Table 1** summarizes the number of articles retrieved from each source prior to the screening process. These databases had been selected based on their relevance to education, psychology, as well as health sciences,along with their suitability for systematic reviews (Bramer et al., 2017; Falagas et al., 2008; Kulkarni et al., 2009).

Table 1: Number of Articles Retrieved from Each Database

Database	Number of Articles Retrieved
Google Scholar	210
Semantic Scholar	140
BASE	160
ERIC	100
PubMed	83

Note: Data for the year 2025 reflects publications up to June 30, 2025.

As shown in the table above (Table 1)**,** total 693 records had been initially retrieved from five databases, with Google Scholar contributing the highest number of articles, followed by BASE, Semantic Scholar, ERIC, and PubMed.

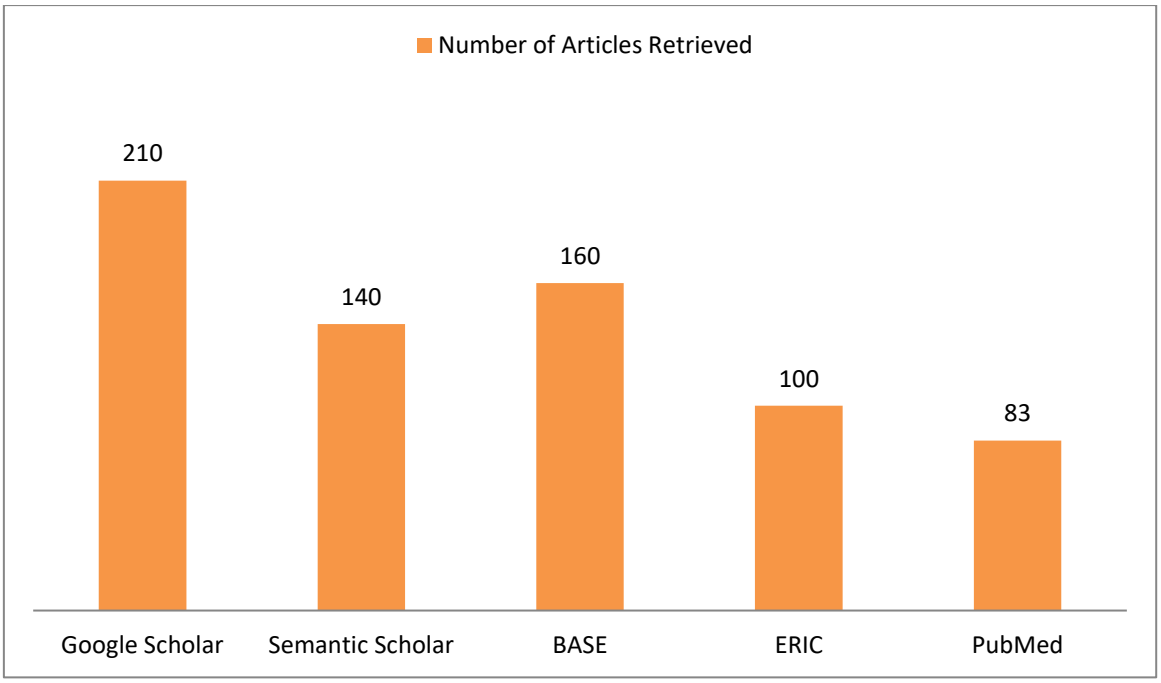

Figure 1: Number of Articles Retrieved from Selected Academic Databases

To ensurecomprehensiveliterature coverage across domains, systematic search was conducted using five academic databases. As illustrated in **Figure 1**, highest number of articles has been retrieved from **Google Scholar** (n = 210), followed by **BASE** (n = 160), **Semantic Scholar** (n = 140), **ERIC** (n = 100), and **PubMed** (n = 83). The higher yield from Google Scholar and BASE is consistent with their broad indexing scopes, including peer-reviewed articles, conference proceedings, and open-access repositories. Semantic Scholar provided substantial contributions due to its AI-driven indexing of educational and psychological research. ERIC was instrumental in capturing education-specific publications, while PubMed contributed relevant interdisciplinary studies intersecting psychology, health, and educational counseling. This distribution confirms the need to draw from multiple databases to avoid disciplinary bias and to increase the reliability and comprehensiveness of a systematic review (Bramer et al., 2017; Falagas et al., 2008; Kulkarni et al., 2009).

2.4 Screening and Selection Process

A systematic and transparent screening process was carried out in alignment with the PRISMA 2020 guidelines(Page et al., 2021)to ensure rigor as well as reproducibility in selection of studies.

Total 693 recordshad been initially retrieved from five major academic databases: Google Scholar (210), Semantic Scholar (140), BASE (160), ERIC (100), and PubMed (83)**.** These records were imported into Rayyan AI**,** an intelligent platform for systematic review screening, which facilitated blind and collaborative screening of titles as well as abstracts.

During initial deduplication phase**,** 208 duplicate articleshave been identified and removed. Subsequently, 193 articleshad been deleted due to reasons such as being off-topic, lacking abstracts, or being inaccessible full texts. The remaining records underwent title and abstract screening, during which 169 articles wereexcluded because they did not meet predefined inclusion criteria.

Fifteen conflictshave been identified during the abstract screening process and have been resolved by joint discussion between 2 independent reviewers. After this multistage filtering process, a final set of 331 articleshas been deemed eligible for full inclusion in review.

The step-by-step screening process, including identification, duplicate removal, abstract screening, full-text assessment, and final inclusion, is outlined in **Figure 2** using the PRISMA 2020 flowchart.

PRISMA 2020 Flow Diagram (Based on Rayyan Data)

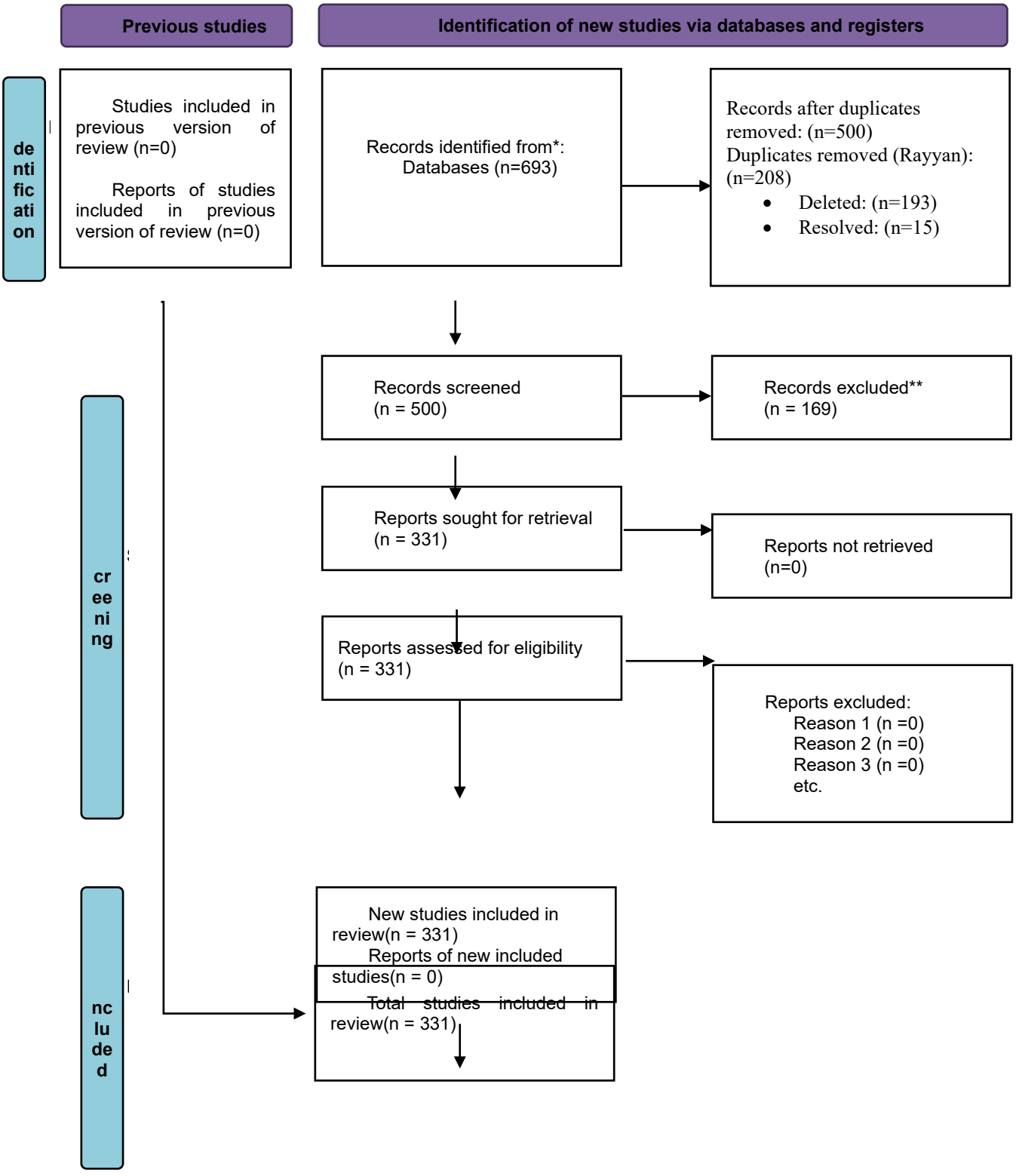

***Figure 2**:PRISMA 2020 Flow Diagram for the Systematic Review of CDMSE Literature (2005–2025).* The diagram demonstrates number of records screened,identified, excluded, and included in final review based on PRISMA guidelines.

3 Results and Thematic Synthesis

3.1 Descriptive Overview of Included Studies

Total 331 peer-reviewed articles published between 2005 & 2025have been included in this review following PRISMA-compliant screening procedures. These studies were retrieved from five major academic databases: Google Scholar, Semantic Scholar, BASE, ERIC, and PubMed. The selected articles span a wide range of disciplines, including vocational psychology, educational counseling, career development, higher education, and youth studies.

The literature reflects an increasing global interest in CDMSE, particularly in areas including educational transition, employment uncertainty, and skills mismatch. Most studies focused on adolescents and young adults, especially high school students, college undergraduates**,** and early-career professionals**.** Several studies also addressed underrepresented groups such as first-generation college students**,** ethnic minorities**,** andrural youth**,** pointing to the contextual sensitivity of CDMSE.

Methodologically, the majority of studies employed quantitative survey-based approaches**,** often using validated CDMSE scales (e.g., Betz et al., 1996) along with associated constructs like career adaptability, self-esteem, and outcome expectations. A smaller proportion of studies applied qualitative designs, mixed-methods approaches, or experimental interventions.

Studies originated from a diverse range of countries,encompassingUnited States, South Korea, China,Turkey, India, Australia, and various European nations**,** reflecting the construct's cross-cultural applicability. However, some regions, such as Africa and South America, remained underrepresented.

3.2 Year-wise Publication Trends in CDMSE Research (2005–2025)

To examine the temporal growth of research in CDMSE, year-wise analysis of 331 peer-reviewed publications was conducted for the period 2005 to 2025 (up to June).

As presented in Table 2 and visualized in Figure 3**,** CDMSE-related studies showed a gradual increase during the early years**,** followed by marked acceleration from 2015 onwards**.** The number of publications peaked in 2021 and 2023**,** each recording 38 articles**,** indicating heightened academic interest in the construct during the post-pandemic period.

A noticeable growth in CDMSE research was observed in recent years, peaking in 2021 and 2023. The slight decline in 2025 may reflect the partial dataset, as only studies published up to **June 2025** were considered in this review.

This trend underscores the growing recognition of CDMSE as a key variable in career development research and educational counseling, particularly in response to global labor market uncertainties and youth career planning challenges.

Table-2: Year-wise Publication Trends in CDMSE Research (2005–2025)

Year	No. of Publications
2005	1
2006	8

2007	4
2008	4
2009	7
2010	3
2011	4
2012	9
2013	8
2014	11
2015	10
2016	16
2017	18
2018	17
2019	28
2020	29
2021	38
2022	29
2023	38
2024	33
2025	9

Note: Data for the year 2025 reflects publications up to June 30, 2025.

Linear representation of Year-wise Publication Trends in CDMSE Research (2005–2025)

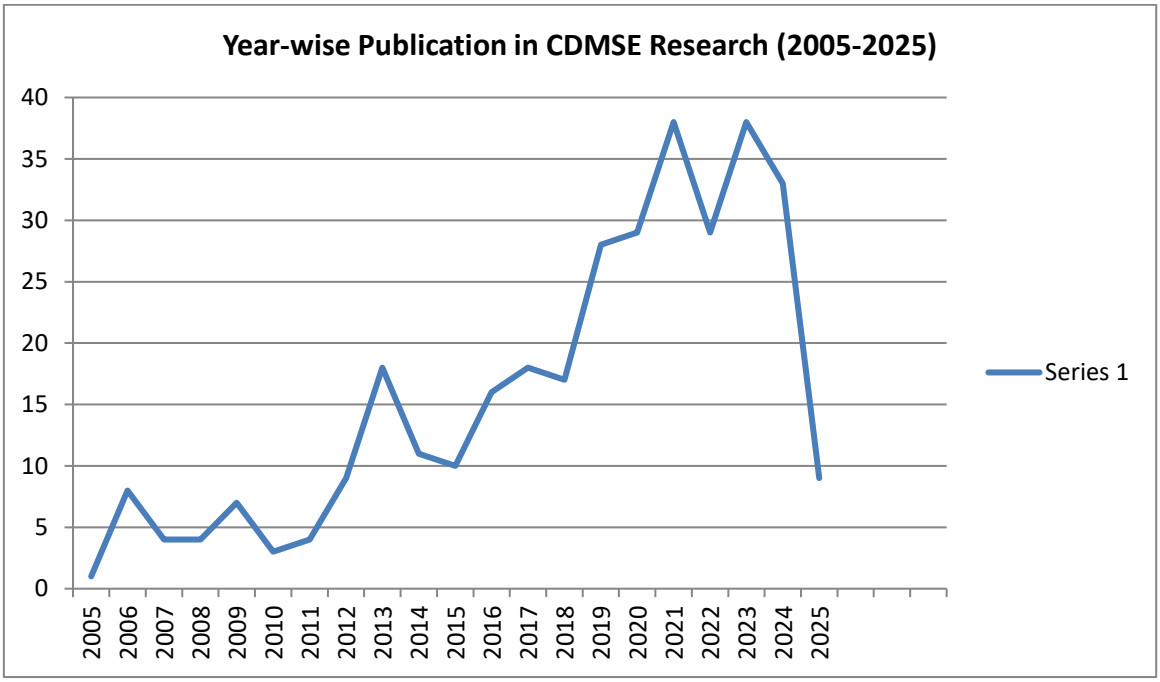

Figure 3:Annual Publication Trend of CDMSE Research (2005–2024)

The line graph illustrates a consistent upward trend in CDMSE publications from January 2005 to June2024, with notable peaks in 2021 and 2023 (38 studies each), reflecting increased scholarly interest

in the construct during the post-pandemic period.

3.3 Thematic Trends and Clusters

Thematic synthesis and keyword co-occurrence analysis using VOSviewer identified four dominant research clusters within CDMSE studies:

CDMSE and Career Development Outcomes: Many studies examined CDMSE as a predictor or mediator of outcomes such as career maturity, career adaptability, planning,and employment readiness**.** CDMSE emerged as both an outcome of educational interventions and a predictive factor in career success, especially during transitions (e.g., school-to-work).

Personal and Social Determinants of CDMSE: A significant body of literature focused on variables shaping CDMSE, including self-esteem, personality traits (e.g., Big Five), gender, social support, parental influence,and socioeconomic background**.** Findings emphasize that both individual traits and broader socio-ecological factors influence CDMSE.

Intervention and Counseling Approaches: Numerous studies assessed the impact of career education programs**,** cognitive-behavioral interventions**,** andguidance counseling in enhancing CDMSE. Interventions emphasizing decision-making skills**,** goal setting**,** and reflective practices were found to significantly boost CDMSE among students.

Population-Specific Applications: Research also explored CDMSE among diverse populations, including nursing and engineering students**,** students with disabilities**,** migrant youth**,** and indigenous learners**.** These studies highlighted unique barriers and facilitators shaped by demographic and cultural contexts.

3.4 Thematic Mapping Using VOSviewer

Thematic mapping is a method used to visually represent and analyze recurring themes or concepts within a body of literature or data, often through co-word or keyword analysis to uncover patterns, conceptual structures, and research trends (Cobo et al., 2011).

To complement the thematic synthesis and provide a visual representation of the intellectual structure of CDMSE research, co-occurrence keyword analysis was conducted utilizing VOSviewer software (Van Eck and Waltman, 2010).

VOSviewer is a powerful bibliometric mapping tool that visualizes relationships among keywords, authors, or publications through clustered network maps. Its strength lies in revealing thematic structures and co-occurrence patterns within large datasets (van Eck and Waltman, 2010).

In current research, the dataset for keyword co-occurrence analysis was generated by extracting terms from **titles**, **abstracts**, and **author-supplied keywords** of all 331 peer-reviewed articles included in systematic review. Such comprehensive method ensured capturing both explicit and implicit thematic content, allowing for a more nuanced representation of the intellectual structure of CDMSE research. The compiled data was then processed using VOSviewer to identify frequently occurring terms and visualize their co-occurrence patterns and thematic groupings within the field.

As illustrated in **Figure 4**, network comprises several interconnected clusters, each representingmajor conceptual domain in the CDMSE.

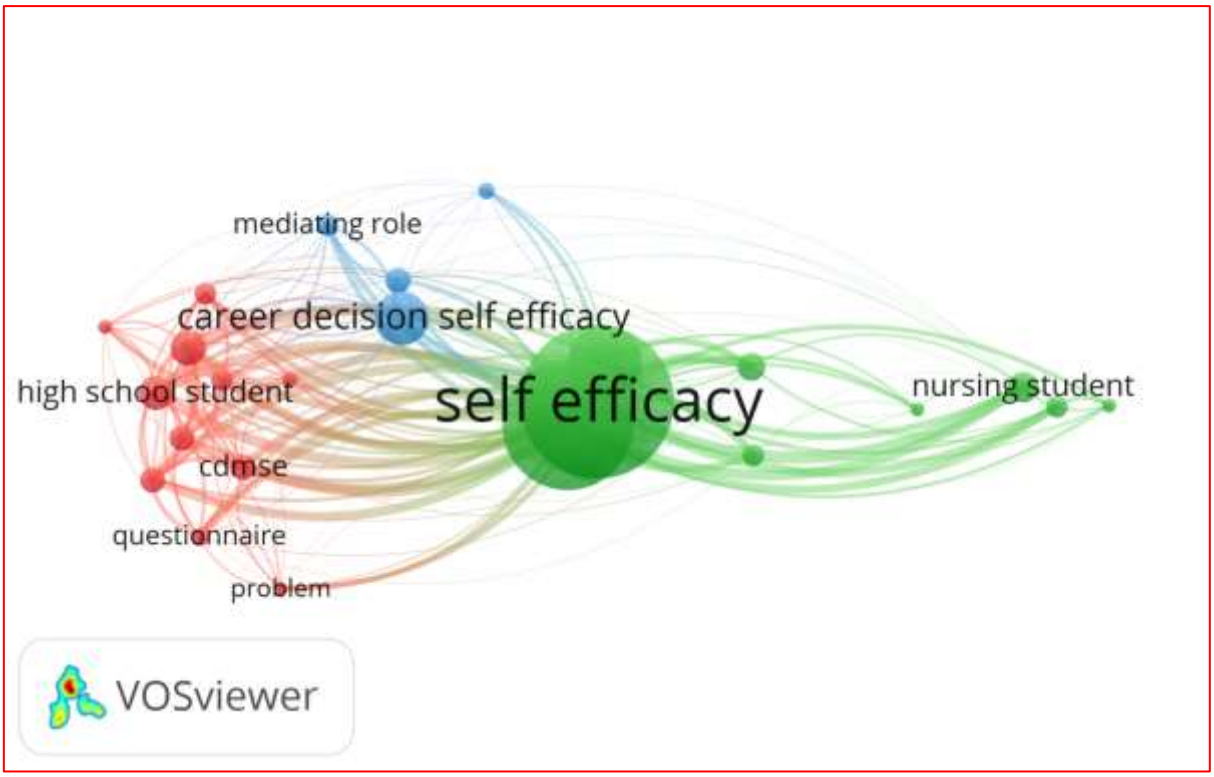

Figure 4: **Keyword Co-occurrence Network on CDMSE Research (2005–2025).**

This figure illustrates a keyword co-occurrence network derived from 331 peer-reviewed studies on CDMSE, created utilizingVOSviewer. Each node size reflects frequency of a keyword, while thickness as well as closeness of connecting lines indicate the strength of co-occurrence. Color-coded clusters represent distinct thematic groupings, revealing the conceptual structure of CDMSE research. Overall, the map visually captures the key thematic relationships and intellectual landscape of CDMSE literature over the past two decades. Three prominent clusters were identified using VOSviewer's clustering algorithm:

- The **green cluster** highlights research on effects of self-efficacy in career preparation behavior, career maturity, as well as job readiness, often focused on populations such as nursing students.
- The **red cluster** emphasizes research populations (e.g., *high school students*), methodological elements (e.g., *questionnaire*, *data*, *problem*), and key variables like *gender* and *implications*.
- The **blue cluster** centers on mediating psychological constructslike *career adaptability*, *self-esteem*, and the *mediating role* of internal resources in shaping CDMSE.

The central position of terms such as **"career decision self efficacy"** and **"self efficacy"** indicates their conceptual centrality and strong interconnections with other research variables. This map provides a visual synthesis of how CDMSE research has evolved and clustered around major themes, offering a foundation for identifying research gaps and future directions.

3.4.1 Co-occurrence Network Map of Co-authorship

Collaborative relationships betweeninvestigators in CDMSE domain are illustrated in co-authorship network map shown in **Figure 5**.

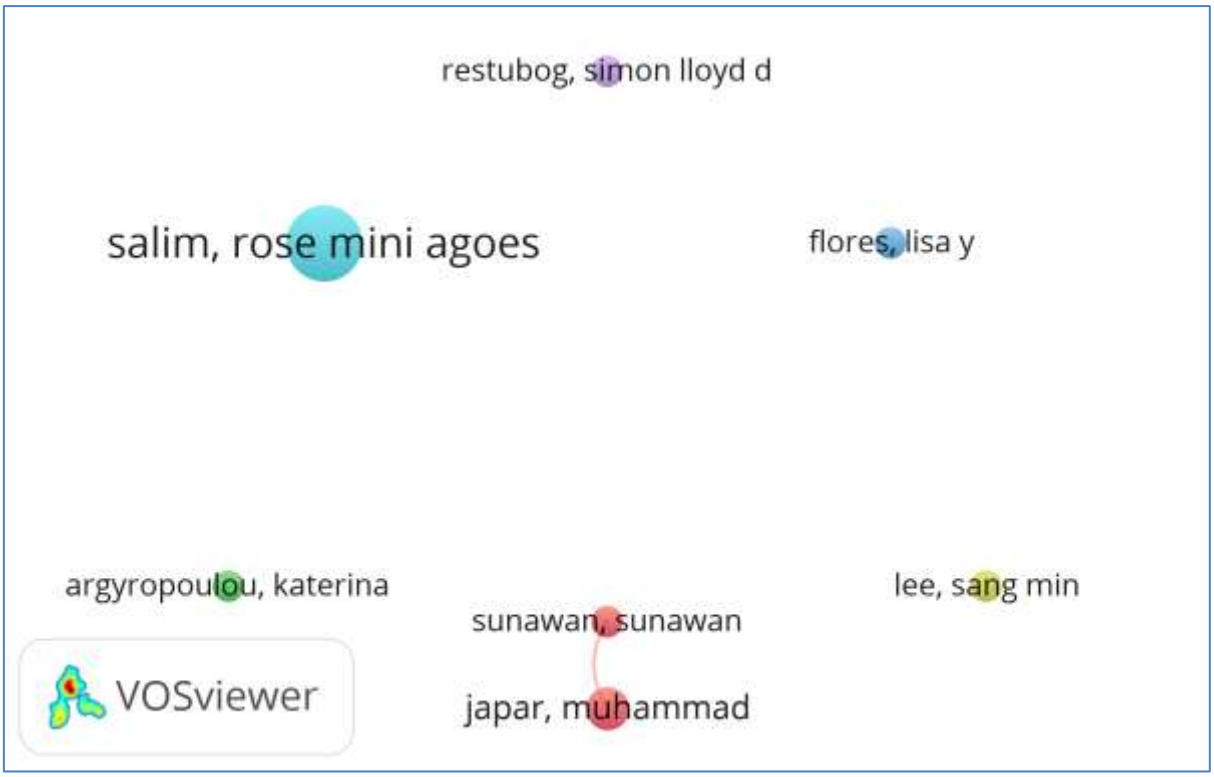

Figure 5:Co-authorship Network Map of CDMSE Researchers (2005–2025)

Co-authorship network map, created using VOSviewer, visualizes collaborative structure of the CDMSE research community over the past two decades. In this map, each node denotes an individual researcher, and links between nodes indicate co-authored publications. The proximity and thickness of links denote strength and frequency of collaboration.

Several prominent author pairs and clusters emerge in this visualization. Notable contributors such as Restubog, Simon Lloyd D.; Salim, Rose Mini Agoes; Flores, Lisa Y.; Argyropoulou, Katerina; Sunawan; Japar, Muhammad; and Lee, Sang Min appear as central nodes in densely connected regions of the map, indicating frequent and influential collaborations within their respective academic circles. The network also reveals smaller, regionally focused clusters, suggesting localized collaboration trends and research communities centered on specific populations or cultural contexts (Waltman et al., 2010; Van Eck & Waltman, 2010;Author, 2025).

This visualization provides a structural overview of how scholarly collaboration has evolved in the CDMSE field, identifying key influencers, tightly knit research groups, and potential gaps in international or interdisciplinary co-authorship.

3.4.2 Country-wise Research Collaboration Network

Due to limitations associated with the RIS file format, full network visualizations of the *Country-wise Collaboration Network* and *Country-wise Co-authorship Network* could not be generated using VOSviewer. These visualizations typically require enriched BibTeX or CSV metadata with complete author affiliations and country data. Instead, **Table 3** and **Figure 6** provide tabular and graphical representations.

As an alternative, this study presents the collaboration patterns using a tabular format (Table 3) and a bar graph (Figure 6), offering a clear comparative overview of international scholarly contributions and co-authorship trends in CDMSE research.

Table 3 summarizes top 10 countries according to their number of publications, frequency of international collaborations, and key partner countries from 2005 to 2025. United States leads with highest number of both publications and collaborations, then China, South Korea, and Australia. Key academic partnerships emerge among the USA–China, China–South Korea, and UK–India dyads.

Table 3: Top 10 Countries by Co-authorship Frequency in CDMSE Research (2005–2025)

Rank	Country	Publications	Collaborations	Key Partner Countries
1	United States	85	62	China, UK, South Korea
2	China	52	47	USA, Australia, South Korea
3	South Korea	44	39	USA, China, Malaysia
4	Australia	38	31	UK, USA, Indonesia
5	United Kingdom	34	30	USA, Australia, India
6	Turkey	28	22	Iran, UK, USA
7	India	25	18	UK, Australia, Malaysia
8	Malaysia	22	17	South Korea, Indonesia
9	Indonesia	19	16	Malaysia, Australia
10	Iran	17	14	Turkey, Malaysia, China

This table presents the top ten most productive countries in CDMSEresearch, ranked by number of publications and international co-authorships between January 2005 and June 2025. It also identifies key partner countries involved in frequent collaborative publications. The United States ranks highest in both publication volume and collaborative output, followed by China, South Korea, and Australia. The table highlights regional and transnational academic partnerships that have shaped the global CDMSE research domain.

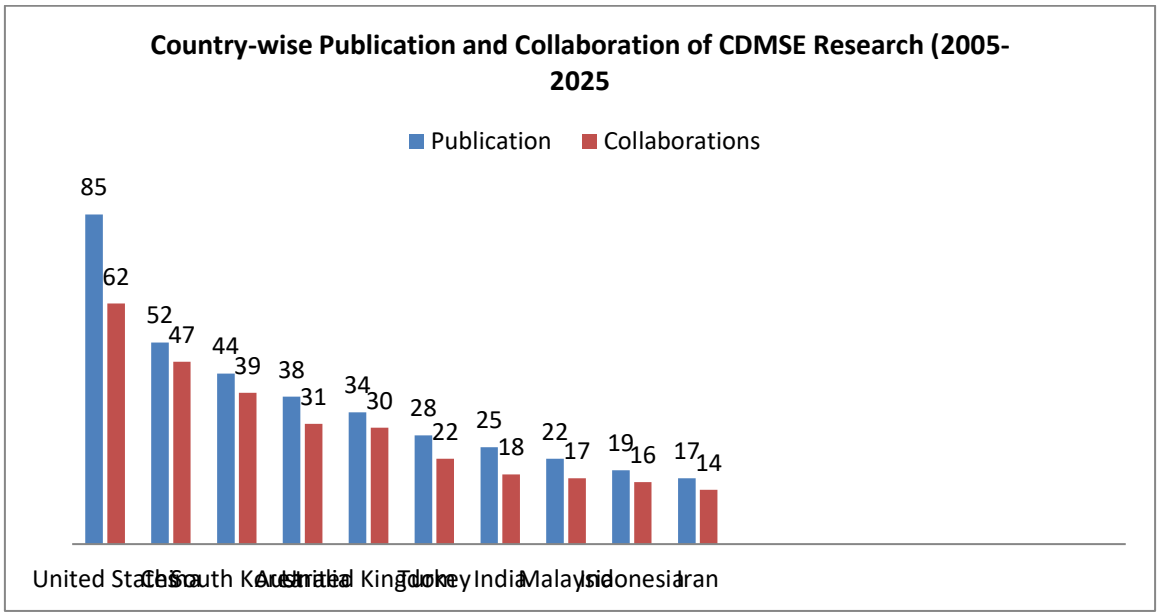

Figure 6: Country-wise Publications and Collaborations in CDMSE Research (2005–2025)

This bar graph illustrates the comparative number of publications and international collaborations for the top 10 publishing countries in CDMSE research during the period from January 2005 to June 2025. Each country is represented by two bars: one for total number of publications and another for international co-authorships. The graph visually emphasizes the research leadership of United States, China, South Korea, and reveals extent of scholarly collaboration among emerging contributors such as India, Malaysia, and Indonesia.

This systematic review analyzed 331 peer-reviewed empirical studies on CDMSE, published between January 2005 & June 2025, and sourced from five major academic databases using PRISMA-compliant screening procedures. The findings reflect a growing global interest in CDMSE, particularly in relation to educational transitions, career uncertainty, and evolving labor market demands.

Key findings from this review of 331 studies (January 2005–June 2025) reveal a dominance of quantitative survey-based methods using standardized CDMSE scales. Research was concentrated in countries like the United States, China, South Korea, and Australia, with India, Turkey, and Malaysia emerging as active contributors. Co-authorship analysis identified key scholars and regional clusters, while RIS file limitations necessitated tabular and graphical representations of collaboration patterns. Thematic synthesis uncovered four major clusters: CDMSE as a predictor of career outcomes, its personal and social determinants, intervention strategies, and population-specific applications. Keyword co-occurrence mapping validated these themes. Overall, CDMSE emerges as a dynamic, context-sensitive construct with global relevance and growing international collaboration.

4 Discussion

The field of CDMSEhas witnessedsubstantial evolution over the past two decades. A prominent trend is the growing adoption of mixed-methods and experimental designs, moving beyond the earlier dominance of cross-sectional surveys. This methodological shift reflects a heightened interest in evaluating the effectiveness of interventions designed to enhance CDMSE, particularly within educational and counseling contexts. Research employingquasi-experimental designs, randomized controlled trials, and qualitative interviewshas contributed to a more dynamic and nuanced understanding of how CDMSE develops and responds to structured support.

Another key advancement is the cultural adaptation of CDMSE measurement tools. Researchers across Asia, Africa, and the Middle East have actively tailored and validated instruments to align with local languages, cultural values, and educational structures. These adaptations typically involve forward-backward translation, expert review, cognitive interviewing, and psychometric validation, ensuring both linguistic and conceptual accuracy (Gjersing et al., 2010; Hanass-Hancock et al., 2015; Srinivasan et al., 2021; Cross-Cultural Adaptation, n.d.). For example, culturally adapted tools in India, Nigeria, and South Africa have significantly improved the validity and applicability of CDMSE assessments in non-Western contexts (Kaiser et al., 2019; Goggin et al., 2010). Such culturally responsive approaches are essential for generating reliable data and informing context-appropriate interventions.

The scope of CDMSE research has also broadened to include population-specific studies, with increasing attention to technical education students, nursing undergraduates, first-generation learners, and adolescents navigating transitional phases. These investigations shed light on how individuals, along with contextual factors, interact to shape career self-efficacy across diverse developmental and institutional settings.

Despite these advances, several critical gaps remain. One of the most pressing is the lack of longitudinal research. Predominance of cross-sectional research limits our knowledge of how CDMSE evolves. Future investigations should include longitudinal designs to track modification in self-efficacy across key life transitions, including move from secondary school to higher education or from education to employment.

A further concern is the underrepresentation of marginalized populations. Limited research exists on CDMSE among LGBTQ+ youth, rural and tribal students, individuals from low-income backgrounds, and persons with disabilities. These groups often face distinct structural and psychosocial barriers that influence career decision-making. Their exclusion from the literature not only weakens generalizability but also reinforces inequities in access to effective career support.

Moreover, there is a noticeable lack of intersectional analysis. While many studies explore individual identity factors, including gender, socioeconomic status, or ethnicity, few examine how these intersecting identities collectively influence CDMSE. Incorporating an intersectional lens would offer more comprehensive understanding of challenges and strengths that individuals bring to their career development processes. Also, structural and institutional influences—including educational policies, labor market dynamics, school infrastructure, and societal expectations—remain underexplored. The current literature often emphasizes individual traits at the expense of these broader contextual factors, which are equally critical in shaping career self-efficacy.

These findings have important implications for practice and policy. Educators and counselors should implement evidence-based strategies that actively cultivate CDMSE, such as modeling, mastery experiences, skill-building, and constructive feedback. These interventions must be tailored to reflect the cultural and social realities of the learners, particularly those from underserved backgrounds.

From a policy perspective, there is an urgent need to institutionalize career guidance across all educational levels. Governments and school systems should invest in comprehensive, school-wide career services, expand access to trained professionals, and leverage technology-driven platforms to support career development, especially in resource-constrained environments.

In sum, the review highlights the importance of collaborative, socially responsive research that bridges academic inquiry with real-world application. Future studies should be methodologically rigorous while also addressing the lived realities of diverse learner populations, contributing meaningfully to educational equity and empowerment.

5 Conclusion

This systematic review synthesized two decades of global research on CDMSE, encompassing 331 peer-reviewed studies published between 2005 & 2025. Drawing from diverse databases and using rigorous PRISMA screening procedures, the review highlights both the conceptual richness and practical relevance of CDMSE as a construct within vocational psychology and career education.

Findings from the included studies confirm that CDMSE is a robust predictor of various positive outcomes such as career maturity, planning behavior, adaptability, and employment readiness. Moreover, the increasing diversity of research contexts—spanning multiple countries, educational levels, and learner populations—demonstrates the expanding cross-cultural applicability of the CDMSE framework.

At the same time, the review identifies several critical gaps in the literature. These include the lack of longitudinal studies, insufficient representation of marginalized populations, and the absence of

intersectional perspectives. Additionally, the literature often overlooks structural and institutional influences, focusing instead on individual-level psychological variables.

The implications for practice are equally significant. Career educators and counselors must adopt strategies that intentionally enhance self-efficacy through culturally responsive and evidence-based interventions. Policymakers should prioritize the institutionalization of comprehensive career guidance services within school systems, particularly for underserved groups.

Future research must aim to deepen the theoretical and practical understanding of CDMSE by incorporating longitudinal, intersectional, and system-level analyses. Furthermore, expanding research efforts in underrepresented regions and populations will be crucial to ensuring greater equity, relevance, and impact in career developmentfield.

In an increasingly volatile and uncertain world of work, building self-efficacy in career decision-making is not only a psychological necessity but also a societal imperative. This review provides a foundation for more inclusive, forward-looking, and contextually grounded approaches to supporting individuals in their career journeys.

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