

## Guiding the Paths: Exploring the Contribution of Career-Specific Parenting Practices on Career Decision Self-efficacy among Vocational High School Students

Candra Metta Citro  
Faculty of Psychology  
University of Surabaya, Indonesia  
mettacitro2002@gmail.com

Ni Putu Adelia Kesumaningsari  
Faculty of Psychology  
University of Surabaya, Indonesia  
kesumaningsari@staff.ubaya.ac.id  
(Corresponding Author)

Yuan Yovita Setiawan  
Faculty of Psychology  
University of Surabaya, Indonesia  
yuanyovita@staff.ubaya.ac.id

### Abstract

The future professions of vocational high school (SMK) students are connected to career paths selected and often accompanied by uncertainties in decision-making. A factor affecting adolescents' confidence in career decision-making is parental influence. Therefore, this research aimed to explore the relationship between Career-Specific Parenting Practices (CSPP), such as support, interference, and lack of engagement, with career Decision Self-Efficacy (CDSE) of SMK students. The research method adopted was a quantitative survey including 254 participants consisting of eleventh-grade SMK students in Surabaya (with a mean age of 17 years, 48,8% female, and 51,2% male). The population sample was selected using a convenience sampling method. The results showed a positive correlation between parental support and CDSE ( $r = 0.481$ ,  $p = 0.000$ ) as well as a negative relationship between lack of parental engagement and CDSE among SMK students ( $r = -0.165$ ,  $p = 0.008$ ), while parental interference showed no correlation. The stepwise regression analysis showed that parental support, representing 18.9%, was the strongest predictor influencing CDSE among SMK students. Therefore, the research's implications emphasize the importance of parental support and engagement in shaping CDSE of SMK students.

**Keywords:** Career-specific Parenting Practices, Career Decision Self-efficacy, Vocational High School Students.

### Introduction

According to Erikson's psychosocial theory (Erikson, 1968), adolescence is marked by the evolution of an identity crisis. This implies that adolescents are beginning to explore identities, understand personal traits, determine career direction, and strive to achieve those life objectives. The theory also emphasizes that the search for a vocational profession is an identity explored by youth, and subsequently becomes the primary focus of career formation. Adolescents in the

process of developing vocational identity will explore professions and career paths correlating with personal objectives (Santrock, 2010).

Knowledge of occupations is a characteristic showing that adolescents are beginning to explore career identities. The evolution of crisis and commitment characterizes the formation of adolescents' vocational identity. This crisis includes adolescents' efforts to explore various life choices and gather information to determine a meaningful identity. Furthermore, commitment relates to individuals' readiness to follow through with work and career exploration choices (Marcia, 1966). From career development theory perspective, adolescence is a period when an individual experiments with various career paths available. This can be achieved through work experience, extracurricular activities, and education about the workforce to identify career paths correlating with the objectives (Super, 1957).

Vocational High Schools (SMK) are formal educational institutions providing vocational training at the secondary level aimed at producing graduates ready to become a workforce, work for others, or become independent entrepreneurs (Kemendikbud, 2018). SMK students are expected to have a clear career direction, enabling more confidence in making career choices and easily absorbed into the workforce. However, the students tend to experience difficulties in making career choices (Kadiyono & Utami, 2023; Putra & Affandi, 2023). From 2019 to 2021, SMK graduates also contributed to a high unemployment rate, surpassing that of other educational levels. A factor contributing to high unemployment rate among SMK students is the uncertainty regarding career futures. These uncertainties are due to a lack of knowledge and information about job opportunities, difficulty in finding jobs matching personal abilities, as well as the gap between potential and the workforce market demands (Kurniawan & Indra, 2019). High number of graduates not absorbed by the job market eventually contributes to the declining quality of vocational education in Indonesia (Suharno et al., 2020).

Adolescents experiencing difficulties related to uncertainty in making career choices can lose a clear understanding of the direction and objectives (Nurmalasari & Erdiantoro, 2020; Prabowo,



2019), leading to a lack of confidence or insecurity in decision-making known as Career Decision Self-efficacy (CDSE). This insecurity in decision-making is the ability of an individual to make successful and effective career choices (Situmorang & Salim, 2021; Taylor & Betz, 1983). It consists of self-assessment, job information mastery, setting objectives, planning, and problem-solving skills.

CDSE in adolescents is generally influenced by intellectual capacity, personality, career interests, individual participation in decision-making processes, gender role stereotypes, and confidence in the selected career (Fogarty, 2002). External factors such as parental engagement also influence the level of decision-making occurrence and satisfaction. Furthermore, adolescents feel more confident in making career choices when parental support is received (Bacanli, 2016; Dietrich & Kracke, 2009; Udayar et al., 2020).

Parents play a central role in the lives of Indonesian adolescents, serving as environmental factors that significantly influence how children behave and think (Subagia, 2021). In terms of career choices, parents act as sources of assistance and guidance in selecting occupations that help adolescents make the best career options based on skills and interests (Nurani, 2022). Parents aid children in understanding available professional possibilities and gaining insights into different career paths by engaging in conversations, sharing information about the workforce, and offering personal work experiences (Nurchasana et al., 2024). Fouad et al., (2010) and Muningsgar (2022) found that parents can play multiple roles as mentors, motivators, and facilitators while providing informational, financial, and emotional support concerning career choices. Parental support is a primary factor that stimulates adolescents' confidence and motivation to achieve career objectives (Zhang et al., 2019)

Based on these results, parents' role in career decision-making among SMK students is proven to be highly significant, diverse, and specific. The Directorate General of Vocational Education (2021) showed that family circumstances greatly influence students' determination to select SMK education. This result showed that parents tend to view vocational training as a pathway for the children to acquire technical education, helping in securing decent employment, representing

57.8%. Additionally, family economic support for education (23.4%) is a crucial factor in decision to pursue education at the SMK level. This shows that external variables such as economic factors and parental perspectives, significantly impact students' career choices, beyond interests and job skills. Furthermore, initial interviews conducted briefly with 3 SMK students on October 17, 2023 that conducted by the researchers, confirmed challenges in career decision-making process. The interview results showed that unconfidence in career choices after graduation was caused by a lack of self-understanding and ability, specifically when selecting an SMK major influenced by parents not corresponding with student's aspirations.

The critical importance of CDSE for SMK students lies in the capacity to facilitate responsible career decision-making and mitigate potential challenges (Arjanggi et al., 2022; Brown & Lent, 2013; Maslikhah et al., 2022). Adolescents with high CDSE scores are more motivated to achieve professional objectives, spend more time considering alternatives, and eventually make better career choices (Zhang et al., 2019). The students also tend to be more decisive in selecting professions (Sawitri, 2009) enhance career maturity thereby promoting decision-making (Abdullah & Muliati, 2023) and are more successful in future career (Brown & Lent, 2013).

Some research in Indonesia has attempted to explore the role of parents in CDSE among SMK students, although predominantly focusing on the general parenting role rather than specifically on career-related parenting (Dina & Putra, 2022; Firdaus & Kustanti, 2019; Putra et al., 2020). Furthermore, numerous research has engaged parental support variables (Lestari & Siswanto, 2015; Wibowo, 2022) and mostly explored parenting on CDSE in senior high school (SMA) students only (Muna et al., 2023; Ramadhani & Suharso, 2021; Qudsyi et al., 2020; Situmorang & Salim, 2021). Due to the limited article on CDSE of SMK students, this research aims to make exceptions.

Dietrich and Kracke (2009) developed the term Career-Specific Parenting Practices (CSPP), which defines parental behaviors specifically related to adolescents' career development. CSPP parenting patterns include support, interference, and lack of engagement. Parental support is associated with career exploration and a high level of CDSE (Dietrich & Kracke, 2009; Zhang et al., 2019), while



excessive interference reduces self-confidence and makes career choices for adolescents difficult (Baldon et al., 2023) Furthermore, less parental engagement can reduce CDSE and impede career decision-making (Dietrich & Kracke, 2009; Wibowo, 2022; Zhang et al., 2019).

No research in Indonesia specifically examines the relationship between CSPP and CDSE of adolescents, particularly SMK students. Recent research that explores the building blocks of SMK students' CDSE still uses a general parenting method (Azzahra & Putri, 2024; Preston & Salim, 2019), thereby ignoring CSPP. Understanding the role of parental behavior on adolescents' career development is important, considering that parents are the source of confidence. Therefore, this research aims to explore the relationship of CSPP to CDSE of SMK students and identify CSPP dimensions that make the greatest contribution to CDSE. The hypotheses in this research are (1) There is a positive relationship between the support dimension and CDSE, (2) There is a negative relationship between the interference dimension and CDSE, and (3) There is a negative relationship between the lack of engagement dimension and CDSE in SMK students.

## **Method**

### *Design*

The research used a quantitative survey design to collect data from a sample and generalize the results to specific population. By applying a correlational method, this research focused on identifying the strength and direction of the relationship between variables.

### *Participants*

The selected participants included eleventh-grade SMK students in Surabaya, Indonesia. The selection was based on professional growth, due to the critical stage in career guidance and exploration phase by gaining insight related to early adulthood occupational objectives. This research used Non-random Sampling, specifically the Convenience Sampling method, where the sample was selected based on the availability of the population under research (Neuman, 2014). 254 eleventh-grade SMK students in Surabaya participated in this research, with data collection



carried out using an online survey via Google Forms. Informed consent was obtained from all participants, with approval granted by the school, ensuring compliance with applicable protection.

### *Measurement*

The research used career Decision-Making Self-Efficacy Scale and the Parental Career-related Behavior Instrument tools. Career Decision Making Self-Efficacy (CDMSE) scale was CDSE measuring instrument validated and translated into Indonesian by Purnama & Ernawati (2014). The instrument consisted of 10 items covering 5 dimensions (self-appraisal, occupational information, planning, objective selection, and problem-solving) in the form of a Likert scale with 5 answer options from 1 (showing Never) to 5 (showing Always). In checking the validity of the test, Purnama and Ernawati (2014) used Aiken's V formula as well as obtained item results ranging from 0.83 to 0.92. This implied that the CDMSE scale could be used to measure confidence in making career choices. Furthermore, accuracy was measured by construct reliability (CR) with a CR value  $\geq 0.7$  as a condition for the scale to be reliable. The accuracy test results showed CR coefficient of 0.97, thereby qualifying as a reliable category. Some examples of items used in this research were "Measuring and understanding the abilities possessed", "Determining the ideal type of work", and "Discussing with individuals who work in the field of interest". Higher scores reflected a high level of self-confidence in career decision-making by participants.

CSPP variable was measured using the Parental Career-related Behavior Instrument developed by Dietrich & Kracke (2009). This instrument measured 3 dimensions of CSPP, including support, interference, and lack of engagement. The research team translated the items into Indonesian and subsequently tested the content validity of the measuring instrument by including 2 panelists. Scale reliability was also tested through each variable dimension in the instrument measurement test. The Cronbach's Alpha score on the support, interference, and lack of engagement dimensions were 0.837, 0.753, and 0.837, respectively. This scale had 15 items related to parental behaviors related to adolescents' career choices using a 4-point Likert scale, which starts from 1 (showing very unsuitable) to 4 (showing very suitable). Some examples of items used in this research are "Parents stimulated obtaining information about the career of interest", "Parents attempt to force

career choices", and "Parents showed limited interest in future career paths". A high score on the support aspect showed parental guidance, the interference feature showed excessive control and mediation from parents, while the lack of engagement dimension signified a lack of parental participation.

#### Data Analysis

The data in this research were analyzed using stepwise multiple regression analysis methods using SPSS (Statistical Product and Service Solution) software version 25.0 for Windows. Previously, bivariate correlation data analysis was used to determine the relationship between CSPP aspects and CDSE. To show a relationship between variables or accept a hypothesis, the correlation needed to fulfill the requirement of a significance level (Sig) <0.05. Descriptive statistical analysis was also carried out to describe the variables analyzed.

### Results

The research examined the relationship between CSPP and CDSE of SMK students. The hypotheses proven in this research were (1) There was a positive relationship between the support dimension and CDSE, (2) There was a negative relationship between the interference dimension and CDSE, as well as (3) There was a negative relationship between the lack of engagement dimension and CDSE in SMK students. [Table 1](#) showed the respondents' demographic data of the SMK students.

**Table 1**  
*Respondents' Demographics Data (N=254)*

| Demographic | Category | Frequency | Percentage (%) |
|-------------|----------|-----------|----------------|
| Age         | 15       | 1         | 0.4            |
|             | 16       | 90        | 35.4           |
|             | 17       | 163       | 64.2           |
| Gender      | Male     | 130       | 51.2           |
|             | Female   | 124       | 48.8           |

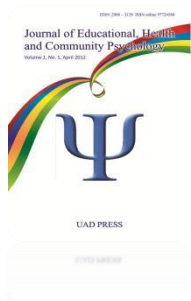


| <b>Demographic</b>   | <b>Category</b>                                 | <b>Frequency</b> | <b>Percentage (%)</b> |
|--|---|------------------|-----------------------|
| Vocational School Major  | Nursing Assistant and Caregiver                 | 58               | 22.8                  |
|  | Software Engineering                            | 48               | 18.9                  |
|  | Clinical and Community Pharmacy                 | 45               | 17.7                  |
|  | Light Vehicle Engineering                       | 32               | 12.6                  |
|  | Building Modeling and Information Design        | 23               | 9.1                   |
|  | Travel Services Business                        | 20               | 7.9                   |
|  | Audio Video Engineering                         | 17               | 6.7                   |
|  | Machining Engineering                           | 11               | 4.3                   |
| Readiness to Determine Future Profession                                 | Ready   | 163              | 64.2                  |
|  | Doubtful  | 71               | 28                    |
|  | Not Ready                                       | 20               | 7.8                   |
|  | Health Field                                    | 92               | 36.2                  |
| Profession Preference  | Do Not Know                                     | 33               | 12.9                  |
|  | Entrepreneur/Businessman                        | 33               | 12.9                  |
|  | Information Technology Field                    | 23               | 9                     |
|  | Construction Field                              | 16               | 6.2                   |
|  | Mechanical Field                                | 12               | 4.7                   |
|  | Arts and Literature Field                       | 11               | 4.3                   |
|  | Technical Field                                 | 6                | 2.3                   |
|  | Tourism Field                                   | 6                | 2.3                   |
|  | Military/Police Apparatus Field                 | 6                | 2.3                   |
|  | Legal Field                                     | 5                | 1.9                   |
|  | Employees (Civil Servants/Private Employees)    | 5                | 1.9                   |
|  | Education Field                                 | 4                | 1.5                   |
| Activities Carried Out in Searching for and Understanding Career Choices | Transportation Service Field                    | 4                | 1.5                   |
|  | Freelancer/Trader                               | 3                | 1.1                   |
|  | Sports/e-sport Athlete                          | 2                | 0.7                   |
|  | Mining Field                                    | 1                | 0.3                   |
|  | Searched for Career Information on the Internet | 182              | 71.6                  |
|  | Getting Advice from Those in career of Interest | 163              | 64.1                  |





| <b>Demographic</b>  | <b>Category</b>  | <b>Frequency</b> | <b>Percentage (%)</b> |
|---|--|------------------|-----------------------|
| Suitability of Professions in Demand with Current SMK Major | Ask Parents  | 117              | 46                    |
|   | Looked at the Website of the campus / Related Institutions | 73               | 28.7                  |
|   | Have Participated in an Internship in a Similar Profession | 67               | 26.3                  |
|   | Asked Friends  | 64               | 25.1                  |
|   | Interest and Aptitude Test                                 | 33               | 12.9                  |
|   | Attending Seminars or Job Fairs                            | 13               | 5.1                   |
|   | Career Counseling with Counsellors                         | 8                | 3.1                   |
|   | Already Suitable   | 175              | 68.9                  |
|   | Undecided  | 44               | 17.3                  |
|   | Not Appropriate  | 35               | 13.8                  |
| Factors to Consider When Selecting Career/Profession        | Confidence in Personal Abilities                           | 151              | 59.4                  |
|   | Personal Interest  | 144              | 56.6                  |
|   | Income from Work   | 86               | 33.8                  |
|   | Family Input (Parents)                                     | 77               | 30.3                  |
|   | Job Opportunities  | 68               | 26.7                  |
|   | Talent Possessed   | 64               | 25.1                  |
|   | Family Finances  | 46               | 18.1                  |
|   | Career prestige (career with honor and dignity)            | 18               | 7                     |
|   | Location of the Workplace from Home                        | 8                | 3.1                   |
|   | Teacher/Educator Direction                                 | 8                | 3.1                   |
| Inhibiting Factors in Career/Profession Selection           | Confidence in Personal Abilities                           | 77               | 30.3                  |
|   | Personal Interest  | 67               | 26.3                  |
|   | Income from Work   | 54               | 21.2                  |
|   | Family Input (Parents)                                     | 44               | 17.3                  |
|   | Job Opportunities  | 37               | 14.5                  |
|   | Talent Possessed   | 34               | 13.3                  |
|   | Family Finances  | 31               | 12.2                  |
| Career prestige (career with honor and dignity)             | 25   | 9.8              |                       |
| Location of the Workplace from Home                         | 23   | 9                |                       |



| <b>Demographic</b>      | <b>Category</b>                                       | <b>Frequency</b> | <b>Percentage (%)</b> |
|-------------------------|---|------------------|-----------------------|
| Fathers' Last Education | Teacher/Educator Direction                            | 8                | 3.1                   |
|                         | Others: None  | 7                | 2.7                   |
|                         | Abstain (Did Not Answer)                              | 2                | 0.7                   |
|                         | Self-Personality                                      | 1                | 0.3                   |
|                         | Elementary School (SD)                                | 23               | 9.1                   |
|                         | Junior High School (SMP)                              | 28               | 11                    |
|                         | Senior (SMA)/ Vocational High School (SMK)/Equivalent | 150              | 59.1                  |
|                         | Diploma   | 16               | 6.3                   |
|                         | Bachelor (S1)   | 32               | 12.6                  |
|                         | Master (S2)   | 4                | 1.6                   |
| Mothers' Last Education | Doctoral (S3)   | 1                | 0.4                   |
|                         | Elementary School (SD)                                | 29               | 11.4                  |
|                         | Junior High School (SMP)                              | 31               | 12.2                  |
|                         | Senior (SMA)/ Vocational High School (SMK)/Equivalent | 149              | 58.7                  |
|                         | Diploma   | 10               | 3.9                   |
|                         | Bachelor (S1)   | 32               | 12.6                  |
|                         | Master (S2)   | 3                | 1.2                   |
|                         | Private employees                                     | 149              | 58.7                  |
|                         | Businessmen   | 44               | 17.3                  |
|                         | Others: Deceased                                      | 20               | 7.9                   |
| Fathers' Occupation     | Freelancer/Project Worker                             | 7                | 2.8                   |
|                         | Government employees                                  | 7                | 2.8                   |
|                         | Unemployed  | 6                | 2.4                   |
|                         | Police/Army   | 6                | 2.4                   |
|                         | Abstain (Not Answering)                               | 4                | 1.6                   |
|                         | Construction  | 4                | 1.6                   |
|                         | Teachers/Lecturers                                    | 3                | 1.2                   |
|                         | Doctors/Psychologists/Nurses/Other Medical Personnel  | 2                | 0.8                   |
|                         | Retired   | 2                | 0.8                   |
|                         | Mothers' Occupation                                   | Unemployed       | 120                   |

| Demographic           | Category  | Frequency | Percentage (%) |
|-----------------------|---|-----------|----------------|
| Fathers' Income Range | Private employees                                       | 70        | 27.6           |
|                       | Businessmen   | 49        | 19.3           |
|                       | Teachers/Lecturers                                      | 6         | 2.4            |
|                       | Others: Deceased  | 5         | 2              |
|                       | Government employees                                    | 3         | 1.2            |
|                       | Doctors/Psychologists/Nurses/Other<br>Medical Personnel | 1         | 0.4            |
|                       | > 15 Million  | 4         | 1.6            |
|                       | 10 - 15 Million   | 8         | 3.1            |
|                       | 5 - 10 Million  | 33        | 13             |
|                       | 1 - 4.9 Million   | 108       | 42.5           |
| Mothers' Income Range | < 1 Million   | 72        | 28.3           |
|                       | No Income   | 29        | 11.4           |
|                       | > 15 Million  | 1         | 0.4            |
|                       | 10 - 15 Million   | 2         | 0.8            |
|                       | 5 - 10 Million  | 13        | 5.1            |
|                       | 1 - 4.9 Million   | 73        | 28.7           |
|                       | < 1 Million   | 62        | 24.4           |
|                       | No Income   | 103       | 40.6           |

Table 1 provided a detailed description of participant demographic data as obtained. This research included 254 SMK students in Surabaya as participants, consisting of 130 males and 124 females. The majority of participants were 17 years old (64.2%), with the highest education major being Nursing Assistant and Caregiver (22.8%). The majority of fathers' last education was SMA/SMK/equivalent (59.1%) working as private employees (58.7%) with an average income of 1-4.9 million rupiah (42.5%). Furthermore, mothers' last education was dominated by SMA/SMK/equivalent (58.7%) working as a housewife (47.2%) with no income (40.6%).

Half of the participants decided on a future profession (65.2%) and explored the career by searching for information on the Internet (71.6%). Others also felt that pursuing an SMK major

correlated with career choices (68.9%). According to participants, the supporting factor (59.4%) and the main obstacle (30.3%) was confidence in personal abilities in pursuing the selected career. [Table 2](#) showed the categorization of scores for each analyzed variable.

Based on [Table 2](#), it was observed that numerous participants in this research had a High to Moderate level of CDSE representing 35% and 32.3% respectively. Additionally, the majority of the participants received High to Extremely High parental support of 39% and 36.2% respectively, with parental interference behavior at a Moderate level representing 32.7%, and lack of engagement at an Extremely Low level of 44.1%.

**Table 2**  
*Distribution of Respondent Score Categories*

| Variable                  | Category       | Range Score      | f   | Percentage (%) |
|---------------------------|----------------|------------------|-----|----------------|
| CDSE                      | Extremely High | $X \geq 42$      | 48  | 18.9%          |
|                           | High           | $34 \leq X < 42$ | 89  | 35%            |
|                           | Moderate       | $26 \leq X < 34$ | 82  | 32.3%          |
|                           | Low            | $18 \leq X < 26$ | 34  | 13.4%          |
|                           | Extremely Low  | $X < 18$         | 1   | 0.4%           |
| CSPP – Support            | Extremely High | $X \geq 17$      | 92  | 36.2%          |
|                           | High           | $14 \leq X < 17$ | 99  | 39%            |
|                           | Moderate       | $11 \leq X < 14$ | 42  | 16.5%          |
|                           | Low            | $8 \leq X < 11$  | 16  | 6.3%           |
|                           | Extremely Low  | $X < 8$          | 5   | 2%             |
| CSPP – Interference       | Extremely High | $X \geq 17$      | 30  | 11.8%          |
|                           | High           | $14 \leq X < 17$ | 50  | 19.7%          |
|                           | Moderate       | $11 \leq X < 14$ | 83  | 32.7%          |
|                           | Low            | $8 \leq X < 11$  | 57  | 22.4%          |
|                           | Extremely Low  | $X < 8$          | 34  | 13.4%          |
| CSPP – Lack of Engagement | Extremely High | $X \geq 17$      | 12  | 4.7%           |
|                           | High           | $14 \leq X < 17$ | 33  | 13%            |
|                           | Moderate       | $11 \leq X < 14$ | 41  | 16.1%          |
|                           | Low            | $8 \leq X < 11$  | 56  | 22%            |
|                           | Extremely Low  | $X < 8$          | 112 | 44.1%          |

**Table 3**  
*Correlation of CSPP and CDSE*

| Variable                          | r      | Sig.  |
|-----------------------------------|--------|-------|
| CSPP Support with CDSE            | 0.481  | 0.000 |
| CSPP Interference with CDSE       | 0.090  | 0.151 |
| CSPP Lack of Engagement with CDSE | -0.165 | 0.008 |

\*Description: CSPP (Career-specific Parenting Practices), CDSE (Career Decision Self-efficacy)

The analysis using bivariate correlation showed that not all dimensions of CSPP were correlated with CDSE. Table 3 presented the hypothesis test results regarding Support, Interference, and Lack of Engagement on CSPP and CDSE. The Spearman correlation test was conducted to evaluate the relationship between the two variables, with the criterion of significance when Sig < 0.05. The support aspect in CSPP was observed to have a positive relationship with CDSE due to the Sig value of 0.000 (Sig < 0.05) and a positive correlation coefficient (r = 0.481). However, no relationship was observed between the interference aspect in CSPP and CDSE due to the Sig value exceeding 0.151 (Sig ≥ 0.05). There was a negative relationship between the lack of engagement aspect in CSPP and CDSE, as showed by the significance value of 0.008 (Sig < 0.05) and a negative correlation coefficient (r = -0.165).

**Table 4**  
*Results of Model of Summary Regression Test for CSPP Dimensions and CDSE Variable*

| Predictor      | R <sup>2</sup> | Sig.  | Coefficient |       |       |       |
|----------------|----------------|-------|-------------|-------|-------|-------|
|                |                |       | β           | SE    | t     | p     |
| (Constant)     |                |       | 18.598      | 2.107 | 8.827 | 0.000 |
| CSPP – Support | 0.189          | 0.000 | 18.598      | .135  | 7.653 | 0.000 |

Dependent Variable: Career Decision Self-efficacy

**Table 5**  
*Excluded Dimensions of CSPP and CDSE Variable*

| Model                     | $\beta$            | t     | Sig   | Partial Correlation | Collinearity Statistics Tolerance |
|---------------------------|--------------------|-------|-------|---------------------|-----------------------------------|
| CSPP – Lack of Engagement | -.034 <sup>b</sup> | -.575 | 0.566 | -0.036              | 0.948                             |
| CSPP – Interference       | .018 <sup>b</sup>  | .316  | 0.752 | 0.020               | 0.971                             |

Multiple regression with a stepwise method was subsequently conducted to observe the simultaneous contribution of CSPP dimensions to CDSE, while also identifying the dimension with the strongest contribution. Tables 4 and 5 showed the regression analysis results between CSPP and CDSE. The results showed that support was the most contributing dimension to CDSE among the other aspects including lack of engagement and interference. The support dimension contributed 18.9% in predicting CDSE.

**Table 6**  
*Cross Tabulation Test Results*

| Variable                                 | Sig. Chi-square |
|--|-----------------|
| Gender with CDSE                         | 0.176           |
| SMK Skills Concentration Major with CDSE | 0.402           |
| Fathers' education with CDSE             | 0.013           |
| Mothers' Education with CDSE             | 0.310           |

The cross-tabulation results between participant demographic information and CDSE were presented in Table 6. This analysis focused on evaluating the relationship between demographic data and CDSE. The results showed that variables such as gender and major were not associated with CDSE because the Chi-square Significance value exceeded 0.05. However, a correlation existed between fathers' last education and CDSE, as showed by a Chi-square significance value of 0.013 (sig. < 0.05).



## Discussion

The research aims to investigate the relationship between Support, Interference, and Lack of Engagement in CSPP and CDSE among SMK students in Surabaya. The correlation analysis results show that Support and Lack of Engagement in CSPP correlate with CDSE. These results further show that parents' behavior in supporting the career of adolescents can influence the level of self-confidence in making career choices.

The first hypothesis test results show a significant relationship between the Support aspect in CSPP and CDSE for SMK students in Surabaya. This positive relationship shows that higher parental support corresponds to increased CDSE in SMK students. Therefore, numerous participants experience high parental support, signifying that parents play a role in providing insight and advice as well as being role models in adolescents' career choices. This result supports previous research regarding the positive relationship between CSPP support and CDSE levels. Among all the dimensions of CSPP, support evolves as the aspect contributing substantially. This discovery is stimulated by previous research showing that parental support can influence adolescents' CDSE (Chasanah & Salim, 2019; Li et al., 2023).

The support provided in CSPP is informational, comprising advice, guidance, and counsel (Sarafino & Smith, 2011). Adolescents who perceive this support tend to be more motivated to explore information and insights, enhancing competence and self-confidence in making career choices (Guan et al., 2015; Safriani & Rinaldi, 2019). This support assists adolescents in feeling capable of tackling tasks such as goal identification, information gathering, and career decision-making (Ginevra et al., 2015). The Social Cognitive Career Theory (SCCT) developed by Brown and Lent (2013) emphasizes that parental support can strengthen adolescents' career confidence. Support dimension such as information and verbal motivation, positively influences adolescents' self-confidence in selecting a career. Perceiving parental support helps adolescents envision future success, stimulates self-confidence, and motivates the achievement of long-term career objectives (Ginevra et al., 2015; Brown & Lent, 2013). Therefore, the role of parental support plays a crucial

role in adolescents' career decision-making, particularly in enhancing self-confidence in facing career-related challenges.

The second hypothesis test results show that there is no relationship in the interference aspect of CSPP and CDSE among SMK students in Surabaya. Based on the perceptions of control over career, numerous participants report a moderate level of parental interference. This explains how parental interference significantly impacts adolescents' job choices. Additionally, the interference is often at the expense of interests and abilities impeding the development of CDSE in SMK students (Zhang et al., 2019). Adolescence is a transitional phase that requires significant parental interference, specifically in vocational identity formation. Parents imposing certain norms and values on the children will influence career choices. In the cultural context of Eastern Indonesia, adolescents tend to need parental guidance in making significant career choices. This is because youths are perceived to be in a difficult transitional phase where making decisions independently is challenging (Mamahit & Situmorang, 2017).

Adolescents aged 15-17 are in the stage of career exploration based on the perspectives of Career Development theory and self-determination, having autonomy in exploring options that correlate with individual interests (Chantara et al., 2011). The results show that adolescents prioritize confidence in the abilities when selecting career, reflecting the tendency to base career choices on self-assurance. In this context, adolescents need to build self-efficacy and autonomy in determining career choices according to individual interests and abilities (Chantara et al., 2011; Mamahit & Situmorang, 2017). The SCCT also emphasizes that self-efficacy, outcome expectations, and personal objectives play key roles in adolescents' career decision-making (Brown & Lent, 2013). Therefore, the controlling parental interference behavior is not directly related to CDSE due to factors such as personal objectives, adolescents' autonomy, and perceptions of parental values during the exploration phase (Jungen, 2008; Mamahit & Situmorang, 2017; Zhang et al., 2019).

Furthermore, the third hypothesis test explains the significant relationship between the lack of engagement aspect in CSPP and CDSE among SMK students in Surabaya. This negative relationship





shows that the higher the lack of parental engagement, the lower CDSE among SMK students. The lack of parental engagement further suggests that participants perceive parents to be less engaged in adolescents' career preparation and do not support the development of career behaviors. Consistent with previous research, a lack of parental engagement in career preparation can increase adolescents' difficulties in making professional decision karir (Dietrich & Kracke, 2009; Wibowo, 2022).

The research correlates with the concept of the SCCT, explaining that environmental, individual, and behavioral factors interact to influence adolescents' CDSE (Brown & Lent, 2013; Zola et al., 2022). In Indonesia's collectivist culture, parental role modeling and support are crucial for adolescents' career choices, given the family's interconnectedness and the importance placed on parental participation in this process (Wiswanti et al., 2020). Conversely, the lack of parental engagement is associated with adolescents' uncertainty in making professional decision, resulting in difficulties in determining desired career paths (Anastiani & Primana, 2019). Ramadhani & Suharso (2021) showed that adolescents with a higher level of CDSE are individuals who explore and understand career information through discussions with the parents. Educational experiences will be provided by parents engaged in adolescents' career preparation, thereby enhancing self-confidence in career decision-making. This would eventually enable adolescents to set clear and specific objectives to achieve career choices (Brown & Lent, 2013).

The tabulation results in Table 5 show the relationship between fathers' education and CDSE, with numerous participants having fathers possessing SMA/SMK level education. In the traditional cultural context of Indonesia, fathers have a higher role in holding power within the family. Fathers with higher education have broader knowledge and skills, thereby serving as role models in building adolescents' competencies to achieve educational objectives (Muna & Sakdiyah, 2015). The sense of competence is enhanced for adolescents by fathers who provide advice and set examples, leading to increased interest, openness, and better learning in adapting to new challenges (Muna & Sakdiyah, 2015). However, factors such as gender, major, and mothers' education do not have a significant contribution to the relationship between CSPP and CDSE.



## **Limitations**

The research has several limitations, including the highly varied backgrounds of participants' SMK majors, which do not fully comprise all in Indonesia. Therefore, this background variation could potentially influence the generalization of the results, which are limited to SMK students with majors. This research also does not differentiate between CSPP carried out by fathers and mothers, emphasizing on CSPP conducted by both parents as a single function.

## **Conclusion**

In conclusion, the research showed that parental support and engagement behaviors related to career preparation significantly contributed to adolescents' confidence in making career choices. Among the dimensions observed, support evolved as the strongest predictor that helped adolescents feel confident in decision-making ability. High level of parental support motivated adolescents' self-confidence, fostered positive social relationships, and strengthened emotional bonds with parents. Lack of parental support and engagement in career preparation process also resulted in low self- confidence among SMK students when making career choices. Therefore, the research recommended that parents should provide support and actively engage in guiding adolescents in making career choices.

Adolescents' confidence in overcoming obstacles related to vocational decision-making was greatly influenced by parental support and engagement. Parents should provide support in various ways, such as offering professional knowledge guidance, discussing career options, and sharing work experiences. Additionally, avoiding behaviors that imposed career choices and impeded the formation of CDSE was essential. Eleventh-grade students were encouraged to enhance CDSE by engaging the parents in discussions and considerations regarding the desired career.

Future research was recommended to consider recruiting participants covering all vocational fields in Indonesia or be conducted on specific SMK majors. Furthermore, distinguishing between CSPP carried out by fathers and mothers provided a better understanding of parental behaviors.

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