

# Parental Support, Career Exploration, and Career Decision-Making Self-Efficacy in Junior High School Students

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The implementation of Curriculum 2013 brought changes to students' admissions to high school/vocational level. Students are required to choose their course earlier, with or without trial time, which marks the importance of career planning and efficacy to decide their future career for students since junior-high. This study examined the role of career exploration behavior (CEB) as a mediator between career-related parental support (CRPS) and career decision-making self-efficacy (CDSE). Data were obtained from 140 junior-high school students on grade VIII and IX in the 2018/2019 school year in the year of 2018/2019. The regression analysis showed that CRPS has significantly influenced relations with CDSE, with CEB only has a small role in partially mediating their relationship ( $b = .44$ ,  $t(137) = 6.31$ ,  $p = .000$ ; *coefficient* = .22,  $SE = 3.91\%$ ,  $CI = .14 - .29$ ). The result is fit with the social cognitive career theory (SCCT). Other results obtained from the additional analysis, instrumental assistance ( $b = .20$ ,  $t(134) = 3.1$ ,  $p = .041$ ), and verbal encouragement ( $b = .16$ ,  $t(134) = 2.06$ ,  $p = .041$ ) were able to influence the CDSE directly, but emotional support indirectly (*coefficient* = .09,  $SE = 3.29\%$ ,  $CI = .03 - .16$ ) influences CDSE through CEB as mediator. These results may be affected by Indonesian's collectivist culture, which able to play a role in adolescents' development and their capacity to make their career-choice independently.

*Keywords:* career decision-making self-efficacy, career-related parental support, career exploration behavior, junior high school students

Penerapan kebijakan kurikulum 2013, membawa perubahan pada sistem penerimaan peserta didik di jenjang SMA/SMK. Siswa dituntut untuk lebih dini memilih jurusan yang diminati dengan matang, dengan atau tanpa adanya waktu percobaan terlebih dahulu. Hal ini menandakan pentingnya perencanaan karier dan keyakinan untuk mengambil keputusan karier masa depannya sejak siswa masih dijenjang SMP. Penelitian ini bertujuan untuk menganalisis peran eksplorasi karier (CEB) sebagai mediator terhadap hubungan dukungan orang tua terkait karier (CRPS) pada efikasi diri dalam mengambil keputusan karier (CDSE). Data diperoleh dari 140 siswa/i SMP kelas VIII dan IX tahun ajaran 2018/2019. Hasil analisis regresi menunjukkan bahwa CRPS berhubungan secara signifikan dengan mampu secara signifikan memengaruhi CDSE, dengan mediasi parsial dari CEB memiliki peran minor dalam memediasi hubungan keduanya ( $b = .44$ ,  $t(137) = 6.31$ ,  $p = .000$ ; *coefficient* = .22,  $SE = 3.91\%$ ,  $CI = .14 - .29$ ). Hasil ini sesuai dengan *social cognitive career theory* (SCCT). Hasil lain yang diperoleh dari analisis tambahan adalah *instrumental assistance* ( $b = .21$ ,  $t(134) = 3.08$ ,  $p = .041$ ) dan *verbal encouragement* ( $b = .16$ ,  $t(134) = 2.06$ ,  $p = .041$ ) mampu memengaruhi CDSE secara langsung, namun *emotional support* berpengaruh secara tidak langsung (*coefficient* = .09,  $SE = 3.29\%$ ,  $CI = .03 - .16$ ) pada CDSE melalui mediasi perilaku eksplorasi karier. Hasil ini kemungkinan dipengaruhi oleh budaya Indonesia yang kolektif, yang mampu berperan dalam perkembangan remaja dan kemampuan mereka untuk dapat melakukan pengambilan keputusan secara mandiri.

*Kata kunci:* career decision-making self-efficacy, career-related parental support, career exploration behavior, siswa sekolah menengah pertama

In 2013, there were significant changes in the Indonesian education system in terms of learning material,

learning methods, and students' admission to school (*Kementerian Pendidikan dan Kebudayaan Republik*

*Indonesia* - Ministry of Education and Culture of the Republic of Indonesia, 2014). In the selection process of admitting new students, the most significant changes occur in the high school level. Students are required to choose their major (Science/Social/Language) at the beginning of the school year or on school registration (Permendikbud No. 17 of 2017; *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* - Ministry of Education and Culture of the Republic of Indonesia, 2014). Thus, the admission system and majors selection still differed in policies applied in each city. There are three policies applied: (1) who choose their major when registration; (2) who choose their major on the beginning of the first term, with the three-months trial process; and (3) who choose major after the students are accepted into a particular school, with placement test (Rofalina, 2019).

The policies mentioned above has an impact in accelerating major selection process for students, with/without the trial period given to experience their major. Based on research conducted by Youth Manual, 92% out of 400.000 students in Indonesia were confused when choosing their majors during 2016-2018 (*Kementerian Riset, Teknologi dan Pendidikan Tinggi* – Ministry of Research, Technology and Higher Education, 2018; Putri, 2018). Their uncertainty could lead them to the wrong choice. As per statement from Indonesia Career Center Network, there are 87% students who admit they were choosing the wrong major (*Kementerian Pendidikan dan Kebudayaan Republik Indonesia* - Ministry of Education and Culture of the Republic of Indonesia, 2019). There are various impacts when they chose the wrong major such as negative engagement with learning experiences, academic standing, and disoriented vocational path (Freedman, 2013). It is said that to choose the “right” major, students needs to be confident when making a decision (Freedman, 2013).

The above phenomenon is related to Kim, Rhee, Ha, Yang and Lee (2016) and Yang, Yaung, Noh, Jang, and Lee (2016)’s researches that stated that confidence (a term known as self-efficacy) is a factor that plays a vital role in one's career, as self-efficacy is one of the most consistent factors in predicting one's career achievements. This confidence in the context of making a career decision is known as career decision-making self-efficacy (CDSE) (Betz, Klein, & Taylor, 1996). CDSE is defined as a belief in the ability/competence of oneself in determining career choices appropriately (Choi et al., 2012). The importance of CDSE for students who have just graduated from junior high school to choose their major in secondary school, as a strength,

shows how important it is to find out what factors are able to improve students' CDSE so they can be more prepared to make decisions. If they have low levels in CDSE, they will likely to be “undecided” and disoriented on their career path (Freedman, 2013).

According to the Social Cognitive Career Theory or SCCT model that developed by Lent and Brown (2006; 2013), several factors play a role throughout a person's career development process until they are able to make career decision making. This model explains three main factors that play a role in career development process are individual input, self-efficacy, and the environment. It is said that the dynamics between these three factors will increase individuals' capabilities to make a career decision as they grow older (Howard & Walsh, 2011).

For adolescents, career decision can occur if they have understood what they want to do by exploring various career possibilities with direction from their environment (Portfeli & Lee, 2012), so they can plan ahead. The parties which are considered to have the most role in providing assistance and direction in shaping the confidence of junior high school students to make career decision making are their parents (Akosah-Twumasi, Emeto, Lindsay, Tsey, & Malau-Aduli, 2018; Sawitri, Creed, & Zimmer-Gembeck, 2014). Although based on its development, the characteristics of junior high school students who have entered early adolescence are no longer spending much time with their parents and more socializing with peers (Papalia & Feldman, 2012).

However, Akosah-Twumasi et al. (2018) and Sawitri et al. (2014) argue that parents still have a significant role in junior high school students' decision making because in collectivist cultures such as Indonesia, individuals tend to be influenced and respect the expectations given by the environment (Gunkel, Schlägel, Langella, Peluchette, & Reshetnyak, 2013). Thus, adolescents are still dependent on parents and often tell problems about their career decisions to them (Mortimer, Zimmer-Gembeck, Holmes, & Shanahan, 2002; Otto, 2000).

Career support from parents is known as career-related parental support (CRPS) (Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003). CRPS is a person's perception regarding support given by parents during career development process (Turner et al., 2003). A good CRPS is characterized by parents' flexibility to let their children determine their careers independently while also providing assistance and direction when needed by children (Michael, Cinamon, & Most, 2016). The occurrence of students' confusion and mistakes in determining their major choice, associated to the lacks

of guidance from their significant other which causes them not knowing their interests, potential and avail career opportunities (*Kementerian Riset, Teknologi dan Pendidikan Tinggi - Ministry of Research, Technology and Higher Education of the Republic of Indonesia, 2018*).

This condition can be prevented if parents are able to provide four forms of appropriate support based on Turner et al. (2003). The four supports are: (1) instrumental assistance, experience of successes and awards that have been achieved; (2) career-related modeling, provision delivered or exemplified by parents regarding their careers; (3) verbal encouragement, praise and enthusiasm from parents in children's education and career development; and (4) emotional support, parents' action so that children could feel positively towards any career choices (Bandura, 1997; Cheng & Yuen, 2012; Turner et al., 2003).

Opportunities provided by parents enabling students to carry out various self-development activities which make it possible for them to get more information for their basis to make career decisions (Brown & Lent, 2016; Lent & Brown, 2013; Lent, Ireland, Penn, Moris, & Sappington, 2017). This process can be referred as career exploration, which indeed generally happens in adolescence (Savickas, 2005; Super, 1980). Career exploration or commonly known as career exploration behavior is an effort made by someone to get information related to work, as well as to find out about their abilities and weaknesses related to (future) work (Stumpf, Colarelli, & Hartman, 1983). Career exploration is critical because it can be a capital to develop self-competence, manage, and plan career achievements in a more realistic way (Lent, Ezeofor, Morrison, Penn, & Ireland, 2016). Students who were more 'prepared' by learning from their past experiences that were related to their career-choice (through research, considering personal goals and self-reflection), will make a better and matured choice (Freedman, 2013).

Therefore, it can be concluded that positive parental support (CRPS) can assist and facilitate the students to carry out career exploration (CEB) (Lent et al., 2017; Michael et al., 2013) to provide them with mastery experiences to related career-choice, so that later students are more confident in the decisions they make (CDSE) (Freedman, 2013; Lent et al., 2016). So the authors hypothesized that CRPS could significantly influence CDSE through CEB. The authors are also going to analyze the effect of each type of CRPS in the analysis cause currently no studies that examine them and their roles in influencing students' career decision making confidence in Indonesia.

This study aims to look at the effect of parental support (CRPS) on the development of self-efficacy in career decision making (CDSE) with career exploration (CEB) mediating the relationship between the two. Another goal is to identify which form of CRPS is most influential on the CDSE, with mediation from CEB. This research aims to be able to provide the information needed for preparing junior high school students to choose their advanced education and majors so that they can be used as a basis for future interventions, especially from parents. The following are the hypotheses proposed.

*Hypothesis 1:* CRPS has a significant positive influence effect on CDSE through CEB.

*Hypothesis 2:* Instrumental assistance from parents has a significant positive influence effect on CDSE through CEB.

*Hypothesis 3:* Career-related modeling support from parents has a significant positive influence effect on CDSE through CEB.

*Hypothesis 4:* Verbal encouragement support from parents has a significant positive influence effect on CDSE through CEB.

*Hypothesis 5:* Emotional support from parents has a significant positive influence effect on CDSE through CEB.

## Method

### Participants

This research is conducted on 135 junior high school students in grade 8th and 9th (95 females and 40 males, 12-16 years old), class of 2018/2019, from 28 different schools all over the Greater Jakarta. The authors used convenience sampling technique to acquire participants.

### Procedure

This research is a quantitative, non-experimental, and cross-sectional study. The instruments used in this study has been adapted to Indonesian, undergo a readability test to adolescents, as well as expert judgment process. CDSES has also been adapted by Sawitri (2008).

The research questionnaire was distributed online using Google Form. To gather participants to contri-

bute in the research, the authors contact the parents via social media. If the parents said that they have consented to let their children to participate in the study, they will be given the link to this research questionnaire. The authors also asked the parents to spread the message to other parents to broaden the scope of the participants based on the criteria the authors made, which are: (1) have child/children in 8th or 9th grade; (2) live in Greater Jakarta; and (3) consented to let their children to participate in our study.

On the initial page of the form, written consent also added on the initial page of the form. The authors have informed the purpose of research and consent to only take part in this research with parental permission. It takes around 15-20 minutes to finish the questionnaire.

## Instruments

Three instruments are used in this study, consisting of the Career Exploration Survey (CES) from Stumpf, Colarelli, and Hartman (1983) to measure career exploration (CEB, mediator); Career-Related Parental Support Scale (CRPSS) by Turner (2003) to measure career-related parental support (CRPS, independent variables); and Career Decision-Making Self-Efficacy Scale (CDESE) by Betz, Klein, and Taylor (1996) to measure self-efficacy in career decision making (CDE, dependent variable).

**Career Exploration Scale.** The authors used one of the three existing domains in CEB, named the exploration process, which measures how participants explore their career opportunities and job in the last three months. Several studies have been using this domain independently with reliability (internal consistencies) values of .7 to .9 (Esters & McCulloh, 2008; Storms & Celik, 2018).

This domain consists of 15 items using a 5-point Likert scale from 1 (never) to 5 (very often). The samples are “*mengunjungi kegiatan program pembekalan/pengembangan karier*” (“went to various career orientation programs”) and “*mencari kesempatan untuk menunjukkan keterampilan saya*” (“sought opportunities to demonstrate skills”). Based on the try-out results after adaptation and expert judgment process, it is known that the reliability of CES is  $\alpha = .905$ , with validity ranging between  $= .385 - .743$ .

**Career-Related Parental Support Scale.** CRPSS consists of 27 items with four subscales named instrumental assistance (IA), career-related modeling (CM), and emotional support (ES) (each has seven items); and verbal encouragement (VE) (six items). The samples are “*orang tua membolehkan saya melakukan ak-*

*tivitas di luar sekolah yang dapat melatih keterampilan terkait pekerjaan masa depan saya*” (IA) (“My parents let me do activities outside of school that teach me future job-related skill” (IA)); “*orang tua saya menunjukkan hal-hal yang ia/mereka lakukan saat bekerja*” (CM) (“My parents show me the kind of things they do at work” (CM)); “*orang tua menyampaikan pada saya bahwa dia/mereka bangga ketika saya berhasil di sekolah*” (VE) (“My parents tell me they are proud of me when I do well in school” (VE)); and (“*orang tua mengajak berdiskusi ketika saya mengkhawatirkan tentang karier di masa depan*” (ES) (“My parents talk to me when I am worried about my future career” (ES)).

CRPSS uses a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agrees), but the authors adapted it to a 6-point Likert scale to avoid participants choosing middle points. This is due to the tendency of Indonesians who prefer to avoid extreme choices; and to reduce the potential for bias towards results due to middle-category endorsement (Kulas, Stachowski, & Haynes, 2008). The reliability of the adapted CRPSS was  $= .917$ , with validity  $= .226 - .733$ .

**Career Decision-Making Self-Efficacy Scale.** The short version of CDESE is used in this study, was first adapted by Sawitri (2008) and has been used consistently in the latest researches in Indonesia (Sawitri & Creed, 2015; 2016). It consists of 25 items with a 6-point Likert scale, where 1 (absolutely not sure) to 6 (very sure). The item samples are “*secara akurat menilai kemampuan saya*” (“I can accurately assess my ability”) and “*menentukan langkah-langkah yang perlu dilakukan untuk bisa masuk jurusan yang saya pilih*” (“Determine the steps to take if I am having academic trouble so that I can be accepted in my chosen major”). Its reliability was  $= .933$ , with validity coefficient range  $= .252 - .752$ .

## Data Analysis

All statistical analyzes use IBM SPSS 20. The authors perform correlational analysis and linear regression path analysis (for the mediation analysis) using the Hayes Macro PROCESS. The mediation analysis in this study uses regression analysis techniques (using the Hayes Macro PROCESS model 4).

## Results

Correlational analysis was carried out before conducting a regression analysis, as the main analysis of this study. Table 1 shows the correlation coefficient and

Table 1  
Correlation Matrix

	1	2	3	4	5	6	7
(1) CRPS	—						
(2) CEB	.50**	—					
(3) CDSE	.63**	.63**	—				
(4) IA	.78**	.38**	.56**	—			
(5) CM	.72**	.295**	.385**	.30**	—		
(6) VE	.73**	.39**	.52**	.58**	.33**	—	
(7) ES	.88**	.48**	.54**	.61**	.51**	.55**	—
M and SD	5.10 ± .68	3.75 ± .79	4.76 ± .69	4.99 ± .81	5.12 ± .94	5.42 ± .68	4.92 ± .99
Cronbach's $\alpha$	.917	.905	.933	.768	.894	.767	.863
$r_{IT}$	.23 - .73	.39 - .74	.25 - .75	.31 - .62	.54 - .83	.41 - .65	.57 - .70

Note. \*\* $p < .01$  (2-tailed);  $r_{IT}$  = item-total correlation; CRPS = Career-Related Parental Support; CEB = Career Exploration Behavior; CDSE = Career Decision-Making Self-Efficacy; IA = Instrumental Assistance; CM = Career-related Modeling; VE = Verbal Encouragement; ES = Emotional Support; Cronbach's  $\alpha$  and  $r_{IT}$  coefficient were obtained after it were adapted, and through readability test and expert judgement process.

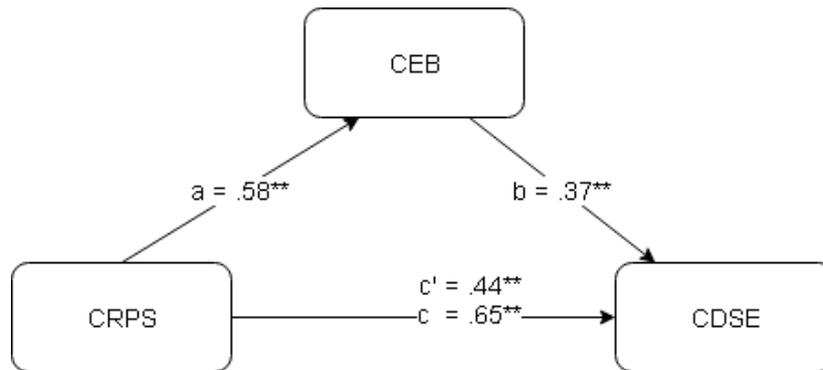


Figure 1. Mediation model of CEB for CRPS on CDSE

Note. \*\* $p < .01$ ; CRPS = Career-Related Parental Support; CEB = Career Exploration Behavior; CDSE = Career Decision-Making Self-Efficacy

means and standard deviation of the variables used in this study. No missing data found when the authors analyzed the results.

As stated in Table 1, all research variables have positive and strong correlation value. The strongest correlation was found in the relationship between CRPS and CDSE ( $r = .63, p < .01$ ) as well as CEB and CDSE ( $r = .63, p < .01$ ). While the relationship between CRPS and CEB is  $r = .50, p < .01$ . It means whenever there is an increase in parental support related to careers, there will also be an increase in career exploration behavior and self-efficacy in career decision making, and vice versa.

After that, the authors performed assumption analysis for the data. An analysis of standard residuals was carried out on the data to identify any outliers, which indicated that five out of 140 participants needed to be removed. Therefore, the data contained no outliers (*Std. Residual Min* = - 3.1, *Std. Residual Max* = 2.76). Then, to see if the data met the assumption of collinearity, the authors found that multicollinearity was not

a concern (*CRPS, Tolerance* = 1.04, *VIF* = .96; *CEB, Tolerance* = 1.04, *VIF* = .96). The data also met the assumption of independent errors (*Durbin-Watson value* = 1.34).

Based on the histogram of standardized residuals, indicated that the data contained approximately normally distributed errors. As showed in the normal P-P plot of standardized residuals. The scatterplot of standardized residuals showed that the data also met the assumptions of homogeneity of variance and linearity.

Based on the assumption analysis above, the authors conducted the regression analysis to determine whether CDSE mediates the relationship between CRPS and CEB (see Figure 1). The results indicates that CRPS ( $b = .44, t(140) = 6.31, p = .000$ ) is able to predict CDSE directly ( $c'$ ), without the role of CEB as a mediator. Therefore, it can be said that CEB is able to mediate partially the relationships between CRPS and CDSE ( $b = .65, t(137) = 9.60, p = .000$ ) ( $c$ ). The total indirect effect ( $ab$ ) was also found to be significant both the CRPS effect on CEB, and CEB on the CDSE ( $co-$

Table 2  
Mediation Effects

Effect	<i>b</i>	95% CI	
		Lower	Upper
<i>Mediation effects of CEB for CRPS on CDSE</i>			
Total	.65	.52	.76
Direct	.44	.30	.57
Indirect (mediation)	.22	.14	.29
<i>Mediation effects of CEB for AI on CDSE</i>			
Total	.24	.09	.40
Direct	.21	.08	.34
Indirect (mediation)	.03	-.03	.13
<i>Mediation effects of CEB for CM on CDSE</i>			
Total	.10	-.01	.21
Direct	.08	-.02	.18
Indirect (mediation)	.02	-.04	-.09
<i>Mediation effects of CEB for VE on CDSE</i>			
Total	.22	.05	.39
Direct	.16	.01	.31
Indirect (mediation)	.06	-.03	.15
<i>Mediation effects of CEB for ES on CDSE</i>			
Total	.12	-.01	.25
Direct	.03	-.09	.15
Indirect (mediation)	.09	.03	.16

Note. CRPS = Career-Related Parental Support; CEB = Career Exploration Behavior; CDSE = Career Decision-Making Self-Efficacy; IA = Instrumental Assistance; CM = Career-related Modeling; VE = Verbal Encouragement; ES = Emotional Support.

efficient = .2156,  $SE = 3.91\%$ ,  $CI = .14 - .29$ ).

The results of the regression analysis in Figure 1 illustrate that CRPS affects CDSE significantly, with CEB playing a role in partially mediating the relationship between two other variables. Based on these results, it can be said that the research hypothesis was accepted. Note that the role of CEB as a mediator (indirect effect) is not as big as the direct effect of CRPS to CDSE. It shows that CEB does not have a strong influence as a mediator in the relationship between CRPS and CDSE. So, parental support for junior high school students can improve their efficacy in making a career decision. Though if they find out more about the various career opportunities which they are interested in and know their potentials/weaknesses, it can play as a supportive variable in increasing students' efficacy to make a career decision later. The weak effect of career exploration behavior is estimated to be related to the Indonesian cultural context, which will be discussed further.

Further mediation analysis was done to see the influence of each type of parental support to CDSE (see Figure 2). Among the four types of support, it showed that instrumental assistance ( $b = .21$ ,  $t(133) = 3.08$ ,  $p = .041$ ) and verbal encouragement ( $b = .16$ ,  $t(133) = 2.06$ ,  $p = .041$ ) directly affects the CDSE without mediation from CEB ( $c'1,3$ ). Furthermore, emotional sup-

port affects CDSE indirectly through mediating roles from CEB ( $ab4$ ) ( $coefficient = .09$ ,  $SE = 3.29\%$ ,  $CI = .03 - .16$ ), while career-related modeling has no direct nor indirect effect towards CDSE. Details of mediation effects are shown in Table 2.

The results of this follow-up analysis show that parents who provide verbal support for their children such as giving praise, encouragement and delivering what is expected openly, it can improve children's self-efficacy in making a career decision. Previous success is also able to increase their efficacy in making a career decision. Emotional support from parents related to children's experiences can have a greater likelihood for children to explore their careers, which makes them more confident in making career decision.

## Discussion

The authors examined parental support, career decision-making efficacy, and career exploration, with SCCT model as a base. The authors hypothesized that CRPS was able to influence CDSE through CEB. The authors also hypothesized that each type of parental support which are instrumental assistance, career-related modeling, verbal encouragement, and emotional support, could influence CDSE through CEB.

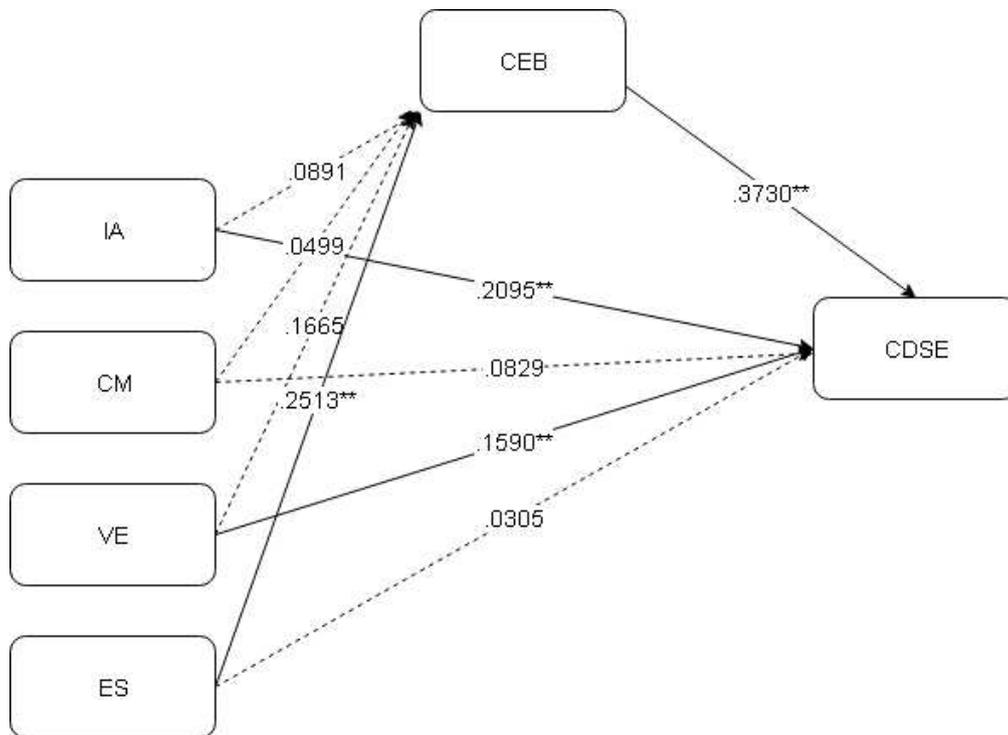


Figure 2. Mediation model of CEB for CRPS' subscales on CDSE

Note. \*\* $p < .01$ , \* $p < .05$ ; IA = Instrumental Assistance; CM = Career-related Modeling; VE = Verbal Encouragement; ES = Emotional Support; CEB = Career Exploration Behavior; CDSE = Career Decision-Making Self-Efficacy

The authors found that CRPS was able to influence CDSE, with CEB partially mediating the relationship between the two. Therefore, Hypothesis 1 is accepted. This result is consistent with the SCCT model, where parental support influences career exploration behavior and adolescents' efficacy in career decision making (Gibbons, Justina, Cihak, Wright, & Mynatt, 2015; Lent, Brown & Hackett, 1994). However, the role of CEB only mediates partially on CRPS and CDSE. Thus career exploration (to search career opportunities and understand themselves) did not play a big role in influencing junior high school students' efficacy to make career decisions. It could be due to the cultural context in Indonesia, which is thick with collectivist culture.

The typical parent-child relationships in collectivist culture is characterized by the hierarchical power relations based on obedience to the parents (Trommsdorff & Kornadt, 2003). Parents also responsible for their children's well-being, play a role as the main party that act to help children grow up and learn to follow social rules (Trommsdorff & Kornadt, 2003). Along with that, parents tend to direct their children to pursue certain career paths according to what is considered good by them or their environment (Sawitri & Creed, 2016). So, children could be more confident in making career de-

isions if they perceive that their interests are in accordance with their parents' decisions (Sawitri & Creed, 2016).

Next, the additional analysis to examine each type of parental support effect on CEB and CDSE found the following results. First, emotional support (ES) affects the CDSE indirectly, with CEB fully mediating the relationship between the two. Second, instrumental assistance (IA) and verbal encouragement (VE) directly affect CDSE without CEB mediation. Third, career-related modeling (CM) does not affect CEB or CDSE.

The authors found that ES can influence CDSE indirectly through CEB so Hypothesis 5 is accepted. Emotional support from parents appears by parents' fostering positive feelings to their children to anything related to their future careers (Turner et al., 2003). The indirect effect of ES was explained by Bandura (1994), where positive feelings could improve one's self-efficacy and act as an "energizing facilitator" to achieve something. Sawitri and Creed (2015) added that positive emotions could improve one's performance, such as career exploration, because it encourages someone to be intrinsically motivated, which allows them to freely learn something without coercion from others (Blustein,

1989; Rahmatika, Akmar & Arlinkasari, 2017; Sawitri & Creed, 2015). Guay, Senécal, Gauthier, and Fernet (2003) also stated that this would increase one's efficacy in making a career decision.

Next, verbal encouragement (VE) can directly influence the CDSE without mediation from CEB. It is closely related to collectivist culture in Indonesia, where the standard of success is built upon community norms so that the success or failure of a person will greatly depend on how the environment values one's achievement (Sawitri & Creed, 2015).

Collectivist emphasizes the importance of conformity and compliance with the authority so that something is considered to have a positive value if it is in line with the values adopted by the authorities (Hofstede & Hofstede, 2005), one of which is parents. The connection between VE and CDSE lies on the verbal media, which is used as the primary medium for parents to express their expectations and feedback to children (Wanjiku, 2017). It concludes the role of parents as the closest authority figure to children that makes them have a significant role in children's beliefs in making decisions. Therefore Hypothesis 4 is rejected.

Instrumental Assistance (IA) is able to influence the CDSE directly, without CEB mediating them, so Hypothesis 2 was rejected. These results can be explained from the studies of Bandura (1997), Lent et al. (1996), and Schunk and Usher (2012), that the most reliable source of efficacy is the success that has been achieved in the past, where one is able to see evidence of their success concretely. It will continue to increase one's determination. Even so, it is mentioned that minor success and unchallenging task will not play a major role in shaping self-efficacy compared to success in challenging tasks (Hendricks, 2016). Examples of IA that parents can give to children are such as to include them in contest/Olympiads; to give them opportunities to join organizational/community activities and additional scholastic/non-scholastic course.

In this case, parents' role in accommodating the right opportunities for their children to challenge themselves while providing assistance if children find any difficulties is vital so that their self-confidence can grow (Turner et al., 2003). Parents can also guide children to facilitate them to a way of success and achievements (Garcia, Restubog, Bordia, Bordia, & Roxas, 2015). Starting from that, someone will be more confident to make career decisions if they can determine the plan based on the success they have achieved (Bozgeyikli, Eroğlu, & Hamurcu, 2009).

Finally, the authors found that career-related model-

ing (CM) does not affect CEB or CDSE (Hypothesis 3 is rejected). Sawitri and Creed (2016) mentioned that adolescents in collectivist country are more likely to consider/follow their significant others' preferences, especially parents, in making career decisions. They also tend to view their parents as role models in developing their careers (Sawitri & Creed, 2016).

The authors also suspect another reason to explain why CM did not influence CEB or CDSE, which differ from previous findings and model. The authors presume that millennials' era and industry 4.0 affects how adolescences are able to view their parents as role models. It is because the types of work and demands in this era currently differ from those considered prestigious in the previous time. There hasn't been any study that addresses the role of career CM in collectivist culture. Therefore, further research is needed to analyze the role of CM on adolescents' CDSE in Indonesia.

This study can enrich studies related to career development, especially in the role of parental support, career exploration behavior, and self-efficacy in making career decision making in junior high school students in Indonesia. This research also contributes in explaining various types of parental support that can influence adolescents' efficacy in making a career decision, especially in Indonesia with collectivist culture.

## Limitations

Data in this study were gathered online using convenience sampling technique involving junior high school students in grade 8th and 9th in Greater Jakarta. Thus, this study may not be able to accurately portray the study population. Thus, external validity in this study may be limited and can only be generalized to the study population in Greater Jakarta in the same age range.

Also, this study can only determine the role of parents' support and junior high students' career exploration affecting their efficacy to make a career decision. Therefore, further studies needed to examine other factors that may have an influence on students' efficacy in making career decisions. In a review conducted by Akosah-Twumasi et al. (2018) and Cheung, Wan, Fan, Leong, and Mok (2013), other parties besides parents (such as teachers) also have a significant part in influencing adolescent career decisions. They can either facilitate adolescent's improvement in efficacy or compensate for the role of parents (Sawitri & Creed, 2015). Therefore, further research examining the role of other significant others on self-efficacy in making career decisions in students needs to be done.

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