

Parental Involvement, Peer Support, Authoritarian Parenting, and Prediction to Career Decision-making Self-efficacy among High School Students

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Abstract: This study aims to analyze prediction of parental involvement, peer support, and authoritarian parenting to career decision-making self-efficacy among high-school students. Participants of this study were 261 high school students from Yogyakarta, Central Java, and Batam City. Measurement of career decision-making self-efficacy in this study was done by using scale which adapted from Gaudron (Buyukgoze-Kavas, 2014), parental involvement was measured using Parental Involvement Mechanisms Measurement from Hoover-Dempsey and Sandler (2005), peer support variable was measured using Perceived Peer Academic Support Scale from Chen (2005), and authoritarian parenting variable was measured using scales which adapted from Robinson et al (1996). Result of data analysis showed that parental involvement, peer support, and authoritarian parenting can predict career decision-making self-efficacy among high school students ($r=0.211$, $p=0.008$), with an effective contribution of 4.5 percent. Besides that, result of data analysis showed that the highest effective contribution on career decision-making self-efficacy was from parental involvement ($r=0.206$, $p=0.001$) with an effective contribution of 4.2 percent. Parental involvement is the highest predictor, even the other variables not included into measurement, parental involvement can predict career decision-making self-efficacy independently. Weakness and research implications will be discussing further.

1 INTRODUCTION

Havighurst (Hurlock, 2002) stated that as individuals are moving into adulthood, students have developmental tasks, one of which is preparing for a career or a job for the future. There are certain times in people lives who are always faced with tasks of career development, which is mainly cognitive by reviewing yourself and their life situation. Not an easy matter for students in determining what majors should students choose after high school. Whatever decision is taken, it becomes the starting point that will determine students future. Competition to enter higher education is increasingly tight, and the cost is very expensive for some students to be a problem that narrows the opportunity to continue education. Many factors are taken into consideration in choosing a college, especially majors to be taken (Kompas, 2011).

Choosing a college majors is a part of career planning that must be prepared early, so this is not an easy matter. Looks increasingly complicated and make anxiety when thinking about college majors to be taken, because only may choose one majors (Kompas, 2013). The large number of mistakes, errors and inaccuracies in choosing a study program in Higher Education that is often faced by high school students is a problem related to career decision making (Prameswari, 2013).

Before making a decision, there are a lot of things that must be considered, because it needs to be adjusted to interest factor to financing. Likewise, in choosing college majors, many factors should be considered. Many cases go wrong and eventually regret. Or there are also those who because parents want to finally have to study that is not in accordance with their interests. There are also those who regret choosing a major after joining in with

close friends or girlfriends. Maybe initially it can motivate, but if things happen that are not desirable (breaking up in the middle, for example) it will destroy the future itself (Kompas, 2013).

Feeling of dilemma often arises in the minds of senior high school students. In addition to being confused with National Examination, it is faced again with what will be done after graduation, going to Higher Education or working (Kompas, 2011). Difficulties, confusion, and doubtfulness of students in determining the choice of next study is due to three things. First is lack of self-understanding such as talents, interests, and students abilities so that they only follow friends, follow the wishes of parents, or just look at trends without knowing what they really want. Second, lack of relevant information on various college majors and future employment prospects. Third, lack of students ability to make consideration, and determine one of study program alternatives that desired.

Difficulties for career decision making can be avoided if students have a sufficient amount of information about matters relating to their career world. According to Bandura (1997), in decision-making process regarding career choice, people must considering uncertainty about his ability to the area of interest, certainty and future career prospects, self-identity he seeks, and to overcome uncertainty about his abilities, people must have belief in their ability. This process often called with self-efficacy.

Lahey (2007) defines self-efficacy as a perception that a person is capable of doing something important to achieve his goals. People who have low self-efficacy, do not have confidence to make career decisions, so their try to avoid tasks. Conversely, people who have self-efficacy, have the urge to overcome obstacles, seek broader career information, so that they have more career choice alternatives to approach or determine decisions and achieve results in accordance with students interests.

Students' self-efficacy in career decision making is certainly influenced by many factors. Ghuangpeng (2011) has proven that there are several factors that are considered to influence career decision making process in students, namely reciprocity obtained by students throughout placement process, rules of family, gender, career opportunities in industry, and influence of culture. Austin's (2010) research results show that students' self-efficacy in career decisions making is influenced by students' confidence in their academic abilities, ethnic identity, relationships with family, school factors, and social economic status. Several other studies have also shown how the influence of social environment on student self-

efficacy in career decisions making, namely influence of parents (Roach, 2010), role models of environment (Scott & Ciani, 2008), parental support, teacher support, and peer support (Grygo, 2006). Based on this, it can be concluded that social environment has a significant role in students' career decision-making self-efficacy.

The statement above illustrates some of results obtained by researchers through an interview with one of counseling teachers (BK) in Batam City. As a high school students, they has responsibility to make decisions in determining a career in the future. The number of students feel confused in determining majors to Higher Education, due to many external factors that occur in the environment around students. Some factors that are seen are the high desire of students generally men to work after graduating from high school, financial problems that are less supportive of students to enter universities, and the intervention of parents who do not allow students to continue their studies outside the city. Whereas some students have good self-efficacy to determine the majors and know their abilities, but due to the existence of these factors do not support and become obstacles for students to prepare for a career in the future.

Not only that, based on the results of interviews conducted by researchers with high school students, students said that they has not been able to determine after graduating high school will work or continue higher education, one of students said that will continue in accordance with his ability, but when his got question about what majors that he will take, he still consider parent suggestions and friend invitations. Decision in continuing study or work is a very important decision for high school students. Adolescence is the period of choosing, this is evident from one of adolescence development task is choosing and prepare to carry out a job (Sukadji, 2000).

According to Bandura (1997), self-efficacy of career decision making is influenced by four elements, namely the experience of success, the experience of others, verbal persuasion and physiological conditions. Experience of success will increase individual self-efficacy, while failure experience will reduce it. Likewise, observation of the success of others with their abilities will increase self-efficacy of career decision making, but on the contrary, observing the failures of others will reduce individual judgment about their abilities and will reduce effort they will make. In verbal persuasion, individuals are directed with advice and guidance so that they can increase their confidence in their

ability to achieve goals. Whereas the physiological conditions of people will underlie people to assess their abilities, such as physical tension in stressful situations seen by people as a sign of incompetence.

For high school students, career decision making is an important decision to choose work or continue to college, while at that time many students who do not have confidence for it. Hansen, Stevic, & Warner (1977) argues that maturity of choice of study programs among students can be caused by internal and external factors. External factors include family, peers and parents. In career decision making, it must be adjusted to the abilities of students themselves. In addition there are some things that greatly affect decision making process itself, such as family socioeconomic factors, influence of parents, and peers. In addition influenced by external factors, internal factors are also very influential, such as self-awareness, interest, and confidence. One that can affect stability of students' career decision-making in internal factors is self-efficacy and environmental factors is social support of family.

Based on previous explanation, this research will focus on empirical studies on the role of social environment, in this case, parents and peers on students career decision-making self-efficacy.

2 RESEARCH METHOD

2.1 Participants

Participants of this study were 261 high school students from Yogyakarta, Central Java, and Batam city. There were 90 male students and 171 female students, and age 16-20 years old.

2.2 Measurement

This research will be conducted in form of quantitative research to examine predictive power of several social environmental factors that are considered to affect students self-efficacy of career decision making, namely role of parental involvement, authoritarian parenting, and peer support. Data collection method in this study was conducted using a psychological scale.

2.2.1 Career Decision-making Self-efficacy

Career decision-making self-efficacy scale in this study was adapted from Gaudron (Buyukgoze-Kavas, 2014) which has 18 items. Items distributed into 4 dimensions, namely *goal selection* (5 items),

problem solving (3 items), *information gathering* (5 items), and *goal pursuit management* (5 items).

2.2.2 Parental Involvement

Parental involvement scale used in this study was adapted from *Parental Involvement Mechanisms Measurement* by Hoover-Dempsey and Sandler (2005). This original scale has Alpha Cronbach Reliability coefficient were 0.92 (*parental encouragement*), 0.94 (*parental modeling*), 0.96 (*parental reinforcement*), and 0.92 (*parental instruction*). Total of items were 51 and distributed into parental encouragement (13 items), parental modeling (10 items), parental reinforcement (13 items), and parental instruction (15 items).

2.2.3 Authoritarian Parenting

Authoritarian parenting in this study was measured with authoritarian parenting scale from Robinson et al (1996). This original scale has Alpha Cronbach Reliability coefficient 0.86, that separated into 2 dimensions, namely *verbal or physical punishment* (9 items) and *directiveness* (5 items).

2.2.4 Peer Support

Peer support scale in this study was adapted from *Perceived Peer Academic Support Scale* by Chen (2005). This scale has 5 dimensions, namely *interpersonal* (5 items), *cognitive* (4 items), *emotional* (5 items), *behavioral* (2 items), and *instrumental* (6 items).

2.3 Data Analysis Method

Data analysis is done after research data collected. These include career decision-making self-efficacy, parental involvement, authoritarian parenting, and peer support data. Data analysis in this research will use multiple linear regression test, and before hypothesis test, then first test assumption which include normality test, linearity test, and multicollinearity test

3 RESULT AND DISCUSSION

Table 1: Data Descriptive

Var	Hipothetical				Empirical			
	Min	Max	Mean	SD	Min	Max	Mean	SD
CDMSE	18	90	54	12	27	90	68.79	8.996
PI	49	245	147	24.5	63	245	179.61	31.797
PS	20	100	60	13.33	35	98	74.76	11.072
AP	14	56	35	7	16	55	32.36	8.356

*CDMSE = Career decision-making self-efficacy
 PI = Parental involvement
 PS = Peer support
 AP = Authoritarian parenting

Table 2: Respondents categorization of career decision-making self-efficacy

Scores	Category	Frequency	Percentages (%)
$X < 62$	Very low	45	17.24%
$62 \leq X < 67.8$	Low	59	22.61%
$67.8 \leq X < 71$	Average	43	16.48%
$71 \leq X \leq 76$	High	65	24.90%
$X > 76$	Very high	49	18.77%
	Total	261	100%

Table 3: Respondents categorization of parental involvement

Scores	Category	Frequency	Percentages (%)
$X < 152.4$	Very low	52	19.92%
$152.4 \leq X < 175.8$	Low	52	19.92%
$175.8 \leq X < 187.2$	Average	53	20.32%
$187.2 \leq X \leq 208$	High	55	21.07%
$X > 208$	Very high	49	18.77%
	Total	261	100%

Table 4: Respondents categorization of peer support

Scores	Category	Frequency	Percentages (%)
$X < 67$	Very low	48	18.39%
$67 \leq X < 74$	Low	54	20.69%
$74 \leq X < 78$	Average	47	18.01%
$78 \leq X \leq 83.6$	High	60	22.99%
$X > 83.6$	Very high	52	19.92%
	Total	261	100%

Table 5: Respondents categorization of authoritarian parenting

Scores	Category	Frequency	Percentages (%)
$X < 25$	Very low	46	17.62%
$25 \leq X < 30$	Low	52	19.92%
$30 \leq X < 33$	Average	53	20.32%
$33 \leq X \leq 39$	High	62	23.75%
$X > 39$	Very high	48	18.39%
	Total	261	100%

3.1 Normality Test

Table 6: Normality test result

Notes	Variables			
	CDMSE	PI	PS	AP
N	261	261	261	261
SD	8.996	31.797	11.072	8.356
KS- Z	1.076	1.289	1.797	1.639
p (2-tailed)	0.198	0.072	0.003	0.009
Conclusion	Normal	Normal	Not normal	Not normal

3.2 Linearity Test

Table 7: Linearity test result

Independent Variables	Dependent Variable	Linearity test		Conclusion
		F	p	
PI	CDMSE	10.273	0.002	Linier
PS		0.567	0.980 (F Deviation from linearity)	Linier
AP		0.686	0.905 (F Deviation from linearity)	Linier

3.3 Multicollinearity Test

This multicollinearity test is one form of assumptions test in multiple regression analysis. Assumption of multicollinearity states that independent variable must be free from the symptoms of multicollinearity, ie, correlation symptoms between independent variables. These symptoms are indicated by a significant correlation between independent variables (Santosa & Ashari, 2005). Symptoms of multicollinearity can be seen from the results of

colinearity statistics in the coefficients table, through the values of *Tolerance* and *VIF* (Field, 2005; Santosa & Ashari, 2005; Priyatno, 2009). *VIF* (*variance inflation factor*) indicates whether the predictor has a strong linear relationship with another predictor (Field, 2005).

Myers (Field, 2005) states that a *VIF* score of less than 10 indicates the absence of multicollinearity symptoms, whereas Menard (Field, 2005) states that tolerance values below 0.2 indicate the presence of serious multicollinearity symptoms. The multicollinearity test results in this study obtained the tolerance of 0.973; 0.985; 0.980 and the *VIF* value of 1,028; 1,015; and 1,020. Based on previous opinion and results of the analysis obtained, it can be said that the regression model of this study does not occur multicollinearity symptoms.

3.4 Regression Test

Table 8: Regression test result

Variables	R	R Square	F	p
PI*PS*AP-CDMSE	0.211	0.045	4.007	0.008
PI*AP-CDMSE	0.210	0.044	5.959	0.003
PI-CDMSE	0.206	0.042	11.454	0.001

Table 9: Correlation test result

	PI	PS	AP
r (Pearson)	0.206	0.048	-0.069
P (1-tailed)	0.000	0.221	0.134

*dependent variable = career decision making self-efficacy

Based on the results of analysis, it can be concluded that parental involvement, peer support, and authoritarian parenting together can predict career decision-making self-efficacy among high school students. Based on the results of existing analysis, it can also be concluded that career decision-making self-efficacy in high school students can be predicted significantly from parental involvement, peer support, and authoritarian parenting. The three predictors have an effective contribution of 4.5% to career decision-making self-efficacy among high school students.

Although career decision-making self-efficacy can be predictably together from parental involvement, peer support, and authoritarian parenting. But based on previous analysis results, it can be seen that parental involvement has the highest predictor contribution when compared to peer support and authoritarian parenting variables. It can be seen from regression test done, when

analyzed by using *backward method*, obtained result that parental involvement becomes the highest correlation variable with career decision-making self-efficacy, that is with value of $r = 0.206$ ($p = 0.000$). It can be argued that, although peer support and authoritarian parenting variables are not included in analysis process, parental involvement independently can still predict career decision-making self-efficacy among high school students.

Results of regression analysis also showed that parental involvement and authoritarian parenting together can significantly predict career decision-making self-efficacy among high school students. The effective contribution of both variables is 4.4%. Based on this, it can be concluded also that there is one variable which, if not used together with other variables, can not be used to predict career decision-making self-efficacy of high school students, that is peer support variables. These peer support variables have no correlation with career decision-making self-efficacy if linked independently, without being analyzed with other variables. Specific for authoritarian parenting, even this variables can predict career decision-making self-efficacy, but the way that authoritarian parenting correlate with career decision-making self-efficacy is negatively. From correlation analysis, it showed that authoritarian parenting has negative correlation with career decision-making self-efficacy ($r = -0.069$).

Results of this study reinforce previous studies which suggest that parental involvement (Joseph, 2012; Roach, 2010; Olaosebikan & Olusakin, 2014; Wantara & Qudsyi, 2015), peer support (Joel, 2017; Nawaz & Gilani, 2011; Wantara & Qudsyi, 2015), and parenting style (Rani, 2014; Sovet & Metz, 2014; Ramadhaniaty & Qudsyi, 2015) have a role in students' self-efficacy in determining their academic career choices. It is undeniable that in determining career choices, students are still quite influenced by the role of their social environment (Patel, 2005), such as family (parents) (Putrie & Qudsyi, 2015) and peers. Nevertheless, this study was not in line with the study of Magallanes and Castronuevo (2016) which states that the higher parental involvement in the process of determining career, the higher tendency of adolescents to not be able to determine their career.

Although parental involvement, peer support, and parenting style (authoritarian) can simultaneously predict students' career decision-making self-efficacy, the strongest variable predictions and can predict independently are parental involvement. While for other variables can not predict independently.

Research has proven that parental involvement has a significant role in the process of student education. Parental involvement does not only play a role in student's career decision-making process, but on other aspects, including students' academic ability (Qudsyi & Wimbari, 2018), academic achievement / performance (Chen & Ho, 2012; Topor, Keane, Shelton, & Calkins, 2010; Jeynes, 2005), student engagement (Mulya & Qudsyi, 2017), and students mental health (Tammariello, Gallahue, & Ellard, 2012; Shucksmith, Jones, & Summerbell, 2010). Given the considerable role of parental involvement in student education, it is not surprising that in the career decision-making process, students are still considering parental involvement.

The role of parental involvement in student academic career decision-making can be seen through the process of recognizing students' choices. As Simoes, Gamboa, and Paixao (2016) have pointed out that parents' interest in adolescent career choices is positively related to adolescent behavior in exploring career choices. This parental involvement also begins with how parents engage in each student's curricular activity. As Joseph (2012) points out, the parents of fully engaged students are parents who are directly involved in clubs, organizations, or activities that are followed by students at school. Not only that, parental involvement is also evident from how parents engage in parent-teacher meeting and volunteer in school activities (Joseph, 2012).

The role of parental involvement, as one contextual factor, can also be explained through social cognitive career theory (SCCT). Referring to SCCT theory, contextual (environmental) variables can moderate and directly influence individual processes in creating and implementing relevant career choices (Lent, Brown, & Hackett, 2000). In particular, contextual factors make it possible to relate to individual interests in choosing goals as well as how individuals define goals in action (Lent, Brown, & Hackett, 2000). Not only that, contextual factors are also possible in directly affecting individual implementation in career or career decision making (Lent, Brown, & Hackett, 2000).

Joseph (2012) explains, that parental involvement in student's career decision-making process has a different form between father and mother. Results of the study showed that more maternal involvement in the form of attending meetings, grades monitoring, and offering support. In the meantime, father involvement is more on discussions in identifying career or study options, career goals, providing support and mentoring as

role models, or through clear means (providing recommendations or direct referrals) (Joseph, 2012). Roach (2010) adds that there were specific behaviors form parents can predict students' career decision-making self-efficacy, that is, parents believe in students' ability and have high expectations for them.

4 CONCLUSIONS

Based on research results, it can be concluded that parental involvement, peer support, and authoritarian parenting (negative direction), together can predict self-efficacy of career decision making among high school students. Nevertheless, parental involvement becomes the strongest predictor of self-efficacy of career decision making among high school students. As for suggestions and recommendations that can be given based on this research are, *first*, it is necessary to explore other variables that are considered to have an effect on self-efficacy of career decision making; *second*, it is necessary to consider using more compact instrument so that respondents are less tired when filling more than two scales; *third*, it is necessary to find respondents with various characteristics and backgrounds, for example, those who attend school in the city and in the village.

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