



Career Decision-Making Self-Efficacy among Undergraduate Students in Collectivistic Contexts: A Scoping Review

Euis Rahayu Nurarofah Asma
Faculty of Psychology, Universitas Diponegoro
Indonesia
euisrahayunurarofaha@students.undip.ac.id

Costrie Ganes Widayanti
Faculty of Psychology, Universitas Diponegoro
Indonesia
costriewidayanti@lecturer.undip.ac.id

Dian Ratna Sawitri
Faculty of Psychology, Universitas Diponegoro
Indonesia
dsawitri@lecturer.undip.ac.id

Abstract

Career decision-making self-efficacy is the level of individual confidence in successfully making career decisions and is characterized by the ability to conduct self-assessments, gather information about one's career, select goals, make plans, and solve problems. The purpose of this study is to describe *career decision-making self-efficacy* in students in a collectivistic culture, both in the form of internal and external factors that influence each other, so that it has an impact on a person's *career decision-making self-efficacy*. This research method used the *scoping review* method. A systematic review was conducted with *online* databases, namely, Scopus, Springer, EBSCO, ProQuest, and Emerald Insight, using predetermined keywords. Then, the articles were filtered based on the inclusion and exclusion criteria so that 7 articles met the eligibility criteria for analysis and were published between 2013 and 2023. The findings of this study indicate that in a collectivistic culture, family influence and support affect the formation of internal factors in the form of emotional regulation both adaptively and maladaptively. Family influence and support also influence career adaptation, self-awareness, career search skills, campus life adaptation, academic satisfaction, work experience, personality, future perspectives, and self-competence, and these factors lead to high *career decision-making self-efficacy*.

Keywords: *Career decision-making self-efficacy, undergraduate students, collectivistic culture*

Received 19 December 2023/Accepted 2 June 2024 ©Author all rights reserved



Introduction

Career decision-making self-efficacy (CDMSE) is the degree to which an individual believes in his or her ability to complete various important tasks required for making career decisions (Taylor & Betz, 1983). Sawitri (2009) states that *career decision-making self-efficacy* is the level of individual confidence in making career decisions and is characterized by individuals' ability to conduct self-assessments, gather information about careers, select goals, make plans, solve problems, and make decisions related to career selection. Based on this definition, it can be concluded that *career decision-making self-efficacy* is the degree to which individuals are confident in their ability to complete important tasks related to career decision-making.

This study focuses on students' *career decision-making self-efficacy* because *career decision-making self-efficacy* is very important for students because it influences and attaches to one another with one's career competence; in other words, one's career competence is highly dependent on the self-efficacy of career choices, which includes certainty in making choices and making career plans (Zhang et al., 2019). In addition, students who have confidence in their ability to make future career decisions will try to do something, have expectations of results and behave in ways that are directed to help them achieve their goals (Stitt-Gohdes, 1997).

Career decision-making is influenced by factors such as personal ability, education, peer influence, and personal interest. Özbilgin et al. (2005) argue that a student's career decision is influenced by various factors, such as individual values, family background, career expectations and culture. Consideration of culture factors in careers is no less important because the measurement of *career decision-making self-efficacy* cannot be generalized to all cultural backgrounds because culture itself affects the source of *career decision-making self-efficacy* (Oettingen, 1995). In addition, Mau (2000) stated that cultural background can influence career decision making and the level of individual *career decision-making self-efficacy*.



According to Sawitri & Creed (2017), collectivism refers to individuals who are interconnected with others who socially have contextual qualities and are always connected to their environment and who are manifested in a tendency to think about the interests of others. Moreover, according to Triandis (2001), collectivistic individuals are people who are interdependent in their group (family, tribe, nation, etc.), give priority to the goals of their group, shape their behavior mainly based on norms in the group, and behave in accordance with communal behavior.

This collectivistic culture has its own consequences for individual career development because the role and dominance of parents over children are quite large, not least in relation to children's career development. Sawitri & Creed (2017) demonstrated that individuals in a collectivistic culture will experience obstacles in formulating their career goals because they tend to be more loyal to their parents and family. They should also tend to favor their parents' wishes when there is a difference between their career preferences and their parents' aspirations for them.

There are several studies on *career decision-making self-efficacy* in the context of a collectivistic culture. Hui & Triandis (1986) demonstrated that parents have more control over the choices their children make that are related to future life, including career or marriage. Another study conducted by Leung et al. (2011) showed that for a person who grows up in a collectivistic context when making career decisions, their goal is to make the closest person (e.g., parents) satisfied, and most likely, the decision will also please the individual.

Research related to *career decision-making self-efficacy* in students in a collectivistic culture is very interesting because in this cultural context, they are encouraged to conform to family norms rather than to develop their own competence in determining career paths (Oettingen & Zosuls, 1995). Sawitri et al. (2014) argued that in a collectivistic culture, individuals are encouraged to have compliance and interdependence with authority figures (i.e., parents) so that individuals cannot show



what they believe, especially regarding their career decisions, which ultimately leads to low *career decision-making self-efficacy* in students in a collectivistic culture. It can be concluded that a teenager who grows up in a collectivistic culture has challenges and limitations in developing his career, especially in terms of career decision-making. Every decision they make must be based on considerations from the surrounding environment, especially the closest family, namely, parents. Therefore, we are interested in conducting a *scoping review* of career decision-making self-efficacy in the collectivistic culture of students.

Undergraduate students are equipped with a variety of knowledge and skills so that they have the competence, expertise and confidence to make decisions regarding the careers in which they are interested. However, career decision-making self-efficacy for students in collectivist cultures will be influenced by the environment, such as support from parents and peers, so that students will be faced with difficulties in adjusting their beliefs to the wishes of their parents. Scoping review research related to *career decision-making self-efficacy* for students in collectivistic cultures is still very rare. Research related to career decision-making self-efficacy in students was conducted by Muna et al. (2023) with a systematic literature review method, other research conducted by Özek & Ferraris (2020) with a quantitative method, and research conducted by To et al. (2022) with meta-analysis methods.

The researcher created several questions with the aim of gaining a better understanding of *career decision-making self-efficacy* in students in a collectivistic culture based on the theoretical framework. These questions are as follows:

- How has research on *career decision-making self-efficacy* in students in collectivistic cultures developed over the past five years?
- What factors influence *career decision-making self-efficacy* in students in collectivistic cultures, as discussed in the literature?



Method

The method used in this research is a literature study or generally known as a *scoping review*. This *scoping career decision-making self-efficacy* in students in a collectivistic culture. Scoping review is a method used to determine whether a systematic review is needed for summarizing existing research findings, and for identifying potential research gaps, this scoping review will consider the selected research results and draw conclusions from the selected research group (Arksey & O'Malley, 2005). Scoping reviews are a very new method of synthesizing evidence, and at present, there is not much advice available to help decide whether to use a scoping review or a systematic review strategy (Munn et al., 2018). The guidelines used followed the *Preferred Reporting Items for Systematic Review and Meta-Analysis* (PRISMA) guidelines (Page et al., 2021). This study used databases such as Scopus, Springer, EBSCO, ProQuest, and Emerald Insight.

Inclusion criteria

The inclusion criteria for this study were as follows: 1) it was an empirical study with available abstracts and complete articles that examined *career decision-making self-efficacy* in college students; 2) the research subjects were university students; and 3) the articles were published between 2019 and 2023 because the latest research related to career decision-making self-efficacy in college students has been published in the last 5 years. 4) Research from various countries with collectivistic cultures using English because, based on searches in the Scopus database, the language most often used for career decision-making self-efficacy research is English. and 5) Can be accessed in full (full text).

The primary focus of this study is research on *career decision-making self-efficacy* among college students in a collectivist culture. The literature search process in this study was conducted on September 20th, 2023, through five databases with keywords, as presented in [Table I](#).

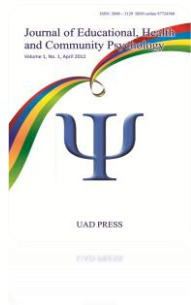


Table I
Boolean Logic

Database	Keywords Combination Used Boolean Logic
Scopus	“career decision making self-efficacy ” AND (“university students” OR “undergraduate students”)
Springer	career decision making self-efficacy AND (university students OR undergraduate students) AND collectivism
EBSCO	career decision making self-efficacy AND university students OR undergraduate students AND collectivism
ProQuest	“career decision making self-efficacy ” AND (“university students” OR “undergraduate students”) AND “collectivism”
Emerald Insight	“career decision making self-efficacy” AND (“university students” OR “undergraduate students OR “college students”). AND “collectivism”

Results

Based on [Figure 1](#), the selection of articles used in this study included several stages contained in the PRISMA-ScR guide (Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews). The initial stage involved determining the main topic as the theme of the article search and searching in five databases so that 1600 articles were obtained. Then, 1547 articles were selected, and 53 articles were filtered out as original research articles, English articles, *full-text articles* with open access, and articles published in the last five years. These 53 articles were further filtered, and 7 of them could be identified as articles that examined *career decision-making self-efficacy* in college students in collectivistic cultures, while the other 46 examined topics other than what the researchers were looking for. Therefore, these 7 articles can be considered articles that meet the inclusion criteria and will be subjected to a comprehensive review. Studies based on year of publication can be seen in [Figure 2](#).

Figure 1. PRISMA Chart

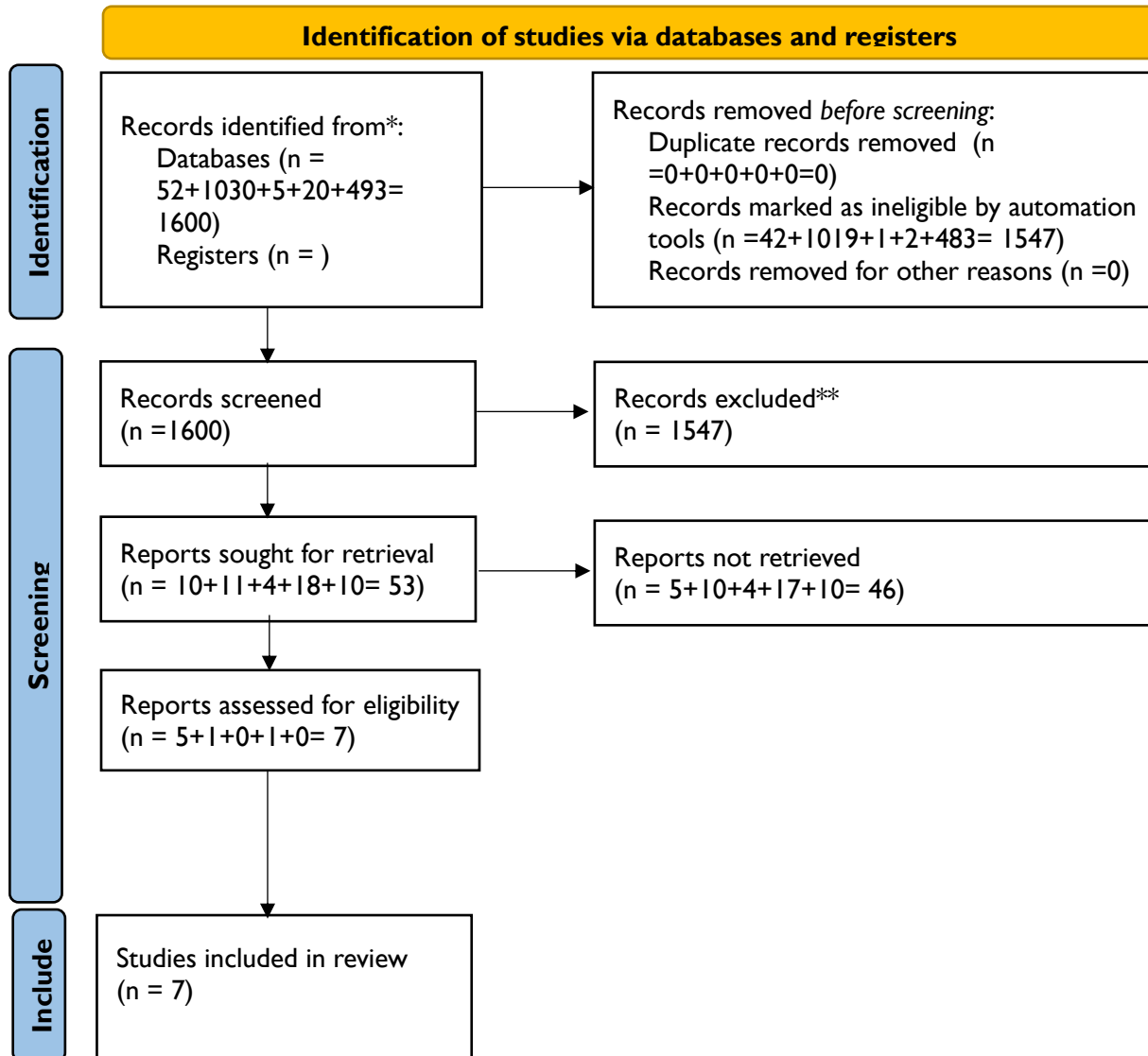
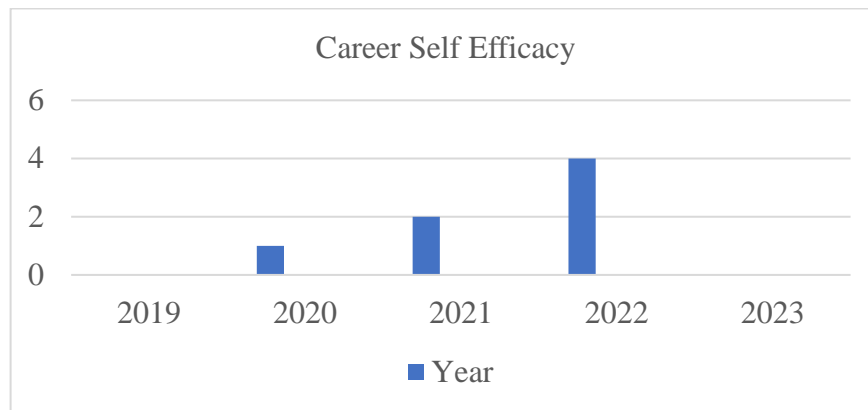
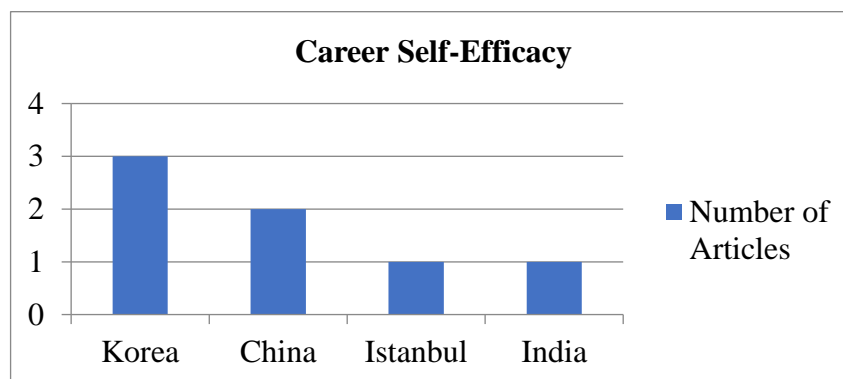


Figure 2. Criteria Based on Year of Publication



The greatest number of publications was published in 2022, namely, 4 articles; in 2021, as many as 2 articles were published; and in 2020, as many as 1 article was published. However, in 2019 and 2023, no articles met the predetermined inclusion criteria. A study based on the research location is shown in [Figure 3](#).

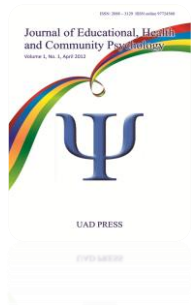
Figure 3. Research Location



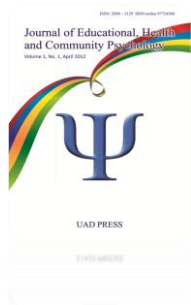
Between 2019 and 2023, three articles were found in Korea, two in China, and one each in Istambul and India. The findings and presentation of the study results are displayed in [Table 2](#).

Table 2
Findings and Presentation of Study Results

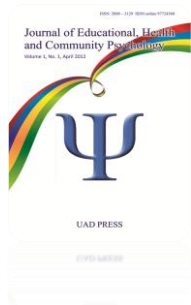
Author, year	Country	Research objectives	Participants	Data collection methods	Research results that correspond to the objectives of this study
Lee & Jung (2022)	Korea	To investigate the relationship between adaptive and maladaptive cognitive emotion regulation and <i>career decision-making self-efficacy</i> , with career adaptability as a mediating factor.	357 Korean students facing the transition from school to the workforce	Quantitative with path analysis model	The role of emotion regulation on <i>career decision-making self-efficacy</i> Career adaptation has a positive relationship with <i>career decision-making self-efficacy</i>
Wu & Zhao (2022)	China	To examine career related psychological factors jointly affecting students' <i>career decision-making self-efficacy</i> to achieve sustainable career development.	708 students. After the Validation tests, 703 respondents were obtained. 261 female (37,1%) dan 442 male (62,9%).	Quatitative with exploratory factor analysis and correlation analysis	Career awareness, career search self-efficacy, and career planning ability are positively related to <i>career decision-making self-efficacy</i> Career awareness, career search self-efficacy, and career planning ability predict <i>career decision-making self-efficacy</i>
Park & Kang (2022)	Korea	To investigate the relationship between adjustment campus life, life stress, career barriers, and <i>career-decision making self-efficacy</i> in students who	Study participants were 1,242 out of 4,504 students	Quantitative through t test independent samples, one way ANOVA, Pearson correlation coefficient, multiple regression,	There is a correlation between campus life adaptation and <i>career decision-making self-efficacy</i> High <i>Career decision-making self-efficacy</i> can reduce the negative impact of career barriers.



Author, year	Country	Research objectives	Participants	Data collection methods	Research results that correspond to the objectives of this study
		experience COVID-19		and logistic regression, using SPSS	
Koçak et al., (2021)	Istanbul	To examine the influence of family academic satisfaction, family income, parental education, and type of employment contract on <i>career decision-making self-efficacy</i>	1.130 students volunteered to participate.	Quantitative with multiple linear regression analysis	<p>There is a significant positive relationship between family influence and <i>career decision-making self-efficacy</i>.</p> <p>Academic satisfaction significantly affects <i>career decision-making self-efficacy</i>.</p> <p>Parents' education level has a positive effect on <i>career decision-making self-efficacy</i></p> <p>Students who work part-time or full-time during college will increase <i>career decision-making self-efficacy</i></p>
Park et al., (2020)	Korea	Study 1: To explore the mediating role of future perspectives focusing on emotional and cognitive personality traits	Study 1: 250 students Study 2 : 249 students	Quantitative with Harman single-factor test	<p>Study 1: that intelligence emotional, ego resilience, and self-control influence <i>career decision-making self-efficacy</i></p> <p>Study 2: that extraversion, conscientiousness, and</p>



Author, year	Country	Research objectives	Participants	Data collection methods	Research results that correspond to the objectives of this study
		of emotional intelligence, ego resilience, and self-control. Study 2: To investigate the mediating effects of future perspectives on the personality traits of extraversion, conscientiousness, and neuroticism.			neuroticism have an influence on <i>career decision-making self-efficacy</i> In general, future perspective mediates personality variables and career variables (<i>career decision-making self-efficacy</i>)
Wang & Jiao (2022)	China	To examine the potential mediating role of <i>career decision-making self-efficacy</i> between career social support and career management competence.	The 577 participants consisted of 223 (38,65%) males, And 353 (61,35%) females.	Quantitative with multiple regression analysis	Social support from family, friends, especially parents can increase <i>career decision-making self-efficacy</i> . <i>Career decision-making self-efficacy</i> has a significant predictiv influence on student career management competencies
Angeline & Rathnasabapathy (2021)	India	To examine whether social support affects <i>career decision-making self-efficacy</i> .	50 male students and 50 female scholar students	Quantitative	Family structure, progressive social associations affect <i>career decision-making self-efficacy</i> Social support from family as an important factor influences <i>career</i>



Author, year	Country	Research objectives	Participants	Data collection methods	Research results that correspond to the objectives of this study
					<p><i>decision-making self-efficacy</i> in college students.</p> <p>Female students scored higher on <i>career decision-making self-efficacy</i> than male students.</p>

Discussion

The findings show the existence of internal factors, external factors, and sociodemographic factors. A total of 4 articles reveal internal influence factors, namely, research conducted by Lee & Jung (2022), Park et al. (2020), Park & Kang (2022), and also Wu & Zhao (2022), whereas research conducted by Angeline & Rathnasabapathy (2021) specifically examines external factors in the form of social support for *career decision-making self-efficacy* in students in a collectivistic culture. Two other studies conducted by Koçak et al. (2021) and Wang & Jiao (2022) examined internal factors and external factors. Moreover, regarding sociodemographic factors, two studies conducted by Angeline & Rathnasabapathy (2021) and Koçak et al. (2021).

Internal Factors

Research conducted by Lee & Jung (2022) showed that adaptive emotional regulation in the form of emotional intelligence has a positive effect on *career decision-making self-efficacy* in students, meaning that a student who has high emotional intelligence will increase *career decision-making self-efficacy*. Jiang (2014) stated that when students' emotional intelligence increases, their confidence in career decision-making increases. Other findings from Lee & Jung (2022) state that career adaptation has a positive relationship with *career decision-making self-efficacy*, meaning that students who have career

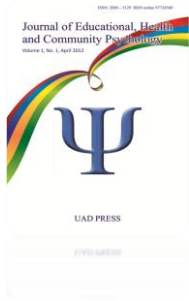


adaptation ability tend to have high *career decision-making self-efficacy*. This is reinforced by research conducted by Douglass & Duffy (2015) showing that a student who has a higher level of career adaptation can encourage his ability in the areas of caring, curiosity, and self-confidence, which in turn will increase *career decision-making self-efficacy*.

Wu & Zhao (2022) demonstrated that career awareness, career search self-efficacy, and career planning ability are positively related to *career decision-making self-efficacy*, meaning that students with well-developed career awareness have the necessary career knowledge, rationality, occupational values, clear work preferences, and a strong self-concept. These findings are consistent with Bullock-Yowell et al. (2011) those of , who showed that career planning, openness, and career awareness explain a number of differences in *career decision-making self-efficacy* among college students.

Park & Kang (2022) argued that there is a significant positive correlation between campus life adaptation and self-efficacy in career decision-making, meaning that students can adjust well to environmental changes even after experiencing this pandemic for 1 year. Higher campus life adaptation is associated with greater self-efficacy in career decision-making. These results are similar to the findings of Valenti & Faraci (2021), who showed that positive expectations of self-development opportunities and various experiences experienced by students during college are related to *career decision-making self-efficacy*, which has the potential to affect their adjustment to campus life.

Koçak et al. (2021) argued that academic satisfaction is another aspect that affects *career decision-making self-efficacy*. These findings are consistent with previous research by Jadidian & Duffy (2012) showing that academic experiences are very important not only for career process and *career decision-making self-efficacy* but also for the entire life journey because these experiences empower individuals to make career decisions and overcome challenges.



Park et al. (2020) mentioned that emotional intelligence, ego resilience, and self-control (personality) have indirect effects on *career decision-making self-efficacy*, meaning that the greater the emotional intelligence, ego resilience, and self-control (personality) are, the greater the future perspective; therefore, individuals with a high level of future perspective will succeed in their career decisions more confidently and effectively. This research is in line with Gati et al. (2012) the findings of , who demonstrated that there is a positive relationship between emotional intelligence/personality and *career decision-making self-efficacy*. Another finding of this study is that extraversion, conscientiousness, and neuroticism have indirect influences on *career decision-making self-efficacy* from a future perspective. These findings are reinforced by previous research conducted by Hartman & Betz (2007) showing that extraversion and conscientiousness have a positive effect on *career decision-making self-efficacy*.

Wang & Jiao (2022) showed that *career decision-making self-efficacy* fully mediates the relationship between career social support and career management competence. In addition, *career decision-making self-efficacy* has a significant predictive effect on student career management competence. The results of this study are in line with research conducted by Lent et al. (2019) showing that *career decision-making self-efficacy* affects individual career self-management; in other words, *career decision-making self-efficacy* is an important factor affecting individual career management. Students who have high *career decision-making self-efficacy* may be more confident in their own career management than students who have low *career decision-making self-efficacy*.

External Factors

Koçak et al. (2021) suggested that there is a significant positive relationship between family influence and *career self-efficacy*. Family influence is one of the most important mechanisms in career decision making; family influence is a coping mechanism during career decision making, and family influence has a positive relationship with *career decision-making self-efficacy*. This is reinforced by research Ferry et



al. (2000) showing that parents' attitudes toward their children's important decisions allow them to feel their support and overcome challenges during the process. Providing support without any coercion can contribute to a child's correct career decision. Another finding of this study was that when family support increased during the career selection process, individuals' self-efficacy in making career decisions and happiness also increased. This is reinforced by previous research conducted by Kazi & Akhlaq (2017) showing that parental support has a very significant influence on children's *career decision-making self-efficacy*, meaning that children who are given full support from their parents will have good *career decision-making self-efficacy*. In contrast, if children are not given full support from their parents, *career self-efficacy* will be lacking, which will have an impact on children's happiness.

Wang & Jiao (2022) argued that social support from family, friends, and especially parents can increase *career decision-making self-efficacy*. The amount of career social support given to students can help them set clear career goals and increase their self-efficacy in choosing a career. These findings are in line with research conducted by Metheny & McWhirter (2013), who reported that family support can increase students' *career decision-making self-efficacy* and that family career guidance and sufficient social support can increase students' career efficacy.

Angeline & Rathnasabapathy (2021) suggested that social support will affect *career decision-making self-efficacy* in students. These findings are supported by research conducted by Hui & Triandis (1986), which shows that parents have more control over the choices their children make regarding their future lives, including career or marriage. In addition, the whole family participates in career decision-making and provides advice. Other studies that are consistent with the above findings Gushue & Whitson (2006) show that parental support and teacher support influence career decision-making self-efficacy and career outcome opportunities. Another finding of this study is that social support affects students' self-assessment of career decisions. These results are reinforced by research



conducted by Blustein (1992) showing that students receive constructive feedback about their potential strengths and weaknesses from family, school, and friends.

Sociodemographic Factors

Research conducted by Koçak et al. (2021) on 1,130 students showed that parental education has a positive and significant effect on *career decision-making self-efficacy*. For children whose mothers have a high education level, *career decision-making self-efficacy* will increase more than for children whose mothers have a low education level. This finding is in line with findings from a study conducted by Pappas & Kounenou (2011), which demonstrated that mothers' education level has a significant effect on *career self-efficacy* and that a high level of maternal education tends to increase *career self-efficacy*. Another result of this study is that part-time or full-time work experience during college increases employees' level of *career self-efficacy*. These results are reinforced by research conducted by Chuang & Dellmann-Jenkins (2010) showing that the most crucial problem for students when looking for a job after graduation is a lack of work experience. Therefore, the influence of students' work experience will have a positive impact on both *career self-efficacy* and happiness, which will help them obtain a job after graduation.

Angeline & Rathnasabapathy (2021) reported that female students had greater *career decision-making self-efficacy* than male students. These results are reinforced by several studies, including Jantzer et al. (2009), which state that there are substantial differences in the effectiveness of career decision making between girls and boys. Previous research conducted by Stacy (2003) showed that female students had greater self-confidence in career decision making than male students. Hampton (2006) state that self-confidence plays a large role in women's choices when pursuing a career, so many women feel that their chosen field is suitable for them until they start to explore the field more.



The findings related to internal and external factors above lead researchers to propose that external factors in the form of environmental involvement, such as influence and family social support, ultimately have an impact on the formation of individual internal factors. In a collectivistic culture, family influence and support ultimately lead to the formation of internal factors in the form of adaptive emotional regulation, career adaptation, self-awareness, career search skills, campus life adaptation, academic satisfaction, work experience, personality, future perspectives, and self-competence, which in turn affect these factors. According to Taylor (2015), social support is one of the buffers for individuals when facing difficulties. With social support, students can deal with existing difficulties or problems so that they can engage in adaptive emotional regulation; in this case, the adaptive emotional regulation in question focused on emotional intelligence has a positive effect (Lee & Jung, 2022). Furthermore, emotional intelligence has a positive effect on *career decision-making self-efficacy* (Park et al., 2019). It can be concluded that social support has an impact on the formation of adaptive emotional regulation in the form of emotional intelligence; with emotional intelligence, a student can have good *career decision-making self-efficacy*.

Koçak et al. (2021) and Wang & Jiao (2022) provided an overview of horizontal collectivism, namely, support from parents is not coercive, so there will be compromise and equality in it. Meanwhile, research by Angeline & Rathnasabapathy (2021) provides an overview of vertical collectivism where parents are the highest hierarchy that must be obeyed. (Triandis & Gelfand, 1998) stated that the horizontal dimension of collectivism emphasizes equality, while the vertical dimension emphasizes hierarchy and respect for that hierarchy. According to Torelli & Shavitt (2010), vertically collectivistic individuals tend to focus on obedience to authority and maintaining unity within the group, even if it means sacrificing personal goals. This results in the formulation of career goals, where vertically collectivistic individuals are more likely to be loyal to their parents and family. They should also tend to favor their parents' wishes when there is a discrepancy between their career preferences and their parents' aspirations for them.



Conclusion

Research related to *career decision-making self-efficacy* in college students in the last five years has been the most common in the country of Korea, which shows the highly competitive Korean educational culture that encourages students to pursue academic careers that have an impact on their career development. In addition, there was an increase in research from 2019–2023, which showed that research related to *career decision-making self-efficacy* in students in collectivistic cultures is still a concern among researchers. Moreover, the factors that influence the *career decision-making self-efficacy* of students in a collectivistic culture are related to internal, external, and sociodemographic factors.

Another finding from this study relates to the dimensions of collectivistic culture, where the two collectivistic constructs are horizontal collectivism and vertical collectivism. The horizontal dimension of collectivism emphasizes equality, while the vertical dimension emphasizes hierarchy and respect for hierarchy. This indicates that *career decision-making self-efficacy* in students in a collectivist culture will always emphasize the hierarchical system; they will uphold respect for the hierarchy so that their career decision making will be influenced by the highest hierarchy in this case, parents. Future research is recommended to investigate aspects of *career decision-making self-efficacy* in collectivist students.

References

- Angeline, J., & Rathnasabapathy, M. (2021). Influence of perceived social support on career decision-making self efficacy among undergraduate students. *Article in Turkish Journal of Computer and Mathematics Education*, 12, 1824-1829. doi: [351373714](https://doi.org/10.1373714)
- Arksey, H., & O'Malley, L. (2005). Scoping studies: Toward a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19-32. doi: [10.1080/1364557032000119616](https://doi.org/10.1080/1364557032000119616)

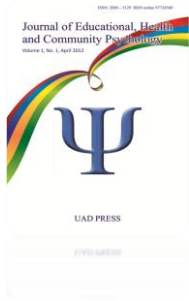


- Blustein, D. L. (1992). Applying current theory and research in career exploration to practice. *The Career Development Quarterly*, 41(2), 174-183. doi: [10.1002/j.2161-0045.1992.tb00368.x](https://doi.org/10.1002/j.2161-0045.1992.tb00368.x)
- Bullock-Yowell, E., Andrews, L., & Buzzetta, M. E. (2011). Explaining career decision-making self-efficacy: Personality, cognitions, and cultural mistrust. *Career Development Quarterly*, 59(5), 400-411. doi: [10.1002/j.2161-0045.2011.tb00967.x](https://doi.org/10.1002/j.2161-0045.2011.tb00967.x)
- Chuang, N. K., & Dellmann-Jenkins, M. (2010). Career decision making and intention: A study of hospitality undergraduate students. *Journal of Hospitality and Tourism Research*, 34(4), 512-530. doi: [10.1177/1096348010370867](https://doi.org/10.1177/1096348010370867)
- Douglass, R. P., & Duffy, R. D. (2015). Calling and career adaptability among undergraduate students. *Journal of Vocational Behavior*, 86, 58-65. doi: [10.1016/j.jvb.2014.11.003](https://doi.org/10.1016/j.jvb.2014.11.003)
- Ferry, T. R., Fouad, N. A., & Smith, P. L. (2000). The role of family context in a social cognitive model for career-related choice behavior: A math and science perspective. *Journal of Vocational Behavior*, 57(3), 348-364. doi: [10.1006/jvbe.1999.1743](https://doi.org/10.1006/jvbe.1999.1743)
- Gati, I., Asulin-Peretz, L., & Fisher, A. (2012). Emotional and personality-related career decision-making difficulties: A 3-year follow-up. *Counseling Psychologist*, 40(1), 6-27. doi: [10.1177/0011000011398726](https://doi.org/10.1177/0011000011398726)
- Gushue, G. V., & Whitson, M. L. (2006). The relationship among support, ethnic identity, career decision self-efficacy, and outcome expectations in african american high school students applying social cognitive career theory. *Journal of Career Development*, 33(2), 112-124. doi: [10.1177/0894845306293416](https://doi.org/10.1177/0894845306293416)
- Hampton, N. Z. (2006). A psychometric evaluation of the career decision self-efficacy scale-short form in Chinese high school students. *Journal of Career Development*, 33(2), 142-155. doi: [10.1177/0894845306293540](https://doi.org/10.1177/0894845306293540)
- Hartman, R. O., & Betz, N. E. (2007). The five-factor model and career self-efficacy: General and domain-specific relationships. *Journal of Career Assessment*, 15(2), 145-161. doi: [10.1177/1069072706298011](https://doi.org/10.1177/1069072706298011)
- Hui, C. H., & Triandis, H. C. (1986). Individualism-collectivism: A study of cross-cultural researchers. *Journal of Cross-Cultural Psychology*, 17(2), 225-248. doi: [10.1177/0022002186017002006](https://doi.org/10.1177/0022002186017002006)
- Jadidian, A., & Duffy, R. D. (2012). Work volition, career decision self-efficacy, and academic satisfaction: An examination of mediators and moderators. *Journal of Career Assessment*, 20(2), 154-165. doi: [10.1177/1069072711420851](https://doi.org/10.1177/1069072711420851)
- Jantzer, A. M., Stalides, D. J., & Rottinghaus, P. J. (2009). Amanda Macht Jantzer Dimitrios J. Stalides Patrick J. Rottinghaus. *Journal of Career Development*, 36(2), 114-138. doi: [10.1177/0894845309345841](https://doi.org/10.1177/0894845309345841)



- Jiang, Z. (2014). Emotional intelligence and career decision-making self-efficacy: National and gender differences. *Journal of Employment Counseling, 51*(3), 112-124. doi: [10.1002/j.2161-1920.2014.00046.x](https://doi.org/10.1002/j.2161-1920.2014.00046.x)
- Kazi, A. S., & Akhlaq, A. (2017). Factors affecting students' career choice. *Journal of Research and Reflections in Education, 2*, 187-196.
- Koçak, O., Ak, N., Erdem, S. S., Sinan, M., Younis, M. Z., & Erdoğan, A. (2021). The role of family influence and academic satisfaction on career decision-making self-efficacy and happiness. *International Journal of Environmental Research and Public Health, 18*(11). doi: [10.3390/ijerph18115919](https://doi.org/10.3390/ijerph18115919)
- Lee, A., & Jung, E. (2022). University students' career adaptability as a mediator between cognitive emotion regulation and career decision-making self-efficacy. *Frontiers in Psychology, 13*, 1-17. doi: [10.3389/fpsyg.2022.896492](https://doi.org/10.3389/fpsyg.2022.896492)
- Lent, R. W., Morris, T. R., Penn, L. T., & Ireland, G. W. (2019). Social-cognitive predictors of career exploration and decision-making: Longitudinal test of the career self-management model. *Journal of Counseling Psychology, 66*(2), 184. doi: [10.1037/cou0000307](https://doi.org/10.1037/cou0000307)
- Leung, S. A., Hou, Z. J., Gati, I., & Li, X. (2011). Effects of parental expectations and cultural-values orientation on career decision-making difficulties of Chinese University students. *Journal of Vocational Behavior, 78*(1), 11-20. doi: [10.1016/j.jvb.2010.08.004](https://doi.org/10.1016/j.jvb.2010.08.004)
- Mau, W. C. (2000). Cultural differences in career decision-making styles and self-efficacy. *Journal of Vocational Behavior, 57*(3), 365-378. doi: [10.1006/jvbe.1999.1745](https://doi.org/10.1006/jvbe.1999.1745)
- Metheny, J., & McWhirter, E. H. (2013). Contributions of social status and family support to college students' career decision self-efficacy and outcome expectations. *Journal of Career Assessment, 21*(3), 378-394. doi: [10.1177/1069072712475164](https://doi.org/10.1177/1069072712475164)
- Muna, M., Kurniadi, P., Muslim, H., & Sawitri, D. R. (2023). Association between parental variables and career decision-making self-efficacy : A systematic literature review. *Proceedings of International Conference on Psychological Studies (ICPsyche)*, 404-411. doi: [10.58959/icpsyche.v4i1.55](https://doi.org/10.58959/icpsyche.v4i1.55)
- Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology, 18*(143), 1-7. doi: [10.4324/9781315159416](https://doi.org/10.4324/9781315159416)
- Oettingen, G. (1995). Cross-cultural perspectives on self-efficacy. In *Self-Efficacy in Changing Societies*, 149-176. doi: [10.1017/CBO9780511527692.007](https://doi.org/10.1017/CBO9780511527692.007)
- Özbilgin, M., Küskü, F., & Erdoğan, N. (2005). Explaining influences on career "choice": The case of MBA students in comparative perspective. *International Journal of Human Resource Management, 16*(11), 2000-2028. doi: [10.1080/09585190500314797](https://doi.org/10.1080/09585190500314797)

- Özek, H., & Ferraris, A. (2020). A cross-cultural analysis on career decision making of the students: The role of self-awareness and self-efficacy. *Global Business and Economics Review*, 23(1), 1-22. doi: [10.1504/GBER.2020.108391](https://doi.org/10.1504/GBER.2020.108391)
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *The BMJ*, 372. doi: [10.1136/bmj.n71](https://doi.org/10.1136/bmj.n71)
- Pappas, T. S., & Kounenou, K. (2011). Career decision making of greek post secondary vocational students: The impact of parents and career decision making self-efficacy. *Procedia - Social and Behavioral Sciences*, 15, 3410-3414. doi: [10.1016/j.sbspro.2011.04.310](https://doi.org/10.1016/j.sbspro.2011.04.310)
- Park, I. J., Gu, M., & Hai, S. (2020). How can personality enhance sustainable career management? The mediation effects of future time perspective in career decisions. *Sustainability (Switzerland)*, 12(3). doi: [10.3390/su12031167](https://doi.org/10.3390/su12031167)
- Park, I. J., Lee, J., Kim, M., Kim, J. Y., & Jahng, S. (2019). Affect in daily career decision self-efficacy and career choice anxiety. *Career Development Quarterly*, 67(4), 313-326. doi: [10.1002/cdq.12201](https://doi.org/10.1002/cdq.12201)
- Park, J. H., & Kang, S. W. (2022). College life adjustment, life stress, career barriers, and career decision-making self-efficacy of college students who have experienced COVID-19 in south korea. *Healthcare (Switzerland)*, 10(4). doi: [10.3390/healthcare10040705](https://doi.org/10.3390/healthcare10040705)
- Sawitri, D. R. (2009). Pengaruh status identitas dan efikasi diri keputusan karir terhadap keraguan mengambil keputusan karir pada mahasiswa tahun pertama di Universitas Diponegoro. *Jurnal Psikologi Undip*.
- Sawitri, D. R., & Creed, P. A. (2017). Collectivism and perceived congruence with parents as antecedents to career aspirations: A social cognitive perspective. *Journal of Career Development*, 44(6), 530-543. doi: [10.1177/0894845316668576](https://doi.org/10.1177/0894845316668576)
- Sawitri, D. R., Creed, P. A., & Zimmer-Gembeck, M. J. (2014). Longitudinal relations of parental influences and adolescent career aspirations and actions in a collectivist society. *Journal of Research on Adolescence*, 25(3), 551-563. doi: [10.1111/jora.12145](https://doi.org/10.1111/jora.12145)
- Stacy, M. E. W. (2003). *Influences of selected demographic variables on the career decision-making self-efficacy of college seniors*. Dissertation submitted to the Louisiana State University: Baton Rouge.
- Stitt-Gohdes, W. L. (1997). *Career development: Issues of gender, race, and class (Issue 371)*. ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University. doi: [10.7071/17904](https://doi.org/10.7071/17904)



- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63-81. doi: [10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- Taylor, S. E. (2015). *Health psychology (10th edition)*. McGraw-Hill Education.
- To, S., Yang, L., Lau, C. D., Wong, C.V., & Su, X. (2022). Associations of parental variables and youth's career decision-making self-efficacy: A meta-analysis. *Journal of Child and Family Studies*, 31(2), 530-544. doi: [10.1007/s10826-021-02125-9](https://doi.org/10.1007/s10826-021-02125-9)
- Torelli, C. J., & Shavitt, S. (2010). Culture and concepts of power. *Journal of Personality and Social Psychology*, 99(4), 703–723. <https://doi.org/10.1037/a0019973>
- Triandis, H. C. (2001). Individualism-collectivism and personality. *Journal of Personality*, 69(6), 907-924. doi: [10.1111/1467-6494.696169](https://doi.org/10.1111/1467-6494.696169)
- Triandis, H. C., & Gelfand, M. J. (1998). Converging measurement of horizontal and vertical individualism and collectivism. *Journal of Personality and Social Psychology*, 74(1), 118-128. doi: [10.1037/0022-3514.74.1.118](https://doi.org/10.1037/0022-3514.74.1.118)
- Valenti, G. D., & Faraci, P. (2021). Predicting university adjustment from coping-styles, self-esteem, self-efficacy, and personality: Findings from a survey in a sample of Italian students. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 894-907. doi: [10.3390/ejihpe11030066](https://doi.org/10.3390/ejihpe11030066)
- Wang, H., & Jiao, R. (2022). The relationship between career social support and career management competency: The mediating role of career decision-making self-efficacy. *Current Psychology*, 42(26), 23018-23027. doi: [10.1007/s12144-022-03418-y](https://doi.org/10.1007/s12144-022-03418-y)
- Wu, J., & Zhao, T. (2022). Encouraging China's college students to achieve sustainable careers: evidence from structural equation modeling. *Sustainability (Switzerland)*, 14(16). doi: [10.3390/su14169837](https://doi.org/10.3390/su14169837)
- Zhang, Y., Cui, L., Zhang, G., Sarasvathy, S., & Anusha, R. (2019). An exploratory study of antecedents of entrepreneurial decision-making logics: the role of self-efficacy, optimism, and perspective taking. *Emerging Markets Finance and Trade*, 55(4), 781-794. doi: [10.1080/1540496X.2018.1478283](https://doi.org/10.1080/1540496X.2018.1478283)