

Career Decision-Making Self-Efficacy as Mediator of Parental Career Support and Vocational Identity

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Abstract

Previous research has found that parental support can help adolescents determine their vocational identity. However, parental support may not directly contribute to vocational identity but instead first make adolescents have career decision-making self-efficacy. This study examined the effects of career decision-making self-efficacy as a mediator in the relation between parental career support and vocational identity. The participants included 400 senior high school students aged between 15-18 with both parents and the data was analyzed through the Structural Equation Modeling (SEM). The results showed that career decision-making self-efficacy mediates between parental career support with career exploration and career commitment. These findings indicate that parental career support helps adolescents develop career decision-making self-efficacy so that adolescents can achieve an optimal vocational identity characterized by career exploration and commitment. This study found no significant effect on career reconsideration, possibly due to parental support and individual characteristics.

Keywords: *Adolescence, career decision-making self-efficacy, high school students, parental career support, vocational identity.*

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Introduction

Adolescence is a crucial stage in human development, marked by the emergence of identity formation. During this period, adolescents re-evaluate their connections to various life domains, including career and work (Santrock, 2011). As they transition from adolescence to adulthood, career and work considerations begin to occupy their thoughts. Adolescents embark on a journey of self-discovery, charting their future paths and preparing for the transition from school to higher education or employment (Kroger, 2004). Previously focused on education, adolescents now ponder their options for further education or entering the workforce. This process forms an

integral part of identity development, guiding them towards defining their life's direction and goals in adulthood (Brown & Lent, 2016).

The formation of one's career identity is deeply influenced by vocational identity, which serves as a predictor of future development and achievements (Brown & Lent, 2016; Creed et al., 2018). Previous research has demonstrated that adolescents with a strong vocational identity exhibit a clear career orientation (Fusco et al., 2019), engagement in learning (Wong & Kaur, 2018), self-efficacy (Hirschi et al., 2017), and career satisfaction (Chen & Zhang, 2020). Conversely, those lacking a vocational identity face challenges in making career decisions (Jo et al., 2016) and experience career-related stress (Creed & Hennessy, 2016). Therefore, it is crucial for adolescents to cultivate a robust vocational identity to pave the way for future career success.

The prevalence of unclear vocational identity among Indonesian youth is evident in a survey conducted by Youthmanual, revealing that high school students lack clarity and knowledge regarding their desired career paths. This study further indicates that 45% of Indonesian college students feel they have chosen the wrong majors (Skystarventures.com, 2019). Aligned with these findings, a 2017 survey by the Indonesia Career Center Network found that 87% of Indonesian college students perceive their majors as misaligned with their interests, and 71.7% feel their professions do not match their educational backgrounds (Jpnn.com, 2019). These findings paint a picture of Indonesian adolescents grappling with an undefined vocational identity, potentially leading to career challenges in their future employment (Guan et al., 2016). Therefore, cultivating a strong vocational identity is crucial for adolescents to make informed career decisions and pave the way for future success.

Vocational identity developed based on the concept of adolescent identity formation by Erikson (1968). Adolescent identity development requires interpretation and understanding of various life aspects, such as career, romantic and social relationships, and values and beliefs (Kroger, 2004). Furthermore, Marcia (1993) stated that adolescent identity development consists of two dimensions, exploration, and commitment that form four identity statuses. Subsequently, Crocetti et al. (2008) categorized the identity development process into commitment, exploration, and

reconsideration. This process explained that unsatisfied adolescents with their identity commitment based on exploration could select suitable alternative identity (Crocetti, 2018).

Vocational identity is essential because it affects an individual's social adjustment and career adaptability (Negru-Subtirica et al., 2015). It includes a clear, stable, and coherent perspective on interests, goals, and individual abilities (Holland, 1985). Previous studies on vocational identity applied the identity status model (Marcia, 1993) focusing on career (Crocetti et al., 2012; Luyckx et al., 2005). Afterward, Porfeli et al. (2011) proposed a three-dimensional vocational identity model including career commitment, career exploration, and career reconsideration. Career commitment directs adolescents to determine (degree of certainty of career decisions) and identify (devoting themselves to career decisions) their career decisions. In contrast, career exploration combines In-breadth (searching for information on career options) and in-depth exploration (deepening understanding of career choices). Finally, career reconsideration creates self-doubt (anxiety and uncertainty about career decisions) and flexibility (openness and readiness to change career choices).

A multitude of factors, both internal and external, contribute to the shaping of vocational identity in adolescents, as revealed by previous research. Internal factors encompass overall identity and career decision-making self-efficacy (CDSE), all of which fall under the realm of psychological and personal development (Li et al., 2018; Sestito et al., 2015). External factors, on the other hand, include parental career support (PCS) as well as career adaptability, which takes into account environmental and situational factors (Negru-Subtirica et al., 2015; Stringer & Kerpelman, 2010). Additionally, spiritual and philosophical aspects play a significant role in the formation of vocational identity, manifested in meaning in life and time perspective, encompassing both psychological and philosophical dimensions (Taber & Blankemeyer, 2015). The interplay of these factors collectively shapes a robust vocational identity in adolescents, reflecting the intricate interaction between internal and external forces in their personal development.

Previous research has consistently highlighted the crucial role of parents in shaping adolescents' vocational identity and career development. Parents serve as valuable guides and mentors, assisting

their children in exploring career options, establishing job expectations, and making informed career decisions (Xing & Rojewski, 2018). Leveraging their knowledge and experience, parents instill career aspirations and provide guidance tailored to their adolescents' choices (Ginevra et al., 2015). In the Indonesian context, the roles of fathers and mothers in shaping adolescents' vocational identity exhibit distinct characteristics. Traditionally, fathers often assume the primary breadwinner role, making major family decisions and providing mentorship to their children. Mothers, on the other hand, foster harmony within the household by offering emotional support, managing domestic responsibilities, caring for children, and assisting fathers in crucial decision-making or supplementing family income (Handayani & Abdillah, 2019). As a result, mothers typically spend more time with their children and are more actively involved in their overall development, including career exploration (Islamadina & Yulianti, 2017). While both parents contribute significantly to their children's career trajectories, mothers tend to play a more hands-on role, as supported by previous studies (Juniarti et al., 2019). Therefore, the combined roles of fathers and mothers, along with their respective relationships with their children, play a pivotal role in shaping adolescents' vocational identity in Indonesia.

The parent's role in adolescents career development is through PCS (Zhang et al., 2015). Turner et al. (2003) stated that PCS includes emotional support by educating about career development, instrumental assistance by sharpening skills needed, verbal encouragement by giving positive praises benefiting the development, and career-related modeling by showing behavior on a certain career. The type of PCS is based on self-efficacy by Bandura (Bandura & Walters, 1977). Previous studies found that parents guides adolescents to make career decisions (Garcia et al., 2015; Stringer & Kerpelman, 2010), have positive career adaptability (Guan et al., 2016), and implement future goal (Kerpelman et al., 2008).

A previous study found that PCS determines an adolescent's vocational identity (Zhang et al., 2021). This support creates emotional closeness between parents and adolescents and values to determine careers (Pellerone et al., 2015). Therefore, it is significant in guiding adolescents to make career choices, explore career options, and review career commitments. However, this study assumed that PCS does not directly predict vocational identity but first affects CDSE. This

supports previous studies that stated PCS is related to CDSE (Chasanah & Salim, 2019; Xing & Rojewski, 2018) and CDSE is related to vocational identity (Li et al., 2018).

The other factor that plays a role in influencing adolescents' vocational identity is CDSE. Social cognitive career theory (SCCT) delves into career development dynamics, exploring the interaction between individuals and their environment (Lent & Brown, 2006). Within this framework (Figure 1), CDSE represents individuals' confidence in their capacity to make effective career decisions (Arghode et al., 2021). Higher CDSE levels correlate with active exploration, goal-setting, and resilience in career challenges. Those with elevated CDSE believe in their ability to gather, assess, and align career decisions with personal values and abilities (Li et al., 2018). Adolescents exhibit career insights and interests, with positive CDSE linked to better decision-making and reduced career indecision (Lent & Brown, 2006). CDSE facilitates diverse career exploration and commitment, shaping adolescents' career trajectories (Cordeiro & Gaspar, 2015; Ezeofor & Lent, 2014).

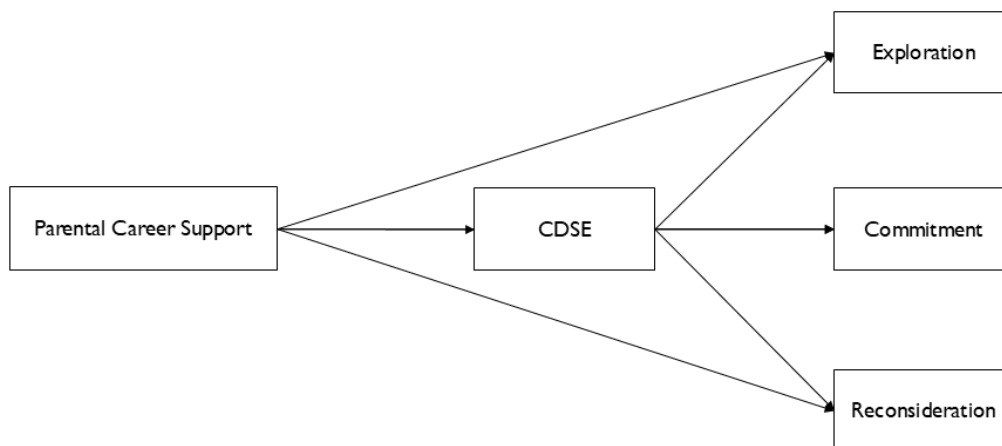


Figure 1. Theoretical model of the relationships among PCS, CDSE, and vocational identity based on Social Cognitive Career Theory.

Based on Bandura's self-efficacy theory, CDSE can be enhanced through verbal persuasion, which convinces individuals of their ability to succeed (Bandura & Walters, 1977). Parents play a crucial role in fostering adolescents' CDSE and career choices (Xing & Rojewski, 2018). PCS empowers adolescents to assert their will, make decisions, and build confidence in their career paths (Guan et al., 2016), facilitating vocational identity attainment through exploration and commitment. Adolescents with robust CDSE exhibit certainty in their choices and are less likely to reconsider their vocational commitments.

Prior studies consistently highlight CDSE's significant impact on vocational identity. CDSE, reflecting individuals' confidence in effective career decisions, fosters active exploration and resilience (Gushue et al., 2006). Kanten et al. (2016) observed CDSE's mediation between parental influence and exploration, indicating adolescents' effective utilization of PCS. Similarly, Jemini-Ghasi et al. (2021) identified CDSE as a mediator between PCS and career choice uncertainty, underscoring its role in decision-making complexities. Our study positions CDSE as a crucial mediator between PCS and adolescents' vocational identity, shaping exploration, commitment, and reconsideration during high school, facilitated by PCS.

Building upon the preceding discussion, this study aims to examine the mediating role of CDSE in the relationship between PCS and vocational identity. The study further delves into the differential roles of fathers and mothers within the Asian context, particularly in Indonesia, where previous research has only considered the combined parental influence on PCS (Zhang et al., 2021). However, it is plausible that PCS from fathers and mothers may manifest in distinct ways. Additionally, prior studies have investigated CDSE as a mediator for individual vocational identity dimensions, such as commitment or exploration. This study seeks to capture the dynamic interplay within the overall vocational identity formation process, encompassing commitment, exploration, and career reconsideration. By doing so, the study aims to provide a more comprehensive understanding of vocational identity development among adolescents, specifically focusing on senior high school students in Indonesia.

- Hypothesis: Career decision-making self-efficacy mediates the effect of parental career support (father and mother) and in each of the three dimensions of vocational identity (i.e., career exploration, career commitment, and career reconsideration) in high school students.

Method

Design

The study involved 200 high school students ($M=16.6$, $SD=0.855$) from Surabaya, comprising 10th grade (33.25%), 11th grade (32.75%), and 12th grade (34%) students. Most participants resided with their biological parents and identified with Javanese culture, as detailed in Table 1, which presents the sociodemographic characteristics of the participants' parents. The majority of parents had a senior high school education (38.75% for both fathers and mothers), with employment primarily as entrepreneurs (33.00% for fathers, 17.50% for mothers) or employees (38.25% for fathers, 17.00% for mothers). A smaller percentage held higher education levels, including graduate or postgraduate degrees (ranging from 2.00% to 1.25% for fathers and mothers).

Table 1
Sociodemographic Characteristics of Participants' Parents

Characteristics	Father (=400)		Mother (n=400)	
	N	%	N	%
Education				
Elementary School	18	4.50%	29	7.25%
Junior High School	24	6.00%	24	6.00%
Senior High School	155	38.75%	155	38.75%
Associate Degree	44	11.00%	47	11.75%
Undergraduate	133	33.25%	132	33.00%
Graduate	18	4.50%	8	2.00%
Postgraduate	8	2.00%	5	1.25%
Occupation				
Entrepreneurs	132	33.00%	70	17.50%
Employees	153	38.25%	68	17.00%
Professionals	39	9.75%	41	10.25%
Unemployed	23	5.79%	216	54.00%
Labor	17	4.25%	4	1.00%
Skilled Labor	20	5.00%	1	0.25%
Semiskilled Labor	15	3.75%	0	0.00%
Entertainers	1	0.25%	0	0.00%

Procedure

During data collection, we obtained institutional approval to conduct online surveys. We visited four high schools in Surabaya, where we secured informed consent from the schools. We disseminated consent forms through student representatives, homeroom teachers, and social media platforms. Students were given ample time to review and understand the consent form before signing it to participate. Out of 633 completed questionnaires, four were deemed invalid. We obtained data on 200 males and 429 females. We used a combination of convenience sampling and quota sampling to recruit participants. Convenience sampling involved visiting four high schools in Surabaya. Quota sampling ensured an equal distribution of participants based on gender (200 male, 200 female) to reflect the student population in these high schools.

Measurement

Vocational Identity. Vocational identity was assessed using the translated version of the Vocational Identity Status Assessment (VISA; Porfeli et al., 2011), consisting of 30 items. VISA measured three dimensions of vocational identity: career commitment, career exploration, and career reconsideration, with response options ranging from 1 (strongly disagree) to 5 (strongly agree) on a Likert scale. The translation process employed the back-translation method to ensure accuracy and equivalence with the original English version, maintaining content validity and cultural relevance for the Indonesian context. The translated instrument demonstrated good internal consistency reliability, with Cronbach's alpha coefficients of .844 for career exploration, .808 for career commitment, and .876 for career reconsideration, ensuring a reliable assessment of vocational identity among Indonesian participants.

Parental Career Support. PCS was assessed using the translated version of the Career-Related Parent Support Scale (CRPSS; Turner et al., 2003), consisting of 27 items, which measured individuals' perceptions of their parents provided educational and career information. CRPSS measured four PCS dimensions: emotional support (7 items), instrumental assistance (7 items), verbal encouragement (6 items), and career-related modeling (7 items). The response applied the five Likert options ranging from 1 (strongly disagree) to 5 (strongly agree). The scale was divided into father's and mother's support. The translation process followed the back-translation method

to ensure accuracy and equivalence with the original English version for the Indonesian context. Internal consistency reliability yielded Cronbach's alpha coefficients of .930 for father's support and .905 for mother's support, indicating high reliability.

Career Decision-Making Self-Efficacy. CDSE efficacy was assessed using the Indonesian Version of Career Decision-Making Self-Efficacy Short-Form (CDSE-SF; Betz et al., 1996, Sawitri, 2008) with 25 items measured CESD. The CDSE-SF measured five dimensions of CDSE: self-appraisal, occupational information, goal selection, planning, and problem-solving. The response used the six Likert options ranging from 1 (very unsure) to 6 (very sure). In this study, the internal consistency reliability analysis yielded a high Cronbach's alpha of .900, indicating strong internal consistency and reliability of the instrument in measuring the CDSE.

Data analysis

The data analysis employed Structural Equation Modeling (SEM) via the IBM SPSS AMOS 26 program to test the hypothesis regarding the mediating role of CDSE on PCS and vocational identity. Variable parcels were created for PCS (emotional support, instrumental assistance, verbal encouragement, and career-related modeling), CDSE (self-appraisal, occupational, goal selection, planning, and problem-solving), and vocational identity (career exploration, commitment, and reconsideration). The SEM model included pathways from paternal and maternal support to CDSE and the three vocational identity dimensions. Evaluation of the SEM model utilized accuracy indices: Comparative Fit Index (CFI), Tucker Lewis Index (TLI), Standardized Root Mean Square Residual (SRMR), and Root Mean Square Error of Approximation (RMSEA). Model fit criteria included CFI and TLI values ≥ 0.9 and SRMR and RMSEA values < 0.08 (Kline, 2014).

Result

The researcher has conducted assumption testing on the collected data. The results indicate that the data meet the criteria for multivariate normality. SEM analysis was then conducted to test the proposed theoretical model. Below are the results of the SEM analysis performed.

Table 2
Means, standard deviation, and correlation for study variables

Variable	Mean	SD	1	2	3	4	5	6
1. Exp	4,132	0.607	-					
2. Com	3,598	0.673	0.498***	-				
3. Rec	3.313	0.750	0.031	-0.009	-			
4. FCS	3.691	0.736	0.341***	0.311***	-0.033	-		
5. MCS	3.897	0.657	0.365***	0.330***	0.017	0.446**	-	
6. CDSE	4.610	0.693	0.692***	0.623***	-0.053	0.398**	0.429***	-

Exp = Career exploration; Com = Career commitment; Rec = Career reconsideration; FCS = Father's career support; MCS = Mother's career support; CDSE = Career decision-making self-efficacy
*p<0.05, **p<0.01, ***p<0.001

Our findings in [Table 2](#) shows that out of the three vocational identity dimensions, there was a positive correlation between career exploration with career commitment ($r=0.498$, $p<0.001$), CDSE ($r=0.692$, $p<0.001$), the father's career support ($r=0.341$, $p<0.001$), and the mother's career support ($r=0.365$, $p<0.001$). Furthermore, career commitment positively correlated with CDSE ($r=0.692$, $p<0.001$), the father's PCS ($r=0.311$, $p<0.001$), and the mother's career support ($r=0.365$, $p<0.001$). Additionally, the career reconsideration had an insignificant correlation with all variables.

Table 3
Indirect Path

Indirect Path	Unstandardized Estimate	Standardized Estimate	Lower	Upper	P-Value
FCS → CDSE → Exp	0.172	0.155*	0.044	0.343	0.015
FCS → CDSE → Com	0.152	0.139*	0.039	0.302	0.014
FCS → CDSE → Rec	-0.011	-0.008	0.058	0.019	0.458
MCS → CDSE → Exp	0.487	0.295***	0.284	0.702	0.001
MCS → CDSE → Com	0.429	0.264***	0.253	0.644	0.001
MCS → CDSE → Rec	-0.032	-0.016	0.130	0.069	0.561

Exp = Career exploration; Com = Career commitment; Rec = Career reconsideration; FCS = Father's career support; MCS = Mother's career support; CDSE = Career decision-making self-efficacy
*p<0.05, **p<0.01, ***p<0.001.

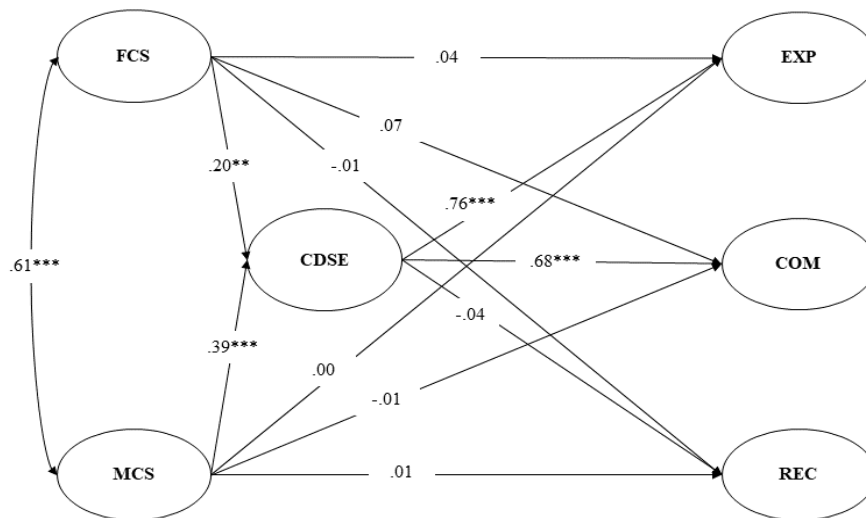


Figure 2. Structural Equation Models Among Parental Career Support, Career Decision-making Self-Efficacy, and Vocational Identity.

The measurement model exhibited satisfactory accuracy, with CFI = 0.930, TLI = 0.918, SRMR = 0.0512, and RMSEA = 0.070. Determination coefficients were 0.290 for CDSE, 0.605 for career exploration, 0.506 for career commitment, and 0.002 for career reconsideration. Analysis (Figure 2) revealed that father's ($\beta = 0.20, p < 0.01$) and mother's ($\beta = 0.39, p < 0.001$) career support positively influenced CDSE but had no impact on career exploration, commitment, or reconsideration. Moreover, CDSE significantly affected career exploration ($\beta = 0.760, p < 0.001$) and commitment ($\beta = 0.68, p < 0.001$) but not reconsideration. CDSE mediated father's (indirect effect = 0.155, $p < 0.05$) and mother's (indirect effect = 0.264, $p < 0.001$) career support with career exploration and commitment. However, CDSE did not mediate career reconsideration for both PCS.

Discussion

This study investigated the mediating role of CDSE in adolescent vocational identity concerning PCS. Positive PCS correlated with increased CDSE, enabling adolescents to explore careers and commit to vocational identity. These findings align with previous research on PCS and vocational identity (Zhang et al., 2021), PCS with CDSE (Chasanah & Salim, 2019), and CDSE with vocational

identity (Cordeiro & Gaspar, 2015). This study uniquely elucidated the interplay among PCS, CDSE, and vocational identity, highlighting the mother's significant influence on adolescent vocational identity, distinct from previous studies that combined PCS sources.

PCS guides the adolescent's career development. Parents provide emotional and verbal support to stimulate career choices selection (Pellerone et al., 2015). Furthermore, parents share values and jobs information to facilitate the adolescent's career exploration (Kim & Bang, 2017). This study supports previous findings that PCS promotes depth of career exploration and commitment to career choice in a direct relationship without involving other variables (Zhang et al., 2021). Generally, adolescents with positive PCS confidently make career choices. Parents use verbal and positive emotions encouragement on the adolescents to develop the will, right, and freedom (Guan et al., 2016), overcome self-doubt, and gain confidence in their career decisions (Sawitri & Creed 2015).

This study also explains that parents in Indonesia both father and mother equally have an important role in the career development of adolescents. Fathers are generally involved in making career decisions for children while mothers are involved in providing emotional support. Nevertheless, the support provided by the mother is higher than the support from the father. This is because Indonesian culture places the mother's role on nurturing and educating children while the father earns a living so that mothers spend more time with their children and give can provide more career support to their children (Georgas et al., 2006).

While PCS support facilitates adolescents' vocational identity through exploration and commitment, it lacks direct influence. Adolescents' growing autonomy and independence shift the impact of PCS, making it more supportive than determinant in career decisions (Rogers et al., 2018; Zimmer-Gembeck et al., 2011). Agency processes like critical reflection, resilience building, goal setting, and self-congruence significantly shape vocational identity (Creed & Hennessy, 2016; Lee et al., 2020). Adolescents actively engage in independent exploration and commitment, relying less on parental influence and more on personal reflections and aspirations. This study underscores

the evolving nature of parental roles in adolescent career development and highlights the importance of internal agency processes in shaping a positive vocational identity.

The study's findings on the mediating role of CDSE underscore its function as a link between PCS and vocational identity, aligning with SCCT. PCS fosters adolescent CDSE through informational and emotional backing, aiding in career planning, goal setting, and information exploration (Guan et al., 2016). Verbal encouragement from parents contributes to CDSE, while CDSE facilitates career planning, interest clarity, and belief formation (Li et al., 2018). It enhances optimal vocational identity by promoting exploration and commitment (Ezeofor & Lent, 2014). These findings corroborate previous research, indicating that CDSE empowers adolescents to explore and commit to their future careers effectively.

This study also showed that CDSE and PCS had no significant effect on career reconsideration. The results of this study contrast with earlier studies, which had found a relationship between PCS and all dimensions of vocational identity, including career reconsideration (Zhang et al., 2021). This lack of a significant effect could be explained by the fact that career reconsideration is a psychological factor that might be affected by the parent-child relationship (Mao et al., 2017). The quantity and type of the parent-child relationship might influence the effects of PCS on career reconsideration. Investigating the complexities of parent-child relationships and their possible impacts on the career reconsideration process is crucial. By doing this, we can develop a more thorough understanding of how PCS and styles of attachment affect persons career decision-making.

Furthermore, adolescent career decisions occur within a broader context shaped by various sources of support like parents, educators, and social media (Chinyamurindi et al., 2021; Sampson et al., 2018). In Indonesia, career exploration begins around high school graduation, offering adolescents numerous career options to consider. As they navigate these choices, they may reassess their career paths. While PCS impacts adolescents' decisions, it's not the sole determinant of their vocational identity (Guan et al., 2018). Additionally, cultural factors and parent-child relationship dynamics in Indonesia may impact how adolescents perceive and respond to PCS in

their career decision processes. For example, collectivist cultures like Indonesia often emphasize family involvement in major life decisions, which may lead adolescents to internalize parental expectations differently compared to more individualistic cultures (Sawitri & Creed, 2015). Future research could explore the nuances of parent-child relationships and how these affect the stability or reconsideration of career paths.

Limitation

This study explained the relationship between PCS and vocational career identity but only focused on the parent's role perspective. Therefore, it did not consider the adolescent's characteristics and effects on PCS. For example, adolescents who actively seek career information might require minimal PCS. Furthermore, this study was not conducted longitudinally; hence the dynamics of the variables are unknown. For example, adolescents have minimum career commitments that increase with time in the first school year. Moreover, the study relied on self-reported data, which may introduce bias due to social desirability or personal perceptions that could impact the accuracy of responses. The geographic scope was limited to Surabaya, restricting the findings' generalizability to other regions with potentially different socio-cultural and economic contexts.

Conclusion

This study highlights that PCS may not directly influence adolescents' vocational identity. However, PCS plays a mediating role in the relationship between PCS and vocational identity, specifically regarding career exploration and commitment. These findings contribute to a deeper comprehension of the intricacies involved in parent-adolescent dynamics within career development, particularly among high school students.

Suggestions and Recommendations

Future Research

We have some suggestions for further research. Future research should explore adolescents' characteristics, including preferences, interests, and career exploration, which may influence their CDSE then shape their career development. Cultural factors and family relationships also influence career development and warrant further investigation. Longitudinal studies are needed to

understand vocational identity dynamics in high school students. Research in vocational high schools can expand career understanding beyond traditional high school settings.

Practice

This study elucidated parental influences on adolescent career development, highlighting the significance of parental career information and emotional support (Kim & Bang, 2017). Practical implications highlight the crucial role of parents and counselors in fostering adolescents' vocational identity by enhancing their Career Decision-Making Self-Efficacy (CDMSE), which in turn supports career exploration and commitment. To achieve this, parents should be encouraged to engage in supportive career planning by providing relevant information and helping adolescents explore career options and solutions. Schools can facilitate this process by offering career guidance workshops where parents and educational counselors collaboratively explore strategies to support students' career aspirations. By actively involving parents, teachers, and counselors in a cohesive support network, students benefit from a family environment that empowers them in career exploration and strengthens their vocational commitment.

Acknowledgment

The researchers sincerely appreciate all the participants willing to be the sample of this research.

Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

Muhammad Fikri Pratama was responsible for preparing the measurement instruments, collecting data, writing the manuscript, and revising the manuscript. Darmawan Muttaqin was responsible for data analysis and reviewing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

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