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Effects of Parental Involvement, Proactive Personality, and Gender on Career Decision Self-Efficacy Among High School Student

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ABSTRACT
Based on the career development stages, adolescents are in an exploratory stage to determine the next career path, whether choosing a profession, or a study program in a university. However, there are still many adolescents who feel confused in choosing college majors. This phenomenon indicates that students still have low self-efficacy in their career decisions. With low self-efficacy, high school students may make wrong decisions in choosing their college major. For adolescents, parental involvement in career exploration can significantly reduce doubt in making career choices. Not only parental involvement but also internal factors such as a proactive personality are needed in the career decision-making process. Therefore, this study aimed to determine the effects of parental involvement, proactive personality, and gender on career decision self-efficacy among high school students. The career decision self-efficacy scale short form, parent career behavior checklist, and proactive personality scale were administered to 758 Indonesian high school students in Jabodetabek. Multiple regression and t-test were used for data analysis. Results showed that career decision self-efficacy among high school students is significantly influenced by parental involvement and proactive personality. Based on results of comparison, effects of parental involvement, and proactive personality more significantly affect female than male students.

Keywords: *career decision-making self-efficacy, gender, high school students, parental involvement, proactive personality.*

1. INTRODUCTION

One of the tasks in adolescent development is to develop career goals such as conducting career exploration in order to decide on continuing college education (Papalia & Feldmen, 2012). Many teenagers still feel confused and unsure about making decisions in choosing college majors. From elicitation in January 2019 to 100 high school students in Jakarta, 45% has not determined the career path they want to go. They claimed to be unsure about what college major they should choose and do not know their interest and abilities. They also claim that although information about college majors can easily to search on the Internet, information about their college major or fields of work is lacking. Elicitation results showed that high school students have low self-efficacy in their career decisions. With low self-efficacy, high school students may make wrong decisions in choosing their college major.

The result of elicitation is in line with results of a survey conducted by Hendartyo (2018), showing that 87% of first-year students felt they chose the wrong major, indicating thir low self-efficacy in deciding a college major. Conversely, the elicitation found that students prepare more technical matters such as the following tutoring and finding information related to future job prospects without considering their abilities and interests. Students who do not know their abilities and interests will have difficulty in making career decisions. As they are unsure about their decisions, this phenomenon is related to career decision-making self-efficacy.

Career decision self-efficacy is an individual's belief about one's ability to carry out competencies related to career decisions (Betz, Klein & Taylor, 1996). These competencies must be complete, such as the ability to assess themselves in terms of abilities, values, and interests; technical information; goal selection; planning; and ability to solve problems (Betz & Taylor (2012). Based on the social cognitive career theory, Bandura (1986) explaining the basic concepts of self-efficacy in career decisions showed that personal and contextual factors are important in the individual career development stage. The interaction process between personal (such as race, gender, or other predisposing factors such as personality), contextual (social environment such as, parental support, parental involvement, and social and economic status), and experience factors (learning experiences) that affect self-efficacy in individual career decisions (Brown & Lent, 2005). Previous learning experiences can be used as a reference for an individual in making career decisions, depending on the meaning of the experience gained by the individual. Thus, individuals can become more confident in taking career decisions, which will have an impact in obtaining the performance or results.

With regard to the SSCT, contextual factors affecting the self-efficacy in individual career decisions such as parental involvement should be considered. Parents' involvement in decision-making is crucial for adolescents who are in the self-exploration stage, where adolescents experience a lot of confusion in deciding their career choices (Super, Savickas, & Super, 1997). Whiston and Keller (2004) indicated parents' influence to their children in the form of emotional support and encouragement and active participation in order to explore careers so that children can be more confident with their choices. Latashia (2012) explained that parental involvement in making children more confident with their choices refers to parents helping children to improve schoolwork by providing support, encouragement, and create a home environment that is appropriate to the child's career development stages. Specific parent activities can be employed regarding their children's career development, such as advising, information giving, providing feedback, setting expectations, and encouragements (Downing & D'Andrea, 1994). In general, parents may start by discussing goals or careers and steps that will be needed to encourage them to achieve these goals (Zellman & Waterman, 1998). The discussion process that has been carried out can encourage children to explore and do better planning

so that eventually they can be more confident with their career choices (Amatea, Smith-Adcock, & Villares, 2006). Some studies found that parents influence career outcomes such as vocational aspiration and achievement, career decisiveness, career exploration, career commitment, and career decision self-efficacy (Young et al., 2001; Oomen, 2016). Conversely, positive parental support and involvement are associated with self-efficacy in career decisions (Pečiulytė, Ustinavičiūtė, & Norvilė, 2014). However, boys tended to accept less parental involvement in career decisions compared to girls (Pečiulytė, Ustinavičiūtė, & Norvilė, 2014). Nevertheless, their study results showed no gender difference between parental support and involvement in self-efficacy career decisions (Pečiulytė, Ustinavičiūtė, & Norvilė, 2014).

Previous studies reported that career decision self-efficacy is related to personality (Di Fabio & Saklofske, 2014). Several studies showed two types of personality that most consistently influence the career decision self-efficacy, namely, conscientiousness and extraversion. Both types of personality are also often reinforced by other personality traits, namely, proactive personality (Bateman & Crant, 1993). Proactive personality is the ability of individuals to create or influence an environment in order to adjust to existing changes and influence on career development (Bateman & Crant, 1993). Individuals with proactive personalities have behaviors such as the presence of initiative and ability to survive and adapt to challenges for a successful career (Crant, 2000). Therefore, proactive individuals show more quality behaviors in achieving a successful career (Seibert, Crant, & Kraimer, 1999). It related to the study conducted by Preston (2018), who indicated that career decision self-efficacy is significantly associated with proactive personality among high school students.

Besides parental involvement and proactive personality indicate positive career attitudes and behaviors, various studies have found that demographic variables such as gender, race, and age are significantly correlated with career decision self-efficacy (Creed & Patton, 2003; Smith & Betz, 2002; in Choi, Park, Ki Lee, Lee, & Min Lee, 2012). However, the significant correlation between a demographic variable and career decision self-efficacy remains a contradiction because some research results showed no significant correlation (Creed, Patton, & Watson, 2002; Hampton, 2006; in Choi, Park, Ki Lee, Lee, & Min Lee, 2012). Based on the literature, this study aimed to determine the effects of parental involvement, proactive personality, and gender on career decision self-efficacy among high school students.

2. METHODS

2.1. Participants

The total number of participants in this study is 758, 2nd-grade high school students, comprising 419 female and 339 male students. This study was conducted in five schools in Jakarta, Bogor, Depok, Tangerang, and Bekasi, using an accidental sampling technique. This city was selected in terms of the feasibility of access. This study takes place for 3 months from August to October 2019. All questionnaires are given to participants offline.

2.2. Ethics

The instrument used in this study was approved by the ethical committee in the Faculty of Psychology, Universitas Indonesia. Before a participant completes a questionnaire, they were instructed to read and sign a written informed consent in order to participate in this study. Thereafter, participants were instructed to fill in a questionnaire that contained career decision self-efficacy, parental involvement, and proactive personality.

2.3. Instruments

2.3.1. Career Decision Self-Efficacy

The career decision self-efficacy scale short form (CDSES-SF) measures individual beliefs in career decision-making made by Betz and Taylor (2006). Participants responded to 25 items by using a 6-point Likert scale ranging from 1 (not confident) to 6 (confident). The measuring instrument reliability was 0.85.

2.3.2. Parental Involvement

To measure the parental involvement, the parent career behavior checklist (PCBC) made by Keller and Whiston (2008) was used. Participants responded to 23 items of the PCBC on a 6-point scale (never, very often). The Cronbach's alpha total scale was 0.92.

2.3.3. Proactive Personality

A proactive personality was measured with the proactive personality scale made by Bateman and Crant (2008). Participants responded to 17 items on a 6-point scale ranged from 1 (disagree) to 6 (agree). The Cronbach's alpha for the total scale was 0.84.

2.4. Data Analysis

The research variable is career decision self-efficacy, parental involvement, and proactive personality. Before conducting a hypothesis test, researchers conducted a descriptive analysis first. In the descriptive analysis, they conducted variable categorization to place individuals into two groups: low and high categories. The cutting point for grouping individuals is the mean value. Respondents with a total score higher than the average value fall into the high category, wherea respondents with a total score of lower than the average fall into the low category. In addition to performing a descriptive analysis, researchers also conducted multiple regression analysis for hypothesis testing.

3. RESULTS

Table 1. Descriptive Statistic and related matrices of all Variable

Variable	N	M	SD	CDSE	PI	PP	Gender
CDSE	758	4.57	0.41	1	.356**	.571**	−.077*
PI	758	4.14	0.73		1	413**	−.056
PP	758	4.45	0.51			1	−.071*
Gender							1

Note: CDSE, career decision self-efficacy; PI, parental involvement; PP, proactive personality

The career decision self-efficacy mean is 4.57. About 47.3% of study participants has scored below the mean, and 52.7% has scored above the mean. The mean parental involvement is 4.14. About 62.4% has scored below the mean, and 37.6% has

scored above the mean. The last, proactive personality mean is 4.45. Therefore, 28.2% has scored below the mean, and 71.8% has scored above it. Career decision self-efficacy was significantly correlated with parental involvement (r = 0.356 and proactive personality (r = 0.571; the parental involvement was also correlated with the proactive personality (r = 413; all ps < 0.01).

Table 2. Multiple regression

	B	SEB	β
Constant	2.465	.120	
Parental involvement	.082	.018	.147*
Proactive personality	.409	.026	.506*
Gender	−.029	.025	.035

Note: R^2 =.340 (*p < .05)

Results of the analysis show that overall parental involvement and proactive personality influence the career decision self-efficacy, F (df1, df2) F (2, 755) = 193.564, p < 0.05. Independent variables that significantly influence career decision-making self-efficacy are parental involvement (β = 0.147, p < 0.05), proactive personality (β = 0.506, p < 0.05), and gender did not significantly influence the career decision self-efficacy. The R^2 value of 0.34 indicates that 34% of the proportion of career decision-making self-efficacy variance can be explained by parental involvement (12.7%), proactive personality (21.2%), and gender (1%).

Table 3. Multiple regression between female and male participants on CDSE

Participants	Variable	B	SEB	β
Female	Constant	2.339	.147	
	Parental involvement	.077	.024	.141*
	Proactive personality	.427	.036	.520*
Male	Constant	2.526	.170	
	Parental involvement	.088	.029	.151*
	Proactive personality	.381	.039	.483*

Note: female R^2 =.353 (*p <.05), male R^2 =.313 (*p <.05)

Results of the analysis in female and male participants show that overall parental involvement and proactive personality significantly influence the career decision-making self-efficacy. Independent variables that significantly influence career decision-making self-efficacy are parental involvement both in female (β = 0.141, p < 0.05) and male participants (β = 0.151, p < 0.05). Various parental involvement in female participants contributes higher (13,2 %) compared to male (11.4%) to career decision self-efficacy. Furthermore, proactive personality has significantly influenced toward career decision self-efficacy both in female (β = 0.520, p < 0.05) and male participants (β = 0.483, p < 0.05). The proportion variance of career decision self-efficacy can be explained by

a proactive personality in female (22.1%) and male participants (19.2%).

Table 4. The parental involvement and proactive personality between female and male participants

Participants	Variable	N	M	SD	t	p
Female	CDSE	419	4.54	.430	2.126	.034*
Male		339	4.60	.394		
Female	PI	419	4.10	.784	1.541	.124
Male		339	4.19	.676		
Female	PP	419	4.42	.524	1.968	.049*
Male		339	4.49	.500		

*p < 0.05

An independent sample t-test indicated that the mean proactive personality in male (M = 4.49, SD =.500) is higher than that in female participants (M = 4.42, SD =.524). The proactive personality differences between male and female participants were significant t (756) = 1.968, p <.05). Lastly, the mean parental involvement in male (M = 4.190, SD =.676) is higher than that in female participants (M = 4.10, SD =.784); however, differences in parental involvement between male and female participants were not significant t (756) = 1.541).

4. DISCUSSION

This study aimed to determine the effects of parental involvement, proactive personality, and gender on career decision self-efficacy. However, the demographic variable was gender to insignificantly influence the career decision self-efficacy among high school students. This result is in line with Choi, Park, Ki Lee, Lee, and Min Lee's (2012) study demonstrating that gender is not correlated with career decision self-efficacy (r_c = 0.00, p > 0.05). However, gender has nonsignificant effects; therefore, it should be cautiously interpreted. Gender can be indirectly associated with CDSE. Some factors that can bridge the relationship between gender and CDSE, one of which is a learning experience, where each individual will have a different meaning for each learning experience (Choi, Park, Ki Lee, Lee, & Min Lee, 2012). To conclude, there is no significant effect on career decision self-efficacy; however, differences in career decision self-efficacy were observed between male and female participants.

Parental involvement is another factor that significantly influences career decision self-efficacy. Results in this study are in line with Pečiulytė, Ustinavičiūtė, and Norvilė's (2014) study indicating that parental involvement influences career decision self-efficacy. In a collectivist country like Indonesia, the family has an important role in the individual career development because an individual and group cannot be separated in a collectivist culture. In a collectivist culture, a parent is someone who usually becomes an example by their children. Moreover, parents help children understand their goals and assist in the planning process to achieve these goals (Sawitri, Creed, Zimmer-Gembeck, 2013). Therefore, in a collectivist culture, parents' influence on their children is quite strong in the aspects of a child's life

(Oettingen & Zosuls, 2006). When children grow up in a collective environment in making their decisions, he tends to think of people who are significantly related to his career decisions such as parents (Sawitri, Creed, Zimmer-Gembeck, 2013). Thus, if career goals can significantly improve their pride and satisfaction, then an individual will feel satisfied and happy with the decision made. However, these days parents do not always require their children to follow career choices they choose but rather support their children's choices. Results showed that parents who provide support to adolescents influence adolescent career development (Garcia et al., 2012). Parents involved in providing support both emotionally and materially can help teens make their own career choices based on their willingness, interests, and understanding on the benefits of career choices for their future goals, and become more confident in determining their career choices (Guan, Capezio, Restubog, Read, Lajom, & Li, 2016; Katz, Cohen, Green-Cohen, & Morsiano-Davipur, 2018). This study is also consistent with Pečiulytė, Ustinavičiūtė, and Norvilė's (2014) study, demonstraing that there is no difference in the support provided by parents to male and female participants.

Furthermore, results of the study show that proactive personality also influences the career decision self-efficacy. This result is in line with Kim and Park's study (2017), indicating that proactive personality influences the career decision self-efficacy. Kim and Park (2017) explained that there are two mechanisms regarding the role of proactive personality in the career decision-making process. First, a proactive personality is related to self-initiation of an individual to start doing something or activities related to the planning and career decision-making due to the process; therefore, he will be more confident with the decision he made. Various activities carried out by these individuals will help individuals recognize their abilities; therefore, an individual can anticipate various problems that may arise in the future. Thus, individuals have started to make plans to overcome these problems (Parquet, Bindl, & Staruss, 2010). Second, someone with a proactive personality also greatly motivated to learn many things required in determining or searching for a career (Kim & Park, 2017). People with high proactivity can make a lot of effort to explore and develop themselves to become more confident in making decisions associated with career choices. These results also showed that differences between the proactive personalities of women and men were observed. However, results of this study are not in line with Ozkurt and Alpay's study (2018), indicating that there are no differences in proactive personality between male and female participants.

This study has limitations in explaining the interaction between the proactive personality and parental involvement in influencing the career decision self-efficacy. Further studies should be conducted to determine which variable has a more significant role and whether parents are involved in the career decision process. Based on these study results, we also found that gender does not directly influence the career decision self-efficacy. For further studies to be able to determine the effects of gender on the career decision self-efficacy, another variable such as experience learning is required.

These findings can be used by educational institutions to perform workshops to increase students' knowledge about choosing their college majors. Besides, schools can also conduct workshops for parents related to student preparation in choosing college majors. Parents' involvement and obtaining adequate information can help students become more confident about their career decisions.

5. CONCLUSION

This study aimed to determine the effects of parental involvement, proactive personality, and gender on career decision self-efficacy among high school students. Our results indicated that parental involvement and proactive personality significantly influence the career decision self-efficacy, but not gender. Proactive personality has a more considerable influence than parental involvement on career decision self-efficacy. Moreover, effects of parental involvement and proactive personality more significantly affect female than male students. Although parental involvement and proactive personality influence the career decision self-efficacy, only the difference in a proactive personality is significant between female and male students.

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