

Parent Career Behavior and Career Decision Making Self-Efficacy Among Senior High School Students

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Abstract— The main objective of this study was to investigate the connection between parental career behavior and the career decision-making self-efficacy of senior high school students at UM Peñaplata College. A descriptive-correlational method was used for the research, employing validated questionnaires to gather data. The Mean and Pearson Product-Moment Coefficient of Correlation were utilized as statistical tools. The findings revealed a high level of parental career behavior, indicating that it is oftentimes manifested. Additionally, the students demonstrated a high level of career decision-making self-efficacy, indicating that they consistently displayed confidence in making career-related decisions. Significantly, the study established a significant influence between parent career behavior and career decision-making self-efficacy. It is evident that parental career behavior plays a crucial role in enhancing their children's self-efficacy in making career decisions. This is achieved by educating them about various career options, modeling positive career behaviors, and supporting their choices. Based on the findings, it is recommended that students take an active approach to explore different career options. Seeking guidance and gaining practical experiences can help them make well-informed decisions about their future careers. Therefore, it is crucial for parents and their children to be exposed to a variety of career options and receive appropriate guidance and support. Furthermore, school educators should continue to provide students with opportunities to engage in activities that focus on exploring and making decisions about their careers. This can help students develop a better understanding of their interests, abilities, and goals, facilitating informed career choices.

Keywords— Parent career behavior, career decision-making self-efficacy, Grade 12 students

I. INTRODUCTION

Career Decision-Making Self-Efficacy (CDMSE) refers to an individual's belief in their capability to complete the tasks necessary for making career decisions (Betz et al., 1996). Research conducted by Sidiripoulou-Dimakakou et al. (2012) highlights the significance of students' confidence in their decision-making abilities, as it greatly influences their career path choices and helps them navigate through potential challenges. Difficulties in making career decisions can arise due to various factors, including a flawed career mindset, inadequate information, low self-efficacy, and internal or external conflicts.

A person's career development, including that of students, is significantly influenced by their capacity for making career decisions. According to research conducted in Korea, CDMSE positively correlates to academic success, career exploration,

and career decision-making (Kim & Park, 2019). It was observed that the self-efficacy of Korean college students in making career decisions was directly linked to their academic achievements. The study also revealed that students who had a strong belief in their ability to make career decisions were more likely to explore different career paths and develop a well-defined career plan (Kim & Lee, 2014).

Career decision-making plays a crucial role in the academic and professional growth of students in the Philippines. Nevertheless, further investigation is required to understand how parental career behavior influences the self-efficacy of career decision-making in the country. Anas et al. (2020) conducted a study that examined the connection between parental career behavior and the self-efficacy of career decision-making among Filipino high school students. The findings of the study indicated that parents have a significant role in shaping their children's career development.

Although there is an expanding body of research on parent career behavior and career decision-making self-efficacy in the Philippines, there is a need for further empirical research on this subject, mainly on Samal Island. Consequently, the researchers were motivated to undertake this study, specifically at UM Peñaplata College. This study examines the two variables—parent career behavior and career decision-making self-efficacy—among the Grade 12 students to address the emerging issues.

II. LITERATURE REVIEW

Parent Career Behavior

Numerous studies have demonstrated that parental career behavior significantly impacts how their children develop in terms of their careers (Betz & Voyten, 1997; Fouad & Brown, 2000; Lent et al., 2010). According to Haskett, et al. (2012), parent career behavior refers to parents' attitudes, beliefs, and actions about their children's career development. This includes giving career advice, serving as a role model, and exposing students to various professions.

It has been discovered that parental support and guidance positively impact their children's career development (Fouad & Brown, 2000). Parental support, including emotional support, guidance, and resources, is positively correlated with adolescents' career self-efficacy (Lent et al., 2000).

Parental involvement is also associated with better career exploration and decision-making (Gushue et al., 2006). Additionally, it has been demonstrated to enhance adolescents'

career development outcomes (Lent et al., 2000). Parents who encourage and support their children's career goals can also increase their children's levels of career self-efficacy (Carr, 2004). Adolescents who perceive their parents as supportive are inclined to actively pursue a career path and demonstrate increased confidence in their ability to make career-related choices (Whiston & Keller, 2004).

Studies has also shown that effective communication about careers between parents and their children plays a crucial role in influencing the career aspirations and decision-making of adolescents (Vondracek, 1993). Parents who actively engage their children in career discussions and provide information about various occupations positively impact their children's career decision-making self-efficacy and career development outcomes (Lent et al., 2000).

Furthermore, parents' career behavior modeling significantly impacts adolescents' career aspirations and choices (Guan, 2013). Gottfredson and Lapan (1997) found that career-related behaviors of parents, such as sharing their own work experiences and offering labor market information, significantly impact their children's career aspirations. In contrast, parents with low levels of career adaptability and occupational knowledge are more likely to have children with low career aspirations (Hirschi & Läge, 2007).

On the other hand, parental interference and pressure can harm their children's career development (Lent et al., 2010). For instance, parents who push their kids to pursue particular careers or discourage them from exploring other career options may diminish their children's confidence in their own capability to make sound career decisions (Fouad & Brown, 2000). Consequently, this may lead to feelings of uncertainty about their career path and a lack of confidence in their ability to make well-informed choices (Betz & Vuyten, 1997).

Career Decision Making Self-Efficacy

Career decision-making self-efficacy (CDMSE) pertains to an individual's belief in their own competence to successfully undertake the tasks necessary for making decisions about their careers (Bez & Hackett, 2006). Another study by Bozgeyikli and Erolu (2009) defined CDMSE as a person's capacity to plan, coordinate, and carry out the activities necessary to accomplish a given set of performance goals (Anas et al., 2020).

Self-efficacy plays a crucial role in shaping the options individuals consider and the choices they make during critical decision-making periods, ultimately determining the trajectory of their lives and influencing their future outcomes (Bandura, 2012). As stated in a study by Hamzah et al. (2021), CDMSE impacts professional choices, accomplishments, and adjustment behaviors—all of which are vital to advancing career adaptability. Adolescents' expectations of these outcomes are shaped by their sense of self-efficacy in choosing career choices, impacting their academic performance and career interests (Lent, 2010). According to Betz (2007), this construct is a pivotal construct in understanding individual's career behaviors. High CDMSE individuals are likelier to seek a career, establish realistic

objectives, persevere in difficulty, and achieve positive career outcomes (Lent et al., 2000).

Numerous studies have examined the relationship between career decision-making self-efficacy (CDMSE) and career outcomes. These studies consistently indicate that individuals with higher CDMSE scores are more actively engaged in career-related activities and tend to experience greater commitment and satisfaction in their chosen professions (Hackett & Betz, 2012). On the other hand, individuals who have lower scores in career decision-making self-efficacy (CDMSE) may face challenges in the decision-making process and exhibit a decreased likelihood of choosing a career path that aligns with their personal interests and capabilities (Lent et al., 2002). Such individuals tend to shy away from tasks such as selecting major and establishing concrete goals, which necessitate a higher level of self-efficacy in making career decisions.

Furthermore, studies have demonstrated that social support, decision-making abilities, self-awareness, and professional knowledge are essential predictors of CDMSE (Lent et al., 2000). Understanding one's interests, values, personality, and skills is referred to as self-knowledge, and someone must have this understanding to make informed career choices (Gati et al., 2014). Knowledge of the labor market, career options, and requirements for a given job are all examples of occupational knowledge. Making wise career decisions requires decision-making abilities, such as solving problems and setting goals (Osipow, 2000). Significant others' social support, such as that of parents, teachers, and peers, can offer inspiration, direction, and knowledge essential for making career decisions (Gushue et al., 2006).

Finally, strategies have been created to improve CDMSE. It has been demonstrated that career counseling and guidance programs that emphasize self-knowledge, occupational knowledge, and decision-making skills effectively improve CDMSE (Gati et al., 2014). Online tools like career assessments and informational websites can give people the knowledge they need to make wise career decisions (Brown & Lent, 2013).

III. METHOD

Research Design

This study utilized a quantitative non-experimental research design, specifically employing the descriptive-correlational method. Quantitative research encompasses various approaches, including experimental, correlational, and survey methods (Welford et al., 2012). The descriptive-correlational method focuses on describing relationships between variables rather than establishing cause-and-effect relationships (Lappe, 2000).

By employing a quantitative non-experimental research design, we can use statistical analysis to explore the relationship between parent career behavior and career decision-making self-efficacy. This design enables us to examine these variables in a controlled manner and establish causal relationships between them.

Research Location

This study seeks to investigate the parent career behavior and career decision-making self-efficacy of senior high school students at the UM Peñaplata College situated on Obenza Street at Peñaplata, Island Garden City of Samal, Davao del Norte.

Research Respondents

The respondents of this research are the Grade 12 ABM and HUMSS senior high school students of UM Peñaplata College. There are presently 47 students enrolled in total for the academic year 2022-2023. The study employed the total population sampling as the researchers chose to examine the entire population that has one or more shared characteristics (Crossman, 2023). A sample size of greater than 30 and less than 500 is suitable for most behavioral studies (Roscoe, 1975; cited in Seman et al., 2019, Sultan, 2020).

Research Instrument

The necessary information was gathered by the researchers using a questionnaire. The survey is made up of a series of questions that have been carefully crafted for the Grade 12 students to respond to. Both questionnaires for parent career behavior and career decision-making self-efficacy are adapted from the study of Xue Xing (2016) and were validated by a panel of experts.

Parameters of Limits

Parent Career Behavior

Range of Means	Descriptive Level	Interpretations
4.20 - 5.00	Very High	This means that parent career behavior is always manifested.
3.40 - 4.19	High	This means that parent career behavior is oftentimes manifested.
2.60 - 3.39	Moderate	This means that parent career behavior is sometimes manifested.
1.80 - 2.59	Low	This means that parent career behavior is seldom manifested.
1.00 - 1.79	Very Low	This means that parent career behavior is never manifested.

Career Decision-Making Self-efficacy

Range of Means	Descriptive Level	Descriptive Level
4.20 - 5.00	Very High	Very High
3.40 - 4.19	High	High
2.60 - 3.39	Moderate	Moderate
1.80 - 2.59	Low	Low
1.00 - 1.79	Very Low	Very Low

Data Gathering Procedures

1. *Asking for permission to conduct the study.* The researchers sought approval from the school administration, which included the dean of College and Principal of the Senior High Department, to conduct a survey among the students. The school’s consent form authorized the researchers to distribute online questionnaires to the chosen participants.
2. *Construction of questionnaire.* The researchers used an adapted questionnaire from Xing Xue (2016).

3. *Validation of questionnaire.* A group of experts reviewed and validated the adapted questionnaires before conducting the survey.
4. *Coordination with the respondents.* The researchers coordinated with the respondents via Messenger.
5. *Conduct of survey.* The researchers utilized Google Forms to conduct their survey, which was distributed online to the respondents.
6. *Collection and tabulation of data.* After retrieving the questionnaires, the data were tallied and tabulated, the results were computed, analyzed, interpreted and was organized into tables.

Statistical Treatment

In this study, the statistical tool employed was as follows: *Mean* was utilized to ascertain the degree to which parent career behavior affects students’ career decision-making self-efficacy.

Pearson Correlation Coefficient (r) was utilized in determining the significant relationship between the parent career behavior and students' career decision-making self-efficacy.

Simple Linear Regression was utilized to determine the significant influence of parent career behavior on career decision-making self-efficacy.

IV. RESULTS AND DISCUSSION

Level of Parent Career Behavior

Shown in Table 1 is the level of parent career behavior through the lens of Grade 12 students. It got an overall mean of 3.82 and a standard deviation of .84, which is described as high. The results suggest that parents' career behavior is oftentimes manifested.

According to the data presented, the statement "*My parents ask what careers I am considering in the future*" received the highest mean rating of 4.06. This is a promising result because it has been discovered that parental support and involvement in career development have a substantial influence in shaping children's career aspirations and decision-making. Research suggests that when parents inquire about their children's career goals, it can have a positive effect on their career decision-making abilities and self-confidence (Spencer et al., 2017).

On the other hand, the statement "*My parents have encouraged me to take interest assessments or career tests offered by my school*" received the lowest mean rating of 3.62 but still described as high. This implies that oftentimes parents of the students are actively engaged in their child’s educational and career development (Kaukab, 2016). Parent’s encouragement demonstrates a supportive and caring approach (Simmons, 2008), emphasizing the importance of well-informed decisions about the future (Soresi et al., 2014; Simmons, 2008).

Based on the above results, the overall level of parent career behavior is high. It implies that parents support and actively participate in their kids' career development. Consistent with the research conducted by Lent et al. (2015), parents who actively participate in their children’s lives are more likely to motivate them and cultivate positive self-

beliefs. As a result, this can improve their children’s ability to make well-informed career decisions, leading to enhanced academic and professional accomplishments.

described as high. The results suggest that students' career decision-making self-efficacy is oftentimes observed.

TABLE 1. Level of Parent Career Behavior

Statements	SD	M	Descriptive Level
1. My parent expresses interest in various teenage issues that are important to me.	1.01	3.83	High
2. My parent has shown me where to find information about senior high school/colleges or careers in the library or bookstore.	1.17	3.64	High
3. My parent has encouraged me to take interest assessments or career tests offered by my school.	1.07	3.62	High
4. My parent encourages me to make my own decisions.	1.04	4.00	High
5. My parent tells me he/she has high expectations for my career.	1.08	3.72	High
6. My parent has encouraged me to consider many different educational and career options.	.90	3.87	High
7. My parent tells me about specific careers.	1.09	3.89	High
8. My parent helps me feel better when I tell him/her I am worried or concerned about choosing a career.	1.08	3.85	High
9. My parent really tries to understand my thoughts, feelings and opinions about various topics.	1.20	3.70	High
10. My parent has given me written material about specific careers.	1.01	3.74	High
11. My parent has given me written material about specific senior high schools/colleges.	.97	3.74	High
12. My parent has talked to me about the steps involved in making difficult decisions.	1.09	3.68	High
13. My parent has participated with me in a structured career development workshop offered by my school, church, etc.	1.14	3.68	High
14. My parent has encouraged me to be involved in extracurricular activities.	1.12	3.85	High
15. My parent encourages me to ask questions about different jobs.	1.06	3.72	High
16. My parent tell me he/she love me.	1.03	3.87	High
17. My parent has helped me understand results from career tests and interest assessments I have taken.	1.12	3.72	High
18. My parent encourages me to try new things.	1.10	3.91	High
19. My parent encourages me to talk to him/her about my career plans.	1.13	3.94	High
20. My parent asks what careers I am considering for my future.	.99	4.06	High
21. My parent encourages me to choose whatever career I want.	.88	4.04	High
22. My parent tells me he/she is proud of me.	1.07	3.83	High
23. My parent has supported me when I have told him/her that I am interested in a specific career.	1.10	3.87	High
Overall Mean	.84	3.82	High

Note: N = 47, M = Mean, SD = Standard Deviation

Level of Career Decision-Making Self-Efficacy

Shown in Table 2 is the level of Career Decision-Making Self-Efficacy among senior high school students. It got a mean of 3.64 and a standard deviation of .81, which was

TABLE 2. Level of Career Decision-Making Self-Efficacy

Statements	SD	M	Descriptive Level
1. Use the internet to find information about occupations that interest you.	.96	3.73	High
2. Select one major from a list of potential majors you are considering.	.94	3.50	High
3. Make a plan of your goals for the next five years.	1.10	3.68	High
Overall Mean	.91	3.64	High

Note: N = 47, M = Mean, SD = Standard Deviation

Based on the table above, the statement “Use the internet to find information about occupations that interest you” received the highest mean rating of 3.73. This suggests a proactive and self-directed approach to career exploration. This indicates that the students are oftentimes encouraged to take personal initiative in researching and gathering information about various professions. This implies a willingness to invest time and effort in understanding potential career paths (Grass et al., 2022; Code et al., 2006).

Following this, the statement "Select one major from a list of potential majors you are considering" received the lowest mean score of 3.50 which is still described as high. This could indicate that oftentimes students are at a stage of decision-making regarding their academic path. They have taken the initiative to explore various majors and are now at the point where they have to make a definitive choice. This implies a high level of preparedness and toward thinking in their educational journey (Susilo et al., 2023; San Martin, 2008).

It can be deduced that Grade 12 students exhibit a high level of self-confidence when it comes to making career decisions. The majority of students feel assured in their ability to make wise and suitable choices regarding their future careers. These results support the findings of several studies (Lent et al., 2017; Nauta, 2007; Gianakos, 2001; Osipow, 1991), which suggest that individuals with strong self-efficacy are more inclined to actively participate in shaping their career paths and engage in proactive behaviors like gathering information and exploring various career options.

Significant Influence of Parent Career Behavior on Career Decision-Making Self-Efficacy

Presented in Table 3 is the relationship and influence of parent career behavior to the career decision-making self-efficacy, which indicates a strong significant relationship between parent career behavior and career decision-making self-efficacy (r = .739). This is significant at $\alpha = 0.05$. Therefore, the null hypothesis was rejected.

Parental career behavior exhibits a positive and noteworthy correlation with higher levels of career decision-making self-efficacy (El-Hassan & Ghalayini, 2020; Cinamon et al., 2002). Additionally, Patton et al. (2004) revealed that parental career behavior is crucial in fostering children's self-efficacy in making career decisions by educating them about their

options, demonstrating positive career behaviors, and supporting their choices.

TABLE 3. Regression Analysis on the Influence of Parent Career Behavior on Career Decision-Making Self-Efficacy

Independent Variable	Career Decision-Making Self-Efficacy		
	B	t	Sig
Constant	.561	1.311	.196
Parent Career Behavior	.806	7.363	<.001*
r	.739*		
r ²	.546		
F	54.212		
p	<.001*		

*p<.05 – Significant

The results of this study highlighted how parents who actively participate in conversations about the world of work, offer support and encouragement and set a good example for their children can aid in the development of greater self-efficacy in their ability to make professional decisions. Moreover, parents can also foster an environment that boosts their children's self-confidence and belief in their capacity to make sound career decisions by discussing various occupational options, sharing their own career experiences, and creating a supportive and exploratory environment (Hackett et al., 2019; Nota et al., 2017).

Further, in terms of influence, the data reveal that parent career behavior had a total percentage of 54.6% influence to career decision-making self-efficacy of the respondents. This further means that the level of career decision-making self-efficacy of the respondents was affected by some of the other factors not mentioned in the present study which had a percentage of 45.4%.

Lastly, the parent career behavior obtained a β -coefficient value of .816 with the corresponding computed t-value of 7.363 and p-value less than .001. It could be noted that the probability value is lower than the p-value of 0.05 that was set as the significance level in this study. Therefore, it could be inferred that the parent career behavior can influence career decision-making self-efficacy of the respondents.

This is in agreement with the findings of various studies (Mustafa & Lasmaya, 2023; Akhsania et al., 2021; Arjanggi, 2021) that show parent career behavior can influence career decision-making self-efficacy of the students. In several studies (Mustafa and Lasmaya, 2023; Situmorang & Salim, 2021; Ziebell, 2010), it was mentioned that parent career behavior predicts career decision-making self-efficacy.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings of the study suggest that parents play a significant role in actively engaging in their children's career development and decision-making journey. The level of parent career behavior was oftentimes manifested, suggesting that parents actively support their children's career exploration. Parents may maintain its active engagement or may be more willing to use assessment tools and other relevant ways to assist their children's career exploration.

In career decision-making self-efficacy, the respondents demonstrated high confidence in their ability to make decisions about their future careers. This means their career decision-making self-efficacy is oftentimes manifested indicating that individuals possessed a strong sense of confidence when it came to making decisions about their career choices. However, the respondents may still need help in deciding their career path.

Lastly, the study found that parent career behavior can influence career decision-making self-efficacy of the students. It is evident that parents play a crucial role in shaping children's career decision-making self-efficacy. When parents exhibit positive career behaviors, students are more likely to develop a higher sense of self-efficacy in making informed career decisions. It is important to foster a supportive and communicative environment within families to empower students in their career choices.

Recommendations

The previous findings and conclusions give way to these recommendations. First, for students, it is recommended that they should maintain their participation in the assessment of interests or tests related to careers provided by the educational institution to learn essential information about their interests, skills, and potential career routes. In addition, they may look for other resources or seek counsel and assistance to help them decide on a major from various alternatives. Second, parents are encouraged to actively promote their children's participation in school-provided interest assessments or career testing. This may ease students' fear and uncertainty when choosing a major by encouraging open discussions regarding career exploration, ultimately allowing them to make informed decisions about their future. Third, teachers are recommended to maintain their collaboration with the parents to highlight how important it is for students' career exploration to have parental guidance. Additionally, they should continue to provide resources and guidance to assist students in developing self-assurance while addressing any fear or apprehension they may feel during the decision-making process. Lastly, it is recommended that future researchers broaden their study's scope by incorporating a more comprehensive array of respondents. This expansion will enable them to obtain a more thorough and complete comprehension of the connection between parental career behavior and the self-efficacy associated with making career decisions. They may use other research designs and include other variables not mentioned in this study.

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