

A Comparative Study of The Influence of Parental Career Behavior on Students' Career Decision Making Self-Efficacy in China and Indonesia's Vocational Colleges

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Abstract

This research intends to look into how students at vocational colleges in China and Indonesia choose their careers. In order to identify potential influences on students' career decisions, such as the impact of parental career behavior on students' career choice making self-efficacy, the Career choice Self-Efficacy Scale-Short Form (CDSES-SF) and Parent Career Behaviors Checklist (PCBC) are utilized. This study is based on a questionnaire survey of 326 students from three vocational colleges (192 men and 134 women), with 194 of them coming from two vocational schools in China and 132 from an Indonesian vocational college that offers a 3-year curriculum. The majority of the 11 majors featured in this study are engineering-related. First, the study's findings show a substantial relationship between students' confidence in their ability to make professional decisions and their parents' job choices. Second, the results show that school year, class rank, and parental professional practices were very important indicators of students' self-efficacy in choosing career decisions. Furthermore, the study demonstrates that parental gender and educational background had no discernible influence on students' self-efficacy in making career decisions. Additionally, it reveals that there is no difference in the degree of career decision-making between students in China and Indonesia, indicating that the issue is with the parents' perceived career behavior.

Index Terms- Parental Career Behavior, Career Decision Making Self-Efficacy, Vocational College Students.

I. INTRODUCTION

Choosing a career is currently one of the most crucial decisions for students, especially those who will graduate the following year or are in their final year of college. According to Bandura's (1997) theory of self-efficacy, a person's behavior will depend on their confidence in their ability to complete a task. Bandura also proposed that self-efficacy is a belief in one's ability to conduct specific behaviors successfully, which influences behavior selection, performance, and perseverance (Bandura, 1997a). In contrast, professional advancement needs to comprehend the individual decision-making process. In addition to racial and cultural differences, another researcher (Tian et al., 2021) demonstrated that social environment and parental circumstances influence professional decision-making. Additional factors

influence professional decision-making, such as commitment to career decision-making (Wang et al., 2006; Chung, 2002), occupational identity, and barriers (Creed et al., 2009), although some research has demonstrated contradictory results. However, bear in mind that self-efficacy is a crucial aspect of this issue, similar to findings from earlier studies: career decision According to Ogutu et al. (2017), self-efficacy is substantially correlated with students' career choices, and students with high self-efficacy are more likely to be confident in their professional choices (Sari & Suryanawa, 2022).

These justifications provide a concise overview of an essential factor influencing students' decisions to pursue a particular career path, particularly those enrolled in three-year programs at vocational colleges, where they are trained to become professionals who can meet market demands and contribute to the nation's continued economic growth. Because they have less time to complete their studies than conventional universities, polytechnic and technical college students must make decisions more quickly.

This study's final factor was parental career behavior, or the extent to which parental support and action influence students' career decisions. Palos and Drobot (2010) examined the impact of family influences on the career decisions of adolescents. It was discovered that mothers are more involved with their children, more proactive, and provide more psychosocial support than fathers. Students in their final year of secondary education took part in the study. Roach (2010) conducted supplementary research. This study investigated the effect of perceived parental career behavior on college students' career self-efficacy and found a positive correlation between parental career behavior and students' career decision-making self-efficacy. It is consistent with the findings of several researchers (Raji & Kaur, 2020; Kumar, 2016; Ginevra et al., 2015), who discovered a strong correlation between parental support and students' perceptions of their ability to make career decisions. Also, some researchers (Chasanah & Salim, 2019; Whiston, 1996) discovered a correlation between parental behavior and the career decision-making self-efficacy of middle school students.

Since the government's implementation of the one-child policy in 1980, most Chinese families have only one child; this significantly impacts parental involvement in their children's lives. On the other hand, Indonesia does not have a one-child policy, so most families have at least two children. This phenomenon is quite distinct in the social context of the two countries, which may influence students' career decisions differently. The future development of vocational education in China will accelerate. Most Chinese families have only one child; in actuality, this significantly impacts parental involvement in their children's lives.

On the other hand, Indonesia does not have a one-child policy, so most families have at least two children. This phenomenon is quite distinct in the social context of the two countries, which may influence students' career decisions differently. Future advancements in vocational education will accelerate in China. The number of vocational colleges has increased since the government passed the vocational education law 1996 (China Ministry of Education, 2009). In 2001 (China Ministry of Education, 2009), the government attempted to increase the number of college students to 1.8 million. On the other hand, the labor market poses a challenge to meeting the requirements of the economy. According to a study conducted by psychologists in Guangdong, there is increased pressure on college graduates to find employment. Around 2021-2022, approximately 10.76 million college graduates competed for employment (Sun, 2022).

In Indonesia, which shares the same conditions as China, graduate students need more time to obtain employment, particularly vocational college students with fewer years to complete their studies than general university students. According to the Central Bureau of Statistics (Badan Pusat Statistik, 2022),

the August 2022 Open Unemployment Rate (TPT) was 5.86 percent, including those with diplomas and polytechnic college degrees. On the other hand, the government desires to increase the current 70:30 ratio of college students to all university students.

Analyses of the literature indicate that numerous factors influence students' career decisions. Malgwi et al. (2005) asserted that gender, the number of times a student changed disciplines, and the choice of college major are significant factors in the career decisions of college students. Additional research on career decision-making self-efficacy (Chung, 2002) indicates that background characteristics such as gender, age, school year, marital status, and majors influence the level of career decision-making self-efficacy. In addition, previous research on parental support and influence (Whiston, 1996; Gilani & Nawaz, 2011; Palos & Drobot, 2010) indicates that gender, parental influence, school year, and parental career behavior are significant in terms of self-efficacy in career decision-making.

Regarding the self-efficacy theory, the career decision-making process, and parental career behavior. This study will evaluate the influence of familial career behavior on the career decision-making self-efficacy of Chinese and Indonesian vocational/polytechnic students. Gustafsson (2008) argued that the comparative study would help the countries learn from one another about the strengths and weaknesses of their respective education systems.

The study duration for vocational students is shorter than for university students in general. They will have time to transition from the academic environment to the actual world of work, during which they must determine their career path. Parents must provide psychosocial and career action support to their children, especially college students, to help them advance in their chosen profession. In order to gain a comprehensive comprehension of the influence of parental career behavior on the level of career decision-making self-efficacy, the following research questions have been formulated: 1) Does vocational college student career decision-making self-efficacy (CDMSE) and parental career behavior (PCBC) differ between China and Indonesia? 2) How does parental career behavior influence vocational college students' career decision-making self-efficacy in two countries? Does the influence of parental career behavior on self-efficacy in career decision-making is consistent across two countries?

Based on previous studies they focus on something other than vocational/polytechnic students. However, one focuses on students at a technological university in Taiwan (Liu, 2009), but the samples consist of students with a four-year study period. Comparing vocational students in China and Indonesia enrolled in three-year programs, this study will explore the relationship between parental career conduct and career decision-making. In addition, this study will investigate the career decision-making and perceived parental career behavior of students in two countries and present some novel findings regarding parental career behavior's influence on career decision-making among vocational and technical students.

II. METHOD

This survey-based study examined the relationship between students' perceptions of familial career behavior and the level of career decision-making self-efficacy among first-, second-, and fourth-year vocational college students. The questionnaires were disseminated to three vocational schools in two countries, two in China and one in Indonesia. There are 11 majors of students in those vocational college that majority of them are in engineering program.

Total three hundred twenty-six participants were involved in this study, involving three vocational/polytechnic colleges. In China, there were two vocational colleges; the first vocational college (n = 112 or 34.4%) and the second vocational college (n = 82 or 25.2). Another vocational college in

Indonesia (n = 132 or 40.5%). Of all participants, there were more male participants (n = 192 or 52.9%) than female participants (n = 134 or 41.1%). The participants involved freshman (n = 74 or 22.7%), sophomore (n = 139 or 42.6%), and senior (n = 112 or 34.4%) vocational colleges. There were six majors of students in this study as follows: (1) Architectural Engineering (n = 104 or 31.9%), (2) Finance and Economics (n = 37 or 11.3%), (3) Electronic Information Engineering (n = 71 or 21.8%), (4) Civil Engineering (n = 58 or 17.8%), (5) Machine Engineering (n = 31 or 9.5%), and (6) Industrial Technology (n = 25 or 7.7%). The age of participants ranged from 17 to 28, with a mean score (M = 19.75, SD = 1.25) and a mode of 20 years old.

There was total 213 Chinese participants were involved in this study, but there were only 194 participants who actually classified to be valid data. In 194 participants, there were more male participants (n = 122 or 62.9%) than female participants (n = 72 or 37.1%). The participants involved freshman (n = 70 or 36.1%), sophomore (n = 119 or 61.3%) and senior (n = 4 or 2.1%) vocational colleges. The majors of participants can be classified to the four main majors as follows: (1). Architectural Engineering (n = 104 or 53.6%), (2). Finance and Marketing (n = 37 or 19.1%), (3). Electronic Information Engineering (n = 22 or 11.3%) and (4). Civil Engineering (n = 31 or 16%). The age of participants ranged from 17 to 23, with a mean score (M = 19.28, SD = 1.23) and mode of 20 years old.

There was total 132 participants were involved in Indonesian sample. In the total 132 participants, the similar phenomena in Chinese participants that there were more male participants (n = 70 or 53%) than female participants (n = 62 or 47%). The school- year of participants was quite different that happened in China, in this sample the freshman has (n = 4 or 3%), sophomore (n = 20 or 15.2%) and senior (n = 108 or 81.8%) vocational colleges. The majors of participants can be classified to the four main majors as follows: (1). Civil Engineering (n = 27 or 20.5%), (2). Electrical Engineering (n = 49 or 37.1%), (3). Machine Engineering (n = 31 or 23.5%) and (4). Industrial Technology (n = 25 or 18.9%). The age of participants ranged from 19 to 28, with a mean score (M = 20.45, SD = 1.23) and mode of 20 years old.

The questionnaire consists of three parts; in the first part, the participants were asked to answer several backgrounds information and selected the person who concern about their career as well as the education background and job of the person who concern about their career. In the second part, the participants were asked about their perception of perceived parental career behavior. And the last part, they have asked their confidence about career decision making self-efficacy.

The first questionnaire is Career Decision Making Self-Efficacy Short-Form scale (CDMSE-SF) that measured about the level of confidence in making career decision. The second questionnaire is Parent Career Behaviors Checklist (PCBC) that measured about perceived parental career behavior of students. The overall questionnaire has 48 questions. The original versions of two questionnaires are in English, but in this study the questionnaires have translated into Chinese's version for the Chinese participants by the Chinese Master Student who majoring in education and had majors in English Literature in her bachelor degree to translate the questionnaire from English to Chinese. In additionally, researcher also asked the Chinese teacher who teaches Master of Art in Education taught in English to make a double-check of the Chinese version translation.

For Indonesian questionnaire translation, it has been translated by Indonesian teacher who teaches English, as for information, her Bachelor and Master degree in English Education majors to translate the questionnaire from English to Indonesia. Moreover, the researcher have asked the Indonesian teacher who teaches Indonesian language to double-check the translation, as well as Indonesian students who are studying in master degree in English to check and reviewed it.

III. RESULTS

This objective is describing of demographic statistic of the participants on the following variables: gender, ranking, school year, college, parent education, and age. These variables were analyzed by performing frequencies, percentages, mean and standard deviation.

Table 1 Demographic Information

Variable		Total sample N (Percentage)	China N (Percentage)	Indonesia N (Percentage)
Country		326	194 (59.6%)	132 (40.5%)
Gender	M	192 (58.9%)	122 (62.9%)	70 (53%)
	F	134 (41.1%)	72 (37.1%)	62 (47%)
	Total	326	194	132
Ranking	1-10	83 (25.5%)	57 (29.4%)	26 (19.7%)
	11-20	91 (27.9%)	56 (28.9%)	35 (26.5%)
	21-30	86 (26.4%)	40 (20.6%)	46 (34.8%)
	>30	58 (17.8%)	33 (17.0%)	25 (18.9%)
	Total	318	186	132
School Year	Freshman	74 (22.7%)	70 (36.1%)	4 (3.0%)
	Sophomore	139 (42.6%)	119 (61.3%)	20 (15.2%)
	Senior	112 (34.4%)	4 (2.1%)	108 (81.8%)
	Total	325	193	132
College	1	112 (34.4%)	112 (57.7%)	132
	2	82 (25.2%)	82 (42.3%)	-
	3	132 (40.5%)	-	-
	Total	326	194	132
Parent Education Background	No College	193 (59.2%)	119 (61.3%)	74 (56.1%)
	Diploma Degree	66 (20.2%)	49 (25.3%)	17 (12.9%)
	≥ Bachelor Degree	65 (19.9%)	25 (12.9%)	40 (30.3%)
	Total	324	193	131

Based on the Table 1, there are two countries have been involved in this research that the total sample are 326 cases; 194 for China and 132 for Indonesian sample that almost 60% of all the sample comes from China. For the gender, there are 58.9% male and 41.1% female. In this study, the academic record has been recorded into four ranking categories that; the first rank is 1-10, the second is 11- 20, the third is 21-30 and the last is above 30. According to the result, the distributions of the sample in this category are 25.5% for the first category, 27.9% for the second category, 26.5% for the third category and 17.8% for the fourth category. Moreover, there are eight participants or 2.5% who filled the blank for this information.

Besides, there are three categories of school year in this study; freshman, sophomore and senior. It is caused by the participants are vocational / polytechnic students who have study period for three years. The

results showed that 42.6% dominated by sophomore, senior (34.4%) and freshman (22.7%). For college, there are three vocational/polytechnic colleges who have been involved in this study. Two vocational colleges are from China and one vocational college from Indonesia, there are 40.5% students from Malang State University, 34.4% students from Beijing Vocational and Technical College, and 25.2% students from Beijing Polytechnic College. The last, the education background of parent has been categorized by three categories; first is no college, second is diploma degree, and third is bachelor degree. According to the results that the parents who have no college are dominant in this study that (59.2%), diploma degree (25.2%) and \geq bachelor degree (40.5%).

China sample

Results showed that in China sample has 193 participants in total. For gender, male are dominant (62.9%) than female (37.1). Generally speaking, in most of vocational or polytechnic college especially in engineering field, male are more common to attend this program rather than female do. For the ranking, the first category has 29.4%, second category has 28.9%, category third has 20.6%, and the last category has 17%. It means that the students in this study has more same quantity for the first, second and third category. Except the fourth category that only has 17%.

For ranking, there are 29.4% for the first category, 28.9% for the second category, 20.6% for the third category and 17% for the fourth category. Moreover, there are eight participants or 4.1% who filled the blank for this information. For school year, the results showed that 61.3% dominated by sophomore, senior (2.1%) and freshman (36.1%). For college, there are two vocational/polytechnic colleges who have been involved in China. There are 57.7% students from Beijing Vocational and Technical College, and 42.3% students from Beijing Polytechnic College. The last, the education background of parent in China samples are dominated by no college that has 61.3%, diploma degree (25.3%) and \geq bachelor degree (12.9%).

Indonesia sample

Results showed that in Indonesia sample has 132 participants in total. For gender, male are still dominant (62.9%) than female (37.1) like in China. For the ranking, the third category that 21-30 has dominant in this case with 34.8%, 26.5% for the second category, 19.7% for the first category and 18.9% for the fourth category. Moreover, for the school year, the results showed that 81.8% dominated by senior, sophomore (15.2%) and freshman (3.0%). It really contrasts when we compare with the China sample that sophomore is more dominant with others. For college, there is only one vocational college who has been involved in Indonesia that there are 132 students from Malang State University. The last, education background of parent in Indonesia samples are dominated by no college. There are 56.1% for no college, diploma degree (12.9%) and \geq bachelor degree (30.3%). It is similar with the China sample that parent education background still dominated with the parents who have no college education.

Table 2 Age of Participants

Variable Age	Sample Size	Mean	SD	Min	Max
Total	324	19.75	1.36	17	28
China	192	19.28	1.23	17	23
Indonesia	132	20.45	1.24	19	28

From table 4.2, we can see that there are 324 participants who filled their age in the questionnaires. In the same time, there are two participants who didn't fill their age. Moreover, the age rank of participants is from 17 to 28 years old. The mean of age is 19.75 means that the most of age of participants in 19 years old in general. In addition, the age of 28 just belongs to two participants. Probably they had job experiences before they continue again their education in the vocational college.

Another result shows that there are 192 participants who filled their age in the questionnaires. The age rank of participants is from 17 to 23 years old. The mean of age is 19.28 means that the most of age of participants in 19 years old in generally. Besides, it shows that there are 132 participants who filled their age in the questionnaires. The age rank of participants is from 19 to 23 years old. The mean of age is 20.45 means that the most of age of participants in 20 years old in general. It is likely to happen like that because the most of participants are in the second and third year of their study.

Mean and Standard Deviation

Table 3 Mean and Standard Deviation on the Career Decision Making Self Efficacy – Short Form (CDMSE-SF) for Total and Each Countries

CDMSE-SF	Total		China		Indonesia	
	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)
Occupational Information	326	3.45 (.56)	194	3.43 (.61)	132	3.48 (.49)
Goal Selection	326	3.54 (.59)	194	3.51 (.64)	132	3.59 (.52)
Planning for the Future	326	3.47 (.64)	194	3.38 (.67)	132	3.63 (.57)
Self-Appraisal	326	3.62 (.60)	194	3.62 (.62)	132	3.64 (.54)
Problem Solving	326	3.46 (.55)	194	3.44 (.59)	132	3.49 (.48)
Total	326	3.51 (.49)	194	3.47 (.53)	132	3.56 (.42)

Based on table 3, showed that the total mean of CDMSE-SF is 3.51 with .49 of standard deviation. In looking more specific into the country, China samples has mean (3.47) and SD (.53) and Indonesia samples has mean 3.56 and SD (.42). According to the results, the total level of career decision making self-efficacy indicated that this group is in the category —Much Confidencel. Moreover, Indonesia indicated has little bit more confidence in term of career decision making self-efficacy than China samples that Indonesia is in the category —Much Confidencel and China is in the category —Moderate Confidencel.

In additionally, overall mean score on the sub-scales of CDMSE-SF are as follows: (1) Occupational Information (factor 1) = 3.45; (2) Goal Selection (factor 2) = 3.54; (3) Planning for the Future (factor 3) = 3.47; (4) Self- Appraisal (factor 4) = 3.62; (5) Problem Solving (factor 5) = 3.46. According to the results, that the mean score of the sub-scales for factor (1), factor (3), and factor (5) indicated that these sub-scales have —moderate confidencel and factor (2) and factor (4) indicated —much confidencel.

Table 4 Mean and Standard Deviation on the Parent Career Behavior Checklist (PCBC) for Total and Two Countries

PCBC	Total		China		Indonesia	
	N	Mean (SD)	N	Mean (SD)	N	Mean (SD)
Psychosocial Support	326	3.49 (.64)	194	3.49 (.67)	132	3.49 (.59)
Career Action	326	3.19 (.69)	194	3.08 (.74)	132	3.35 (.58)

PCBC Total	326	3.36 (.60)	194	3.31 (.63)	132	3.43 (.53)
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Secondly, the results on the table 4, showed that the mean score of the total PCBC is 3.36, and for the sub-scale; parental support (m = 3.49) and parental action (m = 3.19). In looking more specifically, the mean score of the PCBC in two countries; China has total mean score (3.31) with the mean of the sub-scales parental support (3.49) and parental action (3.08). For Indonesia samples the total mean score (3.43) with the mean of the sub-scales parental support (3.49) and parental action (3.35).

Correlation

Table 5 Correlation between Career Decision Making Self-Efficacy Short Form (CDMSE-SF) and Parent Career Behavior Checklist (PCBC)

CDMSE-SF	Psychosocial Support	Career Action	PCBC Total
Occupational Information	.41**	.32**	.41**
Goal Selection	.43**	.30**	.41**
Planning for the future	.35**	.35**	.39**
Self-Appraisal	.47**	.34**	.45**
Problem Solving	.42**	.34**	.42**
CDMSE-SF Total	.50**	.40**	.51**

Note. n = 326, • Correlation is significant at the 0.01 level (2-tailed).

Table 6 Correlation in Career Decision Making Self-Efficacy Short Form (CDMSE-SF)

CDSE-SF	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Total
Factor 1	1	.64**	.56**	.60**	.53**	.80**
Factor 2	.64**	1	.61**	.61**	.52**	.82**
Factor 3	.56**	.61**	1	.65**	.60**	.84**
Factor 4	.60**	.61**	.65**	1	.62**	.85**
Factor 5	.53**	.52**	.60**	.62**	1	.79**
Total	.80**	.82**	.84**	.85**	.79**	1

*Factor 1 = Occupational Information, Factor 2 = Goal Selection, Factor 3 = Planning for the Future, Factor 4 = Self-Appraisal, Factor 5 = Problem Solving. ** Correlation is significant at the 0.01 level (2-tailed).*

Table 7 Correlation in Parent Career Behavior Checklist (PCBC)

PCBC	PCBC Total	Psychosocial Support	Career Action
PCBC Total	1	.91**	.88**
Psychosocial Support	.91**	1	.62**
Career Action	.88**	.62**	1

**** Correlation is significant at the 0.01 level (2-tailed).**

Results showed that the career decision making self-efficacy is significantly correlated with the parent career behavior checklist ($r = .51, p < .000$). It means that there is a strong relationship between perceived good parental career behaviors with the career decision making self-efficacy. Further examination is performing correlation between CDMSE-SE total with the CDMSE sub-scales, as a result was indicated that career decision making is significantly correlated with the five sub-scales; Occupational Information ($r = .80, p = .000$), Goal Selection ($r = .82, p = .000$), Planning for the Future ($r = .84, p < .000$), Self-Appraisal ($r = .85, p < .000$), Problem Solving ($r = .79, p < .000$) as we can see on the table 7.

Based on the table 7, it is performing correlation between PCBC total with the PCBC sub-scales (parental support and action), as a result was indicated that there is highly correlated between total PCBC and the two sub-scales; Parental Support ($r = .91, p < .000$) and Parental Action ($r = .88, p < .000$).

IV. CONCLUSION AND DISCUSSION

This study has three research questions. The first was to examine level of career decision making self-efficacy (CDMSE) and parental career behavior (PCBC) of vocational students in China and Indonesia. The second was to find out the relationship between parental career behaviors and career decision making self-efficacy both countries. The last was to examine the consistency of parental career behaviors on career decision making self-efficacy in two countries.

The study based on the survey on three vocational colleges; two vocational in China and one in Indonesia. The total of participants was 380 in total because of the invalid data from the cases that the participants selected the options in the questioner with the blank or the same answer (23-25 the same answer for CDMSE-SF and 21 for PCBC). Thus, there were 54 cases have been excluded in this study. Finally, there were 326 cases that considered as valid data in this study.

There were several steps to analyze the data, the first step the researcher made descriptive analysis for the demographic information of participants in two countries in order to know the percentage and the characteristic of demographic information of the participants and calculate the mean and standard deviation of the samples as well as performing the Pearson Product Moment correlation coefficient in order to determine the relationship between career decision making self-efficacy (CDMSE-SF) and parent career behaviors (PCBC) as well as the relationship of the sub-scales both instruments. The second steps, performed reliability analysis to found out the reliability of the CDMSE-SF and PCBC in two countries. And the last step performed the analysis for the research questions; (1). The researcher used T-test analysis in order to find out the mean of career decision making self-efficacy and parent career behavior checklist in vocational colleges students in two countries. (2). Researcher used multiple regression analysis to examine parental career behavior influence in career decision making self-efficacy in vocational colleges students in two countries. (3). Researcher still used multiple regression analysis to examine the consistency of parental career behavior on career decision making self-efficacy in vocational colleges students in two countries.

The current study had three primary goals. The first was to examine the level of career decision making self-efficacy and perceived parental career behavior of students in vocational colleges students in two countries, the second was to examine the relationship between career decision making self-efficacy and parental career behavior for vocational colleges students in both countries, and the last goal was to examine the consistency of parental career behavior on career decision making self-efficacy in vocational colleges students for two countries.

The first research question focused on determining the perceived parental career behavior on career decision making self-efficacy that was found that the level of career decision making in two countries were slightly similar. It might be happened because the students in two countries have the same education stream in vocational education which put more emphasis to be engineer or semi- professional worker in their subjects that they are taken and the feeling of the future career might not different among them. It also supports the previous study by Rahim et al. (2021) found that there is no difference level of career decision making self-efficacy for gender and majors in technical vocational students. Another study was conducted by Chung (2002) found that there is no difference in career decision making self-efficacy in terms of gender and ethnic group.

For the level of perceived parental career behavior, it also appeared the same level of perceived parental career behavior of students in both countries. Generally speaking, all the parents have the expectation and support for the ir children in terms of career development issues. In this study, the perceived parental career behavior is based on the students' self-report. Even though, there are no similar studies from the literature. But the findings showed that the perceived parental career behavior for vocational colleges students in two countries was in the same level that is in the category —Sometimes, it means that both parents in two countries shows the same influence to their children in terms of giving support both verbal and career action. Also, it might happen that the parents more aware of their children's career when they have higher education and more thinking about their future job related their subjects. This findings tells that the parents give their children support in verbal matter (e.g. asking the children the career that he/she is considering in the future) and career action (e.g. giving the children written material about specific graduate or professional school/program) in the category —Sometimes. In other words, the parents not in the category —Often or —very often to give the children support in terms of their career. It might be happened because the parents might think that the children have already mature enough and just to keep maintain the support for their career development with giving them more space to choose their own career.

The second research question was examining the correlations between parental career behaviors and career decision making self-efficacy of students in vocational colleges both countries. The findings showed that there is a significant correlation between perceived parental career behavior and career decision making self- efficacy. It appears that the more students received support from their parents both verbal and action career support it will increases the confidence level of planning in their future career. This finding supports the previous studies that perceived parental behavior were found to be associated with the college students (Roach, 2010), also related with other research by Ye et al. (2022). Moreover, (Roach, 2010) found that the parental influence was supportive with the career decision making of college students and the family interactions patterns have associated with the career self- efficacy. The finding reveals that the perceived parental career behavior was associated with the career decision making self- efficacy. It could happen that the more parents give the supports in the verbal and career action might increase the knowledge of their children related to the career matter and it may increase the confidence level of the students in choosing the career they want because they will know the various information about the career issues as well as through sharing with their parents' experiences.

The third research questions were examined the consistency of parental career behavior on career decision making self-efficacy. There were several analyses to find out the relationship between parental behavior and career decision making self-efficacy as well as with the dimensions in CDMSE. The results showed that the three variables that included into the analysis were school- year, ranking and mean score

of PCBC. It revealed that the school- year has significant influence on factor 1, 2 and 3; occupational information, goal selection and planning for the future. And for two others factors (4 and 5); self-appraisal and problem solving were insignificant. For variable ranking, it only has two significant influences on factor 3 and 4; planning for the future and self-appraisal. For the last variables, the mean of PCBC has significant influence in every factor on CDMSE.

For school- year, the important factors can be related to career issue are information, selection of the goal and future planning. It shows that the participants' school- year was dominated by sophomore (42%). It means that most of the participants in the second year of their study, in this time the participants might be having more information about their future career as well as making plan for their career future. But, based on the results it revealed that the self-appraisal and problem solving were insignificant. It might happen that the participants still don't know what is the real situation in terms of career problem and issues that they will face in the future, thus the problem solving seems to be more careless by participants. Moreover, the self-appraisal could be insignificant because the participants also still face the difficulties in determining and thinking their abilities, their perception of the problem they will face in the future job, and their life style. Those kinds of questions were asking in the questionnaire's items. In additionally, it tells us that the low factors in CDMSE 's dimension could happen also because the parents didn't give a lot of information about the situation in the real job that they will face, diversity of life style, and others issues related with the problem in their future career. For ranking, it showed that the influences on two factors; planning for the future and self-appraisal. These two factors seem to be more important related with the ranking.

Last variable (mean score of PCBC), it showed that this factor has influence in every factor of CDMSE's dimensions. It tells us that the parental career behavior is very important related to the issues with children's career development. This parental career behavior included the verbal support and career action support. It shows that the more parents give the support both verbal and action related career issues to their children will increase the knowledge, awareness and confidence of their career development.

In additionally, the third research question was to examine the consistency of parental career behavior on career decision making self-efficacy in two countries. The multiple regression analysis was conducted with the interaction model in order to answer this research question. It appears that the interaction of perceived parental career behavior was insignificant in two countries. It means that perceived parental career behavior has similar influence on career decision making self-efficacy in Chinese and Indonesian samples. It might happen that in two countries the roles of parents are the same that the parents have more engagement and authority in terms of children's life. Another issue, it could be that in two countries' culture is the same, both China and Indonesia the culture still in the eastern culture that generally speaking the parents still have more influences in children's life as contrast with the western culture that the children seem to be more independent.

This study, based on samples of vocational colleges students in China and Indonesia and the data were collected from self-report of the students on perceived parental career behavior and career decision making self-efficacy. As results, the level of career decision making of vocational colleges students in China and Indonesia was slightly similar. In other words, perceived parental career behavior was insignificantly different on career decision making self- efficacy of vocational colleges' students in two countries.

Multiple regression analysis for five sub-scales on career decision making self- efficacy was significant in regression equations. There were various amounts of variance in sub-scales on CDMSE by doing regressing on demographic information; school- year, ranking and the mean score of PCBC as

follows: Occupational Information (18%), Goal Selection (17%), Planning for the Future (22%), Self-Appraisal (27%) and Problem Solving (18%). The important thing to answer is how the parental career behavior influences career decision making self- efficacy; it showed that the parental career behavior was important role in predicting the students' career decision making self-efficacy. The result also showed that perceived parental career behavior was positively contributed to predict students' career decision making self-efficacy both Chinese and Indonesian samples.

Finally, the last finding, was determining the interaction of perceived parental career behavior in predicting career decision making self- efficacy in two countries. It appeared that there was no significant different in terms of perceived parental career behavior in predicting the students' career decision making self-efficacy in two countries. This finding revealed that perceived parental career behavior is similar from the parents of students in both countries, and generally speaking, it seems that the parent always gives support to their children especially in their career development issues both verbal support and career action support. In additionally, the roles of parents in two countries seem to be the same that parents have more engagement in their children's life especially in the career issues.

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