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Other People in Career Choice Influence Career Self-Efficacy and Individual Career Self-Management

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Abstract: The study aims to point out direct and indirect correlations between others' roles on career self-efficacy, and career self-management. This research uses a multifactor correlational model, samples were 342 students. The research instruments are Career Self-Management Self-Efficacy Scale (CEDLE-Scale), Career Decision Self-Efficacy (CDSE Short-Form), and Role Model Influence Career Decisions Scale (RIMICDS). Data were analyzed using path analysis with AMOS 23. The findings show that 1) the variable of others' role directly influences career self-efficacy; 2) career self-management directly influences the career self-efficacy on career self-efficacy; 3) others' influence on career decision directly influences the career self-management, and 4) others' role on the career decision indirectly influences self-efficacy moderated by career self-management. Support, guidance, and inspiration from others will ease someone in deciding on a career. Guidance for managing a career will improve career self-efficacy. It will then positively contribute to the self-confidence to pursue the career.

Keywords: *Other's role, career self-efficacy, career self-management, gen-z, others role.*

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Introduction

The industrialization era 4.0 has changed the perspective of people in the world about how to live, work, select a job, and the type of job to select (Aji et al., 2020a). The industrialization era 4.0 is dominated by workers from the Z generation who are highly influenced by the rapid development of information technology so that the internet, social media, and smartphones are no more considered only as a platform but also lifestyles (Aji et al., 2020b; Martasari et al., 2020). The lifestyle contributes to how the Z generation chooses a suitable career, selects a job, and stands on their career (Aryani & Umar, 2020; Gabrielova & Buchko, 2021; Ozkan & Solmaz, 2015).

Z generations were born between 1995 and 2010 (Bencsik et al., 2016). They are considered an educated generation because they were born in the era when information technology rapidly developed. The information and learning process could be quickly accessed from various resources (Pichler et al., 2021a). Based on its characteristic, internet technology and smartphone cannot be separated from life. 95% of teenagers access the internet, and 45% of them constantly access it (Szymkowiak et al., 2021). One of the characteristics of the Z generation is that they can choose a job based on how comfortable they are with it and no need to be trapped by routine and commitment (Pichler et al., 2021b).

Z generation dominates the digital workforce and has some strengths and weaknesses in selecting a career. A study conducted by Paina & Irini (Racolța-Paina & Irini, 2021) showed that they tend to choose a job at the virtual level and prefer the one that does not require work routine and long-term commitment. The skills of gen Z to perform virtual communication, operate various tools, edit video, create content, and other kinds of new jobs in era 4.0 benefit them to adapt to job demand (Agarwal & Vaghela, 2018; Umar, 2020). However, the tendency to choose a job without routine, low commitment, and freelance status stimulate them to frequently change their job and not according to their potential (Azmi et al., 2019; Leslie et al., 2021). The condition leads them to be confused in selecting a job. It will also prevent them from being experts in a particular sector and having no career identity to support their future success (Haibo et al., 2018).

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According to Hirschi (2020), teenagers and adults need skills in selecting a career to commit to it. The variable is career self-management. Career self-management is the career development model based on the social cognitive theory (SCCT) (Lent et al., 2002). The career self-management model (CSM) focuses on various career attitudes which are adaptive and develop in education and work environment (Ireland & Lent, 2018; Penn & Lent, 2019). CSM model is proven influential in career self-efficacy, decision-making, socioeconomics, parents, peers, social media, and other social aspects (Aryani & Umar, 2020; Kirchmayer & Fratricová, 2020; Umar, 2020). CSM career is important as it directs someone to explore themselves for a career, choose the most suitable education, decide program in university, choose a job, and stand on the job to achieve the expertise in the field (Ireland & Lent, 2018). For example, someone interested in content creation since junior high school will tend to choose a design program or visual communication design at the vocational high school level. If they enjoy and find their passion in that area, they will decide to study visual communication design at the university and work as designers or content creators.

Therefore, it can be concluded that the CSM model is a career self-development occurring during life (Hirschi et al., 2020). In deciding on a career, someone will be influenced by their past experiences about their interest, and it will influence their self-confidence in the career they have chosen (Betz, 2007; Kurniasari et al., 2018; Penn & Lent, 2019). Some studies showed that career self-efficacy is an influential factor in the success of a career and how long they will commit to the career (Batool & Ghayas, 2020; Jin et al., 2009). Career self-efficacy is a general variable applied in each country (Luszczynska et al., 2005). However, self-efficacy can differ due to cultural factors (Adekeye et al., 2017). For example, American teenagers' self-efficacy tends to be influenced by individual preferences and skills. American culture allows teenagers to choose what they want to do (goals), including the target career (Gushue et al., 2006a; Kantamneni et al., 2018a). It is different from the self-efficacy of teenagers in Asia, which is influenced by others, especially family. Asian culture perceives parents to understand the best one for their children as they are more experienced in life (Cooc & Kim, 2021; Gushue et al., 2006b; Li & Lindo, 2022).

Therefore, career self-efficacy and self-management are two important success variables (Lent et al., 2017). Besides that, in the Indonesian cultural context, the career of teenagers tend to be determined by external rather than internal factors (Kantamneni et al., 2018b); thus, two models influencing teenagers' careers are guidance/support and inspiration/modeling (Fouad et al., 2016). Some findings show that external factors including support, inspiration, and modeling influence career management and career personal efficacy (Lent et al., 2021; Neuenschwander & Hofmann, 2022; Yuen et al., 2021).

In Indonesian, career guidance and counseling for students still generally focus on personal potentials, such as the Talent and Interest tests, and their personal desires, they need to learn how to identify their strengths and weaknesses (Kumara & Lutfiyani, 2017; Ulfah & Arifudin, 2020). Students usually choose a major just because of following a friend or wanting to keep together with her/him (Herpanda et al., 2022). So that when entering the major stage in high school, many parents disagree with the majors their children have chosen or have to experience drop-outs because they need to match their expertise. (Fitriani, 2022; Herpanda et al., 2022) Therefore, it is necessary to research how important other people's role is to students' career self-efficacy and career self-management in the context of Indonesian culture. Thus, school counsellors can consider the best career guidance and counseling for students based on their cultural context. Thus, four questions proposed in this study are 1) Does the Role Model of Career-Decision Directly influence Students' Career Self-Management?; 2) Does Career Decision Influence Students' Career Self-Efficacy?; 3) Does Career Self-Management Directly Influence the Career Self-Efficacy?; 4) Does Career Decision Indirectly Influence the Career-Efficacy Through Career Self-Management?.

Literature Review

In Asian society, a career is not only individual responsibility. However, the type of career chosen is also a family responsibility and affects the family's sociocultural aspect (Mukhopadhyay & Seymour, 1994). When someone chooses a career based on personal desires and is approved by their parents, the individual will get full psychological and materially support. This support helps individuals to form high career self-efficacy, and vice versa, if someone chooses a particular career but is not approved by parents. Then they need more support, especially in the psychological aspect. This condition causes individuals to tend to be insecure about their chosen careers and show low career self-efficacy. In line with the results of Kantamneni et al., (2018), other factors that influence career self-efficacy, such as support from parents, peers, influencers, and social media both through the process of guidance, support, inspiration and modelling.

Even though the Z Generation tends to be independent, they are still difficult to separate themselves from the culture in which they live so that they are independent in some aspects, including in choosing a career (Eccles & Wigfield, 2020). In Indonesian culture, career planning, career selection, and choosing a university and a place to work are strongly influenced by parental advice (Faturahman et al., 2019; Hermawati & Hariastuti, 2020). So, individual career self-management of Generation Z in Indonesia tends to be different from other countries, especially in western countries. The role of other people in choosing a career is considered as very influential on career self-efficacy and individual career self-management in the country.

Research of (Kharisma & Latifah, 2015; Sianipar & Sawitri, 2015) on the role of parents and peers in student career planning in Indonesia shows that parents have more significant influence on students' career choices in college. In

addition, this study is supported by (Imtyaaz & Cahyono, 2021) that adolescents in Indonesia tend to follow the advice from their parents in determining their career because, financially, their education costs still depend on their parents. Gen Zers have a different way of choosing a career from the previous generation (Gabriellova & Buchko, 2021). Generation Z career decision frequently changes (protean career) where self-directed is a dimension of a protean career which is a form of career self-management (Övgü Çakmak-Otluoğlu, 2018). Both variables put individuals as the central determiners of self-direction, career, commitment of the career chosen, and career changes (Hirschi et al., 2020; Lent, Morris, et al., 2019; Turner et al., 2022).

Some earlier studies investigated the influence of parental roles on career choices (Imtyaaz & Cahyono, 2021); the role of other people in making career decisions (Cahyono, 2019); peer influence on career selection (Darmayanti & Meutia, 2016) in Indonesian context. However, research on how the people around students influence their self-efficacy and career self-management are still limited in the Indonesian cultural context. Research related to the role of other people in student career self-management was conducted by (Lent et al., 2017; Pérez-López et al., 2019). However, research (Runhaar et al., 2019) was carried out in western culture, which differs from Asian culture, especially in Indonesia. Therefore, this study aims to see how the influence of other people's roles on the career self-efficacy and career management of Generation Z in the cultural context in Indonesia, as the concept of gene Z independence in choosing a career might be different from other countries.

Methodology

Research Design

In this study, we used the multifactor correlational model to investigate the influence of independent and dependent variables. The research variables included other external factors, career self-management, and career self-efficacy. Those were the main variables carefully examined in this study.

Sample and Data Collection

The research population was students in South Sulawesi registered in the academic year 2020/2021. The samples were selected using proportional stratified random sampling (identified based on a similar characteristic). Besides that, the samples were determined through the following stages: 1) collecting data of several students in universities in South Sulawesi; 2) based on the data, we selected some representative universities (The State University of Makassar, STKIP Andi Matappa, STKIP Enrekang; STKIP Muhammadiyah Palopo); 3) From the selected universities, we chose respondents who had similar characteristics from each faculty (Faculty of Educational Science, Faculty of Engineering, Faculty of Language and Literature, Faculty of Art and Design, Faculty of Sport Science, Faculty of Mathematics and Science, Faculty of Social Science, and Faculty of Economics and Business). Based on the data, the number of students selected was 50,356. Using the Slovin's method with the probability value of 0.05, we determined the number of samples. Three hundred forty-two students were selected as participants, and their details are presented in Table 1.

Table 1. Description of Research Samples

Samples	Frequencies	Percentages (%)
Genders		
Male	162	47.37
Female	180	52.63
Faculties		
Educational Science	38	11.11
Language and Literature	36	10.53
Engineering	40	11.7
Mathematics and Science	39	11.40
Sport Science	37	10.82
Economics and Business	38	11.11
Social science	39	11.40
Arts and Design	38	11.11
Psychology	37	10.82

The researchers specifically developed Personal Data Questionnaire to get descriptive information from samples. The questionnaire asks for age, gender, grade, faculty, and GPA information. It was distributed to the samples using Google Form, and they should fill in it online based on the instruction. Their consent was asked for, and we guaranteed the confidentiality of their data. In this case, it will be only used for the study purpose.

Career Self-Management Self-Efficacy Scale (CEDLE Scale) was developed by (Lent et al., 2017). CEDLE scale was designed to measure the students' career self-management skills consisting of three main indicators: personal mastery, vicarious learning, and verbal persuasion. The instrument has 12 questions, and eight are about emotions they feel

when trying to make efforts about career management. The scale uses the Likert model of four answer options: Very Agree, Agree, Disagree, and Very Disagree. Adaptation of the CEDLE scale can be seen in Table 2.

Table 2. Confirmatory Factor Analysis (CFA) test of the CEDLE Scale

Instrument	N	Reliability Test			Validity Test			
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
CEDLE	275	0.861	0.856	0.053	0.950	90.263/51*	0.963	0.952
PM		0.871	0.853					
VP		0.818	0.814					
VL		0.793	0.970					

PM= Personal Mastery. VP = Verbal Persuasion. VL = Vicarious Learning. McDonald > 0,60 (Reliable). Cronbach alfa > 0.60 (Reliable). RMSEA ≤ 0,08 (Accepted Model). GFI (Goodness of Fit) = 0 (poor fit)- 1,0 (perfect fit). CMIN/DF ≤ 2,0 (Accepted Model). CFI ≥ 0,95 (Accepted Model). TLI ≥ 0,95 (Very Good Fit). *p <0.001

Based on the CFA test, the CEDLE instrument showed a Cronbach's alpha value of 0.861 which is more than 0.06, and the chi-square value (CMIN/DF = 90.263/51) so this instrument was categorized as reliable, so that it could be concluded that the model was accepted. Therefore, the CEDLE instrument is suitable for this study.

Career Decision Self-Efficacy Short-Form (CDSE Short Form) developed by Presti in 2013 (Presti et al., 2013) was a career decision self-efficacy instrument for teenagers using a short-form model. The instrument contains five main indicators including SA (self-Appraisals), OI (Occupational Information), P (Planning), GS (Goal Selection), and Problem Solving (PS) consisting of 25 questions. In this study, we excluded the aspects under PS (Problem Solving) domain because they are the skills involved in career decision. While in measuring career self-efficacy, the confidence on the career decision forms career self-efficacy, not the PS (problem solving) indicator (Kim & Lee, 2015). Therefore, the adapted CDSE consists of twenty questions with five reversed indicators in the aspects of SA, OI, P, and GS. The scale applied Likert model with four answer options, Strongly Agree, Agree, Disagree, and Very Disagree. Adaptation of CDSE scale can be seen in table 3.

Table 3. Confirmatory Factor Analysis (CFA) test of CDSE Short-Scale

Instrument	N	Reliability Test			Validity Test			
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
CDSE_SS	275	0.869	0.868	0.072	0.856	192.91/199*	0.821	0.796
SA		0.611	0.622					
OI		0.612	0.601					
PGS		0.831	0.795					

CDSE_SS = Career Decision Self-Efficacy (CDSE short Scales). SA = Self-Appraisals. OI = Occupational Information. PGS = Planning and Goal Selection. McDonald > 0,60 (Reliable). Cronbach alfa > 0.60 (Reliable). RMSEA ≤ 0,08 (Accepted Model). GFI (Goodness of Fit) = 0 (poor fit)- 1,0 (perfect fit). CMIN/DF ≤ 2,0 (Accepted Model). CFI ≥ 0,95 (Accepted Model). TLI ≥ 0,95 (Very Good Fit). *p <0.001

Based on the CFA test, the CDSE SS instrument showed a Cronbach Alpha value of more than 0.06 and a chi-square value (CMIN/DF = 192.91/199) meaning that it is reliable, so it is in the fit index category. Therefore, the CDSE SS instrument is proper for this study.

Role Model Influence Career Decisions Scale (RIMICDS) was developed by Nauta (2001) to measure the role of the model in career management (choosing a career), which has two indicators, namely SG=Support/guidance and IM=Inspiration/Modelling. The instrument has fifteen questions and five reverse questions. The scale used Likert model with four answer options: Strongly Agree, Agree, Disagree, and Strongly Disagree. Adapted IOACD scale can be seen in Table 4

Table 4. Confirmatory Factor Analysis (CFA) test of IOACDS

Instruments	N	Reliability Test			Validity Test			
		McDonald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI	TLI
IOACDS	275	0.735	0.709	0.077	0.876	131.321/69.67*	0.899	0.875
SG		0.711	0.722					
IM		0.796	0.701					

IOACDS = Influence of Others on Academic and Career Decisions Scale. SG = Support/ Guidance. IM = Inspiration/Modelling. McDonald > 0,60 (Reliable). Cronbach alfa > 0.60 (Reliable). RMSEA ≤ 0,08 (Accepted Model). GFI (Goodness of Fit) = 0 (poor fit)- 1,0 (perfect fit). CMIN/DF ≤ 2,0 (Accepted Model). CFI ≥ 0,95 (Accepted Model). TLI ≥ 0,95 (Very Good Fit). *p <0.001

We used the temporal and psychological separation of measurement methods to ensure the questionnaire-filling process is no bias considering that there were two scales applied together we provided a time lag between the measurement of the predictor and criterion variables (Podsakoff et al., 2003), The research samples filled in the

criterion variable questionnaires three days after the completion of the questionnaire with predictor variables. In addition, we separated the covers, filling instructions and colour of each instrument to make the measurement of the predictor variable looks not related to the measurement of the criterion variable (Podsakoff et al., 2003).

Analyzing of Data

We analyzed the data using path analysis to analyze the influence of career decision-making and career self-management on career self-efficacy. It is one of the structural equation models (SEM) applying SPSS AMOS 23 apps for Windows. SEM analysis is the method to comprehensively measure the correlation between factors of some variables (Thakkar, 2020). SEM process consists of 1) the measurement model, which covers the latent variables (theoretical factor) and the observed variables/indicators, and (2) the structural model, which compresses the relationship among the latent variables (Thakkar, 2020).

Path analysis investigates the direct and indirect correlation (causality) between variables (Blunch, 2013). We examined the direct and indirect interaction between variables using this path analysis. In this study, the career self-management was treated as a moderator variable considering that the CSM variable fulfilled: (1) direct path (independent variables have some significant influences on dependent variables. In this case, dependent variables should be statistically significant); (2) indirect path (independent variables result in some indirect effect on dependent variables), and (3) total effect (file from direct and indirect paths have to be analyzed).

This study implemented a two-step modeling approach, including: (1) measuring the model evaluated based on the adequacy and form with values accepted by the suitability index (the suitability level between the theoretical model and research data); (2) structural model. Before testing the hypothesis, we tested the normality of the data ($p > 0.05$). The normality test resulted a probability value of (0.057) or $p > 0.05$, so the data in this study were normally distributed and feasible for path analysis tests.

Findings / Results

The hypothesis was tested using path analysis. Figure 1 shows the relationship between career decision-making, career self-management, and student career self-efficacy variables.

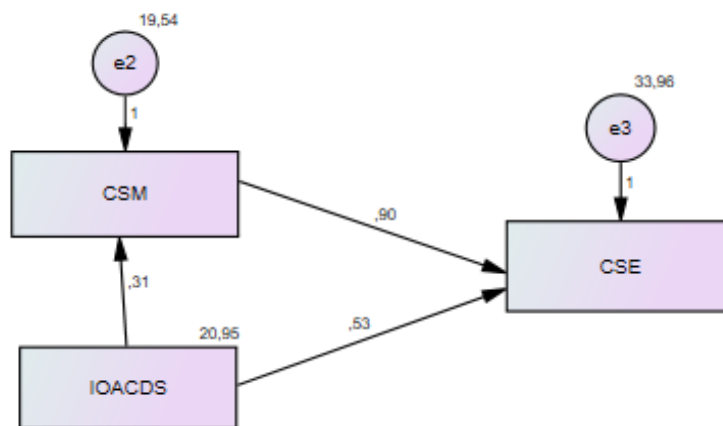


Figure 1. Path Model with Significant Path Coefficient

Table 5. Direct Influences Between Variables

Direct Influences	Path Coefficient	Standard Error	R-Square (Determination Coefficient)	P-Value
Role of others in career decision towards career self-management	0.310	0,058	0,093	***
Career self management towards career self efficacy	0.901	0,080		***
Role model of career decision to career self-efficacy	0.526	0,081	0,464	***

*** $p < .001$

To measure the indirect influence of decision-making variables on career self-efficacy moderated by career self-management variables, we performed a Sobel test with the Equation Sobel Test model and the results can be seen in Table 6.

Table 6. Indirect Effects of the Career Decision on the Career Self-Efficacy in the Sobel Test

Indirect Relationship	Z	Sobel	Criteria
Role model of career decision - career self-management – career self-efficacy	0.279	4.828	Z sobel > 1,96 (Direct relationship is significant)
Sobel Test Equation: $z\text{-value} = a*b/\text{SQRT}(b^2*s_a^2 + a^2*s_b^2)$			

Hypothesis 1: Role Model of Career-Decision Influences Students' Career Self-Management Directly.

Based on the data analysis as presented in Table 5, the correlation between career decision and self-management had a path coefficient value of 0.310 (31%), a determination coefficient value of 0.093, and a p -value < 0.001. Therefore, it can be concluded that the variable of role model career decision significantly influences career self-efficacy. The findings indicate that students who get support on their career decision will be able to manage, direct, and determine their careers.

Hypothesis 2: Career-Decision Directly Influences Students' Career Self-Efficacy

Based on the data analysis in table 5, the correlation between *role model of career decisions* and students' self-efficacy shows the path coefficient value of 0.526 (52,6%), the determination coefficient of 0.464, and the p -value of < 0.001. Therefore, it can be concluded that the variable of role model of career-decision significantly influences career self-management. The findings indicate that students who have a role model in deciding their career will be highly confident in achieving their goals.

Hypothesis 3: Career Self-Management Directly Influences the Career Self-Efficacy

Based on the results of the data analysis presented in table 5, the correlation between career self-management and career self-efficacy had a path coefficient value of 0.901 (90,1%), a determination coefficient of 0.093, and a p value of < 0.001. Thus, it can be concluded that the career decision variable significantly influences career self-management. The test results indicate that students with good career management will also be more confident in their ability to reach their target career.

Hypothesis 4: Career Decisions Indirectly Influence the Career-Efficacy Through Career Self-Management

Based on table 6, the self-regulation skill indirectly brings a positive influence on the students' ability to develop academic coping skills through psychological capital based on the X Sobel value of 4.828. Results of the investigation indicate that the more ready students in the career they decide, the higher their confidence in their ability to achieve the career target through career self-management. Besides that, students' confidence in their careers can be developed by developing career management skills. Based on tables 5 and 6, the influence of role models on career decisions on career self-efficacy had a smaller path coefficient (coefficient= 0.901). Therefore, it can be concluded that the development of students' self-efficacy is more effective by developing the career self-management than developing a role model in career decisions.

Discussion

Career self-efficacy has been proved to influence various career variables and support the success of someone's career (Chughtai, 2018), well-being and positive social interaction (Yu et al., 2020), career satisfaction, and organizational commitment (Ahmed, 2019). Besides that, career self-efficacy can predict the anxiety when entering the world of work (Park et al., 2019); how someone adapts to a new work environment (Stead et al., 2021); and how optimistic a worker is with the career they pursue or run before and after entering the world of work (Chui et al., 2022a). Therefore, it can be concluded that career self-efficacy has an important role when someone plan, decide, manage, and run their career.

Some studies have shown how career self-efficacy influence various aspect of the career. However, aspects that influence self-efficacy become the most important ones to develop career self-efficacy at all educational levels, especially in the university. In Indonesia, career self-efficacy is highly influenced by two factors. The first factor refers to others' roles like guidance, inspiration, support, and role model (Febriana & Masykur, 2022; Nasir & Syahnur, 2021; Tanazha & Budiono, 2021). The second factor refers to the career self-management, continuously guiding and managing the career starting from exploring the right career, choosing a proper career based on the interest, talent, and potential, and making the decision to act according to the career they selected (Hirschi, 2020; Huang et al., 2019; Lent et al., 2017).

Based on the first hypothesis, a role model influences students' self-management because someone who got guidance, support, and inspiration from others will make a better decision. This study is in line with (Pérez-López et al., 2019a) which also used the career decision as a predictor variable in career self-management; decision made on a career is the transformation of a willingness to act (Lent, Wang, et al., 2019; Pérez-López et al., 2019b). Others like parents, peers, and other people the students admire will positively contribute to their decision making and direct them to performs acts to achieve the career goal (Chasanah & Salim, 2019; Tino et al., 2022).

In the context of Indonesian culture, other people potentially influences someone's confidence of a choice they make (Imtyaaz & Cahyono, 2021), It is because families, peers, or other people normally probe a choice made by an individual (Cahyono, 2019). For example, "why did you choose to be a chef? Won't you be ashamed to only works in the kitchen and smells of spices?" Or, "Why should you be an entrepreneur? You will never wear a uniform and tie". Such probations potentially drop someone's belief on a career she/has selected (Darmayanti et al., 2021) and might inhibits them to continue to the steps they should take to achieve that career (Darmawani & Suryahadikusumah, 2021; Darmayanti et al., 2021; Herpanda et al., 2022).

Based on the second hypothesis, we found that the role model directly influences students' career self-efficacy because someone with a role model will decide their career more maturely. The maturity of career decisions can be improved by guidance, support, and learning from others' experiences to strenthen their confidence on their decision. This study is in line with (Li & Linada, 2022) that social support variables highly influence the maturity of decisions of a career. Someone with mature career decisions and support from parents, peers, and persons they admire will improve their confidence. They will be more confident in achieving their target career due to emotional, cognitive, and financial supports (Chui et al., 2022b; Guenaga et al., 2022).

In Indonesian culture, an individual will have a better self-confidence and self-efficacy towards the career he chooses if others approve of it (Febriana & Masykur, 2022; Nasir & Syahnur, 2021). High self-efficacy can increase in career choices because of psychological support from other people. Comparing individuals career with others', or frequently questioning theirs can lower their confidence on their decision (Kusrini & Saraswati, 2022; Sianipar & Sawitri, 2015). So that full positive support from others will build the individual confidence in his career choice and contribute positively to his career self-efficacy (Kusrini & Saraswati, 2022; Nurlistiani, 2019; Pandang et al., 2022; Pandang & Umar, 2021).

The study also shows that Career Self-Management (CSM) directly influences career self-efficacy because the career management concept refers to individuals' acts in line with the career goal. It can be applied in deciding on or exploring a career, looking for a job, adapting to the workplace, and committing to the job. Someone with CSM will have their career well directed. For example, selecting subjects in the vocational school based on the career goal can support their future career (Pérez-López et al., 2019b; Runhaar et al., 2019). Well-directed acts positively contribute to the self-confidence to achieve the target career (Abdalla & Al-Zufairi, 2020; Ireland & Lent, 2018; Lent, Morris, et al., 2019).

Individuals who have much experience of a particular profession will have a better confidence to decide it as their future career (Rusliyanto & Kusmuriyanto, 2019). For example, a student who is used to participating in graphic design competitions in high school and chooses a visual communication design major in college will have better career self-efficacy than a student who has no such experience. In Indonesian culture, parents tend to support their children when their children have much experience in winning certain competitions (Aryani & Umar, 2020; Nelissa et al., 2018)

The fourth hypothesis shows that the role model indirectly influences career self-efficacy through career self-management. It is because someone who gets support and guidance from other people will be easier to make a decision and manage their career (Hariko & Anggriana, 2019), which in this case, somebody who manages the career well will have their career self-efficacy improved. A planned career will positively contribute to their confidence to achieve the career (Abdalla & Al-Zufairi, 2020; Lent et al., 2017). However, although the role model variable indirectly influences career self-efficacy through career self-management, CSM variable is more significantly influential on CSE than the indirect influence of others; roles in decision making on CSE through CSM. It is because the CSM variable emphasizes the appropriate acts in each career level, real experiences more positively contribute to CSE compared to the role of role model on the improvement of career self-efficacy, which is still in the planning stage and indirect learning (Chui et al., 2022b; Jemini-Gashi et al., 2021).

Conclusion

Based on findings, we concluded that: 1) The role of others in the career decision directly influences career self-management (CSM) due to support, guidance, and inspiration in learning to make decisions and manage acts based on the career goal. 2) Others' role in deciding a career directly influences the career self-efficacy because the career is decided more maturely due to guidance, support, and learning from others' experiences which positively influences the ability to achieve the career target. 3) Career Self-Management (CSM) has a direct influence on career self-efficacy (CSE), as individuals with CSM have more directed actions to pursue the career goal, which contribute positively to confidence in their ability to achieve it (CSE). 4) The role of others in deciding a career indirectly influences career self-efficacy through career self-management. In the Indonesian cultural context, individuals who get approval on their career selection from their surroundings, especially their parents, will receive full support and guidance, both financially and psychologically. This ability contributes positively to one's career self-efficacy in achieving career targets. However, the CSM variable has a more significant effect on CSE than the indirect influence of other people's roles in decision-making on CSE through CSM. This is because the CSM variable direct actions at each career stage. Direct experience contributes more positively to CSE than role models in increasing career self-efficacy, which is still at the planning stage, and indirect learning.

Recommendations

Based on the findings of this study, we recommend school counsellors to consider aspects of the counselee's culture in implementing career guidance services in schools. Although generation Z is independent and can easily find information, in the aspect of decision making, they are still influenced by non-occupational factors in career choice. In the case of Indonesia, this aspect is such as parents. Thus, it is also recommended for parents to understand their children's talents, interests, and potential in providing support for the majors and careers they choose. In addition, for future researchers, it is recommended to carry out more in-depth research on how parents, peers and social media affect generation Z's career self-efficacy, career choice and career management through the qualitative methods.

Limitations

A limitation of this study is that it explores the influence of other people in the general career choice of individuals, namely parents and peers. In addition, it needs to explain precisely the role of mother or father, which has the most influence on individual career choice, and whether the role of mother or father is the most influential in increasing individual self-efficacy, including personal career management. Thus, further research is needed regarding this matter both qualitatively and quantitatively.

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Authorship Contribution Statement

Sinring: Concept and design, data analysis/interpretation, drafting, securing funding, critical revisions, technical or material support and final approval. Umar: Admin and data analysis/interpretation, data tabulation, statistical analysis, technical or material support, proofreading, and critical revision of manuscripts.

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