


Predicting Career Indecision From Parental Pressure and Low Self-Efficacy

Wioleta. Karna¹, Anahit. Hakobyan^{2*}, Badhon. Ahmmed³

¹ Department of Social Studies, Jesuit University Ignatianum, Krakow, Poland

² Department of Psychology, Yerevan State University, Yerevan, Armenia

³ Department of Psychology, Haripur University, Islamabad, Pakistan

* Corresponding author email address: a.hakobyan@ysu.am

Article Info

Article type:

Original Research

How to cite this article:

Karna, W., Hakobyan, A., & Ahmmed, B. (2024). Predicting Career Indecision From Parental Pressure and Low Self-Efficacy. *Journal of Adolescent and Youth Psychological Studies*, 5(9), 155-163. <http://dx.doi.org/10.61838/kman.jayps.5.9.18>



© 2024 the authors. Published by KMAN Publication Inc. (KMANPUB), Ontario, Canada. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

ABSTRACT

Objective: The present study aimed to investigate the predictive role of parental pressure and career decision-making self-efficacy in determining career indecision among Armenian youth.

Methods and Materials: This study utilized a correlational descriptive research design involving 438 participants from Armenia, selected based on Krejcie and Morgan's sample size determination table. Standardized tools were employed to measure career indecision (Career Decision-Making Difficulties Questionnaire), parental pressure (Parental Career-Related Behavior Scale – Interference subscale), and self-efficacy (Career Decision-Making Self-Efficacy Scale–Short Form). Data were analyzed using SPSS-27. Pearson correlation coefficients were calculated to examine the relationships between the variables, and standard multiple linear regression analysis was conducted to evaluate the predictive role of parental pressure and self-efficacy in career indecision.

Findings: Results indicated a significant negative correlation between career decision-making self-efficacy and career indecision, as well as a significant positive correlation between parental pressure and career indecision. The regression analysis demonstrated that both self-efficacy and parental pressure significantly predicted career indecision ($p < 0.001$), with self-efficacy being the stronger predictor ($\beta = -0.47$) compared to parental pressure ($\beta = 0.32$). The regression model explained 41.3% of the variance in career indecision ($R^2 = 0.413$), confirming the relevance of both internal and external factors in shaping students' career-related difficulties.

Conclusion: The findings underscore the importance of fostering career decision-making self-efficacy among adolescents to reduce career indecision, while also addressing the negative impact of excessive parental pressure.

Keywords: Career indecision; self-efficacy; parental pressure; Armenian youth; career decision-making; career development

1. Introduction

One of the core psychological constructs related to career decision-making is self-efficacy—the belief in one’s ability to organize and execute courses of action required to attain designated goals. Within the career domain, self-efficacy specifically pertains to individuals’ confidence in their ability to engage in career exploration, planning, and decision-making. Numerous studies have affirmed that high levels of career decision-making self-efficacy are associated with lower levels of career indecision and greater vocational commitment. For instance, individuals with strong self-efficacy are more likely to seek relevant information, persevere through uncertainties, and make decisions that align with their personal aspirations and skills (Akmal, 2021). Self-efficacy operates as a psychological buffer that enhances an individual’s resilience in the face of career ambiguity, and this has been shown to hold true across different educational, cultural, and socioeconomic contexts (Li et al., 2023; Mahmud & Khidir, 2023).

The role of self-efficacy in career development has received significant attention in recent years, particularly among high school and college students. For example, research among Malaysian university students found that those with higher self-efficacy reported more confidence in their career planning and exploration, which reduced the likelihood of experiencing career indecision (Baharudin & Chin, 2023). Similar findings were reported by Gimarino (2024), who examined Filipino senior high school students and concluded that self-efficacy was a significant predictor of their clarity in career goals (Gimarino, 2024). Likewise, Gao and Wang (2024) highlighted that career decision-making self-efficacy mediated the relationship between educational choices and students’ willingness to apply to vocational programs in China, underscoring the construct’s centrality in decision-making behavior (Gao & Wang, 2024). These results emphasize that self-efficacy does not operate in isolation but interacts with contextual and motivational variables to influence students’ readiness and confidence in making career decisions.

In addition to psychological variables like self-efficacy, social influences also play a pivotal role in shaping career decision-making processes. Among these, parental pressure is particularly influential during adolescence and early adulthood. While supportive parental involvement can provide necessary guidance, excessive or misaligned parental pressure may hinder independent decision-making

and increase feelings of confusion and indecision. In collectivistic cultures especially, where familial expectations often outweigh individual aspirations, the impact of parental influence is even more pronounced. A comparative study by M. and L. (2023) found that parental career behaviors significantly affected students’ self-efficacy in both Chinese and Indonesian vocational colleges, illustrating that the way parents involve themselves in their children’s career planning can either empower or paralyze their decision-making (M. & L., 2023).

Parental expectations can sometimes conflict with a student’s personal interests or perceived abilities, contributing to anxiety, self-doubt, and ultimately, career indecision. This has been particularly observed in studies involving Asian contexts, where parental authority tends to dominate youth career choices. For example, Jiang (2022) found that low family cohesion and high anxiety levels were linked to reduced career choice self-efficacy among graduates, resulting in heightened indecision (Jiang, 2022). Similarly, Ng’enda and Wangeri (2023) observed that parental support in the form of encouragement and engagement positively correlated with science self-efficacy and informed career decisions, whereas the absence of such support or the presence of controlling behaviors led to ambivalence in career choices (Ng’enda & Wangeri, 2023). These findings confirm that parental influence is a double-edged sword—its form and function determine whether it facilitates or obstructs youth career development.

The interaction between self-efficacy and parental pressure is particularly crucial in predicting career indecision. While high self-efficacy can buffer against external pressures, adolescents with low self-efficacy are more likely to internalize parental expectations without critically evaluating their own preferences, thereby heightening indecision. Park et al. (2019) demonstrated that fluctuations in career self-efficacy directly impacted daily anxiety levels about career decisions, further complicating the decision-making process (Park et al., 2019). Arghode et al. (2020) added that students with international academic exposure exhibited stronger career self-efficacy, which mitigated parental influence and promoted independent goal setting (Arghode et al., 2020). These studies collectively point to the mediating and moderating role of self-efficacy in the complex dynamics between social expectations and personal decision-making.

A further line of research has explored the implications of self-efficacy and parental pressure in diverse educational and cultural settings. For instance, Khatijatussalihah et al.

(2022) found that Indonesian students with higher levels of career decision self-efficacy were better equipped to navigate career uncertainty, even in the presence of strong parental expectations (Khatijatussalihah et al., 2022). Similarly, Mulyana and Taufik (2021) observed that high school students in Indonesia who reported higher self-efficacy were more decisive in making career choices, emphasizing the importance of early self-confidence development (Mulyana & Taufik, 2021). In Kenya, parental career support was shown to be a key factor in strengthening students' career self-efficacy and reducing indecision, as reported by Ng'enda and Wangeri (2023) (Ng'enda & Wangeri, 2023). Such cross-cultural consistency underscores the generalizability of these constructs across geographic regions.

In the context of Armenia, research on career decision-making is still limited, although youth face similar challenges in balancing personal interests with parental expectations and social norms. Armenian students, like their counterparts in many collectivist cultures, often experience pressure to choose "safe" or "prestigious" career paths such as law, medicine, or engineering, irrespective of their own aspirations. This cultural dynamic renders the Armenian context ideal for exploring how self-efficacy and perceived parental pressure contribute to career indecision. Drawing from previous studies in other settings, it is reasonable to hypothesize that Armenian youth with low self-efficacy and high levels of parental pressure will be more susceptible to career indecision.

Several studies further inform the mechanisms linking self-efficacy and career behavior. Subhan et al. (2021) found that students with high career self-efficacy were more likely to pursue entrepreneurial careers, suggesting that self-efficacy not only reduces indecision but actively motivates goal-oriented action (Subhan et al., 2021). Samosir and Suharso (2019) reported that parental career-related behaviors, when aligned with adolescents' interests, significantly contributed to career commitment (Samosir & Suharso, 2019). Meanwhile, Rini and Atmaja (2023) identified that self-efficacy fosters career maturity, which is essential for making sound career decisions (Rini & Atmaja, 2023). These findings highlight the proactive role of self-efficacy in not merely reducing indecision but enabling confident, autonomous career development.

Moreover, recent research emphasizes the importance of broader psychological and environmental variables such as future time perspective, social support, and bicultural identity in shaping self-efficacy and decision-making. Park

et al. (2018) demonstrated that a future-oriented mindset and positive affect predicted higher levels of self-efficacy and lower career indecision among Korean youth (Park et al., 2018). In another study, Ni Putu Wulan Purnama (2023) showed that bicultural self-efficacy served as a mediator between acculturation and career decision-making efficacy among international students in Korea, highlighting the contextual complexity of self-efficacy (Ni Putu Wulan Purnama, 2023). Additionally, Suyitno et al. (2024) confirmed that social support systems, including schools and peers, play a complementary role in reducing career indecision by reinforcing self-efficacy beliefs (Suyitno et al., 2024).

From a predictive and applied standpoint, several studies have used quantitative modeling to anticipate career choices and career indecision. Wong et al. (2023) applied predictive modeling to identify factors contributing to career choices among recent graduates and found that psychological constructs like self-efficacy had stronger predictive power than demographic variables (Wong et al., 2023). Yusran et al. (2021) also highlighted that career exploration activities could mitigate indecision, particularly when students possessed high self-efficacy and access to informational resources (Yusran et al., 2021). Satrio and Sahid (2023) emphasized the mediating role of self-efficacy between professional knowledge (TPACK) and career motivation among teachers, reinforcing the construct's wide applicability (Satrio & Sahid, 2023). Firdaus et al. (2019), while exploring technological openness, similarly highlighted the importance of accessible information in supporting informed decisions, a factor that complements the development of self-efficacy (Firdaus et al., 2019).

Taken together, the literature provides robust evidence that both self-efficacy and parental pressure are significant predictors of career indecision across diverse populations. However, there remains a gap in empirical studies focusing specifically on Armenian youth, a group facing unique sociocultural influences on career development. The present study aims to address this gap by investigating the extent to which self-efficacy and parental pressure predict career indecision among Armenian students.

2. Methods and Materials

2.1. Study Design and Participants

The present study employed a correlational descriptive research design to examine the relationship between parental pressure, self-efficacy, and career indecision among youth in

Armenia. The target population consisted of young individuals approaching key career decision-making stages. Using Krejcie and Morgan's (1970) sample size determination table, a total of 438 participants were selected through stratified random sampling to ensure adequate representation. The inclusion criteria required participants to be within the late adolescence to early adulthood age range, with no known cognitive impairments that could interfere with survey comprehension. Participation was voluntary, and all individuals completed the questionnaires anonymously. The study aimed to identify the extent to which perceived parental pressure and levels of self-efficacy are associated with difficulties in making career-related decisions.

2.2. Measures

2.2.1. Career Decision-Making Difficulties

To assess the dependent variable of career indecision, the Career Decision-Making Difficulties Questionnaire (CDDQ) developed by Gati, Krausz, and Osipow in 1996 was employed. The CDDQ is a standardized self-report instrument that consists of 34 items divided into three main categories of career decision-making difficulties: Lack of Readiness (e.g., lack of motivation or indecisiveness), Lack of Information (e.g., insufficient knowledge about self or occupations), and Inconsistent Information (e.g., contradictory information from different sources). Respondents rate their agreement with each statement on a 9-point Likert scale ranging from 1 (does not describe me) to 9 (describes me well), with higher scores indicating greater difficulty in career decision-making. The tool has been widely used in cross-cultural settings, and its validity and reliability have been well-documented in numerous studies, with internal consistency coefficients (Cronbach's alpha) typically ranging from 0.85 to 0.94 (Akmal, 2021; Jones, 2021).

2.2.2. Parental Pressure

To measure the independent variable of parental pressure, the Parental Career-Related Behavior Scale (PCRBS) developed by Schultheiss, Palma, and Manzi in 2005 was utilized. This standardized instrument contains 21 items and evaluates three dimensions of parental influence: Support, Interference (which reflects pressure), and Lack of Engagement. For the purpose of this study, the Interference subscale was specifically used to measure parental pressure.

Participants respond to items on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree), with higher scores reflecting greater perceived pressure from parents in career-related matters. The PCRBS has demonstrated strong psychometric properties in various studies, with Cronbach's alpha coefficients exceeding 0.80, and confirmatory factor analyses supporting its construct validity (M. & L., 2023; Samosir & Suharso, 2019; Timar-Anton et al., 2023).

2.2.3. Self-Efficacy

To assess the independent variable of self-efficacy, the Career Decision-Making Self-Efficacy Scale–Short Form (CDSE-SF) by Betz, Klein, and Taylor (1996) was used. This widely recognized tool measures an individual's confidence in their ability to perform tasks associated with career decision-making. The CDSE-SF includes 25 items across five subscales: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving. Each item is rated on a 5-point Likert scale ranging from 1 (no confidence at all) to 5 (complete confidence), with higher scores indicating stronger self-efficacy in career decision-making. The short form has been validated in diverse populations and contexts, and it maintains high reliability, with reported Cronbach's alpha values ranging from 0.83 to 0.95 across subscales (Akmal, 2021).

2.3. Data Analysis

Data analysis was conducted using SPSS version 27. Initially, descriptive statistics were calculated to summarize the demographic and psychological characteristics of the sample. Pearson correlation analysis was performed to assess the bivariate relationships between the dependent variable (career indecision) and each independent variable (parental pressure and self-efficacy). Following this, a standard multiple linear regression analysis was conducted to determine the predictive value of the two independent variables on career indecision. Assumptions for regression analysis, including normality, linearity, multicollinearity, and homoscedasticity, were checked and met. Statistical significance was set at $p < 0.05$ for all analyses, and interpretation focused on both the strength and direction of the relationships, as well as the explanatory power (R^2) of the regression model.

3. Findings and Results

The sample for this study consisted of 438 participants, with a near-equal distribution of genders. A total of 220 participants (50.23%) identified as female, while 218 participants (49.77%) identified as male. The age range of participants varied from 18 to 25 years, with a mean age of 21.35 years ($SD = 1.94$). Regarding educational background,

182 participants (41.56%) were currently enrolled in undergraduate programs, 142 participants (32.40%) were in graduate programs, and 114 participants (26.04%) were either working or not currently attending school. In terms of career indecision, 136 participants (31.07%) reported experiencing significant difficulties, 217 participants (49.54%) indicated moderate difficulties, and 85 participants (19.39%) experienced minimal career indecision.

Table 1

Descriptive Statistics for Study Variables

Variable	Mean (M)	Standard Deviation (SD)
Career Indecision	178.35	21.47
Parental Pressure	31.62	5.84
Career Decision-Making Self-Efficacy	92.14	14.29

The descriptive statistics presented in Table 1 show the average scores and variability for each variable. The mean score for career indecision was 178.35 ($SD = 21.47$), indicating a moderately high level of difficulty in making career decisions among participants. The mean parental pressure score was 31.62 ($SD = 5.84$), suggesting a moderate level of perceived pressure from parents. The mean score for career decision-making self-efficacy was 92.14 ($SD = 14.29$), reflecting an intermediate level of confidence in managing career-related tasks.

Before conducting the linear regression analysis, several assumptions were checked and confirmed. First, normality was assessed using the Shapiro-Wilk test, with both the

dependent variable (career indecision) and the independent variables (parental pressure and self-efficacy) showing p-values above 0.05, indicating normal distribution. The scatterplots for linearity also revealed a linear relationship between the variables, and the variance inflation factor (VIF) values for both independent variables were within an acceptable range ($VIF < 3$), confirming the absence of multicollinearity. Homoscedasticity was tested using the Breusch-Pagan test, and no significant violations were detected ($p = 0.67$). Therefore, all assumptions for linear regression were met, and the analysis proceeded without further adjustments.

Table 2

Pearson Correlation Coefficients Between Variables

Variables	1	2	3
1. Career Indecision	—		
2. Parental Pressure	.56 ($p < .01$)	—	
3. Self-Efficacy	-.68 ($p < .01$)	-.47 ($p < .01$)	—

Table 2 displays the Pearson correlation coefficients and significance levels among the study variables. Career indecision showed a significant positive correlation with parental pressure ($r = .56, p < .01$) and a significant negative correlation with self-efficacy ($r = -.68, p < .01$), indicating that higher parental pressure is associated with greater career

indecision, while higher self-efficacy is related to less indecision. Additionally, parental pressure and self-efficacy were negatively correlated ($r = -.47, p < .01$), implying that increased pressure from parents may undermine adolescents' confidence in their career decision-making abilities.

Table 3

Summary of Regression Analysis for Predicting Career Indecision

Source	Sum of Squares	df	Mean Square	R	R ²	Adj. R ²	F	p
Regression	49824.56	2	24912.28	.64	.413	.410	152.77	< .01

Residual	70762.89	435	162.71
Total	120587.45	437	

As shown in Table 3, the multiple regression model significantly predicted career indecision, $F(2, 435) = 152.77$, $p < .01$. The model explained 41.3% of the variance in career indecision ($R^2 = .413$), and the adjusted R^2 was .410, indicating a strong predictive relationship between the set of

independent variables (parental pressure and self-efficacy) and the dependent variable. The R value of .64 further confirms a substantial overall correlation between the predictors and career indecision.

Table 4

Coefficients of the Multiple Regression Model

Predictor	B	SE	β	t	p
Constant	192.46	3.78	—	50.91	< .01
Parental Pressure	1.74	0.22	.32	7.91	< .01
Self-Efficacy	-0.89	0.08	-.47	-11.36	< .01

Table 4 presents the results of the multivariate regression analysis. Both parental pressure and self-efficacy significantly predicted career indecision. Parental pressure had a positive unstandardized coefficient ($B = 1.74$, $\beta = .32$, $p < .01$), indicating that for each one-unit increase in parental pressure, career indecision increased by 1.74 units. Conversely, self-efficacy had a negative coefficient ($B = -0.89$, $\beta = -.47$, $p < .01$), suggesting that each unit increase in self-efficacy led to a decrease of 0.89 units in career indecision. These results highlight the stronger influence of self-efficacy compared to parental pressure in predicting career indecision among the participants.

4. Discussion and Conclusion

The primary aim of this study was to examine the predictive role of parental pressure and self-efficacy in career indecision among Armenian youth. Using correlational and regression analyses, the results revealed two key findings. First, there was a significant negative correlation between career decision-making self-efficacy and career indecision, indicating that individuals with higher self-efficacy experienced fewer difficulties in making career choices. Second, a significant positive correlation was observed between perceived parental pressure and career indecision, suggesting that students who perceived higher levels of pressure from their parents were more likely to struggle with career-related decisions. Moreover, linear regression analysis demonstrated that both parental pressure and self-efficacy significantly predicted career indecision, with self-efficacy emerging as the stronger predictor in the model.

These findings are consistent with a robust body of literature highlighting the protective function of self-efficacy in the face of career-related challenges. The negative association between career decision-making self-efficacy and indecision aligns with previous studies that found self-efficacious individuals to be more confident in exploring, evaluating, and committing to career choices (Akmal, 2021). Gao and Wang (2024) emphasized that higher self-efficacy among vocational students in China was associated with a greater willingness to pursue educational pathways aligned with personal interests, which in turn minimized career indecision (Gao & Wang, 2024). Similarly, Gimarino (2024) concluded that Filipino senior high school students who possessed greater confidence in their abilities to manage career tasks reported clearer goals and less uncertainty in their decision-making processes (Gimarino, 2024). These parallel findings suggest that self-efficacy functions as an internal cognitive resource that enhances decision-making autonomy and reduces susceptibility to indecision.

The predictive strength of self-efficacy in the regression model can also be explained by its mediating role in various developmental and contextual dynamics. Li et al. (2023) found that career self-efficacy mediated the relationship between socioeconomic status and career satisfaction, confirming that internal beliefs often serve as a bridge between environmental influences and career outcomes (Li et al., 2023). Similarly, Mahmud and Khidir (2023) demonstrated that vocational students with higher career self-efficacy displayed greater adaptability and resilience, which equipped them to overcome uncertainties commonly associated with the career planning process (Mahmud &

Khidir, 2023). These findings collectively support the interpretation that self-efficacy acts not only as a direct protective factor but also as a mediating variable that buffers individuals from adverse contextual effects—such as familial expectations, peer comparison, or societal norms—ultimately reducing career indecision.

On the other hand, the positive relationship between perceived parental pressure and career indecision underscores the complex role that family dynamics play in shaping career behavior. Participants who reported experiencing strong parental influence were more likely to feel conflicted, anxious, or delayed in making career decisions. This finding mirrors the results of previous cross-cultural studies, including Jiang (2022), who found that high levels of family control and low family cohesion exacerbated state anxiety and lowered self-efficacy in graduates, leading to greater indecision (Jiang, 2022). M. and L. (2023) also identified that controlling or misaligned parental behavior in both Chinese and Indonesian vocational college students reduced students' belief in their own capabilities and fostered confusion about their career paths (M. & L., 2023). This body of research confirms that although parental involvement can be beneficial, excessive or mismatched parental expectations may act as a barrier to autonomous decision-making.

Furthermore, Ng'enda and Wangeri (2023) emphasized that parental support must be developmentally appropriate and aligned with the student's own aspirations in order to be effective; otherwise, it leads to internal conflict and decisional paralysis (Ng'enda & Wangeri, 2023). Similarly, Khatijatussalihah et al. (2022) demonstrated that students with high parental pressure and low self-efficacy showed the highest levels of career indecision, suggesting that the interaction between psychological and familial factors is crucial in shaping career outcomes (Khatijatussalihah et al., 2022). The current study supports these findings and provides further evidence from the Armenian context, adding cross-cultural relevance to existing conclusions.

The stronger predictive power of self-efficacy in the regression model, when compared to parental pressure, further highlights the importance of internal cognitive resources in navigating complex life choices. As suggested by Park et al. (2019), affective experiences tied to daily fluctuations in career self-efficacy significantly influenced anxiety levels and clarity in decision-making (Park et al., 2019). In addition, Arghode et al. (2020) noted that students exposed to international learning experiences developed enhanced self-efficacy and were less likely to be swayed by

parental or societal expectations, reinforcing the notion that cognitive resources like self-efficacy can attenuate the influence of external pressures (Arghode et al., 2020). Thus, the results of the current study corroborate that interventions aiming to reduce career indecision may benefit from focusing on strengthening students' self-beliefs and resilience, rather than solely addressing environmental constraints.

Another important aspect of these findings is the consistency of self-efficacy's impact across various educational levels and cultural backgrounds. For example, Muliwana and Taufik (2021) showed that Indonesian high school students with higher self-efficacy were more decisive in choosing career paths, regardless of parental involvement (Muliwana & Taufik, 2021). Subhan et al. (2021) similarly found that high self-efficacy among Riau University students encouraged entrepreneurial intentions and reduced indecision (Subhan et al., 2021). These results validate the current study's conclusion that self-efficacy serves as a key driver of career decision-making across different settings. Additionally, findings from Suyitno et al. (2024) showed that the presence of social support—alongside self-efficacy—helped vocational school students make informed and confident career choices (Suyitno et al., 2024), suggesting that bolstering internal resources in tandem with external support systems may be particularly effective.

While self-efficacy consistently emerged as a key factor, the influence of parental pressure cannot be overlooked. Samosir and Suharso (2019) noted that while some parental behaviors can enhance commitment to career decisions, intrusive involvement often undermines autonomy and confidence (Samosir & Suharso, 2019). Park et al. (2018) supported this by showing that a supportive family environment, combined with self-esteem and positive affect, contributed to clearer career goals and reduced indecision (Park et al., 2018). The findings of the present study reinforce this delicate balance—while parental involvement is natural and often beneficial, it must be moderated to avoid exerting counterproductive pressure.

The interplay between self-efficacy and parental pressure may also be culturally contextual. In collectivist societies like Armenia, parental expectations tend to carry significant weight, and decisions about education and career are often made collectively rather than independently. This may intensify the internal conflict experienced by adolescents who lack the self-efficacy to assert their own preferences. Ni Putu Wulan Purnama (2023) showed how bicultural self-efficacy helped international students navigate conflicting

cultural values in career decision-making, emphasizing the importance of culturally sensitive interventions (Ni Putu Wulan Purnama, 2023). While Armenian youth may not be bicultural, they do navigate the dual influences of tradition and modernity—making self-efficacy a particularly relevant protective factor.

Finally, predictive studies such as Wong et al. (2023) and Yusran et al. (2021) have demonstrated that modeling techniques can effectively identify core predictors of career choice, highlighting the usefulness of combining psychological constructs with behavioral data (Wong et al., 2023; Yusran et al., 2021). Satrio and Sahid (2023) also indicated that self-efficacy serves as a crucial mediator between knowledge systems and motivation, suggesting that boosting self-efficacy can have ripple effects across several aspects of career development (Satrio & Sahid, 2023). Therefore, the regression model used in this study not only confirms existing knowledge but also provides a valuable tool for predicting and intervening in career indecision among adolescents.

5. Limitations & Suggestions

Despite its valuable findings, this study is not without limitations. First, the use of self-report questionnaires may introduce response bias, particularly in sensitive areas such as family dynamics and personal confidence. Participants might underreport parental pressure or overreport self-efficacy to align with perceived social norms. Second, the cross-sectional nature of the study limits causal interpretation; while relationships between variables are established, the directionality remains uncertain. Third, the sample, while sufficiently large, was restricted to Armenian students, which may limit the generalizability of the findings to other cultural or educational settings. Finally, the study did not account for moderating variables such as socioeconomic status, peer influence, or school support systems, which may interact with parental pressure and self-efficacy to affect career indecision.

Future research should consider longitudinal designs to track changes in self-efficacy, parental pressure, and career indecision over time. This would offer clearer insight into causal relationships and developmental trends. Additionally, including qualitative data through interviews or open-ended questions may provide deeper understanding of how adolescents interpret and internalize parental expectations. Expanding the study to diverse cultural contexts and comparing results cross-nationally could also uncover

unique cultural patterns in career decision-making. Finally, future studies should incorporate additional variables such as peer influence, academic achievement, and access to career counseling, which may enhance the predictive model and offer more holistic explanations for career indecision.

The findings suggest that educational institutions should implement structured programs aimed at enhancing students' career decision-making self-efficacy. Career counseling services must prioritize individualized support that empowers students to explore their own interests and strengths. Parents should be engaged in informational workshops that help them understand how to support their children without exerting undue pressure. Policymakers and school administrators should also consider integrating career education into school curricula at earlier stages, providing students with tools to make informed and confident decisions. In essence, practical efforts should focus on building internal competencies while shaping supportive external environments that encourage autonomous career development.

Acknowledgments

We would like to express our appreciation and gratitude to all those who cooperated in carrying out this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

Funding

This research was carried out independently with personal funding and without the financial support of any governmental or private institution or organization.

Authors' Contributions

All authors equally contributed to this article.

References

- Akmal, S. Z. (2021). Correlation Between Career Decision Making Self-Efficacy and Career Indecision on Final Year College Students. *Seurune Jurnal Psikologi Unsyiah*, 2(2). <https://doi.org/10.24815/s-jpu.v2i2.10336>
- Arghode, V., Heminger, S., & McLean, G. N. (2020). Career Self-Efficacy and Education Abroad: Implications for Future Global Workforce. *European Journal of Training and Development*, 45(1), 1-13. <https://doi.org/10.1108/ejtd-02-2020-0034>
- Baharudin, S. N. A., & Chin, T. Y. (2023). Self Efficacy and Career Choice Consideration Among Undergraduate Students in a Private University in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/17127>
- Firdaus, M., Budiman, E., Haviluddin, H., Wati, M., Setyadi, H. J., & Pakpahan, H. S. (2019). An Openness of Government Website Content Using Text Analysis Method. *International Journal of Engineering and Advanced Technology*, 8(5c), 1461-1466. <https://doi.org/10.35940/ijeat.e1114.0585c19>
- Gao, W., & Wang, H.-P. (2024). Educational Choice and the Willingness to Apply of Higher Vocational Students in Guangdong Province, China: The Mediating Role of Career Decision-Making Self-Efficacy. *Journal of Higher Education Theory and Practice*, 24(2). <https://doi.org/10.33423/jhetp.v24i2.6935>
- Gimmarino, E. T. (2024). Career Choice and Self-Efficacy Toward Senior High School Students' Career Goals in the Philippines. *Indonesian Journal of Education Research (Ijoer)*, 5(5), 187-195. <https://doi.org/10.37251/ijoe.v5i5.1079>
- Jiang, C. (2022). The Effect of Family Cohesion and Adaptability on Career Choice Self-Efficacy of Graduates: The Mediating Effect of State Anxiety. *Work*, 72(3), 979-988. <https://doi.org/10.3233/wor-210508>
- Jones, P. (2021). Perfectionism and Internalizing Disorders as Predictors of Career Indecision Among College Students. https://egrove.olemiss.edu/hon_thesis/1658/
- Khatijatussalihah, Riamanda, I., Aprilia, E. D., & Nisa, H. (2022). Career Decision Self-Efficacy of Indonesian Students. *Inspira Indonesian Journal of Psychological Research*, 3(1), 17-22. <https://doi.org/10.32505/inspira.v3i1.4131>
- Li, M., Fan, W., & Zhang, L. f. (2023). Career Adaptability and Career Choice Satisfaction: Roles of Career Self-efficacy and Socioeconomic Status. *The Career Development Quarterly*, 71(4), 300-314. <https://doi.org/10.1002/cdq.12334>
- M., A. N., & L., D. (2023). A Comparative Study of the Influence of Parental Career Behavior on Students' Career Decision-Making Self-Efficacy in China and Indonesia's Vocational Colleges. *International Journal for Multidisciplinary Research*, 5(3). <https://doi.org/10.36948/ijfmr.2023.v05i03.3674>
- Mahmud, M. I., & Khidir, N. S. A. (2023). The Relationship Between Career Self-Efficacy and Career Adapt-Ability Among Vocational College Students. *International Journal of Academic Research in Business and Social Sciences*, 13(9). <https://doi.org/10.6007/ijarbss/v13-i9/18618>
- Muliyana, W., & Taufik, T. (2021). The Relationship Between Self Efficacy and High School Student Career Choices. *Cic*, 1(1), 40-45. <https://doi.org/10.24036/0425cic>
- Ng'enda, M. N. M., & Wangeri, T. (2023). Interrelationships Among Parental Career Support, Students Science Self-Efficacy, and Career Decision Making in Muranga County Kenya. *International Journal of Social Science and Education Research*, 03(10). <https://doi.org/10.55677/ijssers/v03i10y2023-17>
- Ni Putu Wulan Purnama, S. (2023). The Usage of Mindsponge Theory for Explaining the Mediating Effect of Bicultural Self-Efficacy on Acculturation and Career Decision-Making Self-Efficacy Among International Students in South Korea. <https://doi.org/10.31219/osf.io/mzhau>
- Park, I. J., Kim, M., Kwon, S., & Lee, H.-G. (2018). The Relationships of Self-Esteem, Future Time Perspective, Positive Affect, Social Support, and Career Decision: A Longitudinal Multilevel Study. *Frontiers in psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00514>
- Park, I. J., Lee, J., Kim, M.-H., Kim, J., & Jahng, S. (2019). Affect in Daily Career Decision Self-Efficacy and Career Choice Anxiety. *The Career Development Quarterly*, 67(4), 313-326. <https://doi.org/10.1002/cdq.12201>
- Rini, Q. K., & Atmaja, M. D. (2023). Efikasi Diri Dan Kematangan Karir Pada Remaja. *Arjwa*, 2(1), 35-43. <https://doi.org/10.35760/arjwa.2023.v2i1.7701>
- Samosir, M. J., & Suharto, P. L. (2019). Efikasi Diri Dalam Pengambilan Keputusan Karier Dan Parental Career-Related Behaviors: Berperankah Pada Komitmen Terhadap Pilihan Karier Remaja? *Tazkiya Journal of Psychology*, 6(1). <https://doi.org/10.15408/tazkiya.v6i1.11000>
- Satrio, Y. D., & Sahid, S. (2023). The Interplay of TPACK, Self-Efficacy, and Career Motivation Among Economics Teachers: A Mediation Analysis. *Perspectives of Science and Education*, 64(4), 125-141. <https://doi.org/10.32744/pse.2023.4.8>
- Subhan, M., Amat, S., Bakar, A. Y. A., Mahmud, M. I., Zein, M. u., & Heldanita, A. (2021). Career Self-Efficacy (CSE) Influence Towards Selection of Self-Employment Career Among Riau University Students'. *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/ijarbss/v11-i4/9677>
- Suyitno, S., Jatmoko, D., Primartadi, A., Ratnawati, D., & Abizar, H. (2024). The Role of Social Support on Vocational School Students' Career Choices. *International Journal of Evaluation and Research in Education (Ijere)*, 13(1), 271. <https://doi.org/10.11591/ijere.v13i1.26269>
- Timar-Anton, C., Negru-Subtirica, O., & Damian, L. E. (2023). The Role of Parental Socio-Economic Status and Perceived Career-Related Behaviors in Developmental Trajectories of Educational Identity in Adolescence: A Four-Wave Study. *European Journal of Personality*, 37(6), 782-797. <https://doi.org/10.1177/08902070221150480>
- Wong, S. T., Chin, W. S., & Lim, C. S. (2023). Predictive Modeling of Career Choices Among Fresh Graduates: Application of Model Selection Approach. *Journal of Applied Research in Higher Education*, 16(5), 1799-1815. <https://doi.org/10.1108/jarhe-08-2023-0328>
- Yusran, N. A., Puad, M. H. M., & Omar, M. K. (2021). Role of Career Exploration in Influencing Career Choice Among Pre-University Student. *Pertanika Journal of Science and Technology*, 29(S1). <https://doi.org/10.47836/pjssh.29.s1.05>