Parental Influence and Career Self-Efficacy as Predictors of Career Decision-Making Among Grade 12 Students in Tacurong City

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ABSTRACT

This study examined parental influence and career self-efficacy in relation to career decision-making difficulties among Grade 12 students in the City Schools Division of Tacurong. Specifically, it aimed to determine the levels of parental influence, career self-efficacy, and career decision-making difficulties; examine the relationships between parental influence and career decision-making difficulties and between career self-efficacy and career decision-making difficulties; and determine the relevance of these factors to students' career decision-making.

The study employed a quantitative descriptive-correlational research design. It involved 100 Grade 12 students from public senior high schools in Tacurong City during School Year 2026–2027. Data were collected using adapted measures of parental career-related behaviors, career decision self-efficacy, and career decision-making difficulties. Mean and standard deviation were used to describe the variables, while Pearson product-moment correlation was employed to examine their relationships.

Results showed that parental influence had an overall mean of 2.87 (SD = 0.641), with parental support emerging as the most prominent dimension. Career self-efficacy obtained an overall mean of 3.43 (SD = 0.705), with self-appraisal having the highest mean. Career decision-making difficulties yielded an overall mean of 3.09 (SD = 0.846), with general indecisiveness as the most prominent difficulty. Parental influence was significantly and positively related to career decision-making difficulties ($r = .410$, $p < .001$), whereas career self-efficacy had a very weak and non-significant relationship with career decision-making difficulties ($r = -.077$, $p = .444$). Parental influence was also significantly related to career self-efficacy ($r = .421$, $p < .001$).

The findings suggest that career decision-making among Grade 12 students is associated with the family context and is characterized particularly by uncertainty and indecisiveness. The study provides an empirical basis for developing a localized Career Guidance Program that strengthens students' self-understanding and decision-making skills while promoting constructive parental involvement.

Keywords: parental influence, career self-efficacy, career decision-making, Grade 12 students, career guidance

INTRODUCTION

Career decision-making refers to the process by which students choose an educational or occupational path after considering their interests, abilities, values, and available opportunities. It is one of the most important developmental tasks during the senior high school years because it determines the direction students take after graduation. Effective career decision-making involves identifying possible options, evaluating their advantages and disadvantages, and selecting the path that best fits a student's goals and circumstances. However, this process is often difficult, especially when students lack confidence, adequate information, or support from important people around them (Navarez, 2018; Lalantacon et al., 2024).

Globally, career indecision remains high, with approximately 40% to 50% of youths and young adults reporting difficulty making definitive career choices (Azhenov et al., 2023). In the Philippines, career

indecision is highly prevalent, with local studies revealing that a majority of Filipino students experience moderate to high levels of career decision-making difficulties (Navarez, 2018; Mañebo, 2025). While most students are technically decided on a track due to the structured choices of Senior High School (SHS), research shows that nearly 47% of those decided students feel uncomfortable or anxious about their choice, reporting the same underlying struggles as those who are completely undecided (Arbona & Fan, 2024).

In Region XII (SOCCSKSARGEN), and specifically within Tacurong City, Sultan Kudarat, local data show that career decision-making is heavily influenced by a combination of parental involvement, localized economic limitations, and mismatches between SHS strands and regional employment opportunities (Lalantacon et al., 2024). While national statistics emphasize the widespread experience of career-related anxiety, localized research from public schools and universities in Tacurong and the broader province identifies specific regional factors associated with career indecision (Lalantacon et al., 2024; Mañebo, 2025). In Tacurong City, these concerns are particularly important because many families face limited local employment opportunities, requiring senior high school graduates to decide whether to pursue higher education, vocational training, or immediate employment. When students choose courses or occupations that do not match their abilities or available economic opportunities, they may face difficulties such as inefficient use of educational resources, migration for employment, or unstable work.

This issue is particularly important because career decision-making is not only a personal choice but also a practical response to family, educational, and economic realities. In small-city settings such as Tacurong, the pressure to make an appropriate decision may be intensified by the limited availability of local opportunities. As a result, senior high school students may face the challenge of deciding quickly, sometimes with incomplete information and insufficient guidance. This context underscores the importance of examining career decision-making among students as they prepare for their post-secondary educational and occupational paths.

Two interrelated factors were particularly relevant to this local context: parental influence and career self-efficacy. Parental guidance is a major source of career information and expectations for Filipino students. Household economic pressures, parents' educational backgrounds, and culturally rooted expectations may shape whether parents support exploration, encourage practical occupations, or limit students' perceived choices. These dynamics may either support clear and informed decision-making or contribute to confusion and passive choices that prioritize family needs over long-term personal fit and prospects (Visande & Insigne, 2021; Dwiyanthi et al., 2025). In many Filipino households, parents play a central role in major life decisions; thus, their influence may either expand or narrow students' perceptions of possible career paths.

Parental influence may be expressed through encouragement, discussion of options, financial support, or direct participation in career-related decisions. When this influence is supportive and balanced, it may help students become more confident and deliberate in their choices. However, when parents are overly controlling or encourage students to pursue careers that do not align with their interests and abilities, such influence may reduce autonomy and affect career decision-making (Baldon et al., 2023; Dela Cerna et al., 2021; Lalantacon et al., 2024). Baldon et al. (2023) found that parental career behavior significantly influenced career decision-making self-efficacy among senior high school students. Likewise, Visande and Insigne (2024) reported a positive and moderate relationship between perceived parental support and career decision self-efficacy among Grade 10 students in Cagayan de Oro City. In Tacurong, Lalantacon et al. (2024) also found a moderate positive correlation between family influence and career decisions among ABM students.

These findings indicate that parental involvement has an important role in understanding how students make decisions about their future careers. In the Philippine context, parents may encourage practical choices based on financial stability, social status, or family expectations. While such guidance may help students consider realistic circumstances, it may also restrict their opportunity to pursue careers that match their interests and strengths. Thus, examining the nature of parental influence is important in understanding how Grade 12 students make decisions about their future paths. The concern is not simply whether parents are involved, but how their involvement relates to students' exploration, confidence, and career decision-making.

Career self-efficacy is another important factor in career development. It refers to a student's confidence in performing tasks such as assessing personal strengths, gathering occupational information, setting goals, planning, and solving career-related problems. Students with high career self-efficacy are more likely to explore options actively, evaluate alternatives carefully, and commit to a suitable path. In contrast, students with low self-efficacy may hesitate, depend heavily on others, or experience uncertainty about their future (Velasco, 2020; Pratama, 2024). This confidence becomes especially important in settings where students have limited exposure to diverse occupations and limited access to career information and guidance.

In Tacurong, the development of career self-efficacy may be influenced by the availability of role models, exposure to different professions, and access to information about possible career paths. When students have limited exposure to career possibilities, they may become less confident in making decisions independently. Consequently, they may rely more heavily on family expectations or immediate practical concerns rather than on careful self-assessment and informed choice. This makes career self-efficacy an important variable in understanding how students move from uncertainty toward commitment in career planning.

Career self-efficacy has also been consistently associated with career decision-making. Students who believe they can assess their strengths, gather information, set goals, and solve career-related problems are more likely to make clear and informed decisions. On the other hand, students with low self-efficacy may avoid making choices, rely heavily on others, or remain uncertain about their future. Navarez (2018) found a significant negative relationship between career indecision and career decision-making self-efficacy among Filipino senior high school students. Velasco (2020) also reported that learners generally had high career decision-making self-efficacy and were ready to establish realistic career goals. These studies indicate that confidence in career-related tasks is associated with the decision-making process. When students trust their ability to evaluate options and plan ahead, they may become more capable of selecting paths that fit their interests, abilities, and circumstances. This is particularly relevant in Tacurong City, where students with stronger career self-efficacy may be better prepared to evaluate available educational and occupational opportunities. Conversely, lower self-efficacy may be associated with greater uncertainty even when opportunities are available.

The reviewed literature indicates that parental influence and career self-efficacy are related to career decision-making and are particularly salient in the Philippine and local context. Supportive parental involvement and higher career self-efficacy have been associated with more positive career-related outcomes, suggesting that family support and students' confidence may operate within the broader career development process (Baldon et al., 2023; Lalantacon et al., 2024; Lao et al., 2019; Navarez, 2018; Velasco, 2020). In Tacurong City, where economic constraints and limited occupational exposure may affect students' career planning, examining these factors together provides a basis for understanding the conditions associated with career decision-making among Grade 12 students.

Taken together, the reviewed literature shows that career self-efficacy and parental influence are important factors associated with career decision-making. Career self-efficacy helps students feel capable of handling the tasks involved in choosing a future career, while parental influence shapes the environment in which those decisions are made. Students who receive supportive parental guidance and possess confidence in their own abilities may be better positioned to make informed and realistic career decisions. Conversely, students who lack confidence or experience excessive family pressure may encounter greater difficulty in making career choices or may consider paths that do not align with their interests and strengths.

However, although several studies have examined these variables, there remains a need for research focused specifically on Grade 12 students in Tacurong City. Most existing studies were conducted in other settings, and while their findings provide useful evidence, they may not fully reflect the educational, social, and economic realities of students in Tacurong. The city has contextual conditions that may influence how students make decisions about their future. Local evidence was therefore needed to determine the relationships of career self-efficacy and parental influence with career decision-making among Grade 12 students in Tacurong City. This gap is important because schools and education stakeholders require evidence that reflects the circumstances of students in the area. Without local data, interventions may be

based primarily on findings from other populations and settings.This study therefore examined the relationships of parental influence and career self-efficacy with career decision-making among Grade 12 students in Tacurong City. It specifically determined the levels of parental influence, career self-efficacy, and career decision-making; examined the relationships between these variables; and determined whether parental influence and career self-efficacy significantly predicted career decision-making. The findings provided empirical evidence that may serve as a basis for developing a locally responsive Career Guidance Program for the City Schools Division of Tacurong. The results may inform parent-oriented activities, student self-appraisal activities, and career and occupation information sessions designed to support students in making informed career decisions.

THEORETICAL FRAMEWORK

This study was anchored on the Social Cognitive Career Theory (SCCT) developed by Lent, Brown, and Hackett (1994). SCCT explains that career-related behaviors and decisions are influenced by the interaction of environmental and personal factors. Environmental factors include social support and contextual influences, while personal factors include self-efficacy beliefs. According to the theory, individuals who receive positive social support and possess strong self-efficacy beliefs are more likely to engage in career-related activities and make career decisions. SCCT posits three main constructs: (1) self-efficacy, or beliefs about one's ability to perform career-related tasks; (2) outcome expectations, or beliefs about the consequences of career-related actions; and (3) career interests, or preferences for particular career activities. In the present study, parental influence represented an environmental factor that could shape students' career development, while career self-efficacy represented a personal factor associated with career decision-making.

The study was also supported by Holland's Theory of Career Choice (1997), which emphasizes the correspondence between personality characteristics and career environments, and Erikson's Stage of Identity Development (1968), which identifies adolescence as an important period for identity formation, particularly the stage of identity versus role confusion. These theoretical perspectives provided a basis for understanding career decision-making as a developmental process involving personal beliefs, environmental influences, and the exploration of possible future roles.

CONCEPTUAL FRAMEWORK

The study followed a predictor-outcome framework in which parental influence and career self-efficacy served as the independent variables, while career decision-making served as the dependent variable.

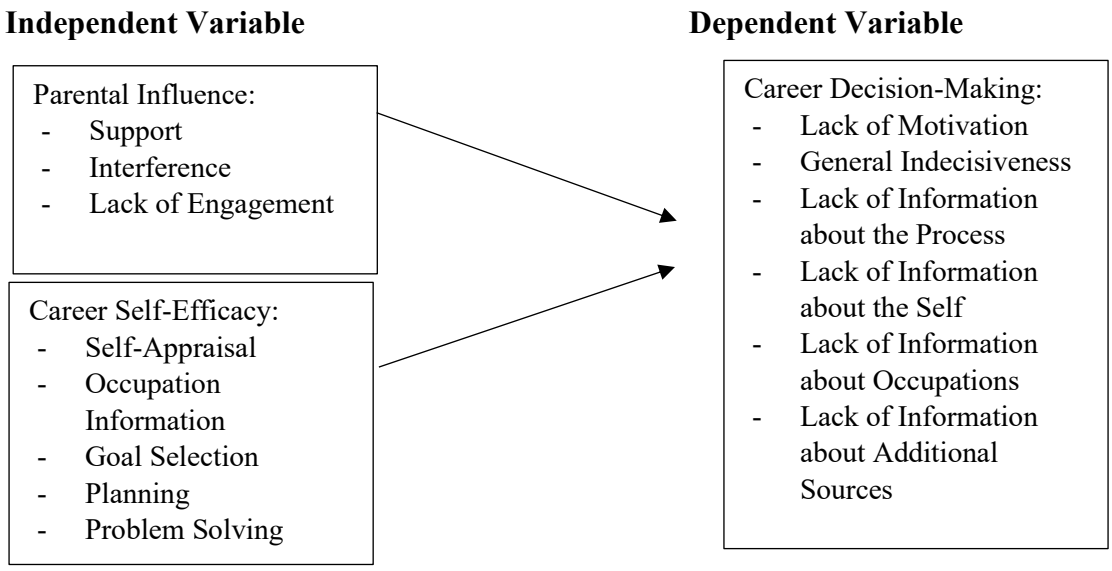


Figure 1. Conceptual Framework showing the relationship between parental influence, career self-efficacy, and career decision-making among Grade 12 students.

The framework illustrates the hypothesized relationships between parental influence and career self-efficacy as independent variables and career decision-making as the dependent variable. The arrows indicate the proposed relationships examined in the study. Parental influence represented an environmental factor relevant to students' career development, while career self-efficacy represented a personal factor associated with career decision-making. Pearson product-moment correlation was used to determine the strength and direction of the relationships between the variables, while multiple regression analysis was used to determine whether parental influence and career self-efficacy significantly predicted career decision-making among Grade 12 students.

Statement of the Problem

This study aimed to determine the relationship between parental influence and career self-efficacy as predictors of career decision-making among Grade 12 students in the City Schools Division of Tacurong as a basis for a Career Guidance Program.

Specifically, this study sought to answer the following questions:

What is the level of parental influence among Grade 12 students in terms of:

- Support
- Interference
- Lack of Engagement?

What is the level of career self-efficacy among Grade 12 students in terms of:

- Self-Appraisal
- Occupation Information
- Goal Selection
- Planning
- Problem Solving?

What is the level of career decision-making among Grade 12 students in terms of:

- Lack of Motivation
- General Indecisiveness
- Lack of Information about the Process
- Lack of Information about the Self
- Lack of Information about Occupations
- Lack of Information about Additional Sources?

Is there a significant relationship between parental influence and career decision-making?
Is there a significant relationship between career self-efficacy and career decision-making?
Does parental influence and career self-efficacy significantly predict career decision-making?

Hypotheses

H_{01}: There is no significant relationship between parental influence and career decision-making among Grade 12 students.

H_{02}: There is no significant relationship between career self-efficacy and career decision-making among Grade 12 students.

H_{03}: Parental influence does not significantly predict career decision-making among Grade 12 students.

H_{04}: Career self-efficacy does not significantly predict career decision-making among Grade 12 students.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design. The quantitative approach was appropriate because the study involved the collection and analysis of numerical data to examine the relationships among parental influence, career self-efficacy, and career decision-making (Creswell & Creswell, 2023). The descriptive component was used to determine the levels of parental influence, career self-efficacy, and career decision-making among the respondents, while the correlational component was used to examine the relationships among these variables (Fraenkel et al., 2024). Multiple linear regression was also employed to determine whether parental influence and career self-efficacy significantly predicted career decision-making.

Research Locale

The study was conducted in selected public high schools in Tacurong City, Sultan Kudarat, during School Year 2026–2027. Tacurong City is the capital of Sultan Kudarat Province and is located in the central part of the province.

The City Schools Division of Tacurong comprised eight (8) public high schools, which were organized into four clusters based on geographic proximity:

North Cluster : V.F. Grino National High School
Abang Suizo National High School
East Cluster : San Emmanuel National High School
San Pablo Integrated School
West Cluster : Tacurong National High School
South Cluster : A.S. Bernardo National High School

Rajah Muda National High School

Upper Katungal National High School

The clustering of schools facilitated the organization and distribution of the respondents during the sampling and data collection processes.

Respondents of the Study

The respondents were Grade 12 students enrolled in public senior high schools under the City Schools Division of Tacurong during School Year 2026–2027. The total Grade 12 student population across the identified public senior high schools was approximately 1,000 students.

The minimum sample size was determined using Taro Yamane's formula with a 10% margin of error. The computed minimum sample size was 91 respondents. However, to increase the number of usable responses and strengthen the representation of the participating clusters, the study obtained a final sample of 100 Grade 12 students.

A cluster-based sampling procedure was employed to ensure representation from the four geographic clusters. The target number of respondents was distributed across the clusters, after which eligible Grade 12 students were selected through random sampling within the participating schools. The final sample consisted of 100 respondents (N = 100).

The respondents met the following inclusion criteria:

1 were currently enrolled as Grade 12 students in a public senior high school under the City Schools Division of Tacurong during School Year 2026–2027;
2 were enrolled in one of the participating schools included in the study;
3 were willing to participate and had provided the required informed consent and student assent; and
4 were available during the scheduled data collection.

Research Instruments

The study utilized three adapted instruments to measure parental influence, career self-efficacy, and career decision-making difficulties. All instruments used a 5-point Likert-type response format. The instruments were reviewed and adapted for use with Grade 12 students in the local context.

The **Parental Career-Related Behaviors Questionnaire (PCB)** consisted of 15 items measuring three dimensions of parental career-related behavior: Support, Interference, and Lack of Engagement. Support consisted of Items 1–5 and assessed parental encouragement, guidance, and advice concerning career choices. Interference consisted of Items 6–10 and assessed parental pressure and attempts to influence students' career decisions. Lack of Engagement consisted of Items 11–15 and assessed parental disinterest or limited involvement in students' career development. Responses were rated on a 5-point scale ranging from 1 (Never) to 5 (Always). Higher scores indicated greater levels of the respective parental behavior. Thus, a higher score on Support represented greater parental support, whereas higher scores on Interference and Lack of Engagement represented greater parental interference and disengagement, respectively. The instrument was adapted from the Parental Career-Related Behaviors Questionnaire developed by Dietrich and Kracke (2009), which has demonstrated acceptable internal consistency in previous studies.

The **Career Decision Self-Efficacy Scale–Short Form (CDSE-SF)** consisted of 25 items measuring five dimensions of career decision-making self-efficacy: Self-Appraisal, Occupation Information, Goal Selection, Planning, and Problem Solving. Each dimension consisted of five items. Self-Appraisal consisted of Items 1–5 and assessed confidence in evaluating personal abilities, interests, and values. Occupation Information consisted of Items 6–10 and assessed confidence in obtaining information about occupations and career opportunities. Goal Selection consisted of Items 11–15 and assessed confidence in selecting appropriate educational and occupational goals. Planning consisted of Items 16–20 and assessed confidence in developing plans for achieving career goals. Problem Solving consisted of Items 21–25 and assessed confidence in managing and resolving career-related difficulties. Responses were rated on a 5-point scale ranging from 1 (No Confidence at All) to 5 (Complete Confidence). Higher scores indicated greater career decision-making self-efficacy. The instrument was based on the Career Decision Self-Efficacy Scale developed by Taylor and Betz (1983) and the short-form version developed by Betz, Klein, and Taylor (1996).

The **Career Decision-Making Difficulties Questionnaire (CDDQ)** was used to assess the respondents' career decision-making difficulties. The instrument consisted of 32 items organized according to the dimensions retained in the adapted version used in the study. The dimensions included Lack of Motivation, General Indecisiveness, Lack of Information about the Process, Lack of Information about the Self, Lack of Information about Occupations, and Lack of Information about Additional Sources. Responses were rated on a 5-point scale ranging from 1 (Does Not Describe Me) to 5 (Describes Me Well). Higher scores indicated greater career decision-making difficulties. The instrument was adapted from the Career Decision-Making Difficulties Questionnaire developed by Gati, Krausz, and Osipow (1996), which has been widely used to assess difficulties experienced by individuals in the career decision-making process.

Data Gathering Procedure

The data gathering procedure was conducted systematically after the necessary institutional and ethical requirements had been satisfied.

First, the research proposal was submitted to the appropriate research committee for review. Approval was obtained from the City Schools Division Superintendent, and permission letters were secured from the participating schools.

Second, the researcher coordinated with the school principals and guidance personnel of the participating schools to confirm the data collection schedules and identify the eligible Grade 12 respondents. The sampling procedure was then implemented based on the established cluster allocation.

Third, orientation sessions were conducted to explain the purpose of the study, the procedures involved, the voluntary nature of participation, and the confidentiality of the information to be collected. The required parental consent and student assent were obtained before the administration of the questionnaires.

Fourth, the questionnaires were administered to the respondents in a group setting according to the scheduled data collection activities. Respondents were given approximately 45–60 minutes to complete the questionnaires. The accomplished questionnaires were collected and checked for completeness.

Finally, the collected data were encoded, organized, and prepared for statistical analysis using the Statistical Package for the Social Sciences (SPSS). The appropriate descriptive and inferential statistical procedures were then applied to answer the research questions.

Statistical Treatment of Data

The data were analyzed using descriptive and inferential statistical procedures consistent with the research questions.

For RQ 1–3, mean and standard deviation were used to determine the levels of parental influence, career self-efficacy, and career decision-making difficulties. For parental influence and career self-efficacy, higher mean scores indicated higher levels of the respective constructs. For career decision-making, which was measured in terms of decision-making difficulties, higher mean scores indicated greater difficulty.

For descriptive interpretation, mean scores were categorized as follows:

Mean Range	**Verbal Interpretation**
4.20–5.00	Very High
3.40–4.19	High
2.60–3.39	Moderate
1.80–2.59	Low
1.00–1.79	Very Low

For RQ 4 and 5, the Pearson product-moment correlation coefficient (r) was used to determine the strength and direction of the relationships between the study variables. The magnitude of the correlation coefficients was interpreted using the following guidelines:

Absolute r	**Interpretation**
0.00–0.19	Very Weak
0.20–0.39	Weak

0.40–0.59	Moderate
0.60–0.79	Strong
0.80–1.00	Very Strong

For RQ 6, multiple linear regression analysis was conducted to determine whether parental influence and career self-efficacy significantly predicted career decision-making difficulties. The analysis examined the overall model fit, including the coefficient of determination (R^2), F-statistic, and significance level, as well as the regression coefficients and standardized beta weights (β) of the predictor variables.

Prior to interpreting the regression results, the assumptions of multiple linear regression were examined, including linearity, independence of observations, normality of residuals, homoscedasticity, and absence of problematic multicollinearity. Multicollinearity was assessed using the variance inflation factor (VIF) and tolerance values.

Respondents' demographic characteristics were summarized using frequency and percentage. All hypotheses were tested at the 0.05 level of significance.

Ethical Considerations

Informed Consent and Assent. Participation in the study was voluntary. Before data collection, the purpose, procedures, potential risks, benefits, and intended use of the data were explained to the participants. Parental consent and student assent were obtained before participation.

Voluntary Participation. Respondents were informed that they could decline participation or withdraw from the study at any time without penalty, coercion, or adverse effect on their academic standing or relationship with the school.

Confidentiality and Anonymity. The confidentiality and anonymity of the respondents were maintained throughout the research process. Participant names were not recorded in the research database. Instead, identification codes such as P-001 and P-002 were used. Findings were reported in aggregate form to prevent the identification of individual respondents.

Data Protection and Storage. Printed questionnaires and other research documents were stored securely in a locked storage area. Digital files were protected through password-controlled access. Access to the research data was limited to the researcher and adviser. The data will be retained for one year in accordance with the stated data management plan and will thereafter be securely disposed of.

Minimization of Harm. The study involved minimal risk because data were collected through self-report questionnaires. Respondents were informed that they could decline to answer any item that caused discomfort. No physical intervention or psychological treatment was involved in the study.

No Coercion or Incentives. Participation was not associated with academic penalties or undue influence. No excessive or inappropriate incentives were provided. Participation was primarily for academic and research purposes.

Permission from Authorities and Ethical Compliance. The study was conducted only after the necessary permissions had been obtained from the appropriate research authorities, the City Schools Division Superintendent, and the participating school administrators. The study adhered to established ethical principles governing research involving human participants. Throughout the research process, the privacy, confidentiality, autonomy, and welfare of the respondents were respected.

Conflict of Interest. The researcher declared that there was no conflict of interest that could have influenced the conduct, analysis, interpretation, or reporting of the study. The research was undertaken for academic purposes, and the researcher had no financial, professional, or personal interest that would compromise the objectivity of the study.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study on parental influence, career self-efficacy, and career decision-making difficulties among Grade 12 students in the City Schools Division of Tacurong. The results are presented according to the research questions and are interpreted in relation to the theoretical perspectives and related literature underpinning the study.

Level of Parental Influence

Table 1: Level of Parental Influence among Grade 12 Students

Dimension	Mean	SD
Support	3.66	0.741
Interference	2.92	0.913
Lack of Engagement	2.03	1.047
PARENTAL INFLUENCE	**2.87**	**0.641**

Table 1 presents the level of parental influence among Grade 12 students in terms of support, interference, and lack of engagement. The results showed that the respondents experienced a moderate overall level of parental influence (M = 2.87, SD = 0.641). Among the three dimensions, support obtained the highest mean (M = 3.66, SD = 0.741), corresponding to a high level. This was followed by interference (M = 2.92, SD = 0.913), which was moderate, while lack of engagement obtained the lowest mean (M = 2.03, SD = 1.047), interpreted as low.

The findings indicate that parental involvement in the respondents' career-related experiences was more frequently expressed through supportive behaviors than through disengagement. However, the moderate score for interference suggests that some respondents also encountered parental behaviors that may have influenced or complicated their career-related choices. The relatively low level of lack of engagement further suggests that complete parental disengagement was less commonly reported.

These findings are consistent with literature emphasizing the role of parents as an important social context in adolescents' career development. Previous studies have reported that parental behaviors and support are associated with young people's career-related beliefs and decision processes (Baldon et al., 2023; Visande & Insigne, 2024). Similarly, Lalantacon et al. (2024) reported a relationship between family influence and career decision-making among senior high school students in a local context.

Nevertheless, the three dimensions of parental influence should not be treated as equivalent forms of influence. Support, interference, and lack of engagement represent qualitatively different parental behaviors. Therefore, the overall mean of 2.87 should be interpreted only as an indication of the general level of parental influence and should not be taken to mean that all forms of parental influence operate in the same manner.

This distinction is particularly important in interpreting the subsequent relationship between parental influence and career decision-making difficulties. Because the overall parental influence score combines supportive, interfering, and disengaged behaviors, the positive relationship found between the composite

variable and career decision-making difficulties cannot, by itself, establish whether supportive behavior, interference, or lack of engagement contributed most strongly to the association. Separate subscale-level analyses would be necessary to determine the specific contribution of each parental behavior.

Level of Career Self-Efficacy

Table 2: Level of Career Self-Efficacy among Grade 12 Students

Dimension	Mean	SD
Self-Appraisal	3.60	0.827
Occupation Information	3.43	0.799
Goal Selection	3.43	0.786
Planning	3.48	0.802
Problem Solving	3.22	0.753
CAREER SELF-EFFICACY	**3.43**	**0.705**

Table 2 presents the level of career self-efficacy among Grade 12 students across five dimensions: self-appraisal, occupation information, goal selection, planning, and problem solving. The respondents reported a high overall level of career self-efficacy (M = 3.43, SD = 0.705). Among the five dimensions, self-appraisal had the highest mean (M = 3.60, SD = 0.827), followed by planning (M = 3.48, SD = 0.802). Occupation information and goal selection both obtained a mean of 3.43, while problem solving had the lowest mean (M = 3.22, SD = 0.753), which fell within the moderate range.

The findings suggest that the respondents generally expressed confidence in their ability to perform career-related tasks, particularly those involving self-appraisal. Their comparatively lower score in problem solving may indicate that confidence was somewhat less pronounced when dealing with challenges or obstacles encountered during career decision-making.

The generally high level of career self-efficacy is consistent with findings reported by Velasco (2020), who observed relatively high career decision-making self-efficacy among students. This finding may also be understood through Social Cognitive Career Theory (SCCT), which emphasizes the role of self-efficacy beliefs in shaping career-related behaviors and choices (Lent et al., 1994).

However, the high overall level of self-efficacy should not automatically be interpreted as an absence of career decision-making difficulties. Self-efficacy concerns students' perceived capability to perform career-related tasks, whereas career decision-making difficulties encompass problems involving readiness, information, and consistency of career choices. Thus, students may feel capable of performing career-related tasks while still experiencing uncertainty or difficulty in arriving at a career decision.

Level of Career Decision-Making

Table 3: Level of Career Decision-Making among Grade 12 Students

Dimension	Mean	SD
Lack of Motivation	2.58	1.070
General Indecisiveness	3.48	0.692

Lack of Information about the Process	3.13	0.997
Lack of Information about the Self	3.18	1.107
Lack of Information about the Occupations	3.13	1.066
Lack of Information about Additional Sources	3.05	0.993
CAREER DECISION-MAKING	**3.09**	**0.846**

Table 3 presents the level of career decision-making among Grade 12 students across six dimensions: lack of motivation, general indecisiveness, lack of information about the process, lack of information about the self, lack of information about occupations, and lack of information about additional sources. The respondents demonstrated a moderate overall level of career decision-making difficulties (M = 3.09, SD = 0.846). Among the dimensions, general indecisiveness obtained the highest mean (M = 3.48, SD = 0.692), indicating a high level of difficulty in this area. This was followed by lack of information about self (M = 3.18, SD = 1.107), lack of information about the decision-making process (M = 3.13, SD = 0.997), lack of information about occupations (M = 3.13, SD = 1.066), and lack of information about additional sources (M = 3.05, SD = 0.993), all of which were moderate. Lack of motivation obtained the lowest mean (M = 2.58, SD = 1.070), corresponding to a low level.

The prominence of general indecisiveness suggests that the principal difficulty experienced by the respondents was not necessarily a lack of motivation to make career decisions but difficulty in reaching or committing to a decision. This distinction is important for career guidance because students who are motivated to make a decision may nevertheless require structured assistance in clarifying alternatives, evaluating information, and developing confidence in their choices.

The moderate levels of information-related difficulties further suggest that access to career information remains relevant to the respondents' decision-making process. Students may possess general awareness of career options while still experiencing difficulty identifying information about themselves, the decision-making process, occupations, or other sources of career information.

These findings support the relevance of career guidance interventions that address both indecisiveness and information needs. Rather than focusing solely on providing occupational information, school-based interventions may also need to help students clarify personal interests and abilities, organize career alternatives, evaluate available information, and develop systematic decision-making strategies.

Overall Descriptive Summary of the Study Variables

Table 4: Overall Descriptive Statistics of the Major Study Variables

	N	Mean	SE	SD
Parental Influence	100	2.87	0.0641	0.641
Career Self-Efficacy	100	3.43	0.0705	0.705
Career Decisio-Making	100	3.09	0.0846	0.846

Table 4 presents the overall descriptive statistics for the three major variables of the study: parental influence, career self-efficacy, and career decision-making. All three variables were measured among 100 Grade 12 students. Parental influence obtained an overall mean of 2.87 (SE = 0.0641, SD = 0.641), while

career self-efficacy obtained a mean of 3.43 (SE = 0.0705, SD = 0.705). Career decision-making obtained an overall mean of 3.09 (SE = 0.0846, SD = 0.846).

Overall, the respondents reported a moderate level of parental influence, a high level of career self-efficacy, and a moderate level of career decision-making difficulties. These findings suggest that students may possess relatively strong confidence in performing career-related tasks while simultaneously experiencing difficulties in making or committing to career decisions. This pattern reinforces the distinction between confidence in career-related abilities and difficulty in making a career decision.

Relationship Between Parental Influence and Career Decision-Making

Table 5: Correlation Matrix Between Parental Influence and Career Decision-Making

		Parental Influence	Career Decision-Making
Parental Influence	Pearson's r	—	
	df	—	
	p-value	—	
	N	—	
Career Decision-Making	Pearson's r	0.410	—
	df	98	—
	p-value	<.001	—
	N	100	—

Table 5 presents the relationship between parental influence and career decision-making among Grade 12 students. The results show a Pearson correlation coefficient of r = 0.410 with a p-value of < .001 and 98 degrees of freedom based on 100 respondents. A statistically significant moderate positive relationship was found between parental influence and career decision-making difficulties, r = .410, p < .001. Thus, higher overall parental influence scores were associated with higher levels of reported career decision-making difficulties.

The finding indicates that parental influence was significantly associated with students' career decision-making difficulties. However, the direction of the association requires careful interpretation because the parental influence measure combined three distinct dimensions: support, interference, and lack of engagement. Consequently, the positive correlation should not be interpreted as evidence that parental support itself increases career decision-making difficulties.

One possible interpretation is that students experiencing greater parental involvement may also experience greater exposure to parental expectations, preferences, or guidance concerning career choices. Depending on how such involvement is experienced, parental influence may either facilitate or complicate decision-making. This interpretation is consistent with research emphasizing that parental involvement in career development can take different forms and may not have uniformly positive effects (Baldon et al., 2023; Visande & Insigne, 2024).

The result also highlights the need for more specific analysis of parental behavior. In particular, separate correlations between support, interference, and lack of engagement and career decision-making difficulties

would provide a clearer explanation of which parental behaviors are associated with students' difficulties. Without these separate analyses, the composite correlation should be regarded as evidence of an overall association rather than evidence concerning any particular parental behavior.

Relationship Between Career Self-Efficacy and Career Decision-Making

Table 6: Correlation Matrix between Career Self-Efficacy and Career Decision-Making

		Career Self-Efficacy	Career Decision-Making
CS Career Self-Efficacy	Pearson's r	—	
	df	—	
	p-value	—	
	N	—	
Career Decision-Making	Pearson's r	-0.077	—
	df	98	—
	p-value	.444	—
	N	100	—

Table 6 presents the Pearson product-moment correlation between career self-efficacy and career decision-making among the Grade 12 students. The analysis yielded a correlation coefficient of r = -0.077, with 98 degrees of freedom and a p-value of .444. The Pearson correlation revealed a very weak negative relationship between career self-efficacy and career decision-making difficulties, r = −.077, p = .444. The relationship was not statistically significant at the .05 level. Therefore, the null hypothesis stating that there is no significant relationship between career self-efficacy and career decision-making difficulties was not rejected.

At the bivariate level, the result suggests that students' confidence in performing career-related tasks was not significantly associated with the degree of difficulty they reported in making career decisions. This finding differs from studies such as Navarez (2018), which reported a significant relationship between career self-efficacy and career decision-making-related outcomes.

The discrepancy may be explained by differences in the constructs and contexts examined. The CDSE-SF measures confidence in performing career decision-making tasks, whereas the CDDQ focuses on difficulties encountered in the career decision-making process. Although these constructs are theoretically related, confidence in performing career tasks does not necessarily eliminate uncertainty, indecisiveness, or information-related difficulties.

The finding may also be considered within SCCT. The theory proposes that career development is shaped not only by self-efficacy beliefs but also by outcome expectations, personal goals, environmental supports, and barriers (Lent et al., 1994). Thus, relatively high career self-efficacy may coexist with career decision-making difficulties when students encounter uncertainty, competing expectations, insufficient information, or other contextual conditions.

Importantly, the non-significant Pearson correlation should be distinguished from the subsequent multiple regression result. When parental influence and career self-efficacy were considered simultaneously, career self-efficacy demonstrated a statistically significant unique contribution to career decision-making

difficulties. This indicates that the bivariate and multivariate analyses provided different but complementary information about the relationship between the variables.

Relationship Among Parental Influence, Career Self-Efficacy, and Career Decision-Making

Table 7: Correlation Matrix among Parental Influence, Career Self-Efficacy, and Career Decision-Making

		PI	CSE	CDM
PI	Pearson's r	—		
	df	—		
	p-value	—		
	N	—		
CSE	Pearson's r	0.421	—	
	df	98	—	
	p-value	<.001	—	
	N	100	—	
CDM	Pearson's r	0.410	-0.077	—
	df	98	98	—
	p-value	<.001	.444	—
	N	100	100	—

Table 7 presents the correlation matrix showing the relationships among parental influence, career self-efficacy, and career decision-making among the Grade 12 students. The results indicate a significant positive relationship between parental influence and career self-efficacy, with a correlation coefficient of $r = 0.421$ and a p-value of $< .001$. This indicates that students who reported greater parental influence also tended to report higher levels of career self-efficacy. The relationship is moderate in strength and statistically significant at the .05 level.

The finding suggests that parents may serve as an important social context in the development of students' confidence in managing career-related tasks. Support, guidance, expectations, and involvement from parents may provide students with experiences and encouragement that contribute to their confidence in assessing themselves, gathering occupational information, selecting goals, planning, and addressing career-related problems. This is consistent with the social and contextual perspective of Social Cognitive Career Theory, which recognizes the role of environmental influences in shaping career-related beliefs and behaviors.

The matrix also confirms the previously reported relationships between the variables. Parental influence was significantly and positively related to career decision-making difficulties ($r = 0.410$, $p < .001$), indicating that greater parental influence was associated with greater reported difficulty in career decision-making. In contrast, career self-efficacy was not significantly related to career decision-making difficulties ($r = -0.077$, $p = .444$). Although the direction of the relationship was negative, the very small correlation and non-

significant p-value indicate that the association was insufficient to establish a meaningful linear relationship in the present sample.

Taken together, the findings reveal that parental influence and career self-efficacy are related to each other, but they do not demonstrate the same relationship with career decision-making. Parental influence showed a significant association with career decision-making difficulties, whereas career self-efficacy did not. This distinction is important because it suggests that students' confidence in performing career-related tasks does not necessarily translate into fewer career decision-making difficulties within the present group of respondents. Meanwhile, parental influence appears to have a more evident association with the difficulties students experience when making career decisions.

These findings provide an important basis for the subsequent multiple regression analysis, which will determine whether parental influence and career self-efficacy significantly predict career decision-making when considered simultaneously. Because correlation does not establish causation, the predictive analysis will provide further evidence regarding the unique and combined contribution of the two predictor variables.

Multiple Linear Regression Predicting Career Decision-Making

A multiple linear regression analysis was conducted to determine whether parental influence and career self-efficacy jointly predicted career decision-making difficulties.

Table 8: Model Fit for Multiple Linear Regression Predicting Career Decision-Making Difficulties

Model	R	R^2	Adjusted R^2	RMSE	F	df1	df2	p
1	.494	.244	.229	.732	15.7	2	97	< .001

The model was estimated using a sample of 100 respondents. Predictors were parental influence and career self-efficacy. Higher scores on the dependent variable indicate greater career decision-making difficulties. The overall regression model was statistically significant, $F(2, 97) = 15.7$, $p < .001$. The model yielded an R of .494, an R^2 of .244, and an adjusted R^2 of .229. This indicates that parental influence and career self-efficacy collectively explained 24.4% of the variance in career decision-making difficulties among the respondents. The remaining 75.6% of the variance may be attributable to other factors not included in the model.

Table 9: Regression Coefficients and Collinearity Statistics

Predictor	B	SE	β	t	p	Tolerance	VIF
Intercept	2.305	0.421	—	5.47	< .001	—	—
Parental Influence	0.710	0.128	.538	5.53	< .001	.823	1.22
Career Self-Efficacy	−0.365	0.117	−.304	−3.12	.002	.823	1.22

Parental influence made a statistically significant positive contribution to career decision-making difficulties, $B = 0.710$, $\beta = .538$, $t = 5.53$, $p < .001$, 95% CI [0.455, 0.965]. Holding career self-efficacy constant, higher parental influence scores were associated with higher levels of career decision-making difficulties.

Career self-efficacy, on the other hand, made a statistically significant negative contribution to career decision-making difficulties, $B = −0.365$, $\beta = −.304$, $t = −3.12$, $p = .002$, 95% CI [−0.597, −0.133]. Holding

parental influence constant, higher career self-efficacy was associated with lower levels of career decision-making difficulties.

The standardized coefficients indicate that parental influence had the larger standardized coefficient in the model ($\beta = .538$) compared with career self-efficacy ($\beta = -.304$). However, these coefficients should be interpreted as statistical contributions within the specified model, rather than as evidence of causal effects.

The regression finding for career self-efficacy is particularly noteworthy because its zero-order Pearson correlation with career decision-making difficulties was not statistically significant ($r = -.077$, $p = .444$). After parental influence was statistically controlled, however, career self-efficacy demonstrated a significant negative association with career decision-making difficulties. This difference indicates that the relationship between career self-efficacy and decision-making difficulties was partly obscured when the variables were examined independently. The moderate correlation between parental influence and career self-efficacy ($r = .421$, $p < .001$) indicates that the predictors shared some variance, while the collinearity statistics showed that their overlap was not excessive.

The tolerance value of .823 and VIF of 1.22 for both predictors indicated no substantial multicollinearity concern. Thus, parental influence and career self-efficacy could be retained simultaneously in the regression model without evidence that excessive overlap between the predictors distorted the analysis.

Overall, the regression findings provide stronger evidence for the joint predictive model than the individual Pearson correlations alone. The results suggest that parental influence and career self-efficacy were significantly associated with career decision-making difficulties when considered simultaneously, with parental influence showing a positive contribution and career self-efficacy showing a negative contribution.

DISCUSSION OF THE INTEGRATED FINDINGS

Taken together, the findings present a more nuanced picture of career decision-making among the respondents. Students generally reported high career self-efficacy but moderate career decision-making difficulties, particularly general indecisiveness. This suggests that possessing confidence in one's ability to perform career-related tasks does not necessarily translate into an absence of difficulty in making a career choice.

The findings further demonstrate the importance of considering the social environment surrounding career decision-making. Parental influence showed a significant positive association with career decision-making difficulties and also made a significant positive contribution in the regression model. However, because parental influence was operationalized as a composite of support, interference, and lack of engagement, the result should not be interpreted as showing that parental involvement is inherently problematic. Rather, it suggests that the overall pattern of parental career-related behaviors was relevant to students' decision-making difficulties.

The findings are consistent with the central premise of Social Cognitive Career Theory that career development occurs through the interaction of personal beliefs and environmental conditions (Lent et al., 1994). Career self-efficacy represents a personal cognitive factor, whereas parental influence represents an important social-contextual factor. The present findings suggest that both dimensions are relevant when examining students' career decision-making difficulties, although they operate in different directions within the regression model.

The results also support the relevance of Holland's theory and Erikson's perspective on development. Students at the senior high school level are expected to explore interests, abilities, and possible occupational identities while making increasingly consequential educational and career choices. Difficulties in self-understanding, information gathering, and committing to a choice may therefore emerge as students attempt to translate personal characteristics into realistic career alternatives.

From a school counseling perspective, the findings suggest that career guidance should address more than occupational information alone. Interventions may need to strengthen students' self-exploration and decision-making skills while also helping them evaluate career information and manage uncertainty. At the same time, parents may benefit from guidance on how to provide career-related support without unintentionally increasing uncertainty or pressure. The findings therefore support a coordinated approach involving students, parents, teachers, and school counselors.

Limitations of the Study

Several limitations should be considered when interpreting the findings. First, the study involved 100 Grade 12 students from public schools within the City Schools Division of Tacurong. Consequently, the findings may not be directly generalizable to students from private schools, other school divisions, or other geographic contexts.

Second, the study employed a cross-sectional design and self-report measures. The findings therefore describe associations among the variables at the time of data collection and should not be interpreted as establishing causal relationships. Students' responses may also have been affected by personal perceptions or social desirability.

Third, the study used a composite measure of parental influence that included support, interference, and lack of engagement. Although this provided an overall measure of parental career-related influence, it limited the ability of the analysis to determine which specific parental behavior was most strongly associated with career decision-making difficulties. Future analyses should examine the three dimensions separately.

Fourth, although the regression model explained 24.4% of the variance in career decision-making difficulties, a substantial proportion of the variance remained unexplained. Other factors, such as outcome expectations, career information access, socioeconomic circumstances, peer influence, school support, parental expectations, and individual decision-making styles, may also contribute to career decision-making difficulties.

Finally, the quantitative design provided limited insight into how students personally experience career uncertainty and parental involvement. Qualitative or mixed-method follow-up research could provide deeper explanations of why students experience indecisiveness and how different forms of parental influence shape their career decision-making experiences.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

First, the respondents reported a moderate overall level of parental influence, with parental support emerging as the most frequently reported dimension, followed by parental interference and lack of engagement. This indicates that parents remain an important part of students' career-related experiences. However, because parental influence encompasses different forms of parental behavior, the findings should not be interpreted as suggesting that all forms of parental involvement operate in the same manner.

Second, the respondents demonstrated a high overall level of career self-efficacy across the five dimensions examined. Self-appraisal obtained the highest mean, followed by planning, occupation information, and goal selection, while problem solving obtained the lowest mean. This indicates that the students generally expressed confidence in performing career-related tasks, particularly those involving self-appraisal, although confidence in dealing with career-related problems was comparatively lower.

Third, the respondents experienced a moderate overall level of career decision-making difficulties, with general indecisiveness obtaining the highest mean and reaching the high level. This was followed by difficulties related to information about the self, the decision-making process, occupations, and additional sources, while lack of motivation obtained the lowest mean. The findings suggest that the most prominent

concern was not a lack of motivation to engage in career decision-making, but rather difficulty in reaching or committing to a career decision.

Fourth, parental influence was found to have a statistically significant moderate positive relationship with career decision-making difficulties ($r = .410$, $p < .001$). In addition, parental influence made a significant positive contribution to career decision-making difficulties in the multiple regression model ($\beta = .538$, $p < .001$). Thus, higher overall parental influence scores were associated with greater reported career decision-making difficulties when the other predictor was controlled. However, because the parental influence measure combined support, interference, and lack of engagement, the findings do not establish which specific parental behavior accounted for this association.

Fifth, career self-efficacy did not demonstrate a statistically significant bivariate relationship with career decision-making difficulties ($r = -.077$, $p = .444$). However, when parental influence and career self-efficacy were examined simultaneously through multiple regression, career self-efficacy made a statistically significant negative contribution to career decision-making difficulties ($\beta = -.304$, $p = .002$). This indicates that the relationship between career self-efficacy and career decision-making difficulties became evident after accounting for the shared variance between the two predictors. Thus, the findings distinguish between the non-significant zero-order correlation and the significant unique contribution of career self-efficacy in the multivariate model. Sixth, parental influence was significantly and positively related to career self-efficacy ($r = .421$, $p < .001$). This finding indicates that the overall pattern of parental career-related influence was associated with students' confidence in performing career-related tasks. However, because the parental influence variable represented a composite of support, interference, and lack of engagement, the direction and nature of this association should be interpreted cautiously.

Finally, the multiple regression model was statistically significant, $F(2, 97) = 15.7$, $p < .001$, with parental influence and career self-efficacy collectively explaining 24.4% of the variance in career decision-making difficulties. The findings demonstrate that career decision-making among Grade 12 students is a multidimensional process involving both personal and social-contextual factors. The results therefore support the development of a Career Guidance Program that strengthens students' self-understanding, career decision-making skills, and access to career information while also promoting parental involvement that supports students' autonomy, interests, and career aspirations.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

- Develop and implement a comprehensive Career Guidance Program that directly addresses the career decision-making difficulties identified among Grade 12 students, with particular attention to general indecisiveness. The program may include structured activities on career exploration, decision-making strategies, self-understanding, and managing uncertainty in career choices.
- Strengthen career self-exploration and planning activities through appropriate self-assessment tools, career exploration exercises, goal-setting activities, and individualized career planning. These activities may help students clarify their interests, abilities, values, and goals and connect these characteristics with potential educational and occupational pathways.
- Enhance students' access to relevant and updated career information concerning educational opportunities, college and technical-vocational programs, occupations, scholarships, admission requirements, labor-market opportunities, and other reliable career resources. School-based guidance personnel may organize career information sessions, career fairs, information repositories, and individualized consultations to address students' information-related difficulties.
- Promote developmentally appropriate and autonomy-supportive parental involvement in career planning. Parents may be encouraged to communicate openly with their children, provide information and emotional support, and respect students' interests, abilities, and aspirations while avoiding excessive pressure or imposing career preferences. Parent-oriented career guidance activities may be incorporated

into the school's Career Guidance Program to help families understand their role in students' career decision-making.

- Strengthen coordination among school-based guidance personnel, teachers, parents, and other relevant stakeholders to establish continuous and coordinated career support for students. Regular monitoring and individual or small-group counseling may be provided to students who demonstrate persistent indecisiveness or difficulties related to self-understanding and career information.
- Conduct further research examining the specific dimensions of parental influence and other factors associated with career decision-making difficulties. Future studies should separately examine parental support, interference, and lack of engagement to determine how each dimension relates to students' career decision-making. Researchers may also investigate personal, family, peer, academic, and environmental factors that were not included in the present model.
- Consider qualitative or mixed-method follow-up studies to explore students' lived experiences of career indecision, parental expectations, career information needs, and the role of self-efficacy in actual career decision-making. Such studies may provide contextual explanations for the patterns identified in the quantitative findings and may guide the development of more responsive school-based career counseling interventions.

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APPENDICES

Appendix A: Parental career-related behaviors questionnaire (15 items)

Instructions: Read each statement carefully. Rate how often your parents do the following by checking the appropriate box:

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

Part I: Support

#	Statement	1	2	3	4	5
1	My parents talk to me about my vocational interests and abilities.					
2	My parents encourage me to seek information about vocations I am interested in.					
3	My parents support me in getting an apprenticeship.					
4	My parents give advice on the choice of careers available.					
5	My parents talk to me about apprenticeship opportunities in various careers.					

Part II: Interference

#	Statement	1	2	3	4	5
6	My parents have their own ideas about my future vocation and try to influence me accordingly.					
7	My parents interfere too much with my vocational preparation.					
8	My parents try to put through their ideas of my future vocation.					
9	My parents would talk me out of a vocation they don't like					
10	My parents try to push me in a certain direction regarding my future vocation.					

Part III: Lack of Engagement

#	Statement	1	2	3	4	5
11	My parents are not really interested in my future vocation.					
12	My parents don't care about my vocational preparation					
13	My parents cannot support my vocational preparation, because they know too little about different vocations					
14	My parents cannot support my vocational preparation, because they are too busy					
15	My parents cannot support my vocational preparation, as they face difficulties at work themselves.					

Scoring: Sum the items for each subscale. Higher scores indicate greater parental support, greater parental interference, or greater parental lack of engagement, respectively.

Source: Adapted from the Parental Career-Related Behaviors (PCB) questionnaire by Dietrich and Kracke (2009).The original instrument was validated in adolescent studies with Cronbach's $\alpha = 0.85–0.90$. (Dietrich, J., & Kracke, B. (2009). Parental career-related behavior and adolescent academic performance. Journal of Youth and Adolescence, 38(2), 185–197)

APPENDIX C: CAREER DECISION SELF-EFFICACY SCALE – SHORT FORM (25 items)

Instructions: Rate your confidence in performing each of the following tasks.

1 = No Confidence at All, 2 = Very Little Confidence, 3 = Moderate Confidence, 4 = Much Confidence, 5 = Complete Confidence

Part I: Self-Appraisal

#	Task	1	2	3	4	5
1	Accurately assess your abilities					

2	Decide what you value most in an occupation.					
3	Define the type of lifestyle you would like to live.					
4	Choose a career that will fit your preferred lifestyle.					
5	Choose a major or career that will fit your interests.					

Part II: Occupation Information

#	Task	1	2	3	4	5
6	Find information in the library about occupations you are interested in.					
7	Talk with a person already employed in the field you are interested in.					
8	Find out the employment trends for an occupation over the next ten years					
9	Find out about the average yearly earnings of people in an occupation.					
10	Find information about graduate or professional schools.					

Part III: Goal Selection

#	Task	1	2	3	4	5
11	Select one occupation from a list of potential occupations you are considering.					
12	Select one major from a list of potential majors you are considering					
13	Make a career decision and then not worry about whether it was right or wrong.					
14	Identify some reasonable major or career alternatives if you are unable to get your first choice.					
15	Determine what your ideal job would be.					

Part IV: Planning

#	Task	1	2	3	4	5
16	Make a plan of your goals for the next five years.					
17	Determine the steps to take if you are having academic trouble with an aspect of your chosen major.					

18	Determine the steps you need to take to successfully complete your chosen major.					
19	Determine the steps you need to take to apply for a job or graduate school.					
20	Identify employers, forms, institutions relevant to your career possibilities.					

Part V: Problem Solving

#	Task	1	2	3	4	5
21	Persistently work at your major or career goal even when you get frustrated.					
22	Change majors if you did not like your first choice.					
23	Change occupations if you are not satisfied with the one you enter.					
24	Successfully manage the job interview process.					
25	Figure out what you are and are not ready to sacrifice to achieve your career goals.					

Scoring: Sum all 25 items. Higher scores indicate greater career decision-making self-efficacy.

Source: Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. Journal of Vocational Behavior, 22, 63–81. Adapted short form developed by Betz, Klein, and Taylor (1996).

Appendix D: Career decision-making difficulty questionnaire (25 items)

Instructions: Read each statement carefully. Rate how much you agree:

1 = Does Not Describe Me, 5 = Describes Me Well

Part I: Lack of Motivation

#	Statement	1	2	3	4	5
1	I know that I have to choose a career, but I don't have the motivation to make the decision now (I don't feel like it).					
2	Work is not the most important thing in one's life and therefore the issue of choosing a career doesn't worry me much.					
3	I believe that I do not have to choose a career now because time will lead me to the right career choice.					

Part II: General Indecisiveness

4	It is usually difficult for me to make decisions.					
5	I usually feel that I need confirmation and support for my decisions from a professional person or somebody else I trust.					
6	I am usually afraid of failure.					
7	I like to do things my own way.					
8	I expect that entering the career I choose will also solve my personal problems.					
9	I believe there is only one career that suits me.					
10	I expect that through the career I choose I will fulfill all my aspirations.					
11	I believe that a career choice is a one-time choice and a life-long commitment.					
12	I always do what I am told to do, even if it goes against my own will.					

Part III: Lack of Information about the Process

13	I find it difficult to make a career decision because I do not know what steps I have to take.					
14	I find it difficult to make a career decision because I do not know what factors to take into consideration.					
15	I find it difficult to make a career decision because I don't know how to combine the information I have about myself with the information I have about the different careers.					

Part IV: Lack of Information about the Self

16	I find it difficult to make a career decision because I still do not know which occupations interest me.					
17	I find it difficult to make a career decision because I am not sure about my career preferences yet (for example, what kind of a relationship I want with people, which working environment I prefer).					
18	I find it difficult to make a career decision because I do not have enough information about my competencies (for example, numerical ability, verbal skills) and/or about my personality traits (for example, persistence, initiative, patience).					

Part V: Lack of Information about Occupations

19	I find it difficult to make a career decision because I do not know what my abilities and/or personality traits will be like in the future.					
20	I find it difficult to make a career decision because I do not have enough information about the variety of occupations or training programs that exist.					
21	I find it difficult to make a career decision because I do not have enough information about the characteristics of the occupations and/or training programs that interest me (for example, the market demand, typical income, possibilities of advancement, or a training program's perquisites).					
22	I find it difficult to make a career decision because I do not know what careers will look like in the future.					
23	I find it difficult to make a career decision because I do not know how to obtain additional information about myself (for example, about my abilities or my personality traits).					
24	I find it difficult to make a career decision because I do not know how to obtain accurate and updated information about the existing occupations and training programs, or about their characteristics.					

Part VI: Lack of Information about Additional Sources

25	I find it difficult to make a career decision because I constantly change my career preferences (for example, sometimes I want to be self-employed and sometimes I want to be an employee).					
26	I find it difficult to make a career decision because I have contradictory data about my abilities and/or personality traits (for example, I believe I am patient with other people but others say I am impatient).					
27	I find it difficult to make a career decision because I have contradictory data about the existence or the characteristics of a particular occupation or training program.					
28	I find it difficult to make a career decision because I'm equally attracted by a number of careers and it is difficult for me to choose among them.					
29	I find it difficult to make a career decision because I do not like any of the occupations or training programs to which I can be admitted.					
30	I find it difficult to make a career decision because the occupation I am interested in involves a certain characteristic that bothers me (for example, I am interested in medicine, but I do not want to study for so many years).					

31	I find it difficult to make a career decision because my preferences can not be combined in one career, and I do not want to give any of them up (e.g., I'd like to work as a free-lancer, but I also wish to have a steady income).					
32	I find it difficult to make a career decision because my skills and abilities do not match those required by the occupation I am interested in.					
33	I find it difficult to make a career decision because people who are important to me (such as parents or friends) do not agree with the career options I am considering and/or the career characteristics I desire.					
34	I find it difficult to make a career decision because there are contradictions between the recommendations made by different people who are important to me about the career they recommend that I choose, or about what career characteristics should guide my decision.					

Scoring: Compute the mean or sum of each subscale: Lack of Motivation, General Indecisiveness, Lack of Information about the Process, Lack of Information about the Self, Lack of Information about Occupations, and Lack of Information about Additional Sources. Higher scores indicate greater career decision-making difficulties.

Source: Adapted from the revised Career Decision-Making Difficulties Questionnaire (CDDQ) by Gati, Krausz, and Osipow (1996), as used in later studies.

APPENDIX E: CONSENT AND ASSENT FORMS

PARENTAL CONSENT FORM

Title: Parental Influence and Career Self-Efficacy as Predictors of Career Decision-Making Among Grade 12 Students in Tacurong City

Purpose: This study aims to understand factors influencing career decision-making among Grade 12 students.

Procedures: Your child will complete a 74-item questionnaire (approximately 45–60 minutes) about parental influence, peer influence, career self-efficacy, and career decision-making.

Risks: Minimal risk. Your child may skip any uncomfortable questions.

Benefits: No direct benefit, but findings will help develop career guidance programs.

Confidentiality: All data will be kept confidential. Your child's name will not be used.

Voluntary Participation: Participation is voluntary. Your child may withdraw at any time without penalty.

Contact: Carl Jayson B. Sierra

Consent: I have read and understood this form. I consent to my child's participation.

Name: Signature: Date:

STUDENT ASSENT FORM

Title: Parental Influence and Career Self-Efficacy as Predictors of Career Decision-Making Among Grade 12 Students in Tacurong City

Purpose: This study aims to understand factors influencing career decisions among Grade 12 students.

Procedures: You will complete a questionnaire (approximately 45–60 minutes).

Risks: No known risks. You may skip any questions you don't want to answer.

Benefits: No direct benefit, but your participation will help improve career guidance.

Confidentiality: Your name will not be used. All data will be kept confidential.

Voluntary Participation: You may choose not to participate or withdraw at any time without penalty.

Consent: I want to participate in this study.

Name: Signature: Date: