

The Effect of Maternal Parenting Style on Career Decision Self-Efficacy through the Mediation of Vocational School Adolescents' Attribution Style in Career Decision Making

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Abstract

Career issues challenge more vocational school students in making effective career decision. This study aims to analyze the effect of maternal parenting style on career decision self-efficacy through the mediation of attribution style in career decision. A total of 851 participants of the 12th grade vocational school adolescents were involved. The instruments included Parental Authority Questionnaire, Assessment of Attributions for Career Decision Making, and Career Decision Self-Efficacy Short Form. Data analysis applied mediation regression through PROCESS Macro. Finding shows that maternal permissive parenting predicts optimistic attribution style in adolescents that could increase the degree of career decision self-efficacy. Consequently, proper maternal parenting is one step to help adolescents in gaining skills in the process of making most favorable career decisions.

Keywords: career decision self-efficacy, career decision attribution style, parenting style, adolescents

Introduction

Career development is an inevitable aspect of an individual, especially when someone starts to reach the final stage of adolescence. The increasing personal challenges now demand adolescents to have sensitivity in self-discoveries regarding abilities, management of relationship with older generation, and development of their their defense to excitement and anxieties relating to career choice (Waddell, 2018), especially for adolescents undergoing vocational education. The importance of this youth initiative can even be explained as an obligation because it will be their responsibility for future accomplishment. Moreover, the social environment of individuals who exist in adolescence is more widespread than during elementary school. The condition of the social environment should allow exploration of self potential, such as developing values, building self-images, developing career aspirations, and building long-term life goals (Mortimer, 2003).

In Indonesia in particular, there has been a development of formal education for adolescents focused on workforce preparation that has long been carried out, namely in the form of vocational education. Based on the Law Number 20 Year 2003 article 15, vocational education is secondary education which prepares students to work in certain fields (Damarjati, 2016). The education includes the type of Vocational High School (SMK) or Vocational Madrasah Alliyah. Damarjati (2016) explained that the model of organizing Vocational High School (SMK) or Vocational Madrasah Alliyah has more of the advantage than high school in general because it is provided with facilities such as working equipment that resembles the industrial world, which also emphasizes the existence of an apprenticeship system, schools and companies cooperation, and prioritizing practical learning systems. Some parents have reason to send their children to vocational schools so they can work right away, and that they don't need to study formally for longer period of time (Latief, 2010). Generally, such direction is for the sake of ensuring the economic well-being of the family in order for the children to be able to work directly into the community.

On the other hand, the Indonesia vocational school graduates data collection provide information that continues to be worrying, where for several years from 2015 to 2019, the unemployment percentage has been the highest in the open unemployment rate of the Central Statistics Agency (BPS) (Citradi, 2019). The data shows there has not been a decrease to below 10% for the total number of graduates during the year (BPS, 2019). This phenomenon indicates that there are several trigger factors for not achieving the target of vocational education. Several factors can be related to the problem of decreasing employment opportunities that are replaced by the increasing number of factory machinery (Citradi, 2019; Wijayanto, 2019), as well as psychological problems such as dealing with difficulties in determining career, not being confident in completing career preparation tasks, minimum amount of efforts in career exploration, and lack of proper career planning (Amir & Gati, 2014; Code, Bernes, Gunn, & Bardick, 2006; Mao, Hsu, & Fang, 2017; Penn & Lent, 2018). Whereas before the graduation, vocational school students need to have achieved optimization of the development of each of these concepts. This is because without a combination of career decision beliefs, commitment to a particular career, and high career decision making, adolescents are predicted to have lower ability to gather knowledge about work and lower ability to display attitudes for future careers (Creed & Patton, 2003).

One of the concepts supporting individual career development is career self-efficacy as a derivative part of Bandura's self-efficacy concept in general (Bandura, 1997 in Feist, Feist, & Roberts, 2013). The definition of career decision self-efficacy is the degree of individual confidence in their ability to successfully complete all the tasks required in career decisions (Betz, Hammond, & Multon, 2005). The tasks are categorized into five groups in the form of self-assessment, gathering work information, choosing goals, planning, and solving problems. If all dimensions of the task are carried out optimally, then the career decision self-efficacy are high. High career decision self-efficacy are able to deliver one's youth to show career decision-making adaptive

behavior (Betz, Hammond, & Multon, 2005). As for the opposite, if the individual is detected to have low career decision self-efficacy, then he will be predicted to be less able to make career decisions (Taylor & Betz, 1983). Adolescents who are ready to make career decisions will have a high level of exploration to get the best jobs, be actively involved, and be more optimistic about making employment decisions (Hirschi, Niles, & Akos, 2011).

Apart from that, in addition to paying attention to factors in themselves that can have a direct impact on adolescent career decisions, other preceding factors also need to be considered in shaping the self-efficacy of optimal career decisions. Both the internal and external environment of adolescents can affect the formation of career decision self-efficacy (Hirschi, Niles, & Akos, 2011). The immediate environment of adolescents, although it is increasingly widespread in the school environment, still requires the actualization of the role of parents in the family (Worell & Danner, 1989). Fulfillment of social, economic, emotional, and personality development support can come from sources of parental participation (Santrock, 2014; Utami, Suharto, & Salim, 2019). Not only in the form of closeness interactions, adolescent self-confidence can develop strongly every time a parent maintains a good family relationship (Hargrove, Creagh, & Burgess, 2002; Nawaz & Gilani, 2011). Moreover, the impact can be more apparent from the implementation of a special process called care which includes providing a learning environment, providing warmth, disciplining, managing, maintaining, and providing a role model for life (Morrison, 2009; Ninivaggi 2012). Different styles of parenting have different effects to optimize the self-efficacy of career decisions. Like in terms of type, parenting style that contains a high maternal attachment has the potential to increase the career decision self-efficacy (Floyd, 2003; Gianakos, 2001).

Related to the concept of parenting itself, Baumrind (1966; 1991) explained its definition as an act of parenting through differences in giving control, standards of behavior, and attitudes of parents in responding to the needs of children so as to create an emotional atmosphere for the parents' behavior. Giving warmth and parental demands are elements that divide parenting style into three types, namely authoritarian, permissive, and authoritative (Baumrind, 1971). Authoritarian parenting is characterized by parents who are always directing actions and demanding child compliance without reason or explanation behind compliance, while warmth is very little given to their children. Permissive parenting is based on giving full rights to the child, so that more parents give warmth to the fulfillment of all their needs and always approve all self-actualization of the child (Baumrind, 1966; 1978). Behind that, permissive parenting on the contrary is very low demand. As for the third, authoritative care is a point of balance between giving control or demand and warmth, but not excessive (Buri, 1991). This can be seen from the granting of consent based on direction and recognition of children's interests which are characterized by expressions of interest in children's choices (Baumrind, 1966). On the basis of that, nurturing is a variable that should be considered as a background for the formation of the career decision self-efficacy's degree.

Oftentimes the implementation of the parenting process carried out by both parents, the father and the mother, do not have anything in common (McKinney & Renk, 2007). Each parent has a different family, educational and cultural background. That makes the values adopted by the father or mother become out of harmony (Baumrind, 1991; Rani, 2014). In fact, based on this reason, Buri (1991) developed a nurturing instrument that separates the actions of the father and mother. In fact, it is not uncommon that differences in how to care for

children at home could lead to marital conflicts (Tavassolie et al., 2016). In Indonesian culture itself, parenting is still dominated by mothers where its implementation under community adherence to patriarchal cultural values that still prevails today (Sakina & Siti, 2017; Mutiah, 2019), namely cultures that make men have a leading role in the control of society, while the roles of women are limited in the institution of marriage. This is supported by the statement of the Chairperson of the Indonesian Child Protection Commission in 2016 which stated that in Indonesia, responsibilities and authorities were more heavily borne by mothers (Satuharapan, 2017). Finally, the dominance of the caregiving effect is potentially given more from the mother to her children. Thus, this study also sets out to focus on examining the mother's parenting process from the perspective of adolescents. As an assumption that the role of parenting on the father's side is less certain to have a significant effect from the lack of realization of paternal parenting (Sarif, 2010).

Each parenting style has a different effect on attitudes, behavior, and development of various aspects of the child and the adolescent (Darling, 1999). Baumrind (1991) mentioned the competence of children and adolescents can be even higher if it is under the care of authoritative parents. When parents apply more intensive forms of authoritarian parenting, Darling (1999) revealed that adolescents can be sufficiently competent at school, but have low self-esteem, low sociability, and can easily feel depressed. In contrast, permissive parenting outcomes despite having a positive effect on social capabilities and depression control, but the adolescents can tend to easily display behavioral and academic problems in school. Related to that, Guay, Ratelle, Senecal, Larose, & Deschenes (2006) found that high parental control affects on the increasingly severe inability of adolescents to decide on a career, but instead adolescents need an environment that provides more support. For this reason, the context needed is the granting of autonomy and mutual support (Guay, Senecal, Gauthier, & Fernet, 2003). Apart from that, previously parenting care outcomes in the form of attribution in the study of Glasgow, Dornbusch, Troyer, Steinberg, and Ritter (1997) is the more pessimistic the style of teenage attribution become in interpreting success if parents do not take care authoritatively. This means that adolescents are more easily to blame the circumstances outside themselves and feel they have a low ability to be able to achieve successfully. To a certain degree, adolescents will have a more easily disobedient nature with such negative or pessimistic attribution style (Heaven, Ciarrochi, Vialle, & Cechavicuete, 2005). This finding is in line with Lau, Rijdsdijk, and Eley (2006) who showed that the parenting style that is full of punishment will be involved in the formation of a negative attribution style. This can be from the way adolescents observe parents in disciplining them. The Garber and Flynn (2001) revealed that parents, especially mothers, if the controls on adolescents are too high, adolescents can become more motivated to feel shy, guilty, and anxious. With the reason, adolescents have the potential to have an internal attribution style that blames themselves more for unexpected events.

Adolescent attribution style is important to consider because it also determines how adolescents behave in achieving successfully and completing tasks as motivated by the consequences of affection and cognition (Glasgow et al., 1997). Moreover, the attribution style now has a more specific concept of development towards career decision making by Luzzo and Jenkins-Smith (1998). The attribution style of career decision is defined as one's beliefs about the cause of a failure or success that occurs in career development (Luzzo & Jenkins-Smith, 1998). This career decision attribution style is able to predict whether someone can make a career decision, whether or not he is participating in career selection exploration, whether or not he is completing a career

decision task, and whether or not he is ready to make a career decision thoroughly (Luzzo & Jenkins-Smith, 1998; Salim & Safitri, 2020; Powell & Luzzo, 1998). In further details, the attribution style is divided into two attributions, namely pessimistic and optimistic attribution as seen from the degree of causality (individuals in seeing the causes of events), the degree of stability (beliefs that tend to be stable or easily change), and the degree of control ability (events as something that can be controlled by yourself or not at all) (Luzzo & Jenkins-Smith, 1998). Of the variation styles that exist in each person, the effect also varies on the development of career decisions. Luzzo and Jenkins-Smith (1998) explained that pessimistic types who often feel that events cannot be controlled, causes are based on the external environment, and stable factors will tend to have difficulties while undergoing effective career decision making. Therefore, career decision attribution style variables become important to be re-examined. That too is as related to the style of parenting that can precede its formation in a person (Glasgow et al., 1997), and its influence on the career decision self-efficacy (Rumalutur & Salim, 2020). In this study, the career decision attribution style is assumed as a mediator for the effect of maternal parenting style on the self-efficacy of vocational school adolescents career decisions.

Research Methodology

Participants and Procedures

A number of the 12th grade vocational school students participated in this study research were from five cities, namely Jakarta, Bogor, Depok, Tangerang, and Bekasi (Greater Jakarta). Out of the 959 participants who participated in filling out the questionnaire, a total of 851 valid participants were selected after going through a data cleaning process to select data that was filled in incomplete (missing data) and participants who did not fit the criteria. These participating adolescents ranged in age from 16 to 20 years old ($M = 17,14$; $SD = 0,59$). The dominant age of adolescents is 17 years old (70,3% of the total participants). More than half of the gender distribution of the participants were male adolescents (52,1%), amounting to 443 people, and the rest were female adolescents (47,9%).

The study research data was collected using an offline self-report method by filling in the answers in the questionnaire on a number of psychometric instrument items for three variables, namely the style of parenting, career decision attribution, and career decision self-efficacy. Data is collected through convenience sampling technique. Prior to data collection, the study passed the official ethical review process from the University of Indonesia and the licensing of data collection to the School Principal. The vocational school students fill in their informed consent first as a statement of approval as well as demographic data. The entire questionnaire filling process was 40 minutes.

Measurements

Maternal Parenting Style: The psychometric instruments used in this study consisted of the Parental Authority Questionnaire (PAQ) from the adaptation of Buri (1991) which had a total of 21 statement items (5 authoritarian parenting items, 8 permissive parenting items, and 8 authoritative parenting items) for maternal parenting care. All instruments used the 6 point Likert Scale version of answers, from Strongly Disagree (score 1) to Strongly Agree (score 6). The higher the total score for parenting style indicates the more intensive the mother applies a certain type of parenting care. The psychological measurement instrument has been tested for validity and reliability. Validity was measured using Pearson's Correlation on the Corrected Item-Total Correlation number for each item at a significance of $\alpha = 0,05$. Maternal PAQ has $r = 0,473 - 0,611$ for authoritarian, $r = 0,378$

– 0,593 for permissive, and $r = 0,514 - 0,676$ for authoritative. For the reliability value of each maternal PAQ instrument with Cronbach's alpha for authoritarian parenting is 0,765; permissive is 0,792; and authoritative is 0,863.

Assessment of Attribution for Career Decision Making (AACDM): The Assessment of Attributions for Career Decision Making (AACDM) from the adaptation of Luzzo and Jenkins-Smith (1996) with a total of 23 statement items was utilized for the career decision attribution style. All instruments used the 6 point Likert Scale version of answers, from Strongly Disagree (score 1) to Strongly Agree (score 6). The higher the total score of the career decision attribution style means the more vocational school adolescents have an optimistic style in attributing their career decisions. AACDM has a range value of $r = 0,075 - 0,512$ for the validity. AACDM is reliable through Cronbach's alpha that counts 0,808.

Career Decision Making Self-Efficacy: Career Decision Self-Efficacy Short Form (CDSE-SF) from Taylor and Betz's adaptation (1996) with a total of 25 items was used for measuring career decision self-efficacy. All instruments used the 6 point Likert Scale version of answers, from Strongly Disagree (score 1) to Strongly Agree (score 6). The higher the total score of career decision self-efficacy, the higher the level of confidence of vocational school adolescents in completing the tasks of making career decisions in the form of self-assessment subscales, gathering job information, selecting goals, planning, and solving problems. The CDSE-SF has a $r = 0,162 - 0,432$ for the validity, while for the reliability CDSE-SF is indicated with Cronbach's alpha 0,775. Based on these scores, all three instruments were identified as valid and reliable.

Data Analysis

The data processing used the additional features of PROCESS Macro by Hayes in conducting hierarchical regression analysis in IBM's SPSS 24 application to test the main hypothesis. The analysis conducted is descriptive analysis for demographic data, as well as inferential analysis (correlation test to see the correlation between variables and mediation test of Hayes model 4).

Results

This study shows that of all participants, the parenting style that is more widely applied by mothers based on the perception of vocational school adolescents is authoritarian parenting style. This can be seen from the average value (see Table 1) for authoritarian parenting that is closer to the maximum score (Maximum = 30; Minimum = 5). Meanwhile, the maximum score for permissive and authoritative parenting is 48 and the minimum score is both 8). Participants on average there tended towards the optimistic attribution style based on more scores toward the maximum (Maximum = 138; Minimum = 48). For career decision self-efficacy, the average score category is also close to the maximum value (Maximum = 150; Minimum = 82) which is quite high for career decision self-efficacy.

Referring to Table 1 which also shows the results of the correlation test, the findings show that all maternal parenting styles that have the potential to be done dominantly (authoritarian, permissive, and authoritative) have a significant positive relationship with the style of career decision attribution. Of the three parenting styles, the most closely related type is permissive parenting. On the other hand, of the three styles of parenting that most strongly correlates with the career decision self-efficacy is authoritative parenting. The analysis also shows that a significant positive relationship also occurs in the career decision attribution style with career decision self-efficacy. Therefore, the more

Table 1. Average values, standard deviations, and coefficients of the results of the correlation analysis between variables (career decision self-efficacy, career decision attribution style, maternal parenting style)

Variable	Mean	SD	1	2	3	4	5
Career decision self-efficacy	121,43	10,027	-	0,251**	0,230**	0,175**	0,310**
Career decision attribution style	95,69	11,641		-	0,397**	0,502**	0,410**
Maternal parenting							
Authoritarian	23,34	3,765				0,270**	0,654**
Permissive	33,38	6,672			-		0,350**
Authoritative	37,80	5,796					-

Note: 1 = Career decision self-efficacy; 2 = Career decision attribution style; 3 = Authoritarian parenting; 4 = Permissive parenting; 5 = Authoritative parenting;

** $p < 0,01$

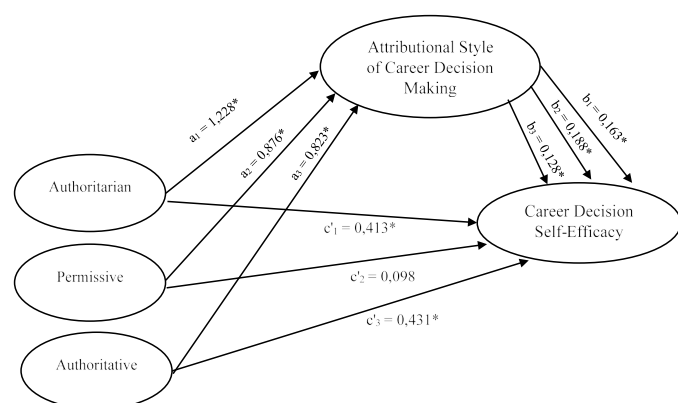


Figure 1. The results of the effect of maternal parenting style on career decision self-efficacy through mediation of attribution style of career decision making

optimistic the attribution style of vocational school adolescent is, the higher the degree of career decision self-efficacy will be.

The results of the mediation test as shown in Figure 1 show that only one style of parenting fully supports the main hypothesis statement, that is the effect of mediation on career decision attribution styles, in the effect of parenting styles on career decision self-efficacy. The style of parenting is permissive parenting style that has an indirect effect (ab) of 0,164 at a confidence interval of 95% (Confident Interval / CI) between 0,108 to 0,228 (p -value $< 0,05$). No direct effect occurred from the maternal permissive parenting style ($c' = 0,098$; p -value $> 0,05$). This indicates that the effect of maternal permissive parenting style in increasing career decision self-efficacy occurs when the high intensity of maternal permissive parenting style delivers the child to have an optimistic attribution style in making career decisions.

As for other parenting styles, both authoritarian and authoritative parenting styles, the mediation test proves the occurrence of partial mediation. Authoritarian parenting predicts an increase in the self-efficacy of vocational school adolescents career decision through intermediaries in the formation of an optimistic or direct attribution style. The results are clarified with the findings of direct effect (c') of 0,413 with CI of 0,225 to 0,60 at p -value $< 0,05$, and indirect effect (ab) of 0,200 in the confidence range of 0,126 to 0,282 (p -value $< 0,05$). Likewise with the maternal authoritative parenting who have direct effects ($c' = 0,431$; CI [0,311 – 0,552]; p -value $< 0,05$) and indirect ($ab = 0,105$; CI [0,06 – 0,157]; p -value $< 0,05$) on career decision self-efficacy through the career decision attribution style. Both of the findings of this study mean that the effect of maternal authoritarian and authoritative parenting styles, despite having a positive direction on the formation of an optimistic attribution style of career decisions as a mediator variable is more likely to predict career decisions self-efficacy directly. This is because the direct effect score is higher than the indirect effect score.

Discussion

Going to a vocational school that focuses more on honing practical skills becomes an option for individual career development in Indonesia. Adolescents who complete their studies at formal institutions will focus directly on finding jobs that are appropriate to their field of learning while at school. However, career selection has the potential to be a problem that can also be experienced by vocational school adolescents, especially if they face external factors that affect the variety of career decisions that will be taken. One of external factor that plays an important role in building individual career aspirations to facilitate the career decision making process is nurturing (Utami, Suharso, & Salim, 2019; Sovetz & Metz, 2014, Lease & Dahlbeck, 2014).

Within most Indonesian families, patriarchal culture is still rooted in most groups of society even though currently many mothers can play the role of work outside the home (Revitasari, 2019). The culture or ideology of this patriarchy has even become a family structure in which the figure of the father who plays a role as the main breadwinner and regulator of economic resources, so that the role of caring for and nurturing is more directed at the mother (Widiyasa, 2017; Revitasari, 2019). Finally, the percentage of time sharing for children caregiving is done more by the mother figure (Hidayatullah & Tanjung, 2019). This is the fact that underlies maternal parenting in this study to be further investigated regarding its effect on career decision making by vocational school adolescents.

Basically, any parenting style can have a positive side as the impact of its application on adolescent development, apart from its negative impact. In terms of career development in adolescents based on Super (1972; 1990 in Zunker, 2012), it starts to occur at the beginning of the age of 14 to 25 years old, Lease and Dahlbeck (2009) found that maternal authoritarian parenting style can support the formation of good career planning so as to make adolescents more confident on their career decisions when accompanied by feelings of comfort. Similarly, in permissive parenting style, giving warmth can provide a sense of security in adolescents so that even parents become more communicative in interacting. This kind of communication support is also needed to fulfill verbal and nonverbal chatting needs that are likely to open up attitudes and behaviors of adolescents about careers (Rani, 2014). In addition, many studies have demonstrated the direct effect of authoritative parenting in improving career decision self-efficacy. Among them, Kracke (1997; 2002) found that with the implementation of authoritative parenting style, adolescents will become more intensively exploring careers, gathering career-related information, and are not reluctant to ask questions about parental opinions about careers.

In this study, the actual formation style of career decision attribution in vocational school adolescents from the maternal parenting process is the result to be answered. This study predicts

that the intermediate variable that can deliver the effect of mothering to career decision self-efficacy is the career decision attribution style. This is also supported by Marsiglia (2002) who found that maternal caregiving has more effect in determining what orientation someone attributed compared to full caregiving of both parents. A person can have a tendency towards attribution in an optimistic or pessimistic direction (Luzzo & Jenkins-Smith, 1998). Correlation and mediation test results from this study indicate that all three mother parenting styles are related and are able to predict the increase in career decision self-efficacy. Every maternal parenting style (authoritarian, permissive, and authoritative) has a positive effect on the attribution style on the effect of career decision self-efficacy. In line with the findings in the descriptive test, most adolescents have optimistic attributions from their high total scores on all dimensions of attribution style. Luzzo and Jenkins-Smith (1998) explained high scores on controlability, stability, and causality, describing that they are representative of the existence of an optimistic attitude in making career decisions. The high score of controlability reflects the thought that career decisions are under control, stability describes career decisions can be changeable (inconsistent), and causality illustrates that career decisions must be motivated by factors within themselves (Luzzo & Jenkins-Smith, 1998). Conversely, when scores are classified as low-willing individual or pessimistic, they think that every career obstacle that comes before them is an inevitable destiny or even refers to bad luck (Weiner, 1986 in Albert & Luzzo, 1999). For this reason, individuals with attribution of optimistic career decisions are closer to increasing their confidence in establishing careers because their perceptions of career challenges are more like useful ways and challenges to success (Rumaluntur & Salim, 2019; Lease & Dahlbeck, 2009; Albert & Luzzo, 1999). On the other hand, pessimistic attribution has a big influence on making someone less confident in career affairs (Friesenborg, 2002).

This study does not only show the regression effect of three parenting styles that can predict the emergence of optimistic attributions, but also reveals that there is a direct effect of caregiving that is carried out on the career decisions self-efficacy. Specific information obtained from the findings reveals that although the attribution style proves to be mediating, two of the three parenting styles, namely authoritarian and authoritative, more affecting directly to the career decisions self-efficacy. Authoritarian parenting is a pattern of parenting that provides more rules, boundaries, controls, and demands to children (Baumrind, 1991). Regarding careers, mothers who apply this parenting style will tend to direct their children to career choices that they think are the best, and are usually forced. From the career demands determined by parents, adolescents eventually become more too restrained to feel the natural effects that occur from their behavior (Marsiglia, 2002). This can encourage the possibility of adolescents perceiving that career decisions are stable and determined from the environment outside of themselves (parents or mothers). Thus, the effect that maternal authoritarian parenting has on career decision self-efficacy is more meaningful when not going through the establishment of career decision attribution styles. Without this mediation, authoritarian parenting that also places high control on discipline has the opportunity to make adolescents more organized, so adolescents can understand the demands of a parent's career as direct directives (Lease & Dahlbeck, 2009). Moreover, Indonesia is a country with a collectivist culture, like other Asian societies, namely Singapore and Taiwan, parenting style that contains many parental suggestions for behavior is actually considered necessary because the community will consider it as support (Mau, 2000; Zhao, Lim, & Teo, 2012). Adolescent groups with strong parental guidance will increasingly assume rationality if

they follow directions without asking many questions because parents become more as experienced figures. Finally, compliance predicts higher self-efficacy in making career decisions (Mau, 2000). Therefore, the maternal authoritarian parenting style in Indonesian families can easily affecting the belief in completing career decision tasks.

Furthermore, maternal authoritative parenting based on mediation tests has an effect on increasing career decisions self-efficacy directly through mediation, the higher the potential for optimistic career decision attribution styles it becomes. This was also revealed in the findings of Marsiglia (2002). The matter that might happen is the similarity when the mother takes care of the child with authoritative parenting care, then the mother will focus more on the child's interest to direct it to the future career path. Moreover, the mother will also provide the right balance between providing motivation and punishment. On that basis, the mother will not force her will on the child to lead to only one career choice of the mother's choice (Marsiglia, 2002). In practice, mothers can encourage adolescent career search and career planning behaviors, such as gathering information related to the careers of interest, to finding ways to optimally optimize adolescent competencies so that they will be in line with the job criteria that they desire. These conditions allow adolescents to be more capable of adapting to control career decision tasks independently, open to alternative career choices that are still in line with their interests, and take full responsibility for themselves for career decisions that are later determined (Luzzo, Hitchings, Retish, & Shoemaker, 1999). In other words, most favorable criteria are met to achieve the optimistic category of career decision attribution style which further adds to the confidence of completing a career decision task.

Beyond that, studies reveal that the direct effect of authoritarian parenting is stronger. Previously, several studies have shown that consistently authoritative parenting shows a direct positive effect on increasing the degree of self-efficacy of adolescents in general (Seifi, 2016; Tam, Chong, Kadirvelu, & Khoo, 2012). Correspondingly, in the context of career decision making, adolescent self-efficacy is also supported positively by the application of authoritative or democratic nurture because in the parent's environment, it provides warmth and interest in children without removing the rules when needed (Utami, Suharso, & Salim, 2019; Cenkseven-Önden, Kirdok, & Isik, 2010). With that, adolescents become more motivated and confident to complete career decision tasks such as gathering knowledge about career aspirations.

On the other hand, this study also found that in the context of maternal permissive parenting style, which has a higher degree of warmth and little controlling behavior than authoritarian and authoritative parenting styles, the permissive type of caregiving affects the career decisions self-efficacy only through the formation of an optimistic career decision style. The main hypothesis is fully accepted because it shows the total mediation that has taken place. Although previous studies have found that permissive parenting style forms more pessimistic attribution style (Glasgow et al., 1997; Marsiglia, 2002), it is explained that to foster an optimistic tendency on one's attribution style requires warmth from the parents. The warmth and high awareness of parents, especially mothers, can provide adolescents with a sense of freedom in managing their environment independently and avoiding it from low control (the feeling that career decisions can be fully self-managed) (Marsiglia, 2002; Rekart, Mineka, Zinbarg, & Griffith, 2007). Intense warmth can also make adolescents feel more supported and loved by their parents, so that the ability to think in career, work, self-confidence, and the ability to search for career information can

be higher as adolescents are more motivated to take the initiative (Olaosebikan & Olusakin, 2014). Therefore, permissive parenting style also has the potential to produce positive effects for the development of internal attributions or optimistic career decisions. With attribution that functions well in its three dimensions (internal factors, career decision instability, control of decisions), then adolescents can control their perceptions and thoughts on career decision making tasks more confidently (Rumaluntur & Salim, 2019). Adolescents with optimistic attribution believe that they have the control to make decisions that ultimately make them want to work on their abilities and talents on their behavior. Therefore, the adolescent will have higher confidence in his capacity to complete all the tasks of making career decisions (Taylor & Popma, 1990). Only with good control from one self to try to decide on a career can lead to a positive attitude and more knowledge in carrying out a series of career decision making processes (Powell & Luzzo, 1998).

Vocational school adolescents more dominantly use their study time at school in practical work. This does not guarantee that the difficulty of making career decisions and doubts on choices are not experienced. Along with that, parents especially mothers need to accompany their children and recognize their interests more quickly. That is because through these steps, the factors of support, socialization, education, and direction that are summarized in effective parenting from the mother can deliver adolescents to career satisfaction and success in the future. Parenting practices are very important factors to consider as determining the development of various aspects in adolescents even from childhood, including self-efficacy of career decisions (Rani, 2014).

Implications

The results of this study contribute to providing evidence on the importance of parenting practices in overcoming career indecision in vocational school adolescents, especially in the Greater Jakarta area. Certain parenting styles from mothers will have different effects which are actually relatively not always positive for every adolescent. Therefore, the maternal wisdom in applying the best parenting care is an attitude that needs to be maintained to encourage their adolescents to achieve career successfully in the future.

Limitations and Conclusion

Broadly speaking, this study proves that the effect of permissive parenting on the formation of high career decision self-efficacy can occur only through intermediary variables (mediators) in the form of attribution of career decisions pointed at the optimistic type. Meanwhile, other parenting styles (authoritarian and authoritative) can directly and indirectly, through the career decision attribution style, give an effect on the self-efficacy of vocational school adolescents career decision.

This study has limitations in terms of the limited scope of adolescents participants on vocational education in the Greater Jakarta area. For this reason, the results of this study cannot be generalized to populations at other levels of education, such as junior high school and senior high school, and adolescents of other vocational schools outside the Greater Jakarta area. This is because various regions have different demographic and cultural characteristics. Further research can then be carried out, in different areas, so as to broaden the perspective of findings regarding the development of adolescent career decision self-efficacy. In relation to clinical implications, this study suggests that in the school environment, identification tests of attribution style should be held before reaching the last grade of school. If it is discovered to have a low score in the career decision attribution style (pessimistic/

external), the school or family can anticipate it by involving adolescents in attribution training that is useful in increasing scores towards optimism and effectiveness for the development of adolescent career maturity further.

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