

THE MEDIATION EFFECT OF ACADEMIC SELF-ESTEEM ON THE ROLE OF CAREER-RELATED PARENTS SUPPORT AND PEER SOCIAL SUPPORT WITH CAREER DECISION SELF-EFFICACY

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Received: March 2026	Accepted: August 2026	Published: August 2026
DOI: https://doi.org/10.33650/pjp.v13i2.15196		

Abstract : Career decision self-efficacy (CDSE) is a critical psychological competency for adolescents transitioning to higher education, yet the mechanisms through which environmental support sources foster this competency remain underexplored. This study aims to examine the effects of career-related parent support and peer social support on career decision self-efficacy (CDSE) and to investigate whether academic self-esteem mediates these relationships. Using a quantitative, non-experimental correlational design, data were collected from 530 12th-grade high school students in South Kalimantan, Indonesia, selected through purposive sampling. Mediation analysis with 5,000-resample bootstrapping was conducted using JASP 0.17.2.1. Results revealed differential mediation patterns: academic self-esteem partially mediated the relationship between career-related parent support and CDSE (indirect effect: $\beta = 0.134$, $p < .001$; LLCI = 0.084; ULCI = 0.185), while fully mediating the relationship between peer social support and CDSE (indirect effect: $\beta = 0.125$, $p < .001$; LLCI = 0.073; ULCI = 0.177). These findings refine Social Cognitive Career Theory by demonstrating that domain-specific self-esteem more precisely mediates the pathway from social support to career self-belief.

Keywords : Career-Related Parent Support; Peer Social Support; Self-Esteem.

Abstrak : Career decision self-efficacy (CDSE) merupakan kompetensi psikologis yang krusial bagi remaja yang sedang bertransisi ke pendidikan tinggi, namun mekanisme di mana sumber dukungan lingkungan memfasilitasi kompetensi ini. Penelitian ini bertujuan untuk menguji pengaruh career-related parent support dan peer social support terhadap career decision self-efficacy (CDSE) serta menguji apakah academic self-esteem memediasi hubungan tersebut. Menggunakan desain korelasional non-eksperimental kuantitatif, data dikumpulkan dari 530 peserta didik kelas XII SMA di Kalimantan Selatan, Indonesia, yang dipilih melalui purposive sampling. Analisis mediasi dengan bootstrapping 5.000 resample dilakukan menggunakan JASP 0.17.2.1. Hasil penelitian mengungkapkan pola mediasi yang berbeda: academic self-esteem memediasi secara parsial hubungan antara career-related parent support dan CDSE (efek tidak langsung: $\beta = 0,134$, $p < 0,001$; LLCI = 0,084; ULCI = 0,185), sekaligus memediasi secara penuh hubungan antara peer social support dan CDSE (efek tidak langsung: $\beta = 0,125$, $p < 0,001$; LLCI = 0,073; ULCI = 0,177). Temuan ini memperhalus Social Cognitive Career Theory dengan menunjukkan bahwa harga diri berbasis domain lebih tepat memediasi jalur dari dukungan sosial menuju keyakinan karier.

Kata Kunci : Dukungan Orang Tua Terkait Karier; Dukungan Sosial Teman Sebaya; Harga Diri.

INTRODUCTION

Adolescence, particularly for students in their final year of senior high school (12th grade), constitutes a pivotal developmental period in which individuals must make consequential decisions about their career trajectories. The capacity to make these decisions with confidence referred to as career decision self-efficacy (CDSE) is recognized as a key psychological competency that determines the quality of adolescents' educational and occupational transitions (Carroll et al., 2025; Choi et al., 2012; Kogler et al., 2023). CDSE encompasses an individual's belief in their ability to successfully complete tasks related to career decision-making, including self-assessment, information gathering, goal setting, planning, and problem-solving. Students who possess high CDSE tend to make firm and well-grounded career choices, whereas those with low CDSE are vulnerable to indecision and the risk of mismatched educational and occupational selections (Freedman, 2013; Longobardi, & Pagliuca, 2026). Empirical data from Indonesia underscore the urgency of this issue: Suharno et al. (2023) found that approximately 59% of university students reported having chosen the wrong major, while Arifin et al. (2020) reported a similar figure of approximately 50% among Informatics Engineering students. More recent data from South Kalimantan reveal that the gross enrollment rate for higher education remains at only 68.35%, and the open unemployment rate for the 15–24 age group stands at 4.16% (Statistik, 2024). A preliminary survey of 199 12th-grade students across 26 schools in the province further confirmed that 41.2% remained uncertain about their career direction, identifying insufficient parental and peer support, low decision-making confidence, inadequate self-understanding, and limited information about academic programs as primary barriers.

Career decision self-efficacy is grounded in Bandura's Social Cognitive Theory (SCT) and Lent et al.'s (1994) Social Cognitive Career Theory (SCCT), which emphasize that psychological functioning is determined by a triadic reciprocal determinism among personal, behavioral, and environmental factors (Bandura, 1986; Lent et al., 1994; Slomski et al., 2024). SCCT posits that contextual social support (such as from parents and peers) acts as an environmental input that does not directly dictate career action; rather, it is cognitively affectively processed and transformed through domain specific self-evaluations such as academic self-esteem which subsequently fuel career decision self-efficacy. This theoretical lens guides the identification of external support sources and internal mediating mechanisms in the present study.

Existing literature has independently documented two major external social support sources that predict CDSE among high school students: career-related parent support and peer social support. Career-related parent support encompassing instrumental assistance,

career role modeling, verbal encouragement, and emotional support (Turner et al., 2003) has been consistently linked to higher CDSE in both direct and indirect pathways (Chasanah & Salim, 2019; Duwila & Kristianingsih, 2024; Putri et al., 2025). Peer social support, conceptualized as mutual assistance, respect, and informational, emotional, or instrumental exchanges among peers (Wulandari & Wijayanti, 2023), has also demonstrated a significant association with CDSE (Luthfiyyah, 2025; Zahrahnabila & Dwatra, 2024). Critically, however, these two support sources have been examined in isolation rather than simultaneously within a unified model. This is a notable methodological limitation, as it precludes a direct comparison of their relative contributions and their potentially differential psychological mechanisms.

A second critical gap concerns the mediating mechanism that connects social support to CDSE. Several studies have pointed to self-esteem as an intermediate psychological construct (Osei-Tutu, 2023; Rodlyani & Ardiyanti, 2022). However, these studies predominantly employed global self-esteem a general evaluative construct that lacks domain specificity. In educational contexts, academic self-esteem defined as an individual's positive appraisal of their own academic abilities, competence, and potential for achievement (Rachmawati, 2020; Tiwari, 2011) offers a theoretically more precise mediating construct, as it is more directly connected to the academic performance and cognitive self-evaluation processes that underpin career decision-making. Pullmann and Allik (2008) demonstrated that academic self-esteem is a stronger predictor of academic outcomes than global self-esteem. Yet, no study has specifically tested academic self-esteem as a mediator between career-related parent support, peer social support, and CDSE within a single integrative model.

While prior studies often incorporated general constructs like career adaptability or global self-esteem, they fail to capture the specific psychological mechanism operating during academic transitions. Unlike career adaptability or career maturity which reflect behavioral skills or developmental readiness academic self-esteem acts as a fundamental cognitive-evaluative filter. For high school seniors, career decisions are almost entirely filtered through their perception of academic competence. Before an adolescent evaluates whether they can adapt to a future career, they first evaluate whether their academic self-worth aligns with the educational pathways leading to that career. Academic self-esteem defined as an individual's positive appraisal of their academic abilities and potential provides a theoretically precise domain-specific bridge. Pullmann and Allik (2008) demonstrated that academic self-esteem is a significantly stronger predictor of performance and task-specific confidence than global self-esteem.

Furthermore, this study moves beyond mere methodological or geographic context extension. The conceptual novel contribution of this study lies in proposing a differential dual-mechanism framework within Social Cognitive Career Theory (SCCT). We argue that external relational supports do not operate uniformly: authority-driven support (parents) exerts both direct structural agency and indirect cognitive internalization, whereas peer-driven support operates strictly through affective self-validation (academic self-esteem).

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The explicit objective of this research is to examine and compare the dual mediating mechanism of academic self-esteem in connecting two distinct environmental sources career-related parent support and peer social support to career decision self-efficacy among 12th-grade high school students. Grounded in this conceptual framework, the present study tests two primary hypotheses: (H1): Academic self-esteem mediates the relationship between career-related parent support and career decision self-efficacy among 12th-grade students; and (H2): Academic self-esteem mediates the relationship between peer social support and career decision self-efficacy among 12th-grade students.

METHOD

This study employed a quantitative, non-experimental correlational design featuring mediation analysis. A non-experimental design was chosen as the primary objective was to model the structural mechanisms and indirect pathways among naturally occurring psychological phenomena without experimental manipulation (Hayes, 2018). In

alignment with modern mediation frameworks, bootstrapping-based path modeling was prioritized over traditional causal-step approaches, as it directly evaluates indirect effects without requiring strict stepwise assumptions or normal distribution constraints (Baron & Kenny, 1986). Data collection was conducted between January and March 2025 across senior high schools (SMA/SMK/MA) in South Kalimantan, Indonesia.

The target population comprised 12th-grade students in South Kalimantan. A purposive sampling technique was executed across 26 target schools. To ensure broad contextual representativeness, school selection was stratified across geographical environments: 14 schools represented urban municipal centers (e.g., Banjarmasin and Banjarbaru) characterized by high higher-education access, while 12 schools represented rural/sub-district areas (e.g., Banjar and Barito Kuala). Purposive sampling was selected over simple random sampling to specifically target 12th-grade students actively undergoing academic track selection and higher education enrollment decisions. Inclusion criteria included: a) active enrollment in 12th grade, b) attendance at a selected school in South Kalimantan, and c) voluntary consent. A total of 530 valid respondents (Mage = 17.4 years; 62.1% female, 37.9% male) were retained. This sample size substantially exceeds recommended $N \geq 200$ threshold for structural mediation bootstrapping.

Data were collected using four self-report instruments translated and culturally adapted into Indonesian through a rigorous forward-backward translation procedure by two independent bilingual educational psychologists: 1) Career-Related Parent Support Scale (Turner et al., 2003): Measures instrumental assistance, modeling, verbal encouragement, and emotional support. 2) Peer Support Questionnaire (Alaei & Hosseinneshad, 2020): Evaluates informational, emotional, and instrumental peer interaction. 3) Academic Self-Esteem Scale (ASES; Rachmawati, 2020): Evaluates domain-specific academic self-worth and perceived competence. 4) Tarumanagara Career Decision Self-Efficacy Scale (Jessyca & Suyasa, 2021): Evaluates self-appraisal, goal selection, and career planning confidence.

To confirm construct validity beyond reliability coefficients, Confirmatory Factor Analysis (CFA) was executed for all latent variables prior to structural analysis. The measurement model demonstrated adequate fit across constructs ($\chi^2/df < 3.0$, CFI $> .90$, TLI $> .90$, RMSEA $< .08$). Internal consistency was high: CRPSS ($\alpha = 0.973$), PSQ ($\alpha = 0.972$), ASES ($\alpha = 0.844$), and Tarumanagara CDSE ($\alpha = 0.936$). Content Validity Indices (CVI) evaluated by an expert panel were 0.99, 0.97, 0.97, and 1.00, respectively (Aldawsari et al., 2026).

Preliminary assumption testing confirmed linearity and absence of heteroscedasticity or multicollinearity (VIF < 3.0). The Shapiro-Wilk test indicated a

deviation from multivariate normality ($p < .05$), a common occurrence in large-sample self-reported psychometric data due to slight negative skewness in support-seeking behavior. Because non-normality distorts traditional Sobel tests, structural mediation was conducted using 5,000-resample bias-corrected bootstrapping in JASP 0.17.2.1. JASP was selected specifically for its robust implementation of PROCESS-compatible structural equation algorithms and non-parametric bootstrap confidence interval estimation. Indirect effects were deemed statistically significant if the 95% Bootstrap Confidence Interval did not cross zero. Ethical clearance was granted on February 2, 2025 (No. 23406/1.03/DRIPM-UNIBOS/1/2025).

RESULT AND DISCUSSION

1. Results

This section presents the results of mediation analysis examining the role of academic self-esteem as a mediating variable between two distinct external support sources and career decision self-efficacy. Descriptive statistics for all study variables are as follows: Career-Related Parent Support ($M = 83.42$, $SD = 14.31$), Peer Social Support ($M = 67.18$, $SD = 11.24$), Academic Self-Esteem ($M = 24.65$, $SD = 4.18$), and Career Decision Self-Efficacy ($M = 112.37$, $SD = 19.83$). The overall structural regression model explained 38.7% of the total variance in career decision self-efficacy ($R^2 = .387$, $F = 110.82$, $p < .001$). Preliminary assumption checks confirmed adequate linearity, normality of residuals, and absence of multicollinearity ($VIF < 3.0$ for all predictors). Results of the two mediation pathways are presented below, including direct, indirect, and total effects with standardized coefficients and bootstrap confidence intervals.

a) The Mediating Effect of Academic Self-Esteem on the Role of Career-Related Parent Support with Career Decision Self-Efficacy

The results using mediation analysis indicate that there is a mediating effect of academic self-esteem on the role of career-related parent support on career decision self-efficacy. The results show a significance value of $p < 0.001$ in the indirect effect, which indicates that there is a role of career-related parent support on career decision self-efficacy with academic self-esteem as a mediator, apparent from the LLCI and ULCI values on the indirect effect that do not cross zero (LLCI = 0.084; ULCI = 0.185). The type of mediation that occurs on this pathway is a partial mediation effect. This is indicated by the direct effect result, which remains significant ($p = 0.013$), with values of LLCI = 0.029 and ULCI = 0.227, which also do not cross zero. This means that career-related parent support directly affects career decision self-efficacy, and this effect is further strengthened if academic self-esteem is also considered in the model.

Table 1: Mediation Analysis – Career-Related Parent Support Pathway

Pathway	SE	p	LLCI	ULCI	β
Career-related parent support → Academic self-esteem (a)	0.013	<0.001	0.076	0.133	0.105
Academic self-esteem → Career decision self-efficacy (b)	0.166	<0.001	0.901	1.578	1.240
Total Effect: Career-related parent support → Career decision self-efficacy (C)	0.051	<0.001	0.154	0.357	0.256
Direct Effect: Career-related parent support → Career decision self-efficacy (c')	0.051	0.013	0.029	0.227	0.128
Indirect Effect: Academic self-esteem mediating Career-related parent support → Career decision self-efficacy	0.023	<0.001	0.084	0.185	0.134

Table 1 presents the complete mediation analysis results for the career-related parent support pathway. The indirect effect of career-related parent support on career decision self-efficacy through academic self-esteem was positive and statistically significant ($\beta = 0.134$, $SE = 0.023$, $p < .001$; $LLCI = 0.084$, $ULCI = 0.185$), confirming that academic self-esteem functions as a mediating variable on this pathway. The effect size of this indirect pathway was small-to-medium ($\kappa^2 = .08$), indicating that approximately 8% of the maximum potential indirect variance in career decision self-efficacy can be explained by the mediating role of academic self-esteem. The significant direct effect ($\beta = 0.128$, $SE = 0.051$, $p = .013$; $LLCI = 0.029$, $ULCI = 0.227$) indicates that career-related parent support also exerts an independent influence on career decision self-efficacy beyond its indirect effect through academic self-esteem, confirming partial mediation.

b) The Mediating Effect of Academic Self-Esteem on the Role of Peer Social Support with Career Decision Self-Efficacy

The results of hypothesis testing using mediation analysis indicate that there is a mediating effect of academic self-esteem on the role of peer social support with career decision self-efficacy. The results show a significance value of $p < 0.001$, which indicates that there is a role of peer social support on career decision self-efficacy with academic self-esteem as a mediator. This result is supported by the LLCI and ULCI values, which do not cross zero ($LLCI = 0.073$; $ULCI = 0.177$). The type of mediation

that occurs is a full (complete) mediation effect, meaning that peer social support can increase career decision self-efficacy only through academic self-esteem. This is evidenced by the non-significant direct effect ($p = 0.970$), which means that there is no direct role of peer social support on career decision self-efficacy after considering the existence of academic self-esteem in the model.

Table 2. Mediation Analysis – Peer Social Support Pathway

Pathway	SE	p	LLCI	ULCI	β
Peer Social Support → Academic Self-Esteem (a)	0.015	<0.001	0.061	0.129	0.095
Academic Self-Esteem → Career Decision Self-Efficacy (b)	0.166	<0.001	0.901	1.578	1.240
Direct Effect: Peer Social Support → Career Decision Self-Efficacy (c')	0.059	0.970	-0.115	0.123	0.004
Total Effects: Peer Social Support → Career Decision Self-Efficacy (C)	0.060	0.047	-0.012	0.253	0.121
Indirect Effect: Academic self-esteem mediating Peer social support → Career decision self-efficacy	0.024	<0.001	0.073	0.177	0.125

Table 2 presents the mediation analysis results for the peer social support pathway. The indirect effect of peer social support on career decision self-efficacy through academic self-esteem was positive and statistically significant ($\beta = 0.125$, $SE = 0.024$, $p < .001$; $LLCI = 0.073$, $ULCI = 0.177$), with a small-to-medium effect size ($\kappa^2 = .07$). The non-significant direct effect ($\beta = 0.004$, $SE = 0.059$, $p = .970$; $LLCI = -0.115$, $ULCI = 0.123$) confirms full mediation. This means that peer social support does not exert a meaningful direct influence on career decision self-efficacy; rather, its entire contribution is channeled through academic self-esteem. In terms of practical significance, the differential patterns across the two pathways—partial mediation for career-related parent support versus full mediation for peer social support—indicate that these two support sources operate through fundamentally different psychological mechanisms in shaping students' career decision-making capacity.

It is noteworthy that in the total effect section (C) of the peer social support pathway, the significance value is $p = 0.047$; however, the LLCI and ULCI values cross zero ($LLCI = -0.012$; $ULCI = 0.253$). In mediation analysis, the bootstrap confidence interval is prioritized over the p-value because it is considered more robust in handling violations of normality assumptions. In contrast, the total effect of career-related parent support is statistically significant with non-crossing CI values ($p < 0.001$; $LLCI = 0.154$; $ULCI = 0.357$), indicating that the role of parental support is

greater than that of peer support. Path B results also confirm that academic self-esteem has a positive and significant effect on career decision self-efficacy ($p < 0.001$; LLCI = 0.901; ULCI = 1.578), with a positive relationship direction, meaning an increase in academic self-esteem will increase career decision self-efficacy.

2. Discussion

The primary objective of this study was to examine academic self-esteem as a dual-pathway mediator connecting two distinct social support structures parents and peers to career decision self-efficacy. By separating empirical reporting from theoretical interpretation, the discussion clarifies why these two external support systems operate through fundamentally different psychological mechanisms.

The first major finding—that academic self-esteem partially mediates the relationship between career-related parent support and career decision self-efficacy—has important theoretical implications. Partial mediation indicates that career-related parent support influences career decision self-efficacy through two simultaneous pathways: a direct pathway, and an indirect pathway operating through the formation of academic self-esteem. This dual-pathway finding extends the Social Cognitive Career Theory (Lent et al., 1994), which emphasizes that environmental inputs are processed through personal cognitive mechanisms before shaping behavior. Specifically, the present finding demonstrates that parental support does not merely function as a background environmental factor, but actively shapes both the direct informational and motivational resources students draw upon in career decision-making, as well as the internal academic self-belief that serves as an affective bridge to career readiness. This is consistent with Turner et al.'s (2003) conceptualization of career-related parent support as multi-dimensional encompassing instrumental assistance, career role modeling, verbal encouragement, and emotional support each dimension potentially operating through different mechanisms to influence student CDSE.

The direct influence of career-related parent support on career decision self-efficacy is consistent with findings from multiple prior studies. Chasanah and Salim (2019) found that career-related parent support is positively related to career decision self-efficacy, both directly and indirectly. Duwila and Kristianingsih (2024) also reported that career-related parent support plays a significant role in shaping students' self-belief to make career decisions. Putri et al. (2025) documented a 20.4% direct contribution of parental support to career choice. These convergent findings suggest that the direct pathway from parental support to CDSE is robust across diverse Indonesian student populations. When parents actively discuss career choices, provide major information,

and encourage interest exploration, students gain cognitive and emotional capital that directly strengthens their self-belief.

In addition to the direct pathway, the findings indicate that academic self-esteem acts as a psychological bridge between career-related parent support and career decision self-efficacy. This is consistent with the SCCT framework, which asserts that environmental factors such as parental support do not work mechanically, but are first processed through the individual's internal cognitive and affective mechanisms before resulting in behavior. Path a results show that career-related parent support has a positive and significant effect on students' academic self-esteem. This is in line with Tiwari's (2011) research, which found that parental support from both fathers and mothers has a very high correlation with academic self-esteem (maternal support: $r = 0.897$; paternal support: $r = 0.859$). When parents provide verbal encouragement, active involvement in career exploration, and consistent emotional support, students tend to internalize these positive messages as an assessment of their own academic competence (Keizer et al., 2019). This internalization process is in line with Bandura's (1986) explanation that social persuasion from significant figures is one of the formative sources of individual self-efficacy and self-belief.

Path b results further confirm the central role of academic self-esteem in strengthening career decision self-efficacy. Students with high academic self-esteem have stronger beliefs about their learning abilities and intellectual capacity, which generalize into a belief that they are able to navigate the complex career decision-making process. Rodlyani and Ardiyanti (2022) also found a significant positive correlation between self-esteem and career decision self-efficacy, where individuals with high self-esteem are better able to evaluate career choices realistically, set clear goals, and face obstacles without losing self-belief. The magnitude of the coefficient on path b in this study suggests that academic self-esteem is a predictor that substantively determines how much career decision self-efficacy a student possesses, regardless of how much external support they receive.

The second major finding—that academic self-esteem fully mediates the relationship between peer social support and career decision self-efficacy indicates that peer support does not exert a meaningful direct influence on career decision self-efficacy; its entire contribution is channeled through academic self-esteem. This result is supported by Salim et al. (2023), who state that peer social support as an external factor alone is insufficient to improve students' abilities in the career selection process; internal factors are needed to assist students in career selection. Students who only receive peer social support are less confident in making decisions with the information and

knowledge provided. Bandura (2006) further states that encouragement coming from within the self has a great influence on behavior.

The full mediation pattern implies that external factors in the form of peer social support need to be internalized first into academic self-esteem before they can be expressed as career decision self-efficacy. This is consistent with Bandura's (1994) triadic reciprocal determinism model (Fadilla & Abdullah, 2019) and with Rini and Astuti's (2023) finding that self-esteem is formed through social interaction individuals develop healthy self-esteem if they are accepted and receive positive feedback from their environment, including peers. High self-esteem then encourages individuals to excel academically (Irawati & Hajat, 2012, in Kusumah & Yanti, 2021), which in turn strengthens career self-belief.

The difference between partial mediation on the career-related parent support pathway and full mediation on the peer social support pathway has important theoretical implications. The partial mediation pattern indicates that career-related parent support has a more direct and stronger effect on career decision self-efficacy compared to peer social support. This can be understood considering that parents occupy a position of authority and unique emotional closeness, so the support they provide carries a greater symbolic and psychological weight for students in making important life decisions (Fidyawati et al., 2024; Yudha, 2020). While peers provide important social support, especially for self-validation and the formation of academic self-esteem, parents appear to be more effective in directly transferring career beliefs through various forms of instrumental and informative support (Stokoe et al., 2024; Turner et al., 2003). These differential patterns refine the SCCT framework by demonstrating that different types of environmental support do not operate through identical psychological pathways.

The partial mediation observed in the parental pathway demonstrates that career-related parent support operates simultaneously through direct action and indirect cognitive internalization. Parents provide direct instrumental resources, information, and financial scaffolding that directly boost career decision self-efficacy, independent of the student's internal self-perception. Concurrently, parental verbal encouragement and modeling enhance students' academic self-esteem, which further elevates career decision confidence. This dual mechanism reinforces Social Cognitive Career Theory, showing that parental authority acts as both an environmental supply of resources and an internal affective validator. These findings align with earlier empirical studies by Chasanah and Salim (2019), Duwila and Kristianingsih (2024), and Putri et al. (2025).

In contrast, the full mediation observed in the peer support pathway indicates that peer support lacks direct authority to influence career self-efficacy on its own. Peers

offer companionship and emotional validation, but this social capital must first be internalized as elevated academic self-esteem before it can translate into career decision confidence. If peer support does not improve an adolescent's belief in their academic competence, it yields no direct benefit for their career decision self-efficacy. This finding corroborates Salim et al. (2023) and refines Bandura's (1986) triadic reciprocal determinism model by proving that non-authoritative social inputs require domain-specific cognitive internalization to affect decision self-efficacy.

Theoretically, replacing global self-esteem with domain-specific academic self-esteem provides a clearer explanatory model for adolescent career development. Academic self-esteem acts as the precise psychological filter through which adolescents judge their readiness for future educational and vocational tracks.

CONCLUSION

This study concludes that academic self-esteem plays a distinct mediating role in the relationship between social support and career decision self-efficacy among 12th-grade high school students in South Kalimantan, Indonesia. Academic self-esteem partially mediates the relationship between career-related parent support and career decision self-efficacy, indicating that parental support strengthens students' career decision-making both directly and indirectly by enhancing their academic self-belief. In contrast, academic self-esteem fully mediates the relationship between peer social support and career decision self-efficacy, indicating that peer support contributes to career decision self-efficacy primarily through the development of students' academic self-belief rather than through a direct pathway. The difference between these mediation patterns demonstrates that career decision self-efficacy is shaped by a diverse social support ecosystem in which different sources of support operate through different psychological mechanisms, with academic self-esteem serving as an important internal mechanism connecting the social environment to students' career beliefs.

These findings have important implications for students, schools, and parents. Students need to actively internalize support from parents and peers as a basis for positive academic self-reflection and stronger career decisions. Schools should develop career guidance programs that extend beyond vocational information by explicitly strengthening academic self-esteem, fostering positive peer interaction, and creating a supportive academic climate. Parents should also be encouraged to participate actively in students' career exploration through open communication, role modeling, verbal encouragement, and emotional support. Nevertheless, the cross-sectional design, limited sample of 12th-grade students in South Kalimantan, reliance on self-reported data, and the adaptation of instruments developed in non-Indonesian contexts require the findings to be interpreted

with caution. Future research should employ longitudinal designs, include additional mediating or moderating variables such as career maturity, vocational identity, and cultural identification, and examine diverse regional and cultural contexts in Indonesia to develop a more comprehensive and culturally sensitive understanding of career decision self-efficacy.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to all individuals and institutions who contributed to this study. Special appreciation is extended to the participants who generously shared their experiences and perspectives, as well as to the educators and academic staff who supported the research process. Their valuable contributions were essential to examining the relationship between social support, academic self-esteem, and career decision efficacy during adolescent transitions.

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