

The Influence of Identity Status and Parental Support toward Career Maturity in Final-Year Undergraduate Students

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Abstract

Considering future alternatives such as determining career plans is a fairly complex challenge for teenagers. Although college graduates have a longer learning experience than other education levels, there is still open unemployment in college graduates. This is due to students' low career maturity, which is influenced by their identity status and the support of their parents. This study analyzes the influence of adolescent characteristics, family characteristics, identity status, and parental support on career maturity. A total of 100 respondents included in this study consisted of 48 male and 52 female final-level undergraduate students selected by proportional random sampling technique. Data were collected through questionnaires, then the data were analyzed using descriptive and inferencing analysis. The results showed that the identity status of achievement and father autonomy support had a significant positive effect on career maturity. In contrast, diffusion identity status and moratorium hurt career maturity. There were no significant differences between the career maturity of male and female respondents. Therefore, colleges and universities should implement comprehensive career guidance programs involving parents to ensure consistent and effective support.

Keywords: career maturity, identity status, late adolescence, parental support

Abstrak

Memikirkan alternatif masa depan seperti menentukan rencana karir merupakan tantangan yang cukup kompleks bagi remaja. Meskipun lulusan perguruan tinggi memiliki pengalaman belajar yang lebih lama dibandingkan tingkat pendidikan lainnya, namun masih terdapat pengangguran terbuka pada lulusan perguruan tinggi. Hal ini diakibatkan rendahnya kematangan karir mahasiswa yang dipengaruhi oleh status identitas dan dukungan orang tua. Penelitian ini bertujuan untuk menganalisis pengaruh karakteristik remaja, karakteristik keluarga, status identitas dan dukungan orang tua terhadap kematangan karier. Sebanyak 100 responden yang dilibatkan dalam penelitian ini terdiri dari 48 laki-laki dan 52 perempuan mahasiswa sarjana tingkat akhir yang dipilih dengan teknik proporsional random sampling. Data dikumpulkan melalui kuesioner, kemudian data dianalisis menggunakan analisis deskriptif dan inferensia. Hasil penelitian menunjukkan bahwa status identitas achievement dan dukungan otonomi ayah berpengaruh positif signifikan terhadap kematangan karier, sebaliknya status identitas diffusion dan moratorium berpengaruh negatif terhadap kematangan karier. Tidak terdapat perbedaan yang signifikan antara kematangan karir responden laki-laki dan perempuan. Oleh karena itu, perguruan tinggi harus mengimplementasikan program bimbingan karier yang komprehensif dengan melibatkan orang tua untuk memastikan dukungan yang konsisten dan efektif.

Kata kunci: dukungan orang tua, kematangan karir, remaja akhir, status identitas

Introduction

Universities are the highest educational institutions and establishments within the formal education system. Students who have attended higher education are expected to possess competencies that align with their academic background or significance, as they will pursue careers after graduation. Individuals enhance their potential and fulfill their life needs by pursuing a career. Students perceive higher education as a means to achieve specific career goals or job opportunities (Mansyur et al., 2019). From this perspective, higher education serves as a tool that individuals can utilize to attain their desired objectives in their future lives. Thus, career challenges in the era of globalization, which include social, economic, and cultural developments in society, require individuals to compete by improving their competencies to succeed in the workforce.

Final-year students are typically in the late adolescence age range of 18-24 years. One of the developmental tasks of late adolescence is to choose, prepare for, and plan a career (Sari, 2018). Graduates from higher education institutions should have higher quality human resources ready to compete in the job market, given their longer learning experiences than graduates from elementary, junior high, or high schools. However, the Central Bureau of Statistics (BPS, 2018) recorded an Open Unemployment Rate (TPT) for higher education graduates in August 2018 of 5.89 percent, an increase of 0.71 percent from 5.18 percent in February 2017. This increase in TPT in 2018 occurred only among higher education graduates, while other education levels showed a tendency for a decrease in TPT. Meanwhile, in February 2021, BPS (2021) reported 999,543 unemployed bachelor's degree graduates. In other words, universities graduate a large number of students each year, which contributes to the increasing number of unemployed bachelor's degree holders.

The increasing number of unemployed college graduates reflects a significant gap between the skills possessed by graduates and the expectations of the labor market. Although college graduates often have a strong academic background, the reality of the job market shows that the skills they acquire during their studies frequently do not align with the dynamic and ever-changing demands of the industry. A lack of career planning support and guidance from faculty or academic advisors can result in students needing more preparation to plan and direct their careers (Latif et al., 2023). Furthermore, a theory-focused curriculum often makes it challenging for graduates to apply their academic knowledge in practical settings. As a result, graduates frequently face difficulties bridging the gap between their educational experience and the practical needs of the workforce (Latif et al., 2023). This gap indicates the need for reforms in higher education curricula to align learning experiences with practical workplace requirements and enhance relevant skills to improve the career maturity of final-year students.

One factor contributing to the high unemployment rate is inadequate career planning, which impacts career maturity (Sari & Istiqoma, 2019). Low career maturity makes it difficult for students to choose a career. Career maturity refers to an individual's readiness in the career selection process and the decision-making process that aligns with their career developmental tasks (Rehfuss & Sickinger, 2015). One indication of low career maturity is the issue of students experiencing a mismatch between their major and their career choices (Puspitaningrum & Kustanti, 2017). This can lead to job choices that do not align with their educational background.

Additionally, the low career maturity among students is attributed to a lack of knowledge, as many students focus more on online games and spend time on unproductive activities, such as hanging out at cafes (Subhan, 2019). Research by Ismail et al. (2018) reveals that many university students have low career maturity. Their findings indicate that one factor contributing to this low career maturity is the student's lack of knowledge, understanding, and readiness for their chosen careers.

Factors influencing an individual's career planning include life values, intelligence levels, special talents, interests, personality traits, knowledge, physical condition, peer environment, and family environment (Kasan & Ibrahim, 2022). According to Nasution's (2019) research, several elements drive informants' career planning, including consistent parental motivation, strong interests and drives, and diligent efforts to achieve career goals. Achievements attained by informants, such as graduating with honors, completing postgraduate education, and participating in the Professional Counselor Education (PCE) program, also play a crucial role. Meanwhile, Malik (2015) demonstrated that parents' education level and occupation affect an individual's career maturity. Parental support becomes a crucial factor in an individual's career development process. In this context, parental support is very significant. The study by Putra and Yusuf (2022) also indicates that parental support plays a crucial role in students' career planning. Students believe that support from their parents can enhance their academic success and assist them in planning a career that aligns with their interests.

Bronfenbrenner's ecological systems theory (1979) posits that the child is at the center of systems that interact with the surrounding environment. Parents, as part of the child's microsystem, play an essential role in their child's life. Parental support can influence a child's motivation and career development (Katz et al., 2018) and optimize adolescent self-control (Farhatilwardah et al., 2019). Furthermore, the study by Basriyanto et al. (2019) shows that most teenagers view parental support as a source of encouragement and motivation. However, they also perceive parental support in career decision-making more as the role of a motivator and facilitator. Previous research has recognized the influence of parental support on adolescents' career choices. Herin and Sawitri (2017) showed that parental support positively impacts students' career maturity. The higher the parental support, the higher an individual's career maturity. This can be attributed to the fact that emotional support and encouragement from parents can enhance students' motivation and self-confidence. As a result, students become more courageous in exploring and making decisions related to their careers.

In addition to parental support, identity status also plays a crucial role in late adolescents' career maturity. According to Hakim and Khasanah (2022), an individual's inability to establish a personal identity that influences their career identity can impact their achievement of developmental tasks and career maturity. Meanwhile, when people avoid addressing these challenging and critical periods, they are unlikely to achieve career maturity. This is supported by the research of Rachmady and Aprilia (2018), which indicates that fresh graduates often experience anxiety and tend to avoid discussing the developmental tasks they need to face, such as entering the workforce. James Marcia's theory of identity focuses on exploration and commitment in individual identity development. Marcia identifies four identity statuses: foreclosure, moratorium, diffusion, and achievement. In the context of career maturity, the achievement identity status is particularly relevant, as it reflects individuals who have explored various career options and made strong commitments to their choices.

This status is especially important in the career or vocational decision-making process. A meta-analysis of 124 studies revealed that the moratorium identity status stabilizes until the age of 19 and then declines, while identity achievement develops during late adolescence and early adulthood. Rasna et al. (2023) found that 39% of students still exhibit low identity indicators. Puspitaningrum and Pudjiati (2023) indicated that identity status could influence individuals in determining their life goals. Those with high identity achievement scores have complex life plans and family aspirations, leading to greater commitment to their life plans and expectations of marriage and children.

Research on career maturity in Indonesia has extensively focused on secondary education levels, such as high schools/vocational schools/religious schools, including studies by Pangastuti and Khafid (2019), Ghassani and Anwar (2020), Fadila and Rosiana (2023), Purworahayu & Rusmawati (2020), Yunita and Rahayu (2021), Wulandari and Nurhadiani (2019), Hendrianti and Dewinda (2019), and Fortuna et al. (2022). However, research on career maturity at the higher education level, particularly among final-year students, still needs to be completed in Indonesia. Therefore, this study is urgently needed, given the high unemployment rate among higher education graduates and the importance of career readiness to face the challenges of globalization.

Based on the above data, this study aims to (1) identify the characteristics of adolescents, family characteristics, parental support, identity status, and career maturity among final-year male and female students, and (2) examine the influence of adolescent characteristics, family characteristics, parental support, and identity status on the career maturity of final-year students.

Methods

Participants

This research employs a cross-sectional study design, which involves research conducted at a specific period. The research location was purposively chosen at IPB University, Bogor Regency. This decision was based on the consideration that IPB University is one of the universities with students from diverse regions across Indonesia, thus potentially representing the diverse socio-cultural backgrounds of Indonesian society. Additionally, IPB University offers interdisciplinary programs, which are expected to encompass a wide range of career fields that graduates may pursue. The research data consists of primary data collected directly through the self-report technique, wherein participants, exemplified by students, filled out the provided questionnaires themselves.

The population of this study consisted of 3,453 active eighth-semester students at IPB University for the Academic Year 2018/2019. This is because eighth-semester students are final-year students who will soon enter the workforce after graduating. The sample in this study represents each undergraduate faculty member at IPB University, which consists of 10 faculty members. The sampling was conducted using a proportional random sampling technique from all final-year students in the 2018/2019 academic year. The total number of selected samples was 100 students. The research was conducted from February 2019 until May 2019.

Measurement

Primary data were obtained through self-report using a questionnaire covering adolescent characteristics (age, gender) and family characteristics (father's and mother's age, duration of father's and mother's education, family income, number of family members).

According to Marcia's Theory, identity status is an understanding and commitment to various aspects of life, consisting of four dimensions: achievement, foreclosure, moratorium, and diffusion. The identity status variable was measured using the Extended Objective Measure of Ego Identity Status (EOM-EIS-II) instrument by Bennion and Adams (1986). These dimensions were assessed using a Likert scale (1 = strongly disagree, 2 = somewhat disagree, 3 = disagree, 4 = agree, 5 = somewhat agree, and 6 = strongly agree) with a total of 64 items. The reliability test results of the questionnaire showed a Cronbach's alpha of 0.734.

The categorizing adolescents into the four identity statuses was obtained through the three rules classification of EOM-EIS II by comparing the index scores of each identity status. The three classification rules of self-identity status are the pure identity status rule, the low-profile status rule, and the transition status rule. When an identity status index score is above the cut-off value, the adolescent is classified into the pure identity category for that status. Adolescents with index scores below the cut-off for all four identity statuses fall into the low-profile moratorium category, which is not distinguished from the moratorium category. The transition status category applies if more than one adolescent identity status has index scores higher than their cut-off values. Among the dimensions included in the transition status category, the one with a lower status rank compared to the others based on EOM-EIS II is selected. The cut-off values are as follows: identity achievement (73.00), foreclosure (63.00), moratorium (53.00), and diffusion (53.00). Based on the scores above reveal that identity achievement shows the highest score, whilst identity diffusion is the lowest (Adams, 1998).

Parental support is defined as the attitude, actions, and acceptance by individuals or groups, specifically parents, towards a child (Amalia & Latifah, 2019). The parental support variable in this study was measured using the Perceived Parental Autonomy Support Scale (P-PASS) by Mageau (2015), which consists of six dimensions: choice within certain limits, rationale for demands and limits, acknowledgment of feelings, threats to punish, performance pressures, and guilt-inducing criticisms. Four statements, totaling twenty-four items, represent each dimension. A Likert scale was used (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree) with a Cronbach's alpha of 0.680 for the father's support variable and 0.734 for the mother's support variable.

Career maturity refers to an individual's readiness to make career decisions, the ability to choose among various career options, and the responsibility to complete and face career development tasks at each stage (Purworahayu & Rusmawati, 2020). The career maturity variable was measured using the Career Maturity Inventory (CMI-Form C) developed by Savickas and Porfeli (2011). The CMI-Form C comprises four dimensions that depict an individual's career maturity: confidence, curiosity, concern, and consultation. The response scale in this study was modified from a 2-point to a 4-point scale with the following descriptions: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree, with a Cronbach's alpha of 0.827.

Analysis

The collected data was subsequently processed and analyzed using Microsoft Excel 2010 and Statistical Product and Service Solutions (SPSS) 25 for Windows. The data processing involved editing, coding, entry, scoring, and analysis. Descriptive and inferential statistics were employed for data analysis. Descriptive statistical analyses were conducted for frequency, mean, standard deviation, and cross-tabulations. Inferential analysis included (1) t-tests or difference tests to examine the significance of differences in mean and standard deviations between female and male adolescents; (2) Multiple linear regression analysis was utilized to determine the influence of adolescent characteristics, family characteristics, parental support, and identity status on career maturity.

Findings

Characteristics of Adolescents and Families

This research involved 100 final-year students, consisting of 52 female students and 48 male students. The research results indicate that the students involved in this study are between 21 and 23 years old; thus, it can be concluded that all students fall into the late adolescence category. The research findings show a nearly identical average age between male and female students, which is 21.67 and 21.54 years, respectively.

The results showed that more than half of the fathers (93.8%) and mothers (95.8%) of male students fall into the middle adulthood category, with an average age of fathers being 52.5 years and mothers being 48.38 years. Similarly, for female students, more than half of the fathers (92%) and mothers (98.1%) are in the middle adulthood category, with an average age of fathers being 53.27 years and mothers being 48.94 years. Both fathers' and mothers' educational durations for male and female students are above 12 years on average, suggesting that the average parents of the students have completed high school education or equivalent. Family income in this study is divided into two categories based on the secondary data consideration of the poverty line per household, which stands at IDR 1,901,402 per poor household per month, with an average family size of 4.63 people (BPS, 2018). Categorization of family income, the average family size of respondents being 4.7 people, is divided into below or equal to IDR 2,000,000 and above IDR 2,000,000. The research findings indicate that most final-year student families, both male (87.5%) and female (82.7%), have incomes exceeding IDR 2,000,000 per month. Therefore, it can be concluded that the majority of the sample student families are free from poverty issues.

Parental Support

This research measures parental support through the perception of senior college students regarding the support they receive from their parents. Low, moderate, and high categories depict the magnitude of adolescent parental support. The findings indicate that male (M) and female (F) students receive, on average, high-level autonomy support from their fathers (M=72.63; F=67.63) and mothers (M=76.27; F=73.5). Otherwise, the control support received by male and female students is categorized as low from their fathers (M=43.98; F=39.64) and mothers (M=19.4; F=8.3). It was found that 1 out of 48 male students received high-level control support from both parents, while among female students, 1 out of 26 received high-level control support from both parents.

There was a significant difference in the control support received from mothers by male and female students, with male students receiving a higher average of control support from mothers (45.89) than female students (40.06).

Table 1. Statistical performance of parental support by gender

Parental Support		Male			Female			P-value
		Min	Max	Mean \pm SD	Min	Max	Mean \pm SD	
Father	Autonomy	47.2	97.2	72.63 \pm 12	27.7	97.2	67.63 \pm 16	0.083
	Control	16.7	83.3	43.98 \pm 13.6	13.8	125	39.64 \pm 20	0.211
Mother	Autonomy	47.2	100	76.27 \pm 12.3	41.7	158.3	73.5 \pm 18.3	0.382
	Control	19.4	80.5	45.89 \pm 12.9	8.3	86.1	40.06 \pm 15.8	0.048

Ego Identity Status

Ego identity status consists of identity diffusion, identity foreclosure, identity moratorium, and identity achievement. These statuses are classified based on the occurrence of a crisis or exploration of various alternatives and the establishment of commitment to the chosen identity. The highest average achievement in ego identity status among university students is found in the identity achievement status, with (70.2) for males and (67.7) for females. This indicates that students tend to possess identity achievement tendencies; however, the average scores obtained have not reached or exceeded the achievement cut-off of 73, thus not yet categorizing them into the identity achievement status. Identity achievement is the status of individuals who have experienced a crisis and successfully made commitments.

While the research findings reveal that nearly half of male (43.8%) and female (46.2%) students fall into the category of identity foreclosure, it is noteworthy that identity foreclosure signifies an individual's status who has made commitments without undergoing crises. However, more than half (66.7%) of the students categorized under identity foreclosure represent a transitional form of foreclosure, namely the transition between foreclosure-moratorium, foreclosure-achievement, or foreclosure-moratorium-achievement. This suggests that students have not fully experienced identity foreclosure; rather, they have engaged in exploration and show tendencies toward achieving identity. Furthermore, over half (62.5%) of the students categorized as moratorium belong to the low-profile moratorium type, indicating that these students have not yet reached all cut-off points for identity statuses, including diffusion, foreclosure, moratorium, or achievement.

Table 2. Statistical performance of ego identity status by gender

Category of Ego Identity Status	Male			Female			P-value
	Min	Max	Mean \pm SD	Min	Max	Mean \pm SD	
Diffusion	27	72	46 \pm 11.1	22	67	45.3 \pm 10.4	0.736
Foreclosure	29	75	56.2 \pm 10.2	29	71	54.6 \pm 8.1	0.381
Moratorium	31	77	59.2 \pm 9.3	34	75	60.4 \pm 8.7	0.594
Achievement	51	89	70.2 \pm 8.6	48	82	67.7 \pm 8.8	0.156

Career Maturity

The research findings indicate that more than half of male students (56.3%) and female students (69.2%) are in the low category of career maturity, with the average scores of career maturity for male students (57.74) and female students (56.68). Male and female students have no significant difference in career maturity ($p=0.68$).

The results of the statistical performance of career maturity by gender show that more than half of male students (70.8%) and female students (73.1%) exhibit low career curiosity scores, with male students averaging. More than half of male students (58.3%) and female students (78.8%) demonstrate low career confidence scores. Meanwhile, concerning the career consultation dimension, nearly half of male students (47.9%) and more than half of female students (51.9%) fall into the moderate category. Consequently, students still lack mature career readiness.

Table 3. Statistical performance of career maturity by gender

Career Maturity	Male			Female			P-value
	Min	Max	Mean \pm SD	Min	Max	Mean \pm SD	
Concern	26.7	100	63.89 \pm 18.54	33.3	86.7	62.57 \pm 15.35	0.697
Curiosity	11.1	100	51.16 \pm 18.58	33.3	83.3	52.78 \pm 12.09	0.604
Confidence	0	100	50.92 \pm 22.76	16.7	88.9	47.12 \pm 14.91	0.33
Consultation	33.3	100	70.14 \pm 17.18	25	100	69.55 \pm 14.47	0.854

The Influence of Adolescent Characteristics, Family Characteristics, Identity Status, and Parental Support on Career Maturity

The regression test results indicate that identity status diffusion, moratorium, achievement, and father's autonomy support affect the career maturity of college students. Identity status diffusion ($B=-0.195$, $p=0.022$) and identity status moratorium ($B=-0.455$, $p=0.000$) significantly negatively impact career maturity. This means that students in the identity status diffusion, characterized by a lack of exploration and clear decisions about their career paths, tend to have lower career maturity. Students in the identity status moratorium, who are in the process of exploration but have not yet made a final decision, also tend to have lower career maturity than those who have made clearer career decisions.

Conversely, identity status achievement ($B=0.246$, $p=0.010$) has a significant positive impact on career maturity. This means that students with the achievement of identity status, having conducted in-depth exploration and made clear career decisions, tend to have higher career maturity. Additionally, the father's autonomy support ($B=0.198$, $p=0.007$) positively affects career maturity. This means that students who feel supported by their fathers in freedom and autonomy in making career decisions tend to demonstrate higher levels of career maturity.

Table 4. Adolescent characteristics and family characteristics with identity status, parental support, and their effect on career maturity

Variable	Career Maturity		
	Unstandardized (B)	Standardized (B)	Sig.
Constanta	87.714		0.007
Gender	-1.303	-0.053	0.431
Adolescents age	-1.021	-0.051	0.485
Father's age	0.345	0.139	0.077
Father's education	-0.511	-0.161	0.050

Continue from Table 4

Variable	Career Maturity		
	Unstandardized (B)	Standardized (B)	Sig.
Father's education	-0.511	-0.161	0.050
Mother's age	-0.428	-0.152	0.058
Mother's education	0.418	0.122	0.149
Family Income	9.550E-08	0.084	0.231
Status Diffusion	-0.195	-0.211	0.022*
Status Foreclosure	-0.142	-0.131	0.072
Status Moratorium	-0.455	-0.411	0.000*
Status Achievement	0.246	0.218	0.010*
Father's Autonomy Support	0.198	0.231	0.007*
Father's Control Support	-0.020	-0.028	0.750
Mother's Autonomy Support	0.046	0.058	0.418
Mother's Control Support	0.037	0.044	0.582
Adjusted R Square			0.628
F			12.165
Sig			0.000*

Note: *significant at $p < 0.1$; ** significant at $p < 0.05$

Discussion

According to Newman and Newman (2012), late adolescents are typically between 18 and 24. For a teenager, contemplating future alternatives, such as choosing a career, is a complex challenge, as they must choose independently from a multitude of future life paths. Identity development is a crucial task during adolescence. At this stage, adolescents need to focus on developing educational and career goals while forming an understanding of who they are and what they want from life (Verhoeven et al., 2019). Hurlock (1980) identifies key developmental tasks during adolescence, including accepting physical changes, becoming more emotionally independent, preparing for a career, and developing an ethical system or behavioral norms.

This study involved 100 final-year students, comprising 48 male and 52 female students. All respondents are categorized as late adolescents aged 21 to 23 years. The study did not find any significant differences between male and female students regarding family characteristics. On average, both fathers and mothers are middle-aged and have completed high school or equivalent education. Most students, regardless of gender, come from families with incomes exceeding IDR 2,000,000 per month, indicating that most families are above the poverty line of IDR 1,901,402 per month per household (BPS, 2018). Thus, the majority of students' families are free from poverty issues.

Career planning is an important task for students, as effective planning helps them visualize their future careers (Latif et al., 2017). According to Afifudin and Yoto (2024), adolescents with effective career planning are characterized by actively accessing career guidance services. In identity development and career preparation, parental support plays a crucial role. Sulusyawati and Melati (2019) identify several factors influencing career choice, including family and cultural background, peer influence, personal factors, and psychosocial-emotional factors. Parental support is defined as the attitude, actions, and acceptance by individuals or groups, specifically parents, towards a child (Amalia & Latifah, 2019). If adolescents receive adequate social support from their parents, they will be more motivated to explore their strengths,

areas for development, and potential careers aligned with their interests and talents (Rossallina & Salim, 2019). More exploration of career information is expected to increase students' confidence in making career decisions.

There are two main dimensions of parental support: autonomy support and control. This study found that both male and female students receive high autonomy support from their parents. High autonomy support reflects the freedom given by parents to their children to make their own decisions, which is an important factor in developing independence and self-confidence. According to Harwood (2019), autonomy-supportive or authoritative parenting positively impacts children by enhancing intrinsic motivation and self-determination. Autonomy support is evident when parents advise and guide their children's activities (Tanjung & Megaiswari, 2019). Control support is usually associated with parental restrictions and pressures (Avilda, 2021). A form of control support parents provide is enrolling their child in interest and aptitude tests, which offer detailed information about the child's potential and educational direction (Rossallina & Salim, 2019). Low control support indicates that parents do not excessively dictate or control their children's choices, which can help reduce stress and improve emotional well-being. Parental demands can trigger anxiety and worry in children (Azizah & Satwika, 2021). Conversely, Feige and Waterman (2024) suggest that parental control can influence worries that may arise as children navigate important life transitions.

A significant difference in control support between males and females, especially from mothers, indicates that mothers tend to exert more control over their sons compared to their daughters. Hana and Nara (2021) highlight that boys may require more control than girls. Feige and Watermann (2024) also found that boys perceive their parents as more controlling than girls. This may be due to cultural norms or perceptions that boys need more guidance in making important decisions. However, despite differences in control support, both groups receive high levels of autonomy support, demonstrating the importance of a balanced approach from parents between freedom and control. This aligns with Saihu (2019) research, which suggests that parents provide freedom according to the child's development while maintaining control and boundaries to ensure safety and proper learning.

In terms of identity status, high autonomy support from parents, as indicated in this study, reflects the principles of Bronfenbrenner (1979) Ecological Systems Theory, which posits that the child, as the center of the system, interacts with their surrounding environment. Actively involved parents can consistently help their children achieve positive psychosocial outcomes (Harwood et al., 2019). This support allows students to explore various options and make decisions aligned with their interests and values, which is crucial for career development. Parental social support catalyzes career exploration behavior, ultimately fostering confidence in the career decision-making process (Rossallina & Salim, 2019). Ramadhana et al. (2019) indicate that family status, family communication, and adherence to family norms play a significant role in shaping adolescents' identities. This study found that most students are in the identity achievement and foreclosure statuses.

Students with identity achievement status have undergone exploration and made clear commitments to their identity choices. This suggests that they better understand who they are and what they want to achieve. Individuals with identity achievement status have addressed identity challenges healthily and constructively (Untoro & Putri, 2019). However, even though students tend towards identity achievement, their average

scores have not yet reached the achievement cut-off, indicating that their identity development process is not yet complete. This finding is consistent with Untoro & Putri (2019), who found that among 157 adolescents, only 35 had achieved identity achievement status. Sica et al. (2019) also reported that only a small portion of late adolescents have reached identity achievement status, as most adolescents are still in the exploration process or have not conducted adequate exploration.

In contrast, students with identity foreclosure status have made commitments without extensive exploration. This may mean they are more likely to accept values and goals set by parents or their environment without questioning them. Based on the four identity statuses, it is observed that adolescents generally are not yet capable of making the best choices for themselves and often simply accept the options provided by their parents (Herpanda et al., 2022). According to Rossallina and Salim (2019), parents should not exert excessive control but rather act as facilitators who offer guidance while remaining open and attuned to the times. Additionally, students need to be free to make their own decisions and take responsibility for their choices. Adolescents with the highest percentage of foreclosure status have made commitments but have not experienced identity crises (Ramdhanu et al., 2019). This study also found that most students are in transition between identity statuses. According to Siregar (2022), students in transition need time to understand the process they are undergoing to achieve their goals. This indicates that they are still in the process of searching for and forming their identities, which is typical for this developmental phase.

Career development theory includes the concept of career maturity. The term "maturity" here refers to an individual's "readiness" to choose a career or job after graduation. This study found that career maturity is low among more than half of the male and female students. Sinuraya et al. (2022) also reported the student's career maturity decreases as their self-efficacy diminishes. The low career maturity of students in this study is reflected in their need for more curiosity about various career information. This is because students rarely seek information on job vacancies, job requirements, or other career preparation information. In line with the findings of Indasari et al. (2023), the career maturity of final-year students is influenced by internal locus of control, where the belief that they control their own outcomes drives proactive actions in exploring career options. This emphasizes that self-understanding and career maturity require active effort, rather than occurring spontaneously. Additionally, according to Anggraini (2019), students with low career maturity generally face difficulties in choosing a career due to having multiple skills and options but being unable to decide. They may struggle to choose between having various alternatives, or even if they do make a decision, it often does not align with their talents and interests. Furthermore, final-year students also reported difficulties in preparing for desired jobs and felt unprepared to adjust and adapt to the workplace with people who have diverse personalities.

Salsabila et al. (2023) also state that confusion in setting goals, planning careers, facing various choices, and feeling less confident are common issues faced by final-year students. Nevertheless, low dimensions of curiosity and career confidence indicate that students are still in the exploration stage and need more time and guidance to achieve career maturity. In line with Rahayu's (2021) findings, the understanding of oneself has a lower level of achievement, indicating that students struggle to comprehend their own identity in the context of their careers. Conversely, the aspect of career exploration among students shows a high level of achievement, suggesting that students are more

successful in exploring various career options and related information. The exploration stage is characterized by students focusing on clarifying their career choices, learning about potential jobs, how to navigate part-time work, and whether they want to pursue further education (Chandra & Wae, 2023).

Regression analysis shows that identity diffusion and moratorium statuses significantly negatively impact career maturity. This finding is consistent with Nursyahla et al. (2022) research, which also found that identity diffusion negatively affects career maturity. Xu and Lee (2019) and Wendling and Sagas (2022) reported that individuals with diffusion status show little or no interest and are passively involved in exploring career options. Students with identity diffusion status tend to have low career maturity because they need to engage in sufficient exploration or make clear career decisions (Prabowo, 2019).

Moratorium status, reflecting ongoing exploration without final commitment, also indicates low career maturity. Individuals in moratorium status have high levels of exploration but have not made decisions, resulting in low commitment (Wilson et al., 2021). Conversely, identity achievement status significantly impacts career maturity, indicating that students who have achieved identity achievement are better prepared to make career decisions. This finding aligns with Nursyahla et al. (2022), who showed that identity achievement status positively predicts career maturity, whereas identity diffusion status negatively affects career maturity.

Moreover, paternal autonomy support positively influences career maturity, emphasizing the importance of parental support in granting children the freedom to make career decisions. This is supported by Yuris et al. (2020), who state that the more active a father is in a child's life, the higher the child's determination, as fathers shape the child's personality, competence, independence, and social relationships. Herin and Sawitri (2017) also found that parental support significantly positively affects career maturity. Parental support and freedom to explore various career options enhance adolescents' self-efficacy, aligning their outcomes with their interests, plans, goals, and career values (Akbar et al., 2024). In other words, this support allows students to explore various options and make decisions that align with their interests and values, which is crucial for career development. The limitation of this study is that the self-report technique using a questionnaire may lead to response bias, where participants might provide answers that they believe are more socially desirable rather than accurately reflecting their true condition.

Conclusion and Recommendation

Conclusion

This study identifies differences in adolescent characteristics, family characteristics, parental support, identity status, and career maturity between male and female students. The findings indicate that, although there are differences in control support between males and females, parental autonomy support is high in both groups, contributing to identity development and career maturity. Family characteristics, such as parental education and income, have a positive impact on the support received by students. Additionally, students' identity statuses vary, with the majority being in achievement and foreclosure statuses. These differences in family characteristics and

parental support significantly influence students' identity development and career maturity.

Analysis of the effects of adolescent characteristics, family characteristics, parental support, and identity status on career maturity reveals that parental autonomy support positively affects students' career maturity. Identity status also plays a crucial role, with students in the achievement status demonstrating better career maturity than those in identity foreclosure, diffusion, or moratorium statuses. Family characteristics, such as parental education and income, also contribute to students' career maturity. These findings underscore the importance of balanced parental support and family context in preparing students for entering the workforce with better readiness.

Recommendation

Based on these findings, it is recommended that colleges and universities implement policies supporting the development of comprehensive career guidance programs, involving parents in the process to ensure consistent and effective support. Non-Governmental Organizations (NGOs) and related organizations can also provide workshops and seminars on career readiness and parental support to broaden students' understanding of the workforce. Additionally, future research should explore other factors influencing career maturity, such as part-time work experience and social skills, and examine how parents provide career guidance to final-year students to elucidate these findings further.

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