



Self Efficacy in Career Decision Making : A Systematic Review Literature Review (SLR)

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Abstract

This study aims to analyze the impact of self-efficacy on career decision-making among vocational high school (SMK) students and identify the factors that influence it. The method used is Systematic Literature A peer-reviewed (SLR) using the PRISMA approach, which includes identification, screening, evaluation, and interpretation of articles from the Taylor & Francis and Sage Journal databases . Of the 5,533 articles found, four relevant articles were analyzed. The results showed that self-efficacy plays a significant role in building students' confidence in choosing a career that suits their interests and potential. Factors such as social support, academic experience, family environment, work experience, and active decision-making strategies contribute significantly to increasing self-efficacy . In addition, interventions such as career guidance , self-exploration training, job simulations, and career workshops have proven effective in helping vocational high school students face the challenges of an increasingly complex working world. This study concludes that strong self-efficacy can help vocational high school students achieve optimal career readiness. The development of innovative and integrated career guidance programs , involving schools, parents, and industry, is needed to support students in making informed career decisions. This study provides valuable insights for guidance and counseling teachers in improving more effective career guidance services.

Keywords: *Self-Efficacy ; Career Decisions .*

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INTRODUCTION

Career decision-making, especially for adolescents, is fundamental and a crucial stage of development. An individual's success in career decision-making impacts their future life. The increasingly rapid and complex challenges of the working world require vocational high school students to possess *hard skills* . *skills* both soft and *soft Skills* . Research (Mei and Symaco 2022) on student career concepts, one of which is entrepreneurship education in China, highlights the need for a practice-based approach to prepare vocational students to face job market challenges. This means that career preparation has the potential to strengthen *self-efficacy*. students in preparing for their desired career choices.

However, current conditions of vocational high school (SMK) students experience dilemmas and confusion in making career decisions . These factors are caused by the lack of career information obtained, low self-confidence, and suboptimal career guidance received in school (Cheung 2024) . This will have long-term impacts, because it is detrimental to students in preparing for career choices . Improving *self-efficacy* in vocational high school education will not only help students increase self-confidence and believe in their abilities, but also form a mental courage in determining the steps in the career path process .

Self-Efficacy, conceptualized by Bandura , is an individual's belief in their own ability to complete tasks in achieving goals, especially those related to their career. (Bandura et al. 2001) plays a crucial role for vocational high school students. Career decision-making at this level leads individuals to face various career choices that will lead them into the world of work and business . *Efficacy* not only influences how students make career decisions , but also how students actively construct themselves in facing obstacles that arise in the process of making career decisions that will be chosen.

Some factors that hinder students in making career decisions are seen as a lack of career information, intrinsic motivation , anxiety and low self-confidence or *self-efficacy*. (Levin et al. 2024) . Research conducted by (Kumar et al. 2022) shows that students with a high level of Students with high *self-efficacy* tend to have self -confidence that can help them explore career opportunities , overcome obstacles, and choose the right career choice according to their potential. In contrast, students with *high self-efficacy tend to have self-confidence that can help them explore* career opportunities , overcome obstacles, and choose the right career choice according to their potential. *low efficacy* , have conditions that are vulnerable to anxiety and dissatisfaction self -confidence which has an impact on making career decisions that are not in line with career goals .

Supported by research by (Pordelan et al. 2020) , which highlights the increase in *self-efficacy* in students where it can reduce anxiety in making career decisions and help improve their readiness to enter the world of work. This opinion is supported by (Jemini Gashi et al. 2023a) , that students who show the results of mature career choices and good job satisfaction in the future are those who tend to feel more confident in their perspectives and abilities to make career decisions .

In the study (Kvasková et al. 2023) , it was explained that *self-efficacy* Career decisions influence students' confidence in determining the career choices they desire and are relevant to the skills they have mastered. The main factors that can influence career choices These include *self-efficacy* , *outcome* expectations , and desired goals. In the context of vocational high school students, this can be used to understand how students with high self-efficacy can explore career opportunities more deeply and broadly and how they maintain a strong mentality to persevere in the face of increasingly challenging challenges.

Other opinions about several factors that influence *self-efficacy* for individuals include past experiences, motivation from the success of others, social support through verbal persuasion, and the individual's physical and emotional condition (Bandura 2023) . For example, students or individuals can have increased self-confidence due to their success in completing tasks, while a lack of confidence can decrease *self-efficacy* due to individual failure in the process (Kovari and Katona 2023) .

Several studies have shown that career services can improve students' *self-efficacy* and achieve their desired career goals . A study by Jemini Gashi et al. (2023b) found that career services can optimize student self-confidence, particularly in making career decisions that align with their goals. This is supported by previous research by Jude, Maree, and Jordaan (2023) , which demonstrated the effectiveness of counseling in addressing *career challenges*. *indecision* in students with limited resources and social support.

Based on the literature review, research gaps can be identified , including several studies related to *careers*. *dicison* about *self-efficacy* focused on college students. Meanwhile, research on vocational high school students is still limited, even though at this level students are expected to be work-ready. Another gap identified is the need for further research in environments with limited resources , such as vocational high schools (SMK), although career guidance interventions have been shown to increase *self-efficacy* . Further exploration at the vocational high school level is also needed regarding environmental factors that influence *self-efficacy*, *such as social support, and the influence of career decision-making strategies* on vocational high school students.

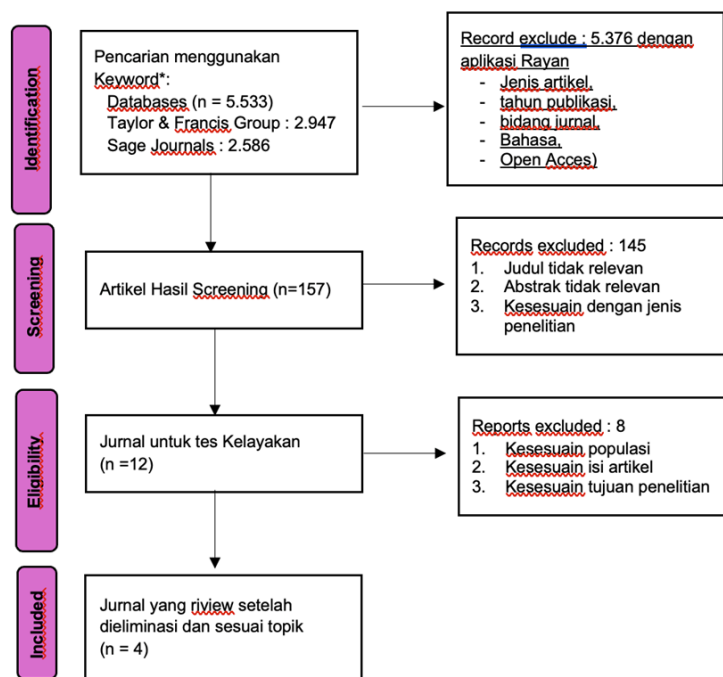
So the aim of this study is to analyze the impact of *self-efficacy* on the career decisions of vocational high school students, as well as identifying factors that influence *self- efficacy* in vocational high school students. It is hoped that this research can contribute to the development of an effective and innovative career guidance model for vocational high school students and can provide insight for guidance and counseling teachers in improving effective career guidance services. Strengthening *self-efficacy in vocational high school students'* career decision-making by optimizing career guidance services that focus on increasing self-confidence. Thus, this literature review can contribute to providing in-depth insight into the important role of *self-efficacy*. in helping vocational school students achieve maturity in choosing a career that suits their hopes, interests and potential.

RESEARCH METHODOLOGY

The method used in this research is *Systematic Literature review* (SLR) to analyze the impact of *self-efficacy* on the career decisions of vocational high school students, as well as identifying factors that influence *self- efficacy* for vocational school students. *Systematic Literature Review* (SLR) is a research method that aims to identify, evaluate, interpret, and present the results of research studies related to research topics and questions or certain phenomena of concern (Nugroho et al. 2021) , (Murdiningrum and Handayani 2021) . The use of *Systematic Literature Reviews* provide the benefit of synthesizing various relevant research articles, so that the facts presented are more comprehensive and balanced (Rahmawati et al. 2022) . In this study, the procedure for selecting articles relevant to the research question used the PRISMA flow diagram (*Preferred References*). *Reporting Items for Systematic Reviews and Meta- Analysis*) which includes four stages, namely identification , screening , eligibility , and *inclusion*. (Putri, MZ, and Ilhami 2023) .

Based on the PRISMA diagram in Figure 1 below , the first stage is identification, which is done by accessing electronic databases from the Taylor & Francis and Sage Journal databases . The search results obtained 5,533 literatures, with the following details : Taylor & Francis : 2,947 and Sage Journal 2,586. The total results of this literature search were obtained by entering the keywords: *self-efficacy OR self confidence OR personal efficacy AND career readiness OR career decision -making OR career choice readiness OR career preparedness and vocational high school OR vocational education OR secondary vocational education OR technical Education* . Next, the articles were filtered using an automation tool to exclude duplicate articles, publication year, article type, journal field, language, and *open access* , resulting in 157 articles. These 157 articles were then *screened*. Using inclusion and exclusion criteria , 12 articles were obtained, resulting in 145 articles being excluded because they did not meet the eligibility criteria. Of the 12 articles, the eligibility test was re-read by reading all the articles, and 8 articles were excluded because they did not meet the criteria for population, content suitability , and objectives, namely analyzing the impact and factors influencing *self-efficacy*. so that 4 articles were obtained which were used to study the research results .

Figure 1. PRISMA diagram



Research Questions

The initial stage in SLR research is developing research questions (RQ). Research questions are formulated based on five elements known as PICOC, namely: Population (P): the target group of the research, Intervention (I): detailed aspects of the research or issues of interest to the researcher, Comparison (C): aspects to be compared with the intervention, Outcome (O): Effects and results of the Intervention , and Context (C): the setting and environment of the research (Aliyah & Mulawarmanm 2020). The research questions developed in this study are:

RQ 1 : How does *self-efficacy* impact students' career decision-making ?

RQ 2 : Factors influencing *self-efficacy* in students' careers (P)

Exclusion Criteria

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Population	Study focused on students with high school/vocational education	The study was not conducted on high school / vocational school students.
<i>Outcome</i>	Research that discusses self efficacy and career decision making	Research that does not discuss <i>self efficacy and career decision making</i>
Document Type	Research Journal Articles	What is not a journal article such as a book, proceedings , book chapters etc.
Publication Year	Articles published in 2020-2024	Articles published before 2020
Language	English	Besides English
<i>Access</i>	<i>Open access</i>	Not <i>open access</i>
Database	Sage Journal , Taylor & Francis	Outside Sage Journal , Taylor & Francis

RESULTS AND DISCUSSION

This SLR research examines four literatures that have fulfilled all research inclusion criteria up to the *included stage*. (at stage 2). Based on the articles obtained regarding *self efficacy Studies on individual career decision-making* have been conducted in several countries, including Oman, Switzerland, Pakistan, and Kosova . Of the four articles, three used quantitative research, and one used an experimental method , with high school/vocational school students entering their late teens as the subjects. This study limited the publication years to 2020–2024, with the expectation that the articles used would be relevant to current situations and conditions. The publication years of the four articles were 2021 (n=1), 2023 (n=1), and 2024 (n=2).

Table 2. Literature Review Results

No	Title/ Author/ Year	Country	Language	Research purposes	Types of research	Method of collecting data	Population and Sample Size	Results
1.	<p>Title : <i>A path analysis of effects of the career locus of control dimensions and career decision self-efficacy on career aspiration</i></p> <p>Authors: Muna Al-Bahrani, Yousef Abu Shindi, Suad Allawati , Bakkar Bakkar</p> <p>Year : 2021</p>	Oman	English	This study aims to analyze the influence of <i>locus of Career locus of control and self - efficacy</i> in career decision-making on students' career aspirations. In addition, this study explores the mediating role of <i>self-efficacy</i> in the relationship between <i>career ... of career control</i> and career aspirations.	Quantitative research with path analysis analysis).	This research uses <i>Career Aspirations Scale (9 items), Career Locus of Control Scale (31 items), and Career Decision Self-Efficacy Short Form (24 items)</i> adapted into Arabic to measure the variables in the study	Population: 10th and 11th grade students in several secondary schools in Oman. Sample: 2,700 students (1,365 male students and 1,335 female students)	Path analysis shows that the locus of Internal control has a direct positive effect on career aspirations, while a negative influence was found on the “ <i>powerful</i> ” factor. <i>others .” Locus factors of control (internal, luck , and powerful) others)</i> explained 43% of the variation in career decision-making <i>self-efficacy . This self-efficacy</i> plays a direct role in influencing career aspirations, explaining 42% of the variation in career aspirations. These results indicate the importance of developing locus of control. of internal control and <i>self-efficacy</i> in supporting students' career aspirations.
2	<p>Title : <i>Associations of Career Decision -Making Strategies With Career Decision -Making Self-Efficacy and Difficulties Among French-Speaking Swiss Adolescents and Young Adults</i></p> <p>Author: Nimrod Levin , Jonas Masdonati , Pauline Castella , Elodie Grassi</p> <p>Year: 2024</p>	Switzerland	English	career decision-making strategies and self - efficacy in career decision-making and difficulties faced by adolescents and young adults.	Quantitative	Career Questionnaire <i>Decision -Making Profiles (CDMP)</i> in French version, <i>Career Decision Self-Efficacy Scale (CDSE)</i> , and <i>Career Decision -Making Difficulties Questionnaire (CDDQ)</i> .	French-speaking adolescents and young adults in Switzerland; A total of 414 participants comprised of junior high school and high school students, university students, and entry-level workers.	<ul style="list-style-type: none"> • career decision-making (high procrastination , low speed in making final decisions, and dependence on others) are associated with difficulty in decision-making. • The level of self -efficacy in career decision-making is positively related to low procrastination and low desire to please others. • This study also confirmed the structural validity of the CDMP-F (French version) for measuring career decision-making strategies .
No	Title/ Author/ Year	Country	Language	Research purposes	Types of research	Method of collecting data	Population and Sample Size	Results
3.	Title :	Pakistan	English	This study aims to	Cross -	Data collected	The population	Smart PLS 4 software show that:

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	<p><i>Factors Influencing Students ' Academic Self-Efficacy in Related Domains</i></p> <p>Author: Preeta Hinduja , Razia Fakir Mohammad, and Sohni Siddiqui</p> <p>Year: 2024</p>			<p>investigate the influence of family dynamics, behavior and values, school experiences, and experiences outside of school on <i>academic performance. Students' Self-Efficacy (ASE)</i>. Research also explores how sub-variables of behavior and values can mediate the development of <i>self-efficacy</i> .</p>	<p><i>Sectional</i> approach</p>	<p>through survey</p>	<p>consisted of secondary level students in Pakistan with a sample of 350 students.</p>	<ul style="list-style-type: none"> • Students' behavior and values as well as experiences outside of school have a significant impact on the development of <i>self-efficacy</i> . • All variables related to behavior and values showed a significant positive impact, except for decision-making skills which did not show a significant effect. • Most background factors and school experiences do not have a direct influence on ASE. • This study provides valuable insights into the multifaceted factors that play an important role in family education, teacher education, and career counseling . <p>This study also suggests that understanding <i>self-efficacy</i> can help in responding to macro issues such as unemployment among educated youth in Pakistan.</p>
4.	<p>Title: <i>Effectiveness of Career Guidance Workshops on the Career Self-Efficacy , Outcome Expectations , and Career Goals of Adolescents : An Intervention Study</i></p> <p>Author: Liridona Jemini Gashi , Dashamir Bërçulli , Jon Konjufca , Laura Cakolli</p> <p>2023</p>	Kosova	English	<p>Testing the effectiveness of career guidance workshops in improving <i>self-efficacy</i> career , outcome expectations, and career goals in adolescents.</p>	<p>Experimental intervention research with <i>pre-test design</i> and <i>post-test</i> in one group.</p>	<p>The questionnaires completed before and after the intervention included a <i>self-efficacy scale</i>. career , outcome expectations, and career goals .</p>	<p>Secondary School grades 10-12 of 4 schools in Kosova with a total of 47 students.</p>	<ul style="list-style-type: none"> ○ <i>Self-efficacy</i> Career : <i>There was a significant increase in self-efficacy career after intervention.</i> ○ Expected Outcome: Although scores increased, this increase was not statistically significant. ○ Career Goals : Significant increase in career goal setting after intervention.

Research Question 1 (RQ 1) How does *self-efficacy* impact on career decision-making of vocational high school students. Research on *career decision Self-efficacy* indicates that students' confidence in career decision-making is closely related to their aspirations and courage to choose their desired career path. According to research (Al-Bahrani et al. 2021) , students who have the ability to build *self-efficacy* in career decision-making tend to have resilience and strong determination. Furthermore, research (Jemini Gashi et al. 2023a) found that comprehensive career guidance services oriented towards increasing *self-efficacy* Career choices will significantly influence the expectations and outcomes of students' career choices. This intervention helps students become more prepared and confident in making important career decisions and taking important steps, which are much needed by vocational high school students who are faced with specific choices related to their skill areas.

Answering Research Question 2 (RQ 2): Factors influencing *self-efficacy* In vocational high school students, there are several factors that influence the level of *self-efficacy* of vocational high school students, both directly and indirectly, which have an impact on their ability to make career decisions . Research(Preetan Hinduja, 2024) (Fakir Mohammad, Hinduja, and Siddiqui 2024) explain that environmental factors such as support from teachers, family, or peers, as well as good academic experiences, also influence the increase in students' *self-efficacy* . This phenomenon is very relevant to research findings on more contextual *self-efficacy* in career decision-making , namely the experience of successful vocational training or work, which has an influence on growing students' confidence in their potential. In addition, *career Decision -making self-efficacy* is also influenced by the decision-making strategies used by students. According to research (Rossier et al. 2022) , students who use active and proactive strategies in gathering career information tend to have higher *self-efficacy* in their career decision-making . This is because this approach gives students a greater sense of control and certainty over their career choices.

The various studies above show that *self-efficacy* in career decisions plays a crucial role in increasing self-confidence in vocational high school students, especially in making career decisions that align with their interests and potential. Factors such as social support, the environment, parents , work experience and skills, and decision-making strategies also influence students' levels of *self-efficacy* . Career guidance and interventions that focus on improving *self-efficacy* can offer solutions that can prepare students to achieve optimal career readiness, particularly in the context of vocational high school education that requires *hard skills*. *skills* and *soft skills* in various fields.

Discussion

Self-efficacy proven to be influential in career decision making . In research (Al-Bahrani et al. 2021) , students who have *self-esteem efficacy* tall people are braver and have more responsibility and confidence in making career decisions . Self High efficacy has good accountability (Affuso et al. 2025) , (Varol 2025) . For vocational school students, this is important because they are prepared to enter the world of work and business, so they are required to be able to make career choices that are in accordance with their skills and potential. Students' ability to understand Self Self-efficacy , in the context of seeking job support, has a positive influence on student personality (Ghouse, Barber III, and Alipour 2024) , (Zhang et al. 2024) . This belief is particularly relevant because vocational school students are often faced with career decisions where practical experience is crucial. In *Career Decision Self-efficacy* makes students more confident in making appropriate career choices,

(Chuang, Lee, and Kwok 2020) , (Buenconsejo and Alfonso D. Datu 2020) , (Amani et al. 2024) . A high level of *self-efficacy* will produce students with optimal levels of career aspirations and goals (Pham, Lam, and Tuan Ngoc Bui 2024) , (Y. Zhao, Zeng, and Deng 2024) , (Agoes Salim et al. 2023) .

Supported by research (Jemini Gashi et al., 2023)that emphasizes career guidance services on improving *self-efficacy* *Students have a significant impact on the quality of their career decision-making*, which aligns with their expectations. In this approach, students receive emotional and practical support through various activities involving self-exploration, work practice , and career development. *hard skills and soft skills* (Wang et al. 2024) , (Shen et al. 2024) , (He et al. 2025) . So this intervention helps students have confidence, self-confidence, and courage in making career decisions .

The concept Bandura (1997)of strengthening the positive impact of *self-efficacy* , which states that individuals with *self-efficacy* Those with higher levels of competence are those who are more resilient in facing existing pressures and obstacles. Vocational high school students must be prepared to face the increasingly complex demands of the working world , thus presenting a significant challenge for them in making career decisions . This is supported by Bertz and Hackett (2006) who stated that *Career decision Self-efficacy* has a direct relationship between an individual's ability and their ability to choose a career . Those who have *self-efficacy* high self-confidence in seeing opportunities and making appropriate and accurate decisions.

The Effectiveness of Career Guidance Workshops on Self-Efficacy Teen Career Research by Lee and Lee (Jemini Gashi et al., 2023)shows that intervention through career guidance activities can improve *career self-efficacy* and expected *outcomes expectations*) are more realistic for students, career interventions are strengthened by several research results , (Pordelan et al. 2020) , (Burnette et al. 2020) , (Park et al. 2020) . The results of this study indicate that the implementation of career guidance programs in schools is very important in helping vocational high school students to increase *self-efficacy* , self-confidence in making existing social and career decisions. For vocational high school students, this can help provide a view of the future so that they have interest and enthusiasm to pursue a career .

Effectively programmed career guidance services can improve *self-esteem. efficacy* career (Parikh-Foxx et al. 2020) , (Gesel et al. 2021) , (Sum et al. 2021) . The training required includes self-exploration, work experience, and career planning exercises that are appropriate to the students' competencies (Chen, Liu, and Wen 2023) , (van der Horst et al. 2021) . This program can help them understand *the hard skills* both soft and *soft skills* what is needed in the world of work and how students construct themselves to be able to adapt to increasingly high and complex demands.

The relationship between academic *self-efficacy and efficacy* career and its impact on career choice in research (Hinduja et al., 2024)it is stated that *academic self-efficacy* has a close relationship with *career Self-efficacy* . Students who have high academic efficacy are more likely to feel confident in their career decisions. (Lent and Brown 2020) , (Carlana, La Ferrara, and Pinotti 2022) . This study highlights the importance of developing *academic Self-efficacy* in students, especially vocational school students, because academic ability is also a driving factor in setting realistic career goals.

This research shows that academic self- efficacy not only influences academic performance, but also has a strong impact on students' beliefs about their abilities related to specific careers , (Beatson , Berg , and Smith 2020) , (Zysberg and Schwabsky 2021) .

Students who are confident in their academic abilities are more likely to have high confidence in pursuing and practicing careers that involve these skills, especially if there is a direct relationship between the field of study and the career to be pursued (Lee 2022) , (Zhong, Wen, and Li 2023) , (Ion, Lupu, and Nicolae 2022) , (H. Zhao et al. 2023) .

Career decision-making strategies and their relationship to career decision-making difficulties research by (Levin et al., 2024) emphasizes that self-efficacy in career decision-making plays an important role in helping students overcome difficulties in the career choice process . Their findings indicate that students who have high *self-efficacy* are better able to face challenges in determining career choices and tend to have better resilience to obstacles they encounter during this process (Meyer et al. , 2021). In the context of vocational school students in Indonesia, this strategy can be implemented by providing more in-depth career exploration training, such as *job shadowing* , internships, or job simulations, which help them feel more confident and have a better understanding of existing career options. High *self-efficacy* will facilitate students in filtering relevant information to make more informed decisions according to their interests and skills, (Liu et al. 2023) , (Wei et al. 2022) , (Orakci 2023) .

Research by Lent , Brown , and Hackett (2021) in *Social Cognitive Career Theory* (SCCT) shows that *career Self-efficacy* is not only important in building career aspirations , but is also closely related to internal motivation and *outcomes. expectations* . These findings strengthen the argument that *self-efficacy* influences career decisions comprehensively, from the initial development of interest to the final stage of achieving desired career outcomes. This research underscores that positive self-perception is crucial for vocational high school students in navigating the complexities of diverse career decision-making .

The literature that has been reviewed shows that *career decision Self-efficacy plays a crucial role in increasing aspirations, setting goals, and overcoming obstacles in the career decision-making process for vocational high school students. Interventions through career guidance, such as workshops and developing academic self-efficacy, are considered effective in preparing students to set realistic career goals and encouraging optimal career achievement* . Future recommendations include strengthening the implementation of intervention programs focused on *career improvement. self-efficacy* in vocational high schools through collaboration with various parties such as involving all school residents, parents , the community, as well as the world of work and industry , so that the implementation of career guidance services will be optimal in preparing students to increase *self-efficacy* which will help in career decisions .

CONCLUSION

The conclusion presents a summary of the results and discussion, referring to the research objectives. Based on these two points, new main ideas are developed that represent the essence of the research findings.

Results from various studies indicate that *self-efficacy plays a crucial role in career decision-making for vocational high school students. High self-efficacy helps students feel more confident in choosing a career path that aligns with their interests and potential. Furthermore, factors such as social support, successful experiences, and decision-making strategies contribute significantly to the development of self-efficacy* .

career guidance services focused on improving *self-efficacy* are an urgent need. These interventions can include skills training, career decision-making simulations , and individual

guidance that provide students with hands-on experience. This way, vocational high school students can be prepared to face the challenges of the workforce and achieve optimal career readiness, both in terms of *hard work and skills*, *skills* and *soft skills skills* .

The limitations of this study include; first, the study only used two journal databases , second, the research found was in the context of international vocational schools , no research was found within the scope of ASIA. There are several recommendations for future research that can be done; if this study is to be developed, it is better to use several journal databases , considering that this study only used two databases , in addition , it is necessary to look at the time interval of the study, considering that this paper is limited in terms of years. Second, in understanding empirically about self efficacy , it is recommended to conduct quantitative experimental or longitudinal research as well as qualitative research in the context of vocational schools. Recommendations for vocational school teachers are to utilize various intervention techniques available in counseling to improve self student efficacy in school.

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