

The Influence of Self-Esteem, Social Support, Parental Influence, Economic Consideration, and Personal Interest on Career Decision-Making among Generation Z Students

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ABSTRACT

Career is one of the most important aspects, especially for fresh graduates. However, not all students are able to plan their careers well, and some struggle to map out their future paths. Therefore, this study examines the influence of self-esteem, social support, parental influence, economic considerations, and personal interests on career decision-making among Generation Z students. The sampling technique employed was purposive sampling, while data were collected through both primary and secondary methods. The analysis was conducted using SPSS. The findings reveal that the variables with the strongest influence on career decision-making (Y) are personal interest (X5) and self-esteem (X1). In contrast, social support (X2), parental influence (X3), and economic considerations (X4) do not have a significant impact on career decision-making (Y). Nevertheless, when considered simultaneously, all five independent variables exert a significant effect on the dependent variable. This study is expected to help fresh graduates plan their future more effectively by taking into account external factors that may shape their career choices.

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1. INTRODUCTION

Career is a fundamental aspect of human life that not only provides financial stability but also fulfills psychological, social, and self-actualization needs. For many individuals, career decisions play a crucial role in shaping their identity, determining their lifestyle, and influencing their quality of life. However, making the right career decision is not always easy, especially for young adults and fresh graduates who are just entering the workforce. The challenges are even more significant in today's era of rapid technological advancement and globalization, where the job market is increasingly competitive and dynamic. In Indonesia, this phenomenon is particularly evident, as the number of university graduates continues to rise each year while employment opportunities remain limited. As a result, many fresh graduates experience difficulties in aligning their career aspirations with market demands.

Fresh graduates who have identified their career goals earlier during their studies generally demonstrate better preparation and adaptability. They tend to invest more in relevant skills and experiences, which enhances their competitiveness in the labor market. In contrast, those who lack self-awareness often struggle to determine their career path, leading to indecision and anxiety. Self-awareness is crucial because it allows individuals to recognize their strengths, weaknesses, values, and long-term aspirations. Without this foundation, career choices may be influenced by external pressures or temporary considerations rather than genuine interests and abilities.

Previous research highlights that career decision-making is shaped by multiple factors, both intrinsic and extrinsic. Intrinsic factors include personal interests, self-esteem, and the meaning of work for the individual, while extrinsic factors encompass financial considerations, job security, and social recognition. Moreover, interpersonal influences, such as the role of parents, teachers, and peers, are also highly significant. For instance, Gati and Asher (2001) emphasized that career indecision is often related to lack of self-efficacy and external pressures. Meanwhile, Patton and McMahon (2014) argued that career choices are a result of complex interactions between individual attributes and contextual factors.

Several studies in Indonesia have also underlined the importance of self-esteem and social support in career decision-making. Research by Pratiwi (2021) found that students with higher levels of self-esteem are more confident in pursuing careers that match their aspirations, while those with lower self-esteem tend to be more easily influenced by external factors. In addition, family involvement plays a vital role, as parental expectations can significantly shape students' career choices (Sari & Yulianti, 2020). Economic considerations further complicate the process, as many students prioritize job stability and income potential over personal interests. This is consistent with findings from Nugroho and Wulandari (2022), who reported that financial factors are one of the strongest determinants in career planning among Indonesian youth.

Furthermore, Generation Z, who currently dominates the student population, faces unique challenges in career decision-making. Unlike previous generations, Gen Z students are digital natives who are highly exposed to diverse career options through social media and online platforms. This exposure broadens their perspectives but also increases confusion and pressure. According to Turner (2015), Gen Z tends to value flexibility, innovation, and meaningful work, yet they are also highly concerned with financial stability due to the uncertain economic climate. Therefore, understanding the career decision-making process among Gen Z students requires a comprehensive analysis that considers psychological, social, and economic dimensions.

Based on the theoretical framework and previous studies, it can be concluded that career decision-making among students is influenced by a combination of personal, social, and economic factors. However, limited research has simultaneously examined the roles of self-esteem, social support, parental influence, personal interest, and economic considerations in the Indonesian context, particularly among Generation Z students.

Therefore, this study aims to investigate the influence of these five variables—self-esteem, social support, parental influence, economic consideration, and personal interest—on career decision-making among Generation Z students in Indonesia. By doing so, this research is expected to provide insights into the dynamics of career choice among young people and offer recommendations for educators, parents, and policymakers in supporting students' career development.

2. METHODS

This research was conducted online by targeting active students in the Surakarta area who were born between 1997 and 2004, in order to ensure that the respondents represented Generation Z. The data collection process employed both primary and secondary methods. Primary data were obtained through a questionnaire created with Google Form and distributed via social media platforms such as WhatsApp to reach the intended participants. Meanwhile, secondary data were collected from

supporting literature, including journal articles, theses, and dissertations that discussed similar topics and provided relevant theoretical foundations for this study.

The data were analyzed using the Statistical Package for the Social Sciences (SPSS), which was chosen because of its ability to process and manage large datasets efficiently. Multiple linear regression analysis was applied to examine the influence of the independent variables on the dependent variable. This method was deemed appropriate because the research model involved more than one independent variable.

The operational definitions of the variables in this study were as follows. Self-esteem, which refers to an individual's perception of self-worth including confidence, satisfaction, and belief in one's own abilities (Rosenberg, 1965), was measured through indicators such as self-confidence, self-satisfaction, and self-esteem. Social support was defined as the level of connectedness with others who can provide emotional, informational, and material assistance (Sarason, Sarason, & Pierce, 1990), with indicators including emotional support, informational support, and practical support. Parental influence was understood as the impact parents have on their children's career decisions through values, expectations, and practical support (Schaufeli & Bakker, 2004), which was measured through indicators such as emotional support, career advice, and parental expectations. Economic consideration referred to financial factors that affect career choices, such as expected income, job stability, and financial benefits (Gati & Asher, 2001). Finally, personal interest was defined as the degree of alignment between an individual's interests and a specific career field, including passion and personal satisfaction at work (Osipow, 1999), with indicators consisting of interest-job alignment, passion for work, and personal satisfaction.

The measurement of these variables employed a Likert scale with five response options ranging from strongly disagree (1) to strongly agree (5). This scale enabled the researchers to quantify participants' responses into numerical data, which were subsequently analyzed to draw conclusions about the relationships among the variables under study.

3. FINDINGS AND DISCUSSION

Descriptive Statistical Test

Statistics	Minimum	Maximum	Mean	Standard Deviation (Isoside)
Self-esteem (X1)	4.0	19.0	10.15	4.11
Social Support (X2)	9.0	25.0	20.39	3.00
Economic Consideration (X3)	8.0	25.0	20.40	2.99
Parental Influence (X4)	8.0	24.0	19.78	3.42
Career decision making (Y)	10.0	25.0	19.83	3.05

Source: SPSS Data Processing, 2025

The results of this descriptive test indicate that various factors have varying influences on the career decisions of generation Z students. The variations in the descriptive values indicate that students have different experiences related to these factors, which can significantly influence their decisions.

Data Quality Test

Validity Test

Variables	Question items	r count	r table (n=200, $\alpha=0.05$)	information
Self-esteem (X1)	X1.1	0.794	0.138	Valid
	X1.2	0.822	0.138	Valid
	X1.3	0.839	0.138	Valid
	X1.4	0.783	0.138	Valid
	X1.5	0.764	0.138	Valid
Social Support (X2)	X2.1	0.670	0.138	Valid
	X2.2	0.609	0.138	Valid
	X2.3	0.625	0.138	Valid
	X2.4	0.407	0.138	Valid
	X2.5	0.631	0.138	Valid
Parental Influence (X3)	X3.1	0.681	0.138	Valid
	X3.2	0.745	0.138	Valid
	X3.3	0.610	0.138	Valid
	X3.4	0.453	0.138	Valid
	X3.5	0.647	0.138	Valid
Economic consideration (X4)	X4.1	0.790	0.138	Valid
	X4.2	0.372	0.138	Valid
	X4.3	0.778	0.138	Valid
	X4.4	0.715	0.138	Valid
	X4.5	0.775	0.138	Valid
Personal Interest (X5)	X5.1	0.711	0.138	Valid
	X5.2	0.701	0.138	Valid
	X5.3	0.696	0.138	Valid
	X5.4	0.515	0.138	Valid
	X5.5	0.616	0.138	Valid
Career decision making (Y)	Y.1	0.723	0.138	Valid
	Y.2	0.708	0.138	Valid
	Y.3	0.522	0.138	Valid
	Y.4	0.413	0.138	Valid
	Y.5	0.514	0.138	Valid

Data Source: SPSS Data Processing, 2025

Based on the results of the validation test, it was stated that all items were valid because the calculated r value > r table (0.138). The r table calculation result obtained 0.138 which was obtained from the value for n = 200 at a significance level of 5%.

Reliability Test

Variables	Cronbach's Alpha	Information
Self Esteem (X1)	0.866	Reliable
Social Support (X2)	0.660	Reliable
Parental Influence (X3)	0.866	Reliable
Economic Consideration (X4)	0.728	Reliable
Personal Interest (X5)	0.660	Reliable
Career Decision Making (Y)	0.866	Reliable

Data Source: SPSS Data Processing, 2025

Based on data processing calculations, the results show that all research variables have a Cronbach's Alpha value > 0.60 as can be seen in the table above, so it can be concluded that all research variables are reliable.

Classical Assumption Test**Normality Test**

		Unstand ardized Residual
N		30
Normal Parameters ^{a,b}	Mean standard deviation	0.000000
		0
		2.696764
Most Extreme Differences	Absolute Positive Negative	90
		0.109
		0.071
		-0.109
Test Statistic		0.109
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

Data Source: SPSS Data Processing, 2025

Based on the results of the Kolmogorov-Smirnov test presented in the table, the Asymp. Sig. (2-tailed) value of 0.200 indicates that the residual distribution in this regression model is normally distributed, because the significance value is greater than 0.05. This means that the residual data in this study does not show a significant deviation from the normal distribution, which is one of the basic assumptions in linear regression analysis. Fulfilling this residual normality assumption is very important because it provides a strong basis for the validity of the regression model used. In other words, the regression results obtained, including the influence of self-esteem, social support, and personal interest variables on career decision-making, can be considered reliable and accurate. Overall, these findings indicate that the regression model applied in this study can be relied upon in describing the relationship between the variables studied, thus providing a valid and consistent picture of the factors that influence students' career decisions.

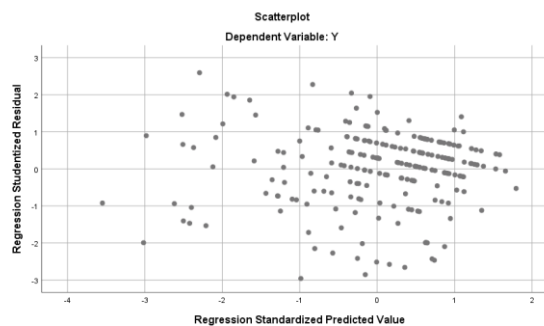
Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Self Esteem	0.879	1,138
Social Support	0.854	1,171
Parental Influence	0.677	1,476
Economic Considerations	0.700	1,429
Personal Interest	0.969	1,032

Data source: SPSS Data Processing, 2025

In general, multicollinearity can interfere with regression analysis results by increasing the variance of regression coefficients, which in turn can produce unstable or unreliable estimates. However, in this study, because the VIF and Tolerance values were within acceptable limits, we can conclude that this regression model is not affected by multicollinearity, and the estimated regression coefficients obtained can be considered valid and reliable. Thus, all data in this model meets the assumption of no multicollinearity, which strengthens the accuracy of the research results.

Heteroscedasticity Test



Based on the scatterplot graph shown, it can be seen that the data points are evenly distributed around the horizontal zero line on the Y-axis, which indicates that there is no particular pattern in the distribution of the residuals. The data points do not show an increasing or decreasing pattern along with changes in the Regression Standardized Predicted Value value on the X-axis. This indicates that the residuals from the regression model are randomly distributed and there is no tendency to form a systematic pattern.

This even distribution of residuals indicates that the regression model does not experience heteroscedasticity, a phenomenon in which the residual variance is not constant across the range of independent variable values. In this case, because there is no clear pattern, we can conclude that the residual variance is relatively stable across the predicted values generated by the model, fulfilling a basic assumption in regression analysis.

Multiple Linear Regression Analysis

Model	Unstd Coefficients		Std Coefficients		Sig.
	B	Std Error	Beta	t	
(Constant)	14,764	2,202		6,705	0,000
Self-Esteem	-0.108	0.044	-0.164	-2,476	0.014
Social Support	0.068	0.079	0.058	0.859	0.391
Parental Influence	-0.004	0.068	-0.004	-0.060	0.952
Economic Considerations	0.025	0.051	-0.037	-0.497	0.620
Personal Interest	0.291	0.052	0.354	5,627	0,000

Data source: SPSS Data Processing, 2025

Formula: $Y = \alpha + X_1\beta_1 + X_2\beta_2 + X_3\beta_3 + X_4\beta_4 + X_5\beta_5 + \varepsilon$

$Y = 14.764 - 0.108 + 0.068 - 0.004 - 0.025 + 0.291 + \varepsilon$

Information:

Y: Career Decision Making

α : Constant

X1: Self-Esteem

X2: Social Support

X3: Parental Influence

X4: Economic Consideration

X5: Personal Interest

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$: Regression Coefficient

ε : Standard Error

α : constant number 14.764 = means that if all independent variables are equal to zero then the value of y will remain at 14.764.

β_1 : The regression coefficient of X1 -0.108 = has an inverse relationship, if X1 increases then Y decreases, and vice versa, if X1 decreases then Y increases.

β_2 : The regression coefficient of X2 is 0.068 = has a directly proportional relationship, if X2 increases then Y increases, and vice versa, if X2 decreases then Y decreases.

β_3 : The regression coefficient of X3 -0.004 = has an inverse relationship, if X3 increases then Y decreases, and vice versa, if X3 decreases then Y increases.

β_4 : The regression coefficient of X4 -0.025 = has an inverse relationship, if X4 increases then Y decreases, and vice versa, if X4 decreases then Y increases.

β_5 : The regression coefficient of X5 is 0.291 = has a directly proportional relationship, if X5 increases then Y increases, and vice versa, if X5 decreases then Y decreases.

Based on the analysis above, variables X1, X3, and X4 show a negative influence on career decisions, while X2 and X5 show a positive influence. This means that increases in variables X1, X3, and X4 will result in a decrease in career decisions, while increases in variables X2 and X5 will increase career decisions.

Hypothesis Testing

Partial Test (t-Test)

Model	Unstandardiz ed Coefficients		Standar dized Coeffici ents	t	Sig.
	B	Std. Error	Beta		
(Constant)	14,764	2,202		6,705	0,000
Self-Esteem	-0.108	0.044	-0.164	-2,476	0.014
Social Support	0.068	0.079	0.058	0.859	0.391
Parental Influence	-0.004	0.068	-0.004	-0.060	0.952
Economic Considerations	-0.025	0.051	-0.037	-0.497	0.620
Personal Interest	0.291	0.052	0.354	5,627	0,000

Data Source: SPSS Data Processing, 2025

Hypothesis 1: The Influence of Self-Esteem on Career Decision Making: The significance value of X1 is less than 0.05 so that X1 has an influence on variable Y.

Hypothesis 2: The Influence of Social Support on Career Decision Making: The significance value of X2 is more than 0.05 so that X2 has no effect on variable Y.

Hypothesis 3: The Effect of Parental Influence on Career Decision Making: The significance value of X3 is more than 0.05 so that X3 has no effect on variable Y.

Hypothesis 4: The Influence of Economic Consideration on Career Decision Making: The significance value of X4 is more than 0.05 so that X4 has no effect on variable Y.

Hypothesis 5: The Influence of Personal Interest on Career Decision Making: The significance value of X5 is less than 0.05 so that X5 has an influence on variable Y.

Simultaneous Test (f Test)

Model	Sum of Squares	df	Mean Squar e	F	Sig.
Regression	284,028	5	56,806	8,932	.000 b
Residual	1373,756	216	6,360		
Total	1654,784	221			

Source: SPSS Data Processing, 2025

Significance of F and its Implications:

A very small F-value (0.000) indicates that at least one of the independent variables has a significant relationship with the dependent variable. This provides strong evidence that the combination of self-esteem, social support, parental influence, economic consideration, and personal interest variables equally influences students' career decision-making. These results are consistent with previous research showing that psychosocial factors, such as social support and personal interest, often play an important role in guiding individuals in making their career choices (Brown & Brooks, 2016; Goleman, 2015).

Coefficient of Determinancy (R2) Test

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.414a	0.171	0.152	2.52190

Data Source: SPSS Data Processing, 2025

The R2 value of 0.171 indicates that 17.1% of the variation in career decisions can be explained by the five variables tested. However, after considering the number of variables used in the model, the lower Adjusted R2 value of 0.152 provides a more realistic picture of the extent of the influence of the independent variables. This Adjusted R2 value adjusts for the number of predictors, which is important to ensure that the addition of independent variables does not unduly increase the complexity of the model without providing a substantial increase in the model's ability to explain variability in the dependent variable. This suggests that while some independent variables contribute to career decision-making, there are many other factors not yet identified in this model that also influence students' career decisions.

4. CONCLUSION

Based on the analysis that has been carried out in this research, several conclusions can be drawn regarding the factors that influence career decision-making among students. The findings indicate that self-esteem (X1) has a significant influence on career decision-making, with a significance value below 0.05. Interestingly, the negative regression coefficient suggests that a higher level of self-confidence does not necessarily correspond directly to clearer career decisions, implying that excessive confidence without proper self-reflection may lead to confusion rather than certainty. In contrast, social support (X2) and parental influence (X3) were found to have no significant effect on students' career decision-making. Similarly, economic considerations (X4) did not demonstrate a significant role in shaping career decisions.

Among all the variables examined, personal interest (X5) emerged as the strongest and most significant factor influencing career decisions. This underscores the importance of aligning career choices with individual passions and intrinsic motivations, which appear to provide greater clarity and direction compared to external pressures or financial considerations. Furthermore, when tested simultaneously, the five independent variables collectively showed a significant effect on career decision-making. However, the model's Adjusted R² value of 15.2% indicates that these variables account for only a small proportion of the variability in students' career decisions.

This suggests that the majority of factors influencing students' career choices lie beyond the variables analyzed in this study. Such findings highlight the necessity of considering additional external influences, including the availability of comprehensive career information, the development of practical skills aligned with labor market needs, and the strengthening of social networks. These aspects may play a more decisive role in shaping the career trajectories of students and should be taken into account in future research as well as in the design of career guidance and development programs.

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