



Career Guidance Learning Experiences as Predictors of Career Self-Efficacy and Career Decision-Making Styles among Guidance and Counseling University Students

Riki Anggrian^{1*}, Nurhidayah², Yuliani Pertiwi³

^{1,2,3} Universitas Negeri Manado, Tomohon, Indonesia

ARTICLE INFO

Received: May 18, 2026; **Revised:** June 3, 2026; **Accepted:** June 6, 2026

KEYWORDS

Career Guidance Learning Experience;
Career Self-Efficacy;
Career Decision-Making Styles;
Social Cognitive Career Theory;

ABSTRACT

This study examined the role of Career Guidance course learning experiences in predicting career self-efficacy and describing career decision-making style profiles among Guidance and Counselling students. A quantitative, predictive-correlational design was employed. The results showed that Career Guidance learning experiences had a very strong and significant relationship with career self-efficacy ($R \approx 0.95$; $R^2 \approx 0.90$; $p < 0.001$). A descriptive analysis of career decision-making styles indicated that students predominantly used a rational style ($M = 3.28$), followed by a dependent ($M = 2.90$) and an intuitive ($M = 2.80$) style. These findings suggest that meaningful learning experiences in the Career Guidance course are associated with stronger career self-efficacy and a tendency toward more rational career decision-making. However, the rational style remained moderate. This study highlights the importance of reflective, contextual, and student-centred Career Guidance learning experiences in strengthening students' career self-efficacy and supporting more adaptive career decision-making.

KATA KUNCI

Pengalaman Belajar Bimbingan Karier;
Keyakinan Diri dalam Karier;
Gaya Pengambilan Keputusan Karier;
Teori Kognitif Sosial dalam Karier;

ABSTRAK

Penelitian ini bertujuan untuk mengkaji peran pengalaman belajar pada mata kuliah Bimbingan Karier dalam memprediksi efikasi diri karier serta mendeskripsikan profil gaya pengambilan keputusan karier pada mahasiswa Bimbingan dan Konseling. Penelitian ini menggunakan desain kuantitatif dengan pendekatan prediktif-korelasional. Hasil penelitian menunjukkan bahwa pengalaman belajar pada mata kuliah Bimbingan Karier memiliki hubungan yang sangat kuat dan signifikan dengan efikasi diri karier ($R \approx 0,95$; $R^2 \approx 0,90$; $p < 0,001$). Analisis deskriptif terhadap gaya pengambilan keputusan karier menunjukkan bahwa mahasiswa cenderung menggunakan gaya rasional ($M = 3,28$), diikuti oleh gaya dependen ($M = 2,90$) dan gaya intuitif ($M = 2,80$). Temuan ini mengindikasikan bahwa pengalaman belajar yang bermakna dalam mata kuliah Bimbingan Karier berkaitan dengan efikasi diri karier yang lebih kuat serta kecenderungan untuk mengambil keputusan karier secara lebih rasional. Namun demikian, tingkat penggunaan gaya rasional masih berada pada kategori sedang. Penelitian ini menegaskan pentingnya pengalaman belajar Bimbingan Karier yang reflektif, kontekstual, dan berpusat pada mahasiswa dalam memperkuat efikasi diri karier serta mendukung pengambilan keputusan karier yang lebih adaptif.

1. INTRODUCTION

The transformation of the workforce in the digital era has changed how individuals plan, choose, and sustain their careers. Career choices are no longer linear, stable, or easily predictable; they are increasingly influenced by

* **Corresponding Author:** Riki Anggrian; rikianggrian@unima.ac.id

Department of Guidance and Counseling, Universitas Negeri Manado, Tomohon, Indonesia

Address: Jl. Kaaten Matani I, Tomohon, Sulawesi Utara, 95445, Indonesia

DOI: <https://doi.org/10.22460/quanta.v10i2.7322>



technological changes, work flexibility, global competition, and the uncertainty of the job market. These conditions require individuals to possess adaptive capabilities to understand themselves, identify opportunities, evaluate alternatives, and make independent career decisions. In the context of higher education, these demands become more critical as students undergo a transitional phase toward the professional world, marked by identity exploration, future orientation, and early career decision-making (Lent & Brown, 2013). Recent studies have shown that career learning, career adaptability, and career planning have become increasingly important in preparing students to respond to uncertain career environments (Liu et al., 2023; Wang et al., 2024; Zhang et al., 2025).

Despite the growing availability of career information and educational opportunities, many university students continue to experience uncertainty regarding career choices, career planning, and future occupational pathways. Previous studies have reported that students frequently experience career indecision, lack confidence in managing career-related tasks, and have difficulty aligning their personal interests, competencies, and labour market opportunities (Bi et al., 2023; Chen et al., 2024; Li et al., 2025). These challenges may hinder career readiness and reduce students' ability to make effective career decisions. Consequently, understanding the psychological factors that contribute to career development has become an important concern within higher education.

From the perspective of Social Cognitive Career Theory (SCCT), career development is influenced by the interaction between learning experiences, self-efficacy, outcome expectations, and individual career goals (Lent et al., 1994). Learning experiences serve as a critical source in the formation of self-beliefs, as individuals develop perceptions of their capabilities through direct experiences, social observation, verbal persuasion, and emotional regulation (Bandura, 1977). In career contexts, these beliefs are reflected in career self-efficacy, which refers to an individual's confidence in understanding personal potential, exploring career information, making decisions, and planning future careers (Taylor & Betz, 1983). Individuals with higher career self-efficacy tend to engage more actively in career exploration, demonstrate greater adaptability, and show stronger confidence when making career-related decisions (Choi et al., 2012).

Recent empirical studies have further highlighted the importance of career self-efficacy in shaping students' career development outcomes. Career self-efficacy has been associated with lower levels of career decision-making difficulties, stronger career adaptability, and greater confidence in managing career-related tasks (Bi et al., 2023; Chen et al., 2024; Li et al., 2025; Xiong et al., 2025). Similar findings have been reported in Indonesia, where career decision-making self-efficacy has been found to contribute positively to students' career adaptability and decision-making processes (Harum et al., 2026; Khatijatussalihah et al., 2022; Purnama & Fikry, 2021).

However, career self-efficacy should not be viewed as the sole determinant of effective career decision-making. Individuals may possess sufficient confidence in their abilities yet still experience uncertainty, dependency on others, or inconsistency in making career choices. This suggests that career decision-making is influenced not only by self-beliefs but also by how individuals process information and approach decisions. Harren (1979) identified three major career decision-making styles: rational, intuitive, and dependent. The rational style involves systematic analysis and evaluation of alternatives, the intuitive style relies primarily on feelings and spontaneous judgments, and the dependent style reflects reliance on external guidance and validation. Therefore, understanding career development requires attention not only to career self-efficacy but also to the styles individuals use to make career decisions (Dostanić et al., 2021; Fajriani et al., 2024; Murniarti et al., 2019).

Within counsellor education, this issue becomes particularly important. Guidance and Counselling students are expected not only to manage their own career development but also to acquire the competencies necessary to facilitate future clients' career development. Prospective counsellors must possess strong career awareness, confidence, and decision-making competence. Consequently, factors that influence their career self-efficacy and career decision-making deserve special attention. One educational context that directly addresses these competencies is the Career Guidance course. This course provides structured learning experiences related to self-exploration, career assessment, career information, decision-making, and career planning. Previous studies have shown that career guidance workshops, career exploration activities, and structured career learning experiences can strengthen students' career confidence and readiness for career decision-making (Gashi, 2023; Rafiola et al., 2023; Rizqia et al., 2025; Susanto, 2024). According to SCCT, such learning experiences may function as important sources of career self-efficacy development and may influence students' decision-making tendencies.

Despite the growing body of literature on career development, research examining Career Guidance learning experiences as a predictor of career self-efficacy remains limited. Most studies in Indonesia have focused on the relationships among career self-efficacy, career adaptability, social support, career indecision, and general career decision-making (Alissa & Akmal, 2019; Dewi, 2017; Repi, 2022). More recent studies have continued to investigate

career decision-making self-efficacy among university students, final-year students, and vocational education populations (Lasmini, 2024; Nadhiroh & Kurniawan, 2025; Nuraini et al., 2025; Putri et al., 2024; Sun'iyah & Widyarto, 2024). Although these studies have contributed substantially to understanding students' career development, they do not specifically explain how learning experiences within Career Guidance courses contribute to the development of career self-efficacy.

Another limitation in the existing literature concerns treating career decision-making as a single construct. Many studies use aggregate scores that may obscure the multidimensional nature of decision-making styles. Gati et al. (2010) argued that career decision-making should be understood as a multidimensional profile rather than a single outcome. Consequently, limited attention has been given to examining rational, intuitive, and dependent decision-making styles simultaneously within the context of career learning experiences.

Furthermore, the assumption that participation in career learning activities automatically leads to stronger career readiness requires empirical verification. Creed et al. (2006) demonstrated that improvements in career self-efficacy do not always translate directly into better career decision-making outcomes. Therefore, a potential gap may exist between learning experiences, self-beliefs, and actual decision-making tendencies. This issue is particularly relevant among first-year Guidance and Counselling students who have completed Career Guidance courses but may differ in their levels of career self-efficacy and decision-making styles.

Addressing these gaps is important both theoretically and practically. Theoretically, this study extends the application of Social Cognitive Career Theory by examining Career Guidance learning experiences as a source of career self-efficacy among counsellor education students. In practice, the findings may provide evidence-based recommendations for designing Career Guidance courses that foster stronger career confidence and more adaptive career decision-making among future counsellors.

This study aims to analyse the role of Career Guidance course learning experiences in predicting career self-efficacy and to describe the career decision-making style profiles of Guidance and Counselling students. This study contributes to the literature by positioning Career Guidance learning experiences as a predictor variable, career self-efficacy as a key psychological outcome, and career decision-making styles as multidimensional profiles consisting of rational, intuitive, and dependent tendencies. By integrating these variables within the framework of Social Cognitive Career Theory, this study seeks to provide a more comprehensive understanding of how structured career learning experiences contribute to students' career development and career decision-making processes..

2. METHOD

2.1 Research Design

This study employed a quantitative, predictive-correlational design. The design was chosen to examine the role of Career Guidance course learning experiences in predicting students' career self-efficacy and to describe career decision-making style profiles along the rational, intuitive, and dependent dimensions. The study did not involve an experimental treatment but focused on analysing relationships among variables using empirical data collected after respondents completed the Career Guidance course. The predictor variable in this study was the Career Guidance learning experience. The primary criterion variable was career self-efficacy. Meanwhile, career decision-making styles were analysed as multidimensional profiles, rather than a single score, as they consist of three distinct decision-making tendencies.

2.2 Research Participants

The study was conducted at the Guidance and Counselling Study Program, Universitas Negeri Manado, during the even semester of the 2025/2026 academic year. The location was selected because the respondents had completed the Career Guidance course, which provided relevant learning experiences directly aligned with the research's focus. Data collection occurred after the students had completed the course, ensuring that the responses reflected their perceptions of the learning experience.

The study population consisted of first-year students from the Guidance and Counselling Study Program at Universitas Negeri Manado who had completed the Career Guidance course. Total sampling was used, meaning all students who met the research criteria were included as respondents. The total number of respondents in this study was 36 students. The inclusion criteria for respondents were: (1) being enrolled in the Guidance and Counselling Study Program, (2) having completed the Career Guidance course, and (3) being willing to participate in the study. Respondents who did not complete the instruments were excluded from the data analysis.

2.3 Research Instruments

Data were collected using a closed-ended Likert-scale questionnaire. This study employed three instruments: the Career Guidance Learning Experience Scale, the Career Self-Efficacy Scale, and the Career Decision-Making Style Scale.

2.3.1 Career Guidance Learning Experience Scale

The Career Guidance learning experience scale was developed to measure students' perceptions of their learning experiences during the Career Guidance course. The instrument consisted of 10 items with five response alternatives, ranging from 1 to 5. Higher scores indicated more positive learning experiences. The instrument's indicators included the relevance of the material, self-understanding, career exploration, decision-making skills, and career reflection. Total scores were used for regression analysis, while average scores were used to describe students' tendencies in their learning experience.

2.3.2 Career Self-Efficacy Scale

Career self-efficacy was measured using a scale developed based on the concept of career decision-making self-efficacy by Taylor and Betz (1983). The instrument consisted of 25 items with five response alternatives, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated stronger career self-efficacy. The dimensions measured included self-understanding, exploration of career information, decision-making, career planning, and problem-solving. Negative items were reverse-scored before calculating the total score. Reliability testing showed that this scale had very high internal consistency, with a Cronbach's Alpha value of 0.938.

2.3.3 Career Decision-Making Style Scale

Career decision-making styles were measured using a scale developed from Harren's (1979) model. The instrument consisted of 30 items, divided into three subscales: rational, intuitive, and dependent. Each subscale contained 10 items. The rational subscale measured the tendency to use logical reasoning, information, and alternative evaluation when making career decisions. The intuitive subscale measured the tendency to make decisions based on feelings, spontaneous impressions, or internal impulses. The dependent subscale measured the tendency to rely on others' opinions, guidance, or validation when making decisions.

Career decision-making styles were analysed using the average score for each subscale. This approach was chosen because rational, intuitive, and dependent styles represent distinct profiles rather than a single construct. Reliability analysis showed that the rational subscale had good reliability ($\alpha = 0.788$), the dependent subscale had acceptable reliability ($\alpha = 0.741$), and the intuitive subscale showed low reliability ($\alpha = 0.433$). Therefore, the interpretation of the intuitive subscale was conducted with caution, focusing on descriptive findings.

2.3.4 Validity and Reliability Procedures

Before use, the research instruments were reviewed by experts to assess alignment of items with the constructs being measured. Reliability testing was conducted using Cronbach's Alpha coefficient. The results indicated satisfactory reliability for the career self-efficacy scale and acceptable reliability for the rational and dependent decision-making style subscales. In contrast, the intuitive subscale demonstrated relatively low reliability and was interpreted cautiously.

2.4 Data Collection

The study was conducted in five stages. The first stage involved developing instruments based on the constructs of Career Guidance learning experiences, career self-efficacy, and career decision-making styles. The second stage involved reviewing the instruments using expert judgment to ensure alignment of the items with the indicators being measured. The third stage was data collection from students who met the respondent criteria. Before filling out the questionnaire, respondents were provided with an explanation of the study's objectives, data confidentiality, and the voluntary nature of participation. The fourth stage involved checking data completeness, scoring, reverse-scoring negative items, and calculating total and average scores as required for analysis. The fifth

stage included statistical analysis, interpretation of the results, and preparation of the research report based on the empirical findings obtained.

2.4 Data Analysis

Data were analysed using descriptive statistics and simple linear regression. Descriptive statistics were used to describe the students' Career Guidance learning experiences, career self-efficacy levels, and career decision-making style profiles. Descriptive analysis included minimum scores, maximum scores, means, and category tendencies. Simple linear regression was used to examine the role of Career Guidance learning experiences in predicting students' career self-efficacy. The regression results were interpreted based on correlation coefficients, coefficients of determination, and statistical significance. Career decision-making styles were analysed based on the average score of each subscale: rational, intuitive, and dependent. The subscale with the highest average score indicates the more dominant decision-making style. The analysis of career decision-making styles did not use the combined total score, as the three styles represent different psychological tendencies.

3. RESULTS AND DISCUSSION

3.1 Results

This study examined the role of Career Guidance course learning experiences in predicting students' career self-efficacy and describing the career decision-making style profiles of first-year Guidance and Counselling students. Data were analysed using descriptive statistics and simple linear regression.

The descriptive analysis showed that students' Career Guidance learning experiences were in the high category, with a mean score of 4.14 on a 1–5 scale. Most students reported positive learning experiences, particularly in self-understanding, career exploration, and reflection on future careers. The scores were relatively homogeneous within the high category, indicating that most students had similar learning experiences during the course. This pattern should be considered when interpreting the relationships among variables, as limited score variation may strengthen or restrict statistical associations.

Students' career self-efficacy was categorised as moderate to high, with a mean total score of 87.8 out of 125. Score variation indicated differences in students' confidence in understanding their potential, exploring career information, making decisions, and planning future careers. Although some students demonstrated very high career self-efficacy, others still showed uncertainty in making career choices and developing plans. Thus, positive learning experiences did not necessarily produce uniform levels of career self-efficacy across all students.

Career decision-making styles were analysed using the mean score of each subscale. The results indicated that students tended to use a rational decision-making style (M = 3.28), followed by a dependent (M = 2.90) and an intuitive (M = 2.80) style. These findings suggest that students were more likely to rely on logical reasoning and information evaluation than on intuition or dependence on others when making career decisions. However, as the rational style remained at a moderate level, students' career decision-making maturity has not yet fully developed.

The regression analysis showed a very strong and significant relationship between Career Guidance learning experiences and students' career self-efficacy ($R^2 \approx 0.95$; $R^2 \approx 0.90$; $p < 0.001$). The coefficient of determination indicated that approximately 90% of the variance in career self-efficacy was explained by Career Guidance learning experiences. This finding suggests that students' learning experiences in the Career Guidance course were closely associated with their confidence in understanding themselves, exploring career information, making decisions, and planning future careers.

Table 1. Summary of Descriptive and Regression Results

Variable / Analysis	Statistical Result	Category / Interpretation
Career Guidance learning experiences	M = 4.14 / 5	High
Career self-efficacy	M = 87.8 / 125	Moderate to high
Rational decision-making style	M = 3.28	Dominant; moderate level
Dependent decision-making style	M = 2.90	Lower than rational style
Intuitive decision-making style	M = 2.80	Lowest among the three styles
Regression: Career Guidance learning experiences - career self-efficacy	$R \approx 0.95$; $R^2 \approx 0.90$; $p < 0.001$	Very strong and significant relationship

Table 1 indicates that students reported high levels of Career Guidance learning experiences (M = 4.14 out of 5), suggesting that they generally perceived the course as meaningful and beneficial for their career development.

Career self-efficacy was categorised as moderate to high ($M = 87.8$ out of 125), reflecting students' relatively strong confidence in performing career-related tasks such as career planning, information seeking, and decision-making. Regarding career decision-making styles, the rational style emerged as the most dominant ($M = 3.28$), indicating that students tended to rely on logical analysis and information when making career decisions. In contrast, the dependent style ($M = 2.90$) and intuitive style ($M = 2.80$) showed lower mean scores, suggesting less reliance on external opinions or spontaneous feelings in decision-making. Furthermore, the regression analysis revealed a very strong and statistically significant relationship between Career Guidance learning experiences and career self-efficacy ($R^2 = \approx 0.95$, $R^2 \approx 0.90$, $p < 0.001$), indicating that positive learning experiences in the Career Guidance course were strongly associated with higher levels of career self-efficacy and explained approximately 90% of the variance in students' career self-efficacy scores.

3.2. Discussion

The findings of this study revealed that Career Guidance learning experiences had a very strong relationship with students' career self-efficacy. This result suggests that students who perceived their learning experiences more positively tended to report higher levels of confidence in performing career-related tasks. The finding supports the Social Cognitive Career Theory (SCCT) proposed by Lent, Brown, and Hackett (1994), which posits that learning experiences play a central role in shaping individuals' beliefs about their capabilities in academic and career domains. From the SCCT perspective, learning experiences serve not only as sources of knowledge acquisition but also as mechanisms through which individuals develop confidence in managing future career challenges.

The findings are also consistent with Bandura's (1977) concept of self-efficacy, which identifies mastery experiences as the most influential source of self-belief formation. Meaningful learning experiences enable individuals to evaluate their competencies more positively and strengthen their confidence when facing career-related tasks. In the present study, the Career Guidance course appears to function not merely as a formal academic subject but also as a reflective learning environment that encourages students to understand themselves, explore career possibilities, and contemplate future career pathways.

Empirical support for this interpretation can be found in previous studies. Taylor and Betz (1983) reported that career decision-making self-efficacy is closely associated with individuals' readiness to make career choices, while Betz and Hackett (1981) demonstrated that self-efficacy influences perceptions of available career opportunities and alternatives. Similarly, Choi et al. (2012) found that career self-efficacy is positively associated with career exploration, career adaptability, and career decision-making readiness. More recent studies have further confirmed that career decision-making self-efficacy contributes to students' adaptability and competence in managing career-related challenges (Liu et al., 2023; Tong et al., 2025). Research by Zhang et al. (2025) also showed that career education and structured career planning programs enhance both career adaptability and career decision-making self-efficacy. Consistent with these findings, Wang et al. (2024) emphasised the positive impact of active career exploration on students' career development, while Whiston et al. (2017) highlighted that career interventions are most effective when students actively engage in exploration and reflection activities.

Within the Indonesian context, the present findings are consistent with Alissa and Akmal (2019), who identified career decision-making self-efficacy as an important mechanism linking contextual support and career adaptability. Similar evidence was reported by Dewi (2017) and Sun'iyah and Widyarto (2024), who found positive relationships between self-efficacy and career decision-making among university students. Nevertheless, the magnitude of the relationship observed in the present study was considerably stronger than that reported in previous studies.

The exceptionally high coefficient of determination should therefore be interpreted cautiously. In social and educational research, human behaviour is typically influenced by multiple interacting factors, making very high coefficients relatively uncommon. Several explanations may account for this finding. First, there is conceptual proximity between Career Guidance learning experiences and career self-efficacy. Components such as self-exploration, career understanding, and future reflection are closely related to the psychological processes involved in career self-efficacy. Second, the use of self-report instruments administered at a single point in time may have contributed to common-method bias, leading to more consistent response patterns across variables. Third, the relatively homogeneous characteristics of respondents, who shared similar academic backgrounds and learning experiences, strengthened the observed statistical relationship.

Beyond career self-efficacy, the study also examined students' career decision-making style profiles. The results indicated that the rational style was the most dominant, followed by the dependent and intuitive styles. This

finding supports Harren's (1979) model, which characterises rational decision-making as a systematic process involving information gathering, alternative evaluation, and the logical consideration of consequences. The predominance of the rational style suggests that students generally approach career decisions through analytical thinking rather than relying primarily on intuition or external influences.

The findings also support the perspective of Gati et al. (2010), who argued that career decision-making should be viewed as a multidimensional profile rather than a single construct. Empirical evidence from Dostanić et al. (2021) further demonstrated that decision-making styles are associated with career decision-making self-efficacy and career adaptability. Recent studies have likewise suggested that students' decision-making behaviours are influenced by personal resources, self-regulation, and confidence in handling career-related challenges (Niu et al., 2025; Xu et al., 2025).

Although the rational style emerged as the dominant tendency, its moderate level indicates that students' career decision-making maturity may still be developing. As first-year university students, participants may have limited exposure to professional environments, workplace experiences, and long-term career planning processes. Consequently, while they have begun to employ rational decision-making approaches, their ability to make fully independent, mature career decisions may not yet be fully established.

The findings also revealed the continued presence of dependent tendencies among some students. This suggests that confidence and career understanding do not automatically lead to complete independence in career decision-making. Creed, Patton, and Prideaux (2006) similarly reported that improvements in self-efficacy do not necessarily translate directly into higher-quality career decisions. Individuals may possess confidence in their abilities while still seeking reassurance, guidance, or validation from significant others when making important career choices.

The persistence of dependent tendencies may also be understood within the collectivistic cultural context of Indonesian society. Family expectations, social relationships, and cultural values often influence career decisions. Consistent with this interpretation, Fajriani et al. (2024) found that socio-cultural factors contribute to career decision-making difficulties among Indonesian students. Likewise, Asma et al. (2024) emphasised the importance of contextual and relational influences in shaping career decision-making self-efficacy within collectivistic environments.

Another finding requiring attention concerns the intuitive decision-making dimension, which demonstrated relatively low internal reliability. This result suggests that intuitive tendencies may not yet be fully stable among participants or that the items may not adequately capture the construct within the Indonesian university context. Consequently, interpretations of the intuitive dimension should be treated cautiously and viewed primarily as descriptive rather than inferential findings. The result also highlights the need for further refinement and cultural adaptation of career decision-making style instruments.

The present study contributes to the Social Cognitive Career Theory literature by providing empirical evidence that Career Guidance learning experiences function as an important source of career self-efficacy among counsellor education students. While previous studies have predominantly focused on contextual support, career adaptability, and career decision-making self-efficacy, the current findings highlight the role of structured Career Guidance learning experiences as a meaningful predictor of students' confidence in managing career-related tasks.

The findings suggest that Career Guidance learning experiences are closely associated with the development of students' career self-efficacy. In contrast, students simultaneously exhibit a greater tendency toward rational career decision-making. These results support the view that reflective, contextual, and participatory career learning can contribute to more adaptive career readiness. At the same time, the findings indicate that career learning alone may not fully guarantee mature and independent career decision-making. Therefore, Career Guidance learning should focus not only on career information and planning skills but also on fostering self-reflection, psychological autonomy, and the capacity to cope with career uncertainty.

4. RESEARCH IMPLICATIONS

The findings of this study imply that Career Guidance courses should be designed as meaningful learning experiences that not only provide career-related knowledge but also strengthen students' confidence in managing career development tasks. The strong relationship between Career Guidance learning experiences and career self-efficacy indicates that learning activities emphasising self-exploration, career reflection, career planning, and active engagement can enhance students' readiness to make career-related decisions. Furthermore, the predominance of the rational decision-making style suggests that well-designed Career Guidance learning may encourage students

to make career choices based on systematic evaluation and informed consideration. Therefore, lecturers, counsellor educators, and higher education institutions are encouraged to integrate reflective, experiential, and student-centred learning strategies into Career Guidance courses to foster stronger career self-efficacy and more adaptive career decision-making among students.

5. CONCLUSIONS

This study demonstrated that Career Guidance learning experiences had a very strong, significant relationship with career self-efficacy among first-year Guidance and Counselling students. The findings indicate that reflective, contextual, and participatory learning experiences contribute to students' confidence in understanding their potential, exploring career information, making career decisions, and planning their future careers.

The study also found that students tended to use a rational career decision-making style more often than an intuitive or dependent style. However, the level of rational decision-making remained moderate, indicating that students' career decision-making maturity has not yet fully developed. This suggests that Career Guidance learning experiences do not automatically lead to mature, independent career decision-making among all students.

Conceptually, the study reveals a pattern in which Career Guidance learning experiences are associated with the development of career self-efficacy, which, in turn, is related to a greater tendency toward rational career decision-making. Thus, Career Guidance learning should not be viewed merely as a means of transferring career knowledge, but also as a psychological learning experience that contributes to students' career readiness.

Based on these findings, study programs and lecturers teaching Career Guidance courses are encouraged to develop learning activities that emphasise reflective experience, self-exploration, decision-making simulations, and active student engagement. Strengthening these aspects is essential to help students develop more mature and adaptive career self-efficacy and career decision-making abilities.

Future studies are recommended to involve larger samples, include more diverse higher education contexts, and develop analytical models that allow direct examination of the relationship between career self-efficacy and each dimension of career decision-making styles.

ACKNOWLEDGMENTS

The authors express their gratitude to the Guidance and Counselling Study Program at Universitas Negeri Manado for its support throughout the research process. Appreciation is also extended to all students who participated as respondents and to all parties who assisted with the data collection and analysis.

AUTHOR CONTRIBUTION STATEMENT

RA contributed to the conceptualisation of the study, instrument development, data collection, data analysis, interpretation of findings, and manuscript preparation. NH contributed to conceptual validation, instrument review, and substantive revision of the manuscript. YP contributed to data analysis, evaluation of research findings, and final manuscript editing. All authors have read and approved the final version of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

REFERENCES

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, 28(5), 399–410. <https://doi.org/10.1037/0022-0167.28.5.399>
- Bi, Y., Zhang, X., & Li, H. (2023). The mediating role of career decision-making self-efficacy in career decision-making difficulties among college students. *Frontiers in Psychology*, 14, 1189021. <https://doi.org/10.3389/fpsyg.2023.1189021>

- Choi, B. Y., Park, H., Yang, E., Lee, S. K., Lee, Y., & Lee, S. M. (2012). Understanding career decision self-efficacy: A meta-analytic approach. *Journal of Career Development*, 39(5), 443–460. <https://doi.org/10.1177/0894845311398042>
- Creed, P. A., Patton, W., & Prideaux, L. A. (2006). Causal relationship between career indecision and career decision-making self-efficacy: A longitudinal cross-lagged analysis. *Journal of Career Development*, 33(1), 47–65. <https://doi.org/10.1177/0894845306289535>
- Chen, J., Wang, Y., & Zhao, L. (2024). Chain mediation roles of career adaptability and career decision self-efficacy among medical students. *BMC Medical Education*, 24(1), 221–233. <https://doi.org/10.1186/s12909-024-05128-3>
- Dewi, R. P. (2017). Hubungan efikasi diri dengan pengambilan keputusan karir pada mahasiswa. *Jurnal Psikologi Pendidikan dan Konseling*, 3(2), 87–95.
- Dostanić, J., Suvajđić, K., & Krstić, K. (2021). Decision-making styles, career decision self-efficacy, and career adaptability among high school students. *Psihologija*, 54(4), 379–395. <https://doi.org/10.2298/PSI200924003D>
- Fajriani, F., Mappiare-AT, A., & Muslihati, M. (2024). Career decision-making difficulties among Indonesian university students: A comparative study based on ethnic background. *Jurnal Kajian Bimbingan dan Konseling*, 9(1), 12–23. <https://doi.org/10.17977/um001v9i12024p012>
- Gashi, L. J. (2023). Effectiveness of career guidance workshops on the career self-efficacy, outcome expectations, and career goals of adolescents. *International Journal for Educational and Vocational Guidance*, 23(2), 417–435. <https://doi.org/10.1007/s10775-022-09534-1>
- Gati, I., Landman, S., Davidovitch, S., Asulin-Peretz, L., & Gadassi, R. (2010). From career decision-making styles to career decision-making profiles: A multidimensional approach. *Journal of Vocational Behavior*, 76(2), 277–291. <https://doi.org/10.1016/j.jvb.2009.11.001>
- Harum, A., Latif, S., Syahril, M. F., Maslina, & Fitri, Q. (2026). Exploring academic competencies: Academic resilience and career decision-making self-efficacy among undergraduate and teacher professional education students. *International Journal of Evaluation and Research in Education*, 15(1), 55–66.
- Harren, V. A. (1979). A model of career decision making for college students. *Journal of Vocational Behavior*, 14(2), 119–133. [https://doi.org/10.1016/0001-8791\(79\)90065-4](https://doi.org/10.1016/0001-8791(79)90065-4)
- Khatijatussalihah, Riamanda, I., Aprilia, E. D., & Nisa, H. (2022). Career decision self-efficacy among Indonesian university students. *Jurnal Psikologi Insight*, 6(1), 1–12. <https://doi.org/10.17509/insight.v6i1.44391>
- Lasmini, H. M. (2024). Career decision making self-efficacy among professional psychology master students. *Jurnal Psikologi Teori dan Terapan*, 15(1), 44–56. <https://doi.org/10.26740/jptt.v15n1.p44-56>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the lifespan. *Journal of Counseling Psychology*, 60(4), 557–568. <https://doi.org/10.1037/a0033446>
- Li, Q., Zhang, H., & Chen, X. (2025). Growth-oriented thinking and career decision-making self-efficacy among university students. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-025-06789-1>
- Liu, X., Zhang, Y., & Huang, W. (2023). Career education skills and career adaptability among college students in China: The mediating role of career decision-making self-efficacy. *Frontiers in Psychology*, 14, 1245508. <https://doi.org/10.3389/fpsyg.2023.1245508>
- Murniarti, E., Suryani, A., & Prasetyo, A. (2019). Millennials' career decision-making difficulties among Indonesian university students. *Humaniora*, 10(3), 201–209. <https://doi.org/10.21512/humaniora.v10i3.5840>
- Nadhiroh, N. H., & Kurniawan, K. (2025). The effect of self-efficacy on career decision making among university students. *Jurnal Bimbingan Konseling Indonesia*, 10(1), 15–27.
- Niu, C., Wang, J., & Li, F. (2025). Impact of physical exercise habit on career decision-making behavior among university students. *Frontiers in Psychology*, 16, 1388841. <https://doi.org/10.3389/fpsyg.2025.1388841>
- Nuraini, A. D., Harahap, D. H., & Lekahena, F. (2025). Building bridges to the workforce: The role of career decision-making self-efficacy in vocational students' work readiness. *Jurnal Pendidikan Vokasi*, 15(1), 55–67.
- Purnama, C. Y., & Fikry, Z. (2021). A psychometric evaluation of the Career Decision-Making Self-Efficacy Scale among Indonesian students. *Jurnal Psikologi*, 48(2), 140–152. <https://doi.org/10.22146/jpsi.60382>

- Rafiola, R. H., Sugiharto, D. Y. P., & Sutoyo, A. (2023). Increasing career decision-making self-efficacy through solution-focused career self-counseling. *Jurnal Bimbingan Konseling*, 12(2), 85–96. <https://doi.org/10.15294/jubk.v12i2.69420>
- Repi, M. R. (2022). Career self-efficacy and career adaptability among university students. *Jurnal Psikologi Pendidikan dan Konseling*, 8(1), 15–25.
- Rizqia, A. G., Lekahena, F., & Al Adib, A. (2025). Future orientation training to enhance career decision-making self-efficacy among university students. *Jurnal Konseling Indonesia*, 11(1), 44–56.
- Sun'iyah, S. L., & Widyarto, W. G. (2024). Hubungan efikasi diri dengan pengambilan keputusan karir pada mahasiswa Bimbingan dan Konseling Islam. *Al-Irsyad: Jurnal Bimbingan Konseling Islam*, 6(1), 77–89.
- Susanto, K. B. (2024). Career exploration training to improve career decision-making self-efficacy among college students. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(1), 113–121. <https://doi.org/10.29210/1202423843>
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63–81. [https://doi.org/10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- Tong, Y., Li, S., & Chen, H. (2025). The influence of self-efficacy on career maturity among college students. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-025-07112-8>
- Wang, D., Li, Y., & Wang, G. (2024). Career interventions for high school students: A systematic review. *Frontiers in Psychology*, 15, 1461503. <https://doi.org/10.3389/fpsyg.2024.1461503>
- Whiston, S. C., Li, Y., Mitts, N. G., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. *Journal of Vocational Behavior*, 100, 175–184. <https://doi.org/10.1016/j.jvb.2017.03.010>
- Xiong, Y., Zhao, X., & Li, M. (2025). The chain mediating effects of perceived social support and career decision-making self-efficacy among university students. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-025-07211-6>
- Xu, M., Zhang, Y., & Liu, J. (2025). The roles of grit and career decision-making self-efficacy in shaping students' career decision behavior. *Frontiers in Psychology*, 16, 1392244. <https://doi.org/10.3389/fpsyg.2025.1392244>
- Zhang, J., Wang, H., & Chen, Y. (2025). Enhancing career adaptability and career decision-making self-efficacy through career planning education. *Education Sciences*, 15(2), 188. <https://doi.org/10.3390/educsci15020188>

Copyright holder:

© Anggrian, R., Nurhidayah, N., & Pertiwi, Y. (2026)

First Publication Right:

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

This Article is licensed under:CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/))