

The Correlation between Locus of Control and Social Support on Student's Career Adaptability

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Abstract

Students who have good career adaptability tend to have self-understanding regarding interest, talent, and passion they have. This research aimed to determine the correlation between internal locus of control and social support on career adaptability of the Public Senior High School students in Pemalang Regency. In collecting the data, the researchers used the scales of internal locus of control, social support, and career adaptability. In addition, cluster random sampling technique was used to sample the total of 10,034 students into 346 students. Their data were analyzed using hierarchical regression analysis with the help of SPSS version 25.0 software. Findings showed that partially internal locus of control had a positive and significant relationship with career adaptability, while external locus of control did not. Further, social support partially had a positive and significant relationship with career adaptability. Of the social support components, the only one which could predict students' career adaptability was family. Meanwhile, the external locus of control group showed no relationship with social support on career adaptability. This explanation confirms that social support from family has an important role for students who have internal locus of control to improve career adaptability.

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INTRODUCTION

Career is an important thing for individuals, even many of them compete to pursue and build career for their social and financial resilience. Career selection is a crucial thing for everyone because it will be his starting point for the future (Praskova & Johnston, 2020). Therefore, this process requires thorough readiness and planning to avoid wrong decisions and regret later. (Umam, 2015). Prior selecting a career, someone needs to have career adaptability to help him manage himself to solve problems and obstacles, deal with work transition phase, and possible trauma in certain jobs (Savickas, 1990). Career adaptability plays a significant role in planning for initial concern about the future, how to make career decision, and building confidence to realize the decisions made earlier (Savickas, 1995). This ability is also crucial to direct individuals in deciding action and strategy to realize the desired goals.

According to Savickas & Profeli (2012), career adaptability is divided into four dimensions, namely concern, control, curiosity, and confidence. Concern refers to the extent to which individuals realize the need for career planning for the future. Control covers individuals' responsibility and discipline in school activities, rules violations, wearing wrong uniform, procrastinating tasks, not doing tasks, skipping both class and extracurricular, future career resignation (Aliyah, et al., 2018). Curiosity points at exploring possible self-development based on environmental situation and roles. In addition, individuals who have low curiosity tend to be apathetic, indifferent to whatever jobs and career direction (Purwoko, et al., 2020). Confidence reflects optimism about choice and belief that the individuals can actualize their choices.

In relation to the above explanation, it is understandable that career adaptability is heavily important for adolescents. The reason is adolescence is the first phase of career planning. Here, anyone who is in the transition phase from secondary education to higher education will face a lot of difficulties and learning problems,

independence, interpersonal skills, mental development, and others (Duffy, et al., 2015). On the other hand, those who have career adaptability will be better at planning and making decision of career indicated by the ability to do self-recognition and understanding of the direction of their interests, talents, and passions.

It is expected that adolescents who have good career adaptability can choose suitable major or jobs based on their skill, passion, and ability. However, based on the interview, observation, and questionnaire results of the preliminary research, it was found some students chose wrong major in university, did not have plan after graduating from secondary education, had no interest in finding more comprehensive information about further education, and hand in their career selection to parents or friend in which all of these are the examples of low career adaptability. Some previous research findings conclude low career adaptability by Senior High School students too, such as the one done by Triana (2004) which found 45% of Senior High School students have no career planning due to doubt.

The level of career adaptability of adolescents is influenced by several things, one of which is locus of control. Locus of control consists of internal and external. Internal locus of control makes individuals think any success and failure in their lives are influenced by their action and ability (Wibowo, 2010). Meanwhile, external locus of control assumes someone success is due to his surrounding environment (Kreitner & Kinicki, 2005). In details, Zulkaida et al., (2007) explain skills, abilities, and efforts determine what people will get in their lives.

Another factor influencing students' career adaptability is social support. According to (Nurmalasari, 2015), high social support makes someone feel comfortable, respectful, loved, secured, and have someone to rely on (Hasn, et al., 2020). It usually comes from one that is socially bounded, such as family members, friends, and peers (Lakey & Orehek, 2011). Further, social support can be in form of emotional support (effort to reduce negative

influence), professional support (assistance in form of guidance), and practical support (money or assistance to complete tasks) (Lazarus, 1991). Research done by Helwig in (Hirschi, 2010) shows that there are potential variables such as actual knowledge about the world of work, general identity developmental state, or social support which significantly have a correlation with adolescents' career development. This idea is supported by research by (Hastoprojokusumo, 2016) which found that perceived social support has a positive and significant relationship with the percentage of 23% on career adaptability. Here, career adaptability is manifested in various activities related to task planning, effective performance even under any conditions, and seeking new challenges (Nugraheni, E. P., Wibowo, M. Eddy & Murtadho, 2017).

About the above description, it is interesting to further examine in order to enrich the previous findings in the context of different population, especially related to individual psychological variable of locus of control and social context variable, namely social support. Besides, new research will add to the literature on the variable that can influence career adaptability, particularly in Indonesian culture. Moreover, this research aimed to determine the correlation between locus of control and social support on career adaptability.

Furthermore, the present research can be a reference for the future research in selecting more appropriate interventions to deal with inability of career adaptation. It is because a counselor may need different approaches when facing counselees with such problem.

METHOD

The population of this research were all Public Senior High School (SMA Negeri) students in Pematang Regency with a total of 10,034 students from 10 schools. In details, there were 1285 students of SMAN 1 Pematang, 990 students of SMAN 2 Pematang, 1156 students of SMAN 3 Pematang, 1050 students of SMAN Randudongkal, 1172 students of SMAN 1 Comal, 796 students of SMAN Belik, 1029

students of SMAN Ulujami, 982 students of SMAN Bantarbolang, 1044 students of SMAN Moga, and 530 students of SMAN Petarukan. Following the 5% sample principle from Isaack and Michael, the researchers took 346 students by applying cluster random sampling technique.

Career Adapt-Ability Scale (CAAS; Savickas, 2012) adapted into Indonesian was the first scale to collect the data. This scale consists of 24 statement items with 5 alternative scales (1=weakest; 5=strongest). After running through some assessments, this instrument was declared valid and reliable with the alpha coefficient of 0.942.

The second scale was Scale of Perceived Social Support (MSPSS: Gregory Zimet, 1988) that was adapted into Indonesian. Based on the test, this instrument was considered valid and reliable with the alpha coefficient of 0.840. MSPSS has 24 statement items with 7 alternative scales (1= strongly disagree; 7= strongly agree).

The third scale was locus of control scale (LCS; Rotter, 1966) which was adapted into Indonesian. After it was assessed in terms of validity, the scale of locus of control gained valid and reliable results with the alpha coefficient of 0.625. LCS has 29 statement items, but the adopted items were only 23 because there were six items considered ambiguous to control the consistency of respondent's answer. It uses 2 alternative scale (1=agree with the statement referring to external aspects of locus of control; and 0=disagree with the statement referring to internal aspects of locus of control).

Some adjustments were made by the researchers to familiarize Indonesian students with the scales. Those covered; (1) English-Indonesian translation, (2) synthesis of translation products, (3) back translation, (4) expert validation, and (5) trial of the instruments. All these adjustments were based on (Beaton, 2000).

RESULTS AND DISCUSSION

The data of this research were taken from 346 Public Senior High School students in

Pemalang consisting of 118 male and 228 female and analyzed through descriptive statistics on SPSS version 25.0 software. Each variable was categorized into three, namely low, medium, and high, except the variable of locus of control (loc) that was divided into two, including internal loc and external loc. To determine any significant relationship between internal locus of control and social support on the career adaptability of the Public Senior High School students in Pemalang Regency, the hypotheses were tested through hierarchical regression. Prior to this test, the researchers performed assumption tests covering normality test, linearity test, multicollinearity test, and heteroscedasticity test. Assumption test is intended to ensure that the derived regression

equation has good estimation accuracy, is unbiased, and is consistent.

Hypothesis testing in this research was done using hierarchical regression analysis aiming at analyzing the relationship between locus of control on career adaptability, analyzing the relationship between social support on career adaptability, and analyzing the relationship between locus of control and social support on career adaptability simultaneously. In addition, the correlation between career adaptability and other aspects of locus of control and social support were seen to determine the percentage of internal locus of control and external locus of control. The results can be seen in the following table 1 and 2.

Table 1. The Results of Hierarchical Regression Analysis of Internal Locus of Control and Social Support on Career Adaptability

Prediktors	Model 1			Model 2			Model 3		
	B	t	P	B	t	P	B	t	P
<i>Gender</i>	-.130	-1.584	>0.05	-.144	-1.829	>0.05	.133	1.704	<0.05
<i>Family Support</i>				.290	3.369	<0.01	.270	3.147	<0.01
<i>Friends Support</i>				.028	.298	>0.05	.026	.276	>0.05
<i>Other Support</i>				.022	.243	>0.05	.041	.456	>0.05
<i>Internal Locus of Control</i>							-.158	-2.006	<0.05
ΔR					.206			.035	
ΔR^2					.096			.004	
ΔF					2.042			1.140	
P					<0.01			<0.01	
R		.130 ^a			.336			.371 ^c	
R ²		.017			.113			.137	
F		2.511			5.162			4.022	
P		>0.05			<0.01			<0.01	

Table 2. The Results of Hierarchical Regression Analysis of External Locus of Control and Social Support on Career Adaptability

Prediktors	Model 1			Model 2			Model 3		
	B	t	P	B	t	P	B	t	P
<i>Gender</i>	-.156	-2.212	.028	-.158	-2.223	.027	-.137	-1.945	.053
<i>Eksternal Locus of Control</i>				.020	.275	.784	.054	.785	.449
<i>Family Support</i>							.134	1.761	.080
<i>Friends Support</i>							.086	1.092	.276
<i>Other Support</i>							.086	1.111	.168
ΔR					.220			.301	
ΔR^2					.053			.228	
ΔF					3.068			5.303	
P					.050			.000	
R		.156 ^a			.157			.277 ^c	
R ²		.000			.053			.281	
F		4.893			2.472			3.190	
P		.028 ^b			.087 ^c			.009 ^d	

According to table 1, the variable of internal locus of control had a significant relationship with career adaptability, but in table 2, the external locus of control did not ($\beta=-.158$; $t=-2.006$; $P<0.05$). Here, higher item score indicated the external locus of control, and the higher internal locus of control, the higher career adaptability would be. However, it was found that the external locus of control had no relationship with career adaptability ($\beta=0.54$; $t=.758$; $P>0.05$). Thus, the hypothesis H_{a1} in this research was partially accepted, where only the internal locus of control could predict career adaptability.

The next step done was analyzing the relationship between social support on career adaptability. Based on table 11, the variable of social support had a significant relationship with career adaptability in the group of respondents who had internal locus of control ($\Delta F= 1.140$; $F=5,162$; $P<0.01$). Meanwhile, the social support in the group of external loci of control had no relationship with career adaptability ($\Delta F= .662$; $F=3.852$; $P>0.05$). Of social support components, the only one which positively predicted the career adaptability in the internal

locus of control was family, while support from friends and others/ special person did not. Thus, the hypothesis H_{a2} was partly accepted.

Based on table 11, there found a relationship between internal locus of control and social support on career adaptability ($R=.371$; $F= 4.022$; $P <0.05$). On the other hand, the group of external loci of control did not ($R = .277$; $F = 3.190$; $P > 0.05$). Thus, H_{a3} which states that there is a simultaneous relationship between locus of control and social support on career adaptability was partially accepted.

According to the findings, there was a relationship between locus of control on career adaptability, where locus of control variable was divided into two, namely internal locus of control and external locus of control. The findings also revealed that partially there was a positive and significant relationship between internal locus of control and career adaptability, while the external locus of control category did not. It meant that the higher internal locus of control, the higher career adaptability would be, although the overall subjects' data were dominated by low external locus of control.

The percentage of partial influence of internal locus of control on the career

adaptability of Public Senior High School students in Pematang Liris can be seen from the calculation of partial determination coefficient (r^2), namely 17%. It meant that the students' internal locus of control played a great role in the improvement of career adaptability. Since individuals will face career selection, they will need to know themselves, find job description, educational background, and overcome problems related to their career adaptation.

According to Robbins in Nugroho (2014) internal locus of control is owned by individuals who believe that they are the cause of anything happens to them. It is a belief which considers anything happens is because of factors from within, ability, interest, and independent effort, so is success. In this research, the internal locus of control was measured using some indicators, namely skill, ability, and effort. Kaur's study (2005) concludes that individuals with good career maturity tend to have internal locus of control orientation.

What was found by the researchers is in line with Findley and Cooper's opinion (Fredman and Schustack, 2008) that people with internal locus of control orient more towards success because they consider their action can result positive effects and tend to be high achiever. Similarly, when facing career selection, these people will try to make efforts to get to know themselves, find out about work and educational steps, and try to overcome the problems they face and make career maturity higher.

In the social support variable, the researchers found that partially there was a positive and significant relationship between social support and career adaptability. It meant that the higher social support someone had, the higher their career adaptability would be. This assumption came up by referring to the results of hierarchical regression analysis. The amount of partial social support on the career adaptability of the Public Senior High School students in Pematang Liris Regency can be seen from the calculation of partial determination coefficient (r^2), namely 34.98%. In other words, social support students have provided great

contribution to the improvement of career adaptability because individuals with high social support can counter problems related to their career adaptation.

Another finding of this research revealed that social support from parents contributed the greatest influence compared to that of friends or special person, so, of all aspects of social support, covering family, friends, and special person, it was only family which contributed the greatest influence on students' career adaptability, while other aspects did not predict.

Research focusing on social support on the career adaptability of hotel employees in Nigeria concludes social support from friends and supervisor for the employees will have great impact on career adaptability of the employees at workplace. It is proved that the employees who got social support for the career adaptability performed well in mapping possibilities that may happen at their workplace (Karatepe & Olugbade, 2016). According to House (1981, in Heaney and Israel 2008) family social support is defined as the level of functioning of the relationship between individuals and families in the form of aiding from the family, which is categorized into 4 aspects, namely: emotional support, appraisal support, instrumental support, and informational support.

By referring to the results of hierarchical regression analysis, there found a simultaneous relationship between internal locus and control and social support on career adaptability. Having this relationship would enable students to grow higher career adaptability skills, and vice versa, having more external locus of control does not influence the level of career adaptability, especially for individuals who have low social support.

Students who believe in what they do will become confident about their career selection (Zulkaida, et al., 2007). Family social support will help strengthen the confidence within so that students will have career maturity (Nashriyah, et al., 2014). Career adaptability categorizes actions such as planning, self and environmental exploration, and decision making (M. L. Savickas, 1997). adolescence, career

adaptability becomes very important for career development and preparation (Hirschi, 2010).

There are several factors that influence career adaptability, namely age, gender, socioeconomic status, work experience, and learning environment (Patton & Lokan, 2001). Beside those factors, this adaptability is certainly influenced by family factor (Wiwik Sulistiani, W. & Handoyo, 2018). Savickas in Ozdemir, (2019) mentions adolescents with higher career adaptability can accomplish vocational tasks and transition of development. Here, the respondents who were at secondary education or adolescents and had high internal locus of control could improve career adaptability.

Based on the findings, in terms of locus of control, the locus that influenced students' career adaptability was internal locus of control, while external locus of control contributed nothing. It was normal because individuals who have external locus of control are characterized by having a belief that anything happens in their lives are beyond their control (Kreitner & Kinicki, 2005). Oppositely, internal locus of control believes anything happens in life is under one's control (Kreitner & Kinicki, 2005). Regarding these findings, it proves that career adaptability is more likely to be related to internal locus of control.

Locus of control refers to a belief that someone can control a life event with his own abilities (Strauser, D., 2014). For individuals with internal locus of control, the more support they get, such as social support, the stronger career adaptability will be. It is like the research findings of (Kim & Lee, 2018) which examined the relationship between internal locus of control on career adaptability in which the result is there is a relationship between them. In the same way, research by (Solichah & Setiaji, 2019) concludes that internal locus of control partially has positive influence on career adaptability. Individuals with this locus possible have low stress level and high level of performance (Chen & Silverthorne, 2008). Internal locus is positively related to beneficial work results, such as positive tasks, social experience, and greater work motivation. (Gottman, et al., 1998). Those

with this locus tend to have little depression and anxiety symptoms (Cheng, et al., 2013). Hence, when dealing with daily problems or career problems, people with this internal locus are more able to fully manage.

Based on the findings, it can be concluded that H_{a1} is partly accepted, where there is only internal locus of control that can predict career adaptability, while external locus of control is known to have no correlation with career adaptability. Then, the regression results imply that the higher internal locus of control, the higher career adaptability will be. On the other hand, external locus of control has no significant relationship with career adaptability. Similar results also apply to hypothesis H_{a2}. It happened because there is a significant relationship between social support and career adaptability, in which the higher social support level, the higher individual's career adaptability. Unfortunately, the only social support aspect that can predict career adaptability in the internal locus of control is family aspect, while support from friends and others/ special person does not. Moreover, hypothesis H_{a3} in this research is partially accepted. It shows a relationship between internal locus of control and social support on career adaptability. Meanwhile, the external locus of control group does not have a relationship with social support on career adaptability. About the findings, guidance and counseling teachers are suggested to add more references in providing intervention both individual and group responsive service, as well as and system support services to assist students in improving their career adaptability. Meanwhile, the limitations of this research recommend the future researchers to examine more deeply the relationship between internal locus of control and social support on career adaptability in male and female students with different economic conditions as well as in terms of demographic residence, and parental education level for comparison.

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