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The effect of social support and future time perspective on career maturity through career self-efficacy

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Article Info	Abstract
Keywords: Social support, future time perspective, career maturity, career self-efficacy	Career maturity refers to a student's success in achieving career development tasks according to their career stage. Several factors influence career maturity, including social support, future time perspective, and career self-efficacy, all of which impact students' career maturity. However, no previous research has combined these four variables into a single study. Therefore, this study aims to analyze the influence of social support and future time perspective on career maturity through career self-efficacy among students in Lampung Province. This study employs an ex post facto method with a sample of 353 participants (probability sampling). Path analysis and the Sobel test were used to determine significance. The results indicate a significant influence of social support and future time perspective on career maturity through career self-efficacy. These findings suggest that counseling services can be more effective in helping individuals achieve optimal career maturity by considering influencing factors such as social support, future time perspective, and career self-efficacy.
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Introduction

Career maturity refers to an individual's readiness to navigate career development tasks according to their developmental stage and make informed career decisions (Super & Jordaan, 1973). During the career exploration phase, individuals must consider various career options. This decision becomes particularly crucial during high school, as it determines the academic major they will pursue in higher education. A study conducted by the Indonesia Career Center Network (ICCN) in 2017 revealed a significant mismatch in academic major selection, with 87% of Indonesian prospective university students acknowledging that their chosen major did not align with their interests. Furthermore, 71.7% of workers reported having a profession unrelated to their field of study. This phenomenon occurs when students enter higher education without fully understanding their interests and talents. This issue is further supported by research conducted by Lau et al., (2021), which involved 260 schools under the Malaysian Ministry of Education.

The study found that high school students in Malaysia exhibited low career maturity and were unprepared for career decision-making and planning. Indicated that career maturity among high school students in Bogor remained low, with only 50% demonstrating adequate career readiness. A significant proportion of students still struggle to decide on their future careers. Many experience confusion and uncertainty regarding their post-graduation plans, including choosing a major or deciding between pursuing higher education or entering the workforce. In line with the perspectives of Super (1980), individuals who fail to achieve career maturity may encounter obstacles and difficulties in their career development journey.

Career maturity in students is influenced by various factors, both internal and external. One significant factor in career maturity is social support. In addition to possessing strong learning skills, adolescents require social support to assist them in planning a career path that aligns with their aspirations. Social support also serves as a means to help individuals navigate challenges in achieving optimal career maturity. Another factor that motivates individuals to develop career maturity is future time perspective (Lens et al., 2012). This perspective encourages students to enhance their abilities and strive for excellence in pursuit of their future

goals. According to Husman & Shell, (2008), future time perspective refers to an individual's outlook on various aspects of their future.

Patton & Creed, (2001) explain that career maturity is also associated with other internal factors, such as age, gender, social status, economic status, and self-efficacy. Self-efficacy enables individuals to develop the motivation to overcome obstacles, seek information, make informed decisions, and achieve desired outcomes. Career self-efficacy is an extension of the self-efficacy concept introduced by Albert Bandura. Initially, this concept was applied to career-related behaviors (Betz & Hackett, 1981), emphasizing that individuals with high career self-efficacy approach challenges with confidence in their ability to succeed. This, in turn, strengthens their career maturity (Nurdin & Alwi, 2024).

However, research by Rachmawati, (2013) presents contradictory findings, showing no significant relationship between career self-efficacy and career maturity. Similarly, a study by Duru, (2022) examined the relationship between self-efficacy and career maturity among high school students. The study involved 665 students from five different high schools in Bursa. The analysis revealed a weak but significant negative correlation between career maturity and career self-efficacy. Nevertheless, the study also found that career self-efficacy plays a mediating role in career maturity.

Given the inconsistencies in previous research findings, further investigation into the mediating effects of self-efficacy is necessary. Considering the numerous challenges faced by students that impact their future careers, career maturity plays a crucial role in their development. This study aims to explore career maturity in greater depth by examining its relationship with social support and future time perspective, with self-efficacy as a mediating variable. The research seeks to determine the direct effects of social support and career self-efficacy on career maturity, as well as their indirect effects through the mediating role of self-efficacy.

Method

This study employs a correlational ex post facto design, with a probability sampling technique used to select 353 respondents. To determine the significance of relationships between variables, path analysis and the Sobel test were utilized. The research instruments were adapted from existing validated scales developed within the relevant theoretical frameworks. The social support instrument was adapted from the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988), covering three aspects: family support (4 items), friend support (4 items), and significant others support (4 items). Validity testing yielded a score of 0.846, exceeding the 0.50 threshold, indicating that the sample was adequate for further analysis. The instrument demonstrated high reliability with an alpha coefficient of 0.855. Example items include "I receive the emotional support and assistance I need from my family" and "I have friends with whom I can share my joys and struggles."

The future time perspective instrument was adapted from the Future Time Perspective Scale (Lang & Carstensen, 2002) which measures students' perceptions of their future. It consists of two dimensions: focus on opportunities (7 items) and focus on limitations (3 items), totaling 10 items. Validity testing resulted in a score of 0.722, surpassing the 0.50 threshold, confirming the adequacy of the sample for further analysis. The instrument had a reliability coefficient of 0.609. Example items include "Many opportunities await me in the future" and "As I grow older, I start to feel that time is limited."

The career self-efficacy instrument used in this study is the Career Decision Self-Efficacy Scale (Short Form) by (Taylor & Betz, 1983). This scale consists of five main components: self-appraisal (5 items), gathering occupational information (5 items), goal selection (5 items), planning for the future (5 items), and problem-solving (5 items), totaling 25 items. Validity testing yielded a score of 0.868, exceeding the 0.50 threshold, and the instrument demonstrated a reliability coefficient of 0.692. Example items include "Making a plan for your goals over the next five years" and "Choosing a career that aligns with your desired lifestyle."

The career maturity instrument was adapted from the Career Maturity Scale by (Crites & Savickas, 1996). It consists of four components: concern (6 items), curiosity (6 items), confidence (6 items), and consultation (6 items), totaling 24 items. Validity testing resulted in a score of 0.792, exceeding the 0.50 threshold, confirming the adequacy of the sample for further analysis. The instrument had a reliability coefficient of 0.970. Example items include "If I am unsure about what I want to do, I seek advice from my parents or friends" and "Choosing a career is something I do on my own."

The collected data were analyzed using path analysis and the Sobel test to achieve the research objectives. Path analysis is a statistical method used to examine both direct and indirect relationships between variables. In this study, path analysis was applied to investigate the relationships between social support (X1) and career maturity (Y), future time perspective (X2) and career maturity (Y), social support (X1) and career self-efficacy (Z), future time perspective (X2) and career self-efficacy (Z), as well as career self-efficacy (Z) and career maturity (Y). Meanwhile, the Sobel test was employed to assess the significance of mediation effects,

determining whether the mediator variable (M) mediates the relationship between the independent variable (X) and the dependent variable (Y). Specifically, the Sobel test examined whether career self-efficacy mediates the relationship between social support and career maturity, as well as the relationship between future time perspective and career maturity.

In path analysis using multiple linear regression, each tested path has an associated p-value, which indicates the strength of evidence for the relationship between two modeled variables. If the p-value is less than 0.05, the path is considered significant and accepted. Conversely, if the p-value is greater than 0.05, the path is considered not significant and rejected (Duryadi, 2025).

Result and Discussion

Based on descriptive analysis, the mean values for each variable are as follows: social support ($M = 66.20$; $SD = 13.73$), future time perspective ($M = 50.59$; $SD = 6.59$), career self-efficacy ($M = 79.41$; $SD = 14.03$), and career maturity ($M = 10.65$; $SD = 3.60$).

Table 1. Mean, SD, and Variable Categories

Variable	<i>M</i>	<i>SD</i>
Social support	66.20	13.73
<i>Future Time Perspective</i>	50.59	6.59
Career Self-Efficacy	79.41	14.03
Career Maturity	10.65	3.60

The descriptive analysis results indicate that the mean (*M*) values are higher than the standard deviation (*SD*), suggesting that the data distribution is well-represented.

Table 2. Path Analysis and Sobel Test Results

Predictor	β	<i>t</i>	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
Criteria : Career Self Efficacy			0.31	0.96	18.63	< 0.01
Social Support (X1)	.092	1.716				< .001
Future Time Perspective (X2)	.328	6,097				< .001
Criteria: Career Maturity			0.321	0.103	13.39	< 0.01
Social Support (X1)	.088	1.638				> 0.05
Future Time Perspective (X2)	.086	1.531				< 0.01
<i>Self-Efficacy</i> Karier (Z)	.330	6.194				< 0.01
Mediator		<i>Zsobel</i>	<i>S.E</i>	<i>p</i>		
X1-Z-Y	.030	13.64	0.02	< 0.00		
X2-Z-Y	.108	2.85	0.03	< 0.01		

Notes: Y= Career Maturity

Based on the path analysis and Sobel test results presented in Table 2, it was found that social support does not have a direct effect on career maturity ($\beta = 0.08$, $p > 0.05$). However, future time perspective has a positive effect on career maturity ($\beta = 0.08$, $p < 0.01$). Additionally, there is a positive effect of social support on career self-efficacy ($\beta = 0.92$, $p < 0.01$), as well as a positive effect of future time perspective on career self-efficacy ($\beta = 0.32$, $p < 0.01$). Furthermore, career self-efficacy positively influences career maturity ($\beta = 0.33$, $p < 0.01$).

The results also indicate an indirect effect of social support on career maturity through career self-efficacy ($\beta = 0.030$, $p < 0.01$). Similarly, there is an indirect effect of future time perspective on career maturity through career self-efficacy ($\beta = 0.10$, $p < 0.01$). These findings suggest that career self-efficacy acts as a mediating variable between social support, future time perspective, and career maturity.

The results presented in Table 2 indicate that social support does not have a significant effect on career maturity. This finding aligns with previous research conducted by Astika (2021), which suggests that social support may not significantly influence career maturity because individuals may perceive emotional support from family and assistance in decision-making as insufficient in helping them choose a career path. Although family support, such as emotional encouragement and decision-making assistance, is provided, it does not necessarily contribute to an individual's career maturity. Similarly, peer support does not influence career

maturity, as friendships do not always provide a positive and constructive environment. Additionally, according to Astika's study, support from others outside of family and friends may also be ineffective, as it might not align with what the individual actually needs or expects.

A study by Elfa et al. (2024) found that social support has only a minimal impact on career maturity. This suggests that while individuals may receive social support, it does not necessarily lead to an increase in their career maturity. A possible explanation is that some individuals do not perceive the social support they receive as meaningful or adequate. This finding provides insights into the high school students in Lampung Province, suggesting that the social support they receive from parents, friends, or others may not be relevant or aligned with their career development needs. Career maturity may also be influenced by internal factors such as personality traits. Additionally, the social support provided may be too general or not tailored to the students' specific needs, such as receiving career advice that is overly broad and does not meet their expectations.

The results indicate that future time perspective significantly influences career maturity. This means that the higher a student's future time perspective, the higher their career maturity. Future time perspective plays a crucial role in helping students develop career maturity, which aligns with findings from previous studies (Kurniawati et al., 2021). This study concludes that future time perspective partially influences career maturity, highlighting its strong impact. When individuals develop a well-structured perspective on the future early on, they tend to have a clearer career trajectory and a greater likelihood of achieving their future aspirations (Rachmah, 2026).

A study by Kvasková & Almenara, (2021) also suggests that an individual's ability to connect the present with the future significantly affects their career decision-making process. Individuals with a high future time perspective tend to make more informed career decisions because they can anticipate and evaluate the long-term consequences of their choices. Cheng et al., (2016) Have further demonstrated that future time perspective is positively correlated with career maturity, as individuals with a strong future outlook are better at setting long-term motivational goals and planning their career paths accordingly.

Additionally, the findings indicate that social support positively influences career self-efficacy, aligning with (Chan, 2020). Research suggests that positive experiences shared by parents, peers, and mentors help build rational confidence, reduce anxiety in career decision-making, and enable individuals to handle career-related difficulties with a more positive attitude. Wang & Castañeda-Sound, (2008) also confirm that social support enhances self-efficacy and motivation, showing a positive correlation between social support and career decision-making self-efficacy. These findings emphasize that the greater the perceived support from parents, friends, or other significant individuals, the stronger students' confidence in making career decisions.

The findings indicate that future time perspective positively influences career self-efficacy. This suggests that individuals with a high future time perspective are more likely to possess strong career self-efficacy. These results align with who have found a significant relationship between future time perspective and career self-efficacy. When individuals have a clear vision of their future careers, they are less likely to struggle with decision-making and feel more confident in their career choices. Amanollahi et al., (2016) also highlights that future time perspective is simultaneously related to self-assessment, goal setting, and future planning. Students with a well-developed future perspective can project what they need to do and achieve in the long run. Thus, in the context of high school students in Lampung Province, having a strong future time perspective helps them develop motivation, self-capacity, and greater control over their career confidence.

The study also finds that career self-efficacy positively influences career maturity, meaning that individuals with higher self-efficacy tend to have greater career maturity. These findings are consistent with previous research, which states that career self-efficacy is positively correlated with career maturity (Talib et al., 2023). Individuals with strong self-belief are better equipped to make career decisions and understand how their confidence influences their career paths. Those with high career self-efficacy find it easier to choose a career path. Furthermore, individuals with high career maturity and preparedness tend to think critically, act decisively, and make informed career choices. Patton & Creed, (2001) Other studies also support this finding, emphasizing that career self-efficacy and career maturity are interconnected. Individuals with higher self-efficacy typically exhibit better career maturity, as belief in their abilities makes them feel more prepared and confident in planning and pursuing their career goals. This indicates that high school students in Lampung Province with strong career self-efficacy are more likely to make wise career decisions and act confidently in facing challenges.

Furthermore, this study found that career self-efficacy successfully mediates the relationship between future time perspective and career maturity. This means that career self-efficacy functions as a mediating variable that facilitates the influence of future time perspective on career maturity. These findings align with previous research by Cheung, (2024), which also identified career self-efficacy as a mediating variable that strengthens the relationship between the two factors. Students with high career self-efficacy tend to have strong

confidence in making effective career decisions, without experiencing anxiety or hesitation. Additionally, they are not overly concerned about how others perceive their career choices. This is consistent with the findings of Kurniawati, (2021) which indicate that both future time perspective and career maturity were at a moderate level, suggesting that career readiness is not yet fully established and remains subject to change. Students still face difficulties in selecting and deciding their career goals. Without confidence in their abilities, even individuals with a positive and ambitious outlook on the future may struggle to fully realize their potential.

Conclusion

Based on the research findings, it can be concluded that career self-efficacy successfully mediates the relationship between social support and future time perspective on career maturity. Furthermore, social support does not predict career maturity, whereas future time perspective can predict students' career maturity. This study found that social support is not directly related to career maturity. Future researchers are encouraged to further examine the relationship between social support and career maturity by considering more specific types of social support.

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