

## The Role of Openness in Mediating The Involvement of Parents with Career Decision Making Self-Efficacy on JHS Participants in Semarang

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### Abstract

This research aims to determine the relationship of parental involvement to career decision making self-efficacy with openness as a mediating variable. The sample involved 400 students selected using Cluster Random Sampling technique. Methods of data collection using an adapted psychological scale. Data analysis method used is descriptive analysis and mediation analysis with corrected method bias bootstrap technique with 95% confidential intervals. The results showed that parental involvement predicts career decision making self-efficacy and openness, then openness mediates the relationship of parent involvement and career decision making self-efficacy. This research provides counselors with an understanding of the relationship of parental involvement and the influence of personal aspects (self-efficacy and openness) in career selection.

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## INTRODUCTION

The process of career decision making can be started by students during junior high school (SMP), which is a very important time to prepare and determine a career. Students begin to determine their destiny for the next three or four years, that is choosing a school up to majors in higher education (high school/vocational high school), where the results will affect career decisions when the students get into the college in a future and various steps in realizing their dreams.

In terms of the career development process, junior high school students are in the development stage and exploration phase. At this time, individuals begin to realize that work is an aspect of human life. The main focus of the career exploration stage is that individuals begin to look for descriptions of interests, capacities, values, and job transitions tentatively according to individual circumstances as a basis for determining specific career choices (Zunker, 2006: 54). In this regard, junior high school students should be able to understand how to make the right career decisions.

In fact, not all students are able to make the right career decisions. 70% of grade IX students in SMP N 9 Salatiga are still confused and have difficulties in determining career decisions so they have not reached the exploration stage (Yulius, 2014). Another finding is by (Purnamasari, 2015) that the career maturity of students in the eighth grade of Islamic Middle School Sudirman Ambarawa was in the qualification of a low career maturity.

A survey has been conducted on junior and senior high school students related to preparation of research plans and university choices (advanced tertiary education) given to 540 students, it is known that as many as 45.12% of students stated that they were not too sure of their secondary school choices, which dominated by male students at 46.15%. Meanwhile, female respondents tended to have fewer percentages in their doubts in choosing a secondary school, which was 6.44%, while male respondents accounted for 15.98%. In addition, in looking for

information about secondary schools, students seek more information about it from the internet, which is 58.21%, compared to seeking information from other parties, such as parents, seniors, and the school (Rina, 2015). Besides, the internet has a considerable influence in the selection of majors at universities later, which is 57.14%, compared to the influence of parents which is only 25.40%.

The results of the preliminary research stated that the career directions choice of class 9 is not determined by interest and self-motivation, but rather on how parents want their children get into schools that they consider a good/favorite one. This is reinforced by research (Ali & Mukhibat, 2016) which states that the role of the family in this case is parents are related to the expectations of results, which include instrumental support, model support, verbal support, and emotional support, that has a positive and significant effect on career decision making self-efficacy of students. Other findings also state that the obstacle in the selection of secondary school that students faced are internal factors, concerning the physical and psychological conditions of students, and external factors that include family, school and friends conditions (Widiawati & Setyowani, 2016).

One of the factors that influence career decision making self-efficacy is contextual factors or environmental factors, such as parental involvement, cultural mistrust, and hopes for the future (Bullock-Yowell, Andrews, & Mary E. Buzzetta, 2011; Penn, 2016; Rogers, Creed, & Glendon, 2008). Parental involvement especially regarding career support for students, include as an influence of self-efficacy sources of career decision making.

Lei (2013) state that individual career choices can be more successfully realized through understanding their personality and the relationship between personality and career. By understanding individual personality types we can help individuals to develop their potential appropriately and optimally. Moreover, with openness to experience, it will enrich individuals in their career choices.

Supported by dissertation research results from Purwanta (2011), it shows the results that parents' aspirations for children, learning achievement, and personality characteristics have a high influence on the career exploration of students. Therefore, the preparation and implementation of career guidance in schools should involve the role of parents and the need for personality assessments. This research also suggests that there is more in-depth follow-up research on the construct of personality traits and phenomenological approaches related to parent-child involvement, the influence of friends and the surrounding environment.

Su, Chang, Wu, & Liao (2016) stated that there are four factors that influence students' career decision making, namely personal, group (family), school environment, and career exploration. Personal factor is the factor that greatly influences career decision making, including learning motivation, learning attitudes, and self-efficacy. Continued by group (family) factor include expectations and attitudes of parents towards their children's education, significant scores found in the educational background of parents.

Meanwhile, Xing (2016) in his dissertation research suggests that family demographic structures, such as parental socioeconomic status, parental work, and psychosocial support from parents are important factors in the career decision making self-efficacy among teenager in China. Family influence is a key factor in one's career decision making that is very important for researchers and counselors in developing effective career interventions for diverse individuals in terms of educational background, socioeconomic status, and parental support that influence the development of career interests, career selection, and career behavior (Bozgeyikli & Hamurcu, 2009; Fouad, Kim, Ghosh, Chang, & Figueiredo, 2016).

The level of parents' education is mentioned as modality in fostering children's personality traits. This is due to the opening of a more diverse environment and new experiences for children (Steinmayr, Dinger, & Spinath, 2010). The higher the level of parents' education

the more expected it is to increasingly have an awareness of parental involvement in childcare, which is able to guide children to have a good personality.

Personality has a major role in the difficulty of career decision making, a stable personality, can facilitate it in effective career decision making (Al-kalbani, Salleh, & Mastor, 2011; Gati, et al. 2011). Therefore, the counselor needs to recognize the five factor models for each student to assist them in determining and modifying career counseling approaches.

The aim of the research was to examine the relationship between parental involvement and self-efficacy in career decision making for junior high school students by mediating it with openness. Most of the research is about career decision making self-efficacy in students who have been studied before, ranging from high school age or even college students. Whereas the researchers intended to research at the junior high school level. This is because, the earlier the individual has good self-efficacy, and the better for them in their adult age, there will be no doubts in looking at their future.

## **METHODS**

This research uses a quantitative method with correlational design with the sample in this research were junior high school students in Semarang City, amounting to 400 students who were taken using the Cluster Sampling technique. Semarang City consists of 16 sub-districts, and 1 school is taken for each sub-district.

This research uses an Indonesian-language instrument adapted from an English-language instrument, previously processed through the back translation. This is related to the transformation of text from one language to another (Iliescu, 2018). The first translation translated all scales from English to Indonesian, and then the second translation translated from Indonesian to English (Nababan, Nuraeni, & Sumardiono, 2012). The difference between the results of the translation is again discussed and adjusted with the Indonesian translation.

To measure the career decision making self-efficacy from students, using the adaptation instrument of Career Decision Making Self Efficacy-Short Form (CDMSE-SF) consisting of 25 items developed from 5 indicators, namely self-appraisal, occupational information, goal selection, planning, and problem solving. Interpretation of self-efficacy values using a Likert scale, which is 1 (not sure) to 5 (very sure). The reliability of this instrument uses Cronbach Alpha in the amount of 0.752.

The Parent Career Behavior Checklist (PCBC) is used to find out the views or perceptions of students about the relationship between students and their parents. The statements on this scale will reveal the students' perception on the role of parents in their relationship with their children, consisting of 23 items. Interpretation of the agreement value uses a Likert scale, ranging from never (1) to very frequent (5). The reliability of this instrument uses Cronbach Alpha of .0751.

To measure openness, an adaptation instrument is used from the Big Five Personality Inventory. In the openness measurement consists of 10 items of questions to indicate their level of agreement on their own circumstances. The interpretation of the approval value uses a Likert scale, which is 1 (totally disagree) up to 5 (strongly agree). The reliability of this instrument uses Cronbach Alpha of 0.656.

Research process is done by collecting data from students who become participants. Data collection is done during class hours by asking students to fill in three scales, namely career

decision making self-efficacy scale, openness scale, and parents career behavior checklist scale. Students' answers collected were then tabulated and analyzed.

Data analysis was carried out by mediation analysis developed by Andrew F. Hayes (2013). In testing the hypothesis, mediation analysis uses a bias corrected technique, bootstrapping N = 5000, with 95% confidential intervals. This analysis will find the results of two direct influence pathways between X (parental involvement) and Y (career decision making self-efficacy) and also the indirect effects of X and Y influence through M (Openness to experience). It is done to know the indirect impact from openness. Data analysis process is carried out using SPSS software version 24 Process v3.0 (IBM Corp., 2017). Data analysis is by testing the classic assumption test, which consists of normality test, multicollinearity test, heteroscedasticity test, and linearity test; and test hypotheses, to find evidence of the correctness of the hypothesis. This research used template model number 4 which consists of 1 dependent variable (career decision making self-efficacy), 1 independent variable (parent involvement), and 1 mediator variable (openness to experience).

**Table 1.** Intercorrelation Matrix

	CDMSE	Openness	Parental involvement
CDMSE	-	-	-
Openness	0.41	-	-
Parental involvement	0.48	0.29	-
Average	83.80	30.10	75.8
SB	15.58	3.87	15.46
$\alpha$	0.75	0.66	0.75

**Table 2.** Analysis of Regression Results and Mediation Variable

Predictor	$\beta$	t	P	SE	LLCI (95%)	ULCI (95%)	R	R <sup>2</sup>	F	p
Outcome Op							.29	.08	36.37	<.01
PI	.07	6.03	<.01	.01	.05	.09				
Outcome CDMSE							.55	.31	87.40	<.01
PI	.39	8.90	<.01	.04	.31	.48				
Op	1.19	6.76	<.01	.17	.85	1.54				
TE	.39	8.90	<.01	.04	.31	.48				
IE	.09		<.01	.02	.05	.13				

Information:

- CDMSE : Career decision making self efficacy
- PI : Parents involvement
- Op : Openness
- TE : Total effect
- IE : Indirect effect

## RESULTS AND DISCUSSION

Based on the average and elementary level of each variable in this research and the relationship between all variables can be seen in the intercorrelation matrix presented in Table 1. It can be seen from the average, students tend to have high self-efficacy in career decision making. The level of openness of students to their personality in the category of almost achieving good, and the level of parental involvement in the career development of students in the good category. While table 2 shows that in general there is a relationship between career decision making self efficacy and parental involvement through mediating openness.

In table 2, it can be seen that there are positive predictions regarding the relationship of parent involvement and career decision making self-efficacy ( $\beta = 0.39$ ;  $t_{(392)} = 8.90$ ;  $p < 0.01$ ), and with openness ( $\beta = 0.07$ ;  $t_{(393)} = 6.03$ ;  $p < 0.01$ ). Furthermore, the results show positive predictions of a significant direct relationship between openness to students' experiences with career decision making self-efficacy of junior high school students ( $\beta = 1.19$ ;  $t_{(392)} = 8.90$ ;  $p < 0.01$ ). Then, this research shows the role of openness as a mediator between parental involvement and the career decision making self-efficacy of junior high school students ( $\beta = 0.39$ ,  $SE = 0.02$ ,  $p < 0.01$ ). In this case between paths a to line b and c 'can be said to be significant, ( $p < 0.01$ ), in other words there is a significant relationship between parent involvement and career decision-making self-efficacy mediated by openness. These results prove that the level conditions have a significant value which is indicated by the bootstrapping value of LLCI (Lower Limit Confidence Interval) and the bootstrapping of ULCI (Upper Limit Confidence Interval) showing a value that is equally positive. The results of the research can be seen in figure 1.

In line with the findings of Guan et al. (2016) concerning the role of parental support for career decision making self-efficacy and career adaptation, carried out on 731 undergraduate students in China and carried out in two measurement periods over 18 months, indicating

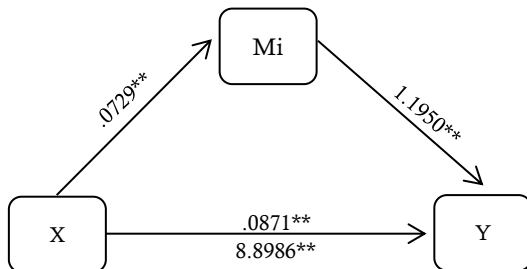
the role of parental support for one's ability to make career decisions and adapt in a positive career. In this research, the research subjects used were junior high school students, with the results of the research stating that parental involvement, in general support and specific career support, had a significant and positive influence on the level of self-efficacy of students' career decision making .

The results of this research are also supported by the theory that has been described at the beginning. In the theory of Social Cognitive Career Theory (SCCT), family support especially parents, is also a verbal source of persuasion for self-efficacy in individual career decision making. In addition, attention, support, and parental involvement in their children are seen as providing psychosocial support for students. This research was conducted by taking samples of students from 16 sub-districts in the city of Semarang. This implies that the results of this research represent the support of parents from various backgrounds and the value of their involvement in their children both in general support and career support.

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Furthermore, in line with the findings of Ceka & Murati (2016) which states that the family in this case focuses on the support and involvement of parents as an institution must create conditions for the development of positive relationships towards work, which predisposes to the establishment of a realistic approach to the

development of more children's personality good. Data processing results show that the involvement of parents is proven to have a significant and positive direct relationship with openness.



**Figure 2.** Results of Data Processing

Information:

\* significance  $p < 0.05$

\*\* significance  $p < 0.01$

Similar to the findings from Kuçuk, Habaci, Gokturk, Urker, & Adiguzelli (2012) who suggested that personality formation that arises in the form of innate behavior, interests, anxiety, and excitement is influenced by family, social environment, and situations and experiences. new that allows individuals to lay the foundations of personality, no matter how little change they have. The results of research conducted show that the situation or negative experience received by individuals will have an impact on the negative personality possessed by the individual.

One of the family functions according to Sayekti (1994) is the function of affection and recreation. The family in this case is the parent is a source of love gained by someone because one's growth and development is indirectly influenced by the love given by the family. The family can also function recitatively, by being able to meet with family, joking with family, sharing affection is the most beautiful thing in the family. Through love, happiness, and comfort in the family, will grow the individual personality type positively. Without getting love, happiness, and comfort, individuals can have a closed to experience personality or low openness, making the individual not innovative, impractical, and tends to be closed.

Bullock-Yowell, et al. (2011) in their research stated that one of the factors that influence career decision making self-efficacy is personal factors, such as personality type five factor model, gender, and anxiety. Career decision making self-efficacy is highly correlated with personality type five factor model (openness, conscientiousness, extraversion, agreeableness, neuroticism). One of them is openness, conscientiousness, extraversion, and agreeableness have a high positive value on the students' career decision making self-efficacy. While neuroticism, has a negative value on self-efficacy career decision making. In line with this, the findings in this research gave rise to a significant direct relationship between openness and career decision making self-efficacy for junior high school students.

This research is directly proportional to the theory and results of existing research, that openness to experience which is one of the Big Five Personality personality types has a positive and significant relationship with the career decision making self-efficacy. Capacity building and self-efficacy skills in career decision making depend on the level of personality in each individual. Career decision-making self-efficacy is a person's belief in being able to succeed in assessing themselves appropriately, gathering information in the field of work, selecting goals, making career plans and solving career-related problems (Taylor & Betz, 1983). By having a positive personality, of course the individual career decision-making self-efficacy will also be high.

In addition, the results of this research are directly proportional to the theory and results of existing research, that there is a significant relationship between parental involvement and career decision making self-efficacy of junior high school students through openness as a mediator. These results can be seen in figure 2. Openness which is one dimension of personality type has a positive and significant relationship with career decision making self-efficacy. Capacity building and self-efficacy skills in career decision making depend on the level of personality in each individual. Career decision-making self-efficacy

is a person's belief in being able to succeed in assessing themselves appropriately, gathering information in the field of work, selecting goals, making career plans and solving career-related problems (Taylor & Betz, 1983). By having a positive personality, of course the individual career decision-making self-efficacy will also be high.

This is in line with the findings of Bullock-Yowell, et al. (2011) which states that there are four sources in individual career decision making self-efficacy, including (1) enactive mastery experience; (2) vicarious experience; (3) verbal persuasion; and (4) physiological and affective states. Parental involvement especially regarding career support for students, including as an influence of self-efficacy sources of career decision making. In addition, openness to experience which is one of the Big Five Theory personality types is a psychological state and affection of a person in the career decision making self-efficacy.

## CONCLUSION

Parental involvement has a positive effect on the openness of junior high school students. This means that the higher the level of parental involvement in students' careers, the higher the openness of students. Openness also has a positive effect on the self-efficacy of junior high school students' career decision making. This means that the better the openness of students, the higher the self-efficacy of students' career decision making. Parental involvement also has a positive influence on the self-efficacy of junior high school students' career decision making. This means that the higher the level of parental involvement in students' careers, the higher the career decision making self-efficacy of students. In addition, a significant direct relationship was found between parental involvement in students' careers and in career decision making self-efficacy and also openness among students in Semarang Middle School.

This research has implications for the implementation of career guidance and counseling services in schools that provide

counselors with an understanding of the influence of the environmental context (in this case the involvement of parents) and the influence of one's personal aspects (self-efficacy, openness) on career decision making, as well as the impact on choices, attitudes and career beliefs of students. Based on research findings, career guidance and counseling services need to integrate personal context and parental involvement to help students develop self-efficacy in taking career decisions in students, as well as to help students achieve students' independence competency standards primarily in terms of career.

Therefore, counselors need to provide services to be able to increase the positive involvement of parents in the direction of students' career goals. In addition, counselors need to provide career counseling holistically and contextually to students with diverse family backgrounds. Counselors also need to develop guidance and counseling programs aimed at developing a positive personality type of students from a variety of family backgrounds, which later will be able to support the career decision making process of students.

## ACKNOWLEDGE

For further researchers, it is hoped that they can develop deeper research on career decision making self-efficacy, both in research subjects and research methods by examining the effectiveness of career counseling programs produced to improve the self-efficacy of career decision making of junior high school students. In addition, it can also be developed with other quantitative approaches using different data analysis, or with a qualitative approach or mixed methods. This is related to the limitations of this research that have not fully revealed the research of parental involvement to examine the psychological variables/constructs that are being studied. Through a qualitative approach or mixed methods, he hopes that he can discuss more deeply the discussion of the socio-cultural background, as well as the socioeconomic family that is related to the psychological construct of students. And it is still very possible that further

research examines the indirect relationship of the third variable using another model, for example the Structural Equation Model (SEM) model.

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