

The Relationship between Future Time Perspective and Career Decision Making Self-efficacy

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Abstract

Career decision making self-efficacy is needed by adolescences to accomplish tasks in career decision making. Individuals with high career decision making self-efficacy would be successful in making the right decision for themselves. This study aimed at proving the effect of future time perspective on career decision making self-efficacy seen from every aspect. The study used correlational design, and involved 120 subjects selected using purposive sampling. To collect the data, the researchers utilized the short form of career decision self-efficacy, and future time perspective. The results of linear regression analysis showed that the overall effects of the future time perspective aspects on self-appraisal was ($R = 0.437$; $F = 9,150$; $p = <0.05$), the future time perspective perspective on the goal selection was ($R = 0.257$; $F = 2.740$; $p = <0.05$), and the future time perspective aspects on planning for the future was ($R = 0.458$; $F = 10,247$; $p = <0.05$). However, there found no significant relationship between the whole aspects of future time perspective on occupational information, and problem solving. Further, the implications of the findings are discussed in this article.

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INTRODUCTION

Career decision making self-efficacy is an important stage to be carefully taken by adolescences because the career decision they make will have long-term affect for their future. At this stage, adolescences, specifically Senior High School (SMA) students should be aware that their current planning, and career decision will affect their lives, and their future. Therefore, they are expected to make independent career decisions and accept responsibility of their their decisions.

According to Chung (2002) to complete tasks required in career decision making one needs career decision making self-efficacy. Individuals with high level of career decision making self-efficacy will successfully make career decision for themselves. Career decision making self-efficacy is the level of individual confidence in relation to their hopes, or abilities to perform certain tasks and actions so that they can relate the tasks to their career goals (Betz, &Luzzo, 1996).

Unfortunately, Suherman (2008) found that a number of individuals were less effective in career decision making indicated by (a) lack of knowledge about ways in career decision making (b) lack of knowledge about steps in career decision making (c) unable to use knowledge and thoughts in career decision making, and (d) lack of confidence in career decision making. Creed, Pattion, and Prideaux (2006) state that not all adolescence find it easy in career decision making, and many of them feel hesitant before being sure of a career path.

Boygeyikli, Eroglu, &Hamurcu (2009) in their study found that the non-optimal career decision making by some adolescences are the manifestation of uncertainty, and lack of career decision making ability. Meanwhile, Flores and Day (2006) confirm that career decision making self-efficacy is individuals' confidence that they are able to perform tasks related to career decision making. By having self-efficacy in career decision making, individuals will be able to defend their career choices although they experience less support from environment

Increasing career self-efficacy and outcome expectations can help students face risks and problems in determining choices to enter the career world and future expectations (Ana, Wibowo&Wagimin, 2017).

Self-efficacy holds a significant role in career decision making. The increase of one's confidence in career decision making self-efficacy is strongly related to individuals' future time perspective. Walker & Tracey (2012) mention that Future Time Perspective (FTP) is seen as a key input for individuals' confidence in career decision making.

Future time perspective in career decision making self-efficacy is significant for individuals in making career decision. Students who tend to be more future oriented may not only focus on what they want in the future, but they must also have taken steps required for the desired careers. By orienting to the future, prioritizing future goals and planning, individuals play a fundamental role in the career development process and confidence in decision making (Simons et al., 2004).

Individuals' views of things in the future are related to Future Time Perspective (FTP). FTP is a personality trait that involves individuals' thoughts, feelings, and things related to their future (Lyu& Huang, 2016). Simons et al., (2004) explain that by orienting to the future, prioritizing future goals and planning, individuals play a fundamental role in the career development process and confidence in decision making

Park et al (2018) argue that there are several dimensions in the concept of future time perspective, namely opportunity (one's confidence concept of possible opportunities to success in his career), value (dynamic aspects in FTP that involve high values to achieve future goals), and connectedness (FTP cognitive aspect which covers current prediction, long-term outcomes, and potential actions). These three aspects handle significant roles in improving individuals' career decision making self-efficacy

Based on the above explanation, this study attempted to examine the relationship between aspects in future time perspective and

career decision making self-efficacy. Since FTP-based intervention concept is new, this study intended to expand the coverage of the subjects of the study as recommended by the previous study by Park and friend.

METHODS

The population in this study were the eleventh grade students of SMA Negeri 1 Waled Cirebon. They were sampled using purposive sampling technique resulting 120 students. Meanwhile, the data analysis technique used in this study was linear regression analysis technique

The researchers used Career Decision Self-efficacy Scale-Short Form (CdSe-SF) to collect the data, and measure career decision making. This scale has 25 items, and been validated by Betz and Voyten (1997). In addition, to measure the students' competence in relation to career decision making, the researchers used CDMSE which consists of five subscales: Self-Appraisal, occupational information, goal selection, planning, and problem solving. The participants were asked to assess the scale items using 5-point response format, starting from 1 (not confidence at all) to 5 (complete confidence).

To examine students' future time perspective, Future Time Perspective scale was used. The researchers combined two scales developed by Carstensen and Lang (1996), and Husman and Shell (2008) with the purpose of increasing the content validity of three factors of opportunity, value, and connectedness. To evaluate opportunity the researchers chose 6

items representing opportunity dimension from Carstensen and Lang (1996), while the other 20 items representing the dimensions of value and connectedness were from Husman and Shell (2008). To assess the scale item, the researchers provided 5-point response format, ranging from 1 (strongly disagree) to 5 (strongly disagree). Besides, to analyze the data, linear regression analysis was performed with help of IBM SPSS Statistics 25 software. This analysis was performed to see the effect of FTP aspects on the aspects of career decision making self-efficacy.

RESULTS AND DISCUSSION

The descriptive analysis of each variable criterion can be seen in table 1. Further, the aspects of career decision making self-efficacy, comprising self-appraisal gained the value of ($M = 19.45$; $SD = 2.57$), occupational information gained the value of ($M = 18.83$; $SD = 2.86$), goal selection gained the value of ($M = 19.38$; $SD = 2.15$), planning for the future gained the value of ($M = 19.74$; $SD = 2.65$), problem solving gained the value of ($M = 18.11$; $SD = 4.84$). Meanwhile, the future time perspective, including opportunity gained the value of ($M = 24.40$; $SD = 2.25$), value gained the value of ($M = 27.52$; $SD = 3.15$), and connectedness gained the value of ($M = 47.16$; $SD = 4.53$).

These descriptive statistics analysis results showed that the mean value was higher than the standard deviation value. This higher value indicated good distribution. The distribution contained the data collected from students coming from each aspect of variable investigated.

Table 1. Data Description

Variables	Kriteria	Mean	SD
CDMSE	Self-appraisal	19.45	2.57
	Occupational information	18.83	2.86
	Goal selection	19.38	2.15
	Planning for the future	19.74	2.65
	Problem solving	18.11	4.84
FTP	Opportunity	24.40	2.25
	Value	27.52	3.15
	Connectedness	47.16	4.53

Table 2. Theresults of Linear Regression Analysis

Criteria	Predictors	β	t	p	R	R ²	F	P
Self-appraisal	Opportunity	-0.043	-0.417	0.67	0.44	0.19	9.16	0.00
	Value	-0.038	-0.457	0.648				
	Connectedness	0.266	4.695	0.00				
Occupational information	Opportunity	0.182	1.847	0.67	0.24	0.06	2.35	0.76
	Value	-0.019	-0.175	0.861				
	Connectedness	0.122	1.123	0.264				
Goal Selection	Opportunity	0.012	0.127	0.899	0.26	0.07	2.75	0.047
	Value	-0.027	-0.354	0.724				
	Connectedness	0.129	52.527	0.013				
Planning for the future	Opportunity	0.151	1.423	0.048	0.46	0.21	10.25	0.00
	Value	0.097	1.134	0.159				
	Connectedness	0.187	3.3231	0.002				
Problem Solving	Opportunity	0.082	0.379	0.705	0.14	0.18	0.73	0.539
	Value	-0.130	-0.749	0.455				
	Connectedness	0.159	1.349	0.180				

Table 2 shows that there were several aspects of future time perspectives having significant relationship with some aspects in career decision making self-efficacy. They were such as the relationship between connectedness and self-appraisal ($\beta = 0.266$; $t = 4,695$; $p < 0.05$), the relationship between connectedness and goal selection ($\beta = 0.129$; $t = 52,527$; $p < 0.05$), the relationship between opportunity and planning for the future ($\beta = 0.266$; $t = 4,695$; $p < 0.05$), and the relationship between connectedness, and planning for the future ($\beta = 0.187$; $t = 3.3231$; $p < 0.05$).

The above analysis results also showed that the overall aspects of future time perspective gained simultaneous relationship with self-appraisal ($R = 0.437$; $F = 9,150$; $p = < 0.05$), goal selection ($R = 0.257$; $F = 2,740$; $p = < 0.05$), and planning for the future ($R = 0.458$; $F = 10,247$; $p = < 0.05$). However, there found no significant relationship between the overall aspects of future time perspective, occupational information and problem solving.

The findings are in line with the results of previous studies related to the role future time perspective in improving students' career decision making self-efficacy. Ferarri, et al (2010) found that adolescences with future oriented goals show less confusion in career

decision making. They conclude that future time perspective holds an important role in students' career decision making. When students have future orientation of career, they will have no difficulties in determining choices, and be confidence in the career choices they will decide.

Another study supported by the findings of this study is Jung, et al's study (2015). Their study revealed that positive FTP will predict career decision making self-efficacy. Individuals with high FTP will connect their daily activities for the sake of their future. They will also perform efforts related to their present career to improve their career decision making self-efficacy.

This study also generalized Kim and Jung's concept (2005) of future time perspective counseling programs in which FTP concepts can affect career decision making. Future time perspective is seen as a key input of career decision making. It is because students who are future goal oriented not only focus on what they want in the future, but they also have taken the steps needed to achieve the desired career. By orienting to the future, prioritizing future goals and planning, individuals play a fundamental role in the career development process and confidence in decision making.

This study implied that in order to have career decision making self-efficacy, students need to have future time career perspective. Relating present activities for the achievement of future goals would increase individuals' confidence in career decision making. Apart from the findings, this study had several limitations. First, the involvement of one school that made the study limited in population. Second, the undiscovered significant relationship between some FTP aspects and career decision making self-efficacy. This might be caused by the limited subjects. Thus, the future studies should examine deeper the relationship between future time perspective and career decision making self-efficacy by involving larger number of subjects to make the findings generalizable to all students in Cirebon Regency.

CONCLUSION

This study was intended to analyze the level of relationship between future time perspective, and career decision seen from every aspect. Based on the the above elaboration, it can be concluded that there is a simultaneous relationship between the aspects of future time perspective on self-appraisal, goal, and planning for the future. However, there is no significant effect on occupational information, and problem solving.

This study can be used by related parties, such as guidance and counseling teachers who would like to design, and develop a new innovation with the concepts of future time perspective in the implementation of guidance and counseling services in schools with the aim of improving career decision making self-efficacy. Furthermore, the future researchers may use this study as the basic understanding for further studies.

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