

The Relationship between Future Time Perspective and Social Support on Career Decision Making Self-Efficacy

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Abstract

Career decision making self-efficacy is greatly needed by students to make the right career decisions. Thus, this study strived for identifying and analyzing the relationship between future time perspective and social support on career decision making self-efficacy. 300 students in Public Senior High School or SMA Negeri throughout West Lampung Regency were involved and selected using cluster random sampling. Their data were collected using future time perspective scale, multidimensional scale of perceived social support, and career decision making self-efficacy scale – short form. Based on the findings, the researchers conclude that there is a positive relationship between future time perspective and career decision making self-efficacy, while social support has nothing to do with it. Further implications and limitations are presented in the discussion chapter.

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INTRODUCTION

There is an important phase in adolescence, namely career decision making.

Adolescents or Senior High School or SMA students who are in this period should have necessary knowledge about the importance of current planning and career decision making which will affect their future. According to Tagay (2015), decision making in adolescence can give impact on one's future, including career. Meanwhile, career decision is one of adolescent's developmental tasks. Oguzhan & Harman (2018).

Career decision making self-efficacy is one's confidence in making decisions based on self-concepts, goals, and career choice. In doing this, an individual needs to assess himself regarding his skills and strengths, planning, and information gathering (Stringer and Kerpelman, 2010). However, findings of previous studies conclude that the majority of adolescents fail to do this. It was only 3.77% who were ready, 56.17% who were in doubt, and 40.06% who were uncertain (Dahlan, 2010). Another study in form of survey of 157 ninth grade students in Yogyakarta region has found 43% of students were not sure and in doubt about choosing majors in university.

Nurmi (1991) and Seginer (2003) mention that future time perspectives plays an important role in career decision making belief due to some reasons. First, adolescents face several specific normative tasks which require future-oriented thoughts. Second, those who have future-oriented career decision will have better future lives. Future time perspective is the future orientation which provides reasons for deciding goals, plan, and commitment to guide adolescents development. Third, future time perspectives helps adolescents see how their future shapes their identity.

According to Savickas, et al. (1984), one's ability to think about future time perspective is a realization of his belief in making career decision. In line with this, focusing on goals and plan while orienting towards future will seem significant for their career and its decision making (Simons, et al, 2004). A study by Walker & Tracey (2012) found future time perspective can increase career decision making self-efficacy because individuals who orient towards their

future will automatically increase their skills and knowledge during their struggle to achieve their goals. However, an investigation carried out by Park, Kim, Kwon, and Lee (2018) concludes there is no relationship

between future time perspective and career decision making self-efficacy. Since this difference needs some clarification, the present study attempted to find the exact relationship between future time perspective and career decision making self-efficacy.

Future career decision making self-efficacy is also influenced by support from people surrounding individuals or called as social support. Those who receive positive support will easily make future career decisions (Islamadina & Yulianti, 2016). In SCCT framework (Gushue and Whitson, 2006) social support is defined as contextual abilities that help career selection and development. Theoretically, social support can affect self-efficacy and evaluation. In other words, individuals with high social support tend to be more confidence about their lives and show good evaluation towards what they should do (Park, Kim, Kwon & Lee, 2018).

The findings of a study by Febrina and Nurtjahjanti (2017) prove there is a positive and significant relationship between parental social support and decision making to be a policewoman. It shows that the higher parental support, the higher decision making to be the policewoman. Conversely, a study by Park, Kim, Kwon and Lee (2018) found no relationship between social support and career decision making self-efficacy. Therefore, the clarification of the difference regarding the relationship between social support and career decision making self-efficacy became the main topic of this study.

Based on the above background, this study was very important considering the need to clarify the relationship of the future time perspective to career decision making self-efficacy and the relationship of social support to career decision making self-efficacy. Hence, the researchers intended to identify and analyze the relationship between the future time perspective

and social support on career decision making self-efficacy.

METHODS

In collecting the sample, this study used cluster random sampling technique to determine the school and 300 samples.

Regarding data collection, three scales were used. The first instrument was future time perspective scale designed by Cartensen and Lang (1996) and validated by the previous studies (Cate and John, 2007; Zacher and Frese, 2009). This scale has 10 items and two aspects, namely focus on opportunities with 7 items and focus on limitations with 3 items. It has alpha coefficient of 0.65.

The second instrument was Multidimensional Scale of Perceived Social Support by Zimet, Dahlem, Zimet & Farley (1988). This scale consists of 12 items consisting of three aspects, namely significant other support consisting of 4 items, family support consisting of 4 items and friends support consisting of 4 items. The results of the study found that the alpha coefficient of the social support scale was 0.89.

The last instrument was Career Decision Self-Efficacy Scale-Short Form adapted from

Betz, Klein & Taylor (1996), This scale consists of 25 items consisting of five aspects, namely self-appraisal consisting of 5 items, occupational information consisting of 5 items, goal selection consists of 5 items, planning for the future consists of 5 items, and problem solving consists of 5 items. All scales were back-translated to obtain the most equivalent description in Indonesian. Further, the alpha coefficient of the career decision making self-efficacy scale was 0.89.

RESULTS AND DISCUSSION

Based on the data description, the initial condition of students' future time perspective was in the medium category with the focus on opportunities aspect of ($M = 41.21$ $SD = 5.671$) and the aspect of focus on limitations of ($M = 10.30$, $SD = 4.046$). In addition, their social support level was at the medium category, with results in the significant other support aspect of ($M = 21.72$, $SD = 6.048$), in the family support aspect of ($M = 23.01$ $SD = 4.972$) and in the friends support aspect of ($M = 18.85$, $SD = 5.489$). In the same way, the level of career decision making self-efficacy of the students was in the medium category ($M = 96.83$, $SD = 13.541$); see table 1).

Table 1. Data Description

Variable	Aspect	M	SD
Future Time Perspective	Focus On Opportunities	41.21	5.671
	Focus On Limitations	10.30	4.046
Social Support	Significant Other Support	21.72	6.048
	Family Support	23.01	4.972
	Friends Support	18.85	5.489
Career Decision Making Self Efficacy		96.83	13.541

Table 2. The Results of Hierarchical Regression Test

Prediktor	Model 0		Model 1		Model 2	
	β	t	β	t	β	t
Gender	.007	0.124	-.004	-.080	.004	.079
Focus On Opportunities			.424	8.082*	.357	6.403*
Focus On Limitations			.131	2.490*	.108	2.605*
Significant Other Support					.107	1.684
Family Support					.091	1.455
Friends Support					.028	.423
ΔR			.429		.033	
ΔR^2			.190		.030	
F			34.686		3.812*	
R	.007		.436		.469	
R ²	.000		.190		.220	
F	.015		23.130*		13.801*	

There found a relationship between future time perspective and career decision making self-efficacy ($R=436$ $p<.01$). Also, both aspects of future time perspective indicated another positive relationship with career decision making self-efficacy. Then, focus on opportunities positively predicted career decision making self-efficacy ($\beta=.357$, $p<.01$). It was similar to that of focus on limitation aspect ($\beta=.108$, $p<.05$). In short, future time perspective explained the variants of career decision making self-efficacy as much as 19% ($R^2=.190$). In other words, there was a relationship between future time perspective and career decision making self-efficacy.

Unfortunately, there found no relationship between social support and career decision making self-efficacy ($R=.038$, $p>.05$). Hence, all three aspects of social support showed the same thing. In details, significant other support did not predict positively career decision making self-efficacy ($\beta=.107$, $p>.05$), family support did not positively predict career decision making self-efficacy ($\beta=.091$, $p>.05$) and friends support did not positively predict career decision making self-efficacy ($\beta=.028$, $p>.05$).

Still in table 2, there found a relationship between future time perspective and social support on career decision making self-efficacy ($R=.469$, $p<.01$). It meant that there was a relationship between those two variables on career decision making self-efficacy, explained by the value of 22% ($R^2=.220$)

The findings of this study are in line with a previous study by Walker and Tracey (2012) which concludes that there is a significant relationship between future time perspective and career decision making self-efficacy. They assumed that the basic element of efficacy is seeing the future as something valuable, and this element is relevant to the future achievement. Then, a study by Jung, Park, and Rie (2015) shows a positive relationship between future time perspective and career decision making self-efficacy. For more, Enstin, Japar, and Sunawan (2020) in their study mention a simultaneous relationship between future time perspective and self-assessment, goals, and future planning. With these support, the current study has succeeded to expand the topic of the relationship between future time perspective and career decision making self-efficacy of the Senior High School students in West Lampung Regency. More study comes from Park, Kim, Kwon and Lee (2018) which has confirmed that the future time perspective is not related to career decision making self-efficacy. Therefore, the results of this study have confirmed that the population of high school students in West Lampung Regency had a positive relationship between the future time perspective and career decision making self-efficacy.

The findings of this study are in association with a previous study by Park, Kim, Kwon, and Lee (2018), namely there is no relationship between social support and career

decision making self-efficacy. In that study, the researchers assumed there should be a relationship between the positive impact of social support and career decision making self-efficacy, so individuals who get social support will have stronger relationship than those who do not. Thus, the findings of this study has succeeded to expand the knowledge about the relationship between future time perspective and career decision making self-efficacy of Senior High School students in West Lampung Regency. Then, a study by Febrina and Nurtjahjanti (2017) on 80 subjects concludes that there is a positive and significant relationship between parental social support and career decision making as a policewoman. It indicates that the higher parental support, the higher decision making of being a policewoman. Conversely, when the parental support is low, adolescents' decision making will get lower. In relation to this, the present study has confirmed that there has been no relationship between social support and career decision making self-efficacy of West Lampung students.

Career decision making self-efficacy is supposed to be a matter to develop and increase in the provision of guidance and counseling at school. To do so, counselors can use future time perspective for a personal service to increase personal quality and career so that students can plan their future. Besides personal, this service can be done in form of group and classical.

Regarding limitation, this study only used one independent variable as the predictor of career decision making self-efficacy variable, so future studies are expected to add moderator and mediating variables.

CONCLUSION

This study has confirmed that there is a relationship between future time perspective and social support on the Senior High School students' career decision making self-efficacy. Moreover, the findings of this study can be a reference for counselors to develop interventions to increase students' career decision making self-efficacy. Meanwhile, the future researchers are

suggested to add moderator and mediating variables.

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