

The Effect of Family and Peer Environments on Students' Career Planning

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Abstract

Career planning is an important medium to achieve success in the world of work because it leads people to the careers they are living. Thus, this study attempted to analyze the effect of family and peers' environments on students' career planning. It used a quantitative method by using correlation and regression techniques. Of 5,967 students, 374 were taken using cluster random sampling. Their data were collected using the scales of family environment, peers and career planning. Findings showed that there found the effects of a family environment on career planning ($\beta=0.690$ $t=8.522$ $p<0.01$), peers on career planning ($\beta=0.217$ $t=2.623$ $p<0.01$) and the family environment and peers simultaneously on students' career planning ($R=0.558$ $R^2=$ $F=83,711$ $p<0.01$). This study has clarified the role of the family environment and peers on students' career planning.

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INTRODUCTION

Career planning is a significant factor to own by students because it influences their future career. It can also be said as cognitive actions done to better struggle to achieve success. This planning covers the process of self-identification, the world of work, independence from making decisions, and developing strategies to own it. What students get from career selection models will reduce career choice mistakes (Essig & Kelly, 2013). Career planning is a process used by a person to choose career goals and the path to achieve these goals (Werther and Davis; Purwoko; Aminurrohim et al., 2014).

Career planning combines the use of active strategies to achieve career goals and skills to prepare the future career (Savickass, 2013). It can measure people understanding of various information seeking and the level of understanding about various aspects of work. In adolescents, career planning is indicated by some activities, such as studying career information, discussing career plans with adult, actively participate in extracurricular, and joining courses they desire. Therefore, future career planning needs to be done in advance (Super; Solihatun, et al., 2020).

According to Super in Sharf (2016), one's future career development crystallization starts from the age of 14-18 years, especially the cognitive or the way someone assesses himself and his life situation. In this age, individuals are usually at Senior High School or SMA level in which they will explore suitable career as they wish. Proper career planning during school can help someone more understand himself in terms of talents and interests. It needs to be owned due to the importance of choosing the type of further study and a future job plan.

Developmental tasks completion is a benchmark of self-actualization, including career planning. When students have planned their career, they will not get confused with their life goals, whether to look for a job or have further study and set a priority scale after graduating (Yuniarto, 2017).

In fact, the majority of students have no clear career information. Even the information is ambiguous or unavailable when they make career decision (Xu & Tracey, 2015). This condition happens due to lack of information and guidance from teachers and parents (Aryani, et al., 2016).

Negative career thoughts and hesitations in career paths can affect student's mental health and emotion which can lead to stress, anxiety, depression, and career planning disruption, such as motivation and decision making (Fouad; Saunders, Peterson, Sampson Jr., & Reardon; Teychenne et al., 2019).

Therefore, it is necessary to develop self-understanding, understanding of the family environment, the ability to formulate career choices and appropriate action plans as part of career planning (Dollarhide & Saginak; Sharf; Stone & Dahir, 2015).

The purpose of this study was to analyze the effects of the family and peer's environment on students' career planning. In particular, the study was conducted to test four hypotheses, namely (1) describe the level of family environment, peers and career planning, (2) whether family environment has a positive and significant effect on career planning, (3) whether peers have a positive and significant effect on career planning, (4) whether family environment and peers have a positive and significant effect on career planning.

METHODS

The population of this study was students of class XI of Public Senior High School throughout Semarang City amounted to 5,967. They were sampled using a cluster random sampling technique, and it resulted 374 students.

Some instruments used in this study were the scale of family environment, the scale of peer, and the scale of career planning. The family environment scale has 30 statement items with four answer choices. The peer scale consists of 23 statements with four answer choices, while the career planning scale in learning consists of 34 statements with four answer choices. All

scales were tested in terms of their reliability using Cronbach's Alpha equation and obtained the results of 0.910 for the career planning scale, 0.95 for the peer scale, and 0.876 for the peer scale. Thus, all instruments were considered reliable because of their Cronbach's Alpha values which were more than 0.5. In other words, these instruments have been feasible to be used in the study. In addition, the data analysis technique used in this research was a multiple regression.

RESULTS AND DISCUSSION

Based on the data description attached in table 1, the score of students' on the family environment was at a medium level by having (M=88.11 SD=7.82). However, the results in the peer variable with (M=41.88 SD=7.65) showed low category, while career planning was (M=96.54 SD=11,71), including the medium category.

The data analysis technique used in this study was a multiple regression.

Table 1. The Data Description of the Results of the Study

Variable	M	SD	Category
Family environment	88.11	7.82	Low
Peer environment	41.88	7.65	Low
Career mapping	96.54	11.71	Medium

Table 2. The Results of a Regression Analysis on Career planning

Predictor	β	t	p
Family environment	0.69	8.52	<0.01
Peer	0.22	2.62	<0.01
R		0.56	
R ²		0.31	
F		83.71	
p		<0.01	

The first regression result showed that family environment affected career planning ($\beta=0,69$ $t=8,52$ $p<0,01$). The second result showed the effect of peers on career planning ($\beta=0.22$ $t=2.62$ $p<0.01$). The third test showed that there was an effect of family and peer environment on career planning ($R=0,56$ $R^2=0,31$ $F=83,71$ $p<0,01$). Family and peer environment explained the variance of career planning by 31.1% ($R^2=0.311$).

This study aimed to determine the effect of family environment and peer on students' career planning. Generally, both of these have had an effect on students' career planning.

Steady career planning is influenced by self-understanding, understanding of the family environment, the formulation of choices, and a good plan of action. Individuals who have good career planning skills can know and understand themselves so that individuals can make the right choices according to their circumstances (Aisah et al., 2018).

The condition of family environment which affected students' career planning is in line with a study by Tinsley in Peel, et al (2018) that external factors influencing one's career planning is the relationship between parents and children. Parents and children interactions must produces a basic personality orientation which in turn influences the development of the individual's highest occupational personality and vocational behavior (Tinsley; Aryani & Umar, 2020).

According to Jones in Getange & Sagwe (2016), parents influence their children's education and training attainment, knowledge about career, beliefs and attitudes towards career and job skills they learn. Parental roles in career refers to real actions covering psychosocial support (such as, emotional support, encouragement, hopes, and guidance) and special treatments, such as providing career information (Keller & Whiston; Xing & Rojewski, 2018).

In line with the above opinion, Raby & Walford (2016) in Getange & Sagwe (2016) state that surrounding environments are dominant sources of career attitudes and parental

aspiration. According to Wong, et al (2011) in their study, family truly influences children's career development which progresses along with children's personal development because basically personality will influence career planning.

Interpersonal factors, such as family and peers hold a significant role (Pascual; Kumara et al., 2019). A study found several factors influence students in choosing majors, including interests, academic achievement, gender, peers, financial reasons, family, and quality of education (Kazi & Akhlaq, 2017). According to Kiuru in Kurniawan & Sudrajat (2017), the closest social environment such as family and peers becomes a significant environment for adolescent's development.

Peers influence students' career choice by becoming a source of support and guidance in making career decision when parents cannot (Kristiono, 2018),

Based on Hurlock (1980), peers at school or workplace truly influence one's decision for his future. When the peers orient more towards school, the student will prefer advancing his study to the higher education level and vice versa.

In association with the above study, Santrock in Zulfa et al. (2018) mention one of the most important functions of peers is to provide a source of information and comparisons about the world outside the family. Meanwhile, according to the findings of a study by Aminurrohim et al. (2014) peers who have a high influence in determining student career planning are in the high category of 68%. Moreover, based on the results of a study by Zulfa et al. (2018) peers can influence students' interest in advancing their studies to college.

Peer influence is one of the external factors that give support in form of determining which interests suit to the future career. It can be clearly seen during adolescence where individuals are shaping their vocational personality and identity (Rodríguez et al., 2016).

The findings implied that family environment and peers had some effects on students' career planning. It meant that the

higher support from the family and peers, the better students' career planning will be. Both had some impact on students' career planning, but it appeared that the family variable contributed higher impact.

CONCLUSION

This study concludes that there are significant effects of family environment and peers on students' career planning both partially and simultaneously.

Guidance and counseling teachers are expected to ensure students' career planning in deciding their further education after graduating. Meanwhile, the future researchers are recommended to conduct studies of career planning using different methods and aspects focus, such as self-assessment, opportunities seeking, decision making, goal settings, and achievement planning.

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