

Future Time Perspective and Career Decision Making Self-Efficacy: The moderator effect of Social Support and the mediator effect of Positive Affect

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Abstract

Many students lack skills to complete career developmental tasks due to low career decision making self-efficacy. Thus, the present study tried to examine the effects of future time perspective on career decision making self-efficacy through positive affect viewed from social support. It used an ex post facto correlational design with the samples of 366 senior high school students in Banyuasin Regency. Some instruments were used to collect the data, such as Career Decision Making Self-Efficacy (CDMSE), Future Time Perspective (FTP), Positive Affect and Negative Affect (PANAS), and Multidimensional Scale of Perceived Social Support (MSPSS) that have been validated in terms of validity and reliability. Findings indicated that future time perspective had a significant effect on positive affect increase and career decision making self-efficacy. Besides, there was another significant relation between positive affect and career decision making self-efficacy. Lastly, there found an indirect effect of future time perspective on career decision making self-efficacy through positive affect and a moderator effect of social support on the relationship between future time perspective and career decision making self-efficacy. These findings have confirmed the potential of future time perspective, positive affect and social support on career decision making self-efficacy.

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INTRODUCTION

Every person has developmental tasks to accomplish, including career developmental tasks (Tang et al., 2008). Career development is an important stage for senior high school students since they must understand themselves in order to do career planning and make career decisions. Career decision making is beneficial for increasing self-confidence, interests, and emotional management (Amir et al., 2008). Students with high career decision making self-efficacy will be able to make appropriate decision for their career (Chung, 2002). Generally, career decision making self-efficacy is significant for long-term plans.

Unfortunately, not all students have sufficient career decision making self-efficacy. A study by Fasha et al., (2015) concludes 70% of high school students have not been able to make career decisions, hesitate about deciding majors and choose dream jobs. Another study by Muslihatul (2011) shows 45% of senior high school students experienced problems in career and jobs.

All students who experienced the above issues stated that they do not have sufficient information about employment and types of work in society. A study by Kintan and Retnoningtyas (2021) found students have not yet been able to decide their career direction and dream jobs after graduating from senior high school. It was caused by limited information about university majors and types of work related to those majors.

One influential variable to career decision making self-efficacy is emotional state that is related to positive affect. According to Fredrickson & Joiner (2002) positive affect (happiness, proud, and enthusiasm) affects one's physical endurance (immune and longevity) and expands cognitive repertoires and behavior (Fredrickson & Losada, 2005). Positive affect can help students broaden knowledge, skills, mindsets, and social network so that they are more effective and confidence about making career decisions. Further, positive affect has

been admitted as an individual variable that influences career (Haase et al., 2012).

Future time perspective is associated with positive affect. It is a personality trait that involves individual thoughts, feelings and anything related to their future (Lyu & Huang, 2016). Future time perspective affects students psychological state realized in their actions, attitudes, and positive behavior, such as will to work consistently, motivations, and ability to seek for support (Denovan et al., 2020). This proves the beneficial relationship between positive affect and future time perspective over time.

Based on the previously mentioned background, the researchers found a relationship between future time perspective, positive affect, and career decision making self-efficacy. Even though a previous study by Denovan et al., (2020) assumes positive affect can mobilize students' future time perspective, the researches attempted to put positive affect as an affected variable by future time perspectives and consider it to mediate the relationship between future time perspectives and career decision-making self-efficacy.

More on previous studies, students who have social support have positive attitudes towards future plans and more adaptive towards career (Öztemel & Yıldız-Akyol, 2021). A study by Casu et al., (2020) states that future time perspective which comes up with social support has a positive relationship between time and opportunity with social support received. The higher the social support received, the better one's views on future opportunities and the more positive future time perspective they have.

Park et al., (2018) explain social support can affect self-efficacy and judgment. In other words, students with high social support tend to be more confident about their lives and have good judgment on what to do in the future. It is supported by Walker and Tracey (2012) that supporting students in seeing the future and taking steps towards it will improve career decision making self-efficacy. Therefore, the present study examined the involvement of social support as a predictor variable in the

relationship between future time perspective and career decision making self-efficacy.

METHODS

The present study used an ex post facto correlational design and involved 7700 students from sixteen senior high schools in eight sub-districts in Banyuasin Regency as the population. They were sampled using Isaac and Michale’s formulae (5%) and cluster random sampling. Of these methods, there obtained 366 students with an average age of 17 years. In details, there were 92 students from one school located in the central city, 92 students from schools near the area border, and 162 students from two schools in the suburbs.

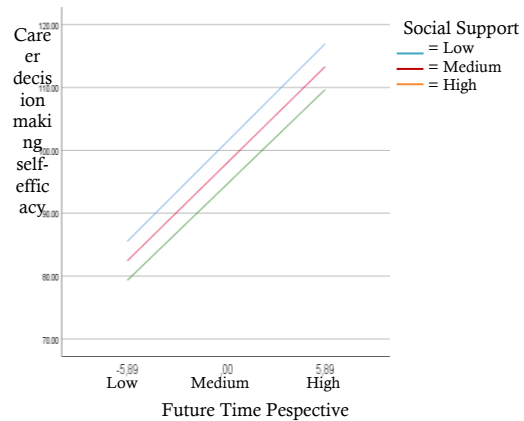
In data collection there were four instruments used, namely the Career Decision Making Self-Efficacy scale (CDMSE; alpha .88, score range .272-.743), Future Time Perspective (FTP; alpha .78, score range .257-.771), Positive Affect AND Negative Affect (PANAS; alpha .79, score range .269-.724), and Multidimensional Scale of Perceived Social Support (MSPSS; alpha .943, score range .279-.896). For the data analysis technique, a regression-based analysis test with the Bootstrapping Bias-corrected method (N=5000) with a 95% confidence interval (CI) using Process Model 5 analysis with the help of IBM SPSS Statistics 26 was used.

RESULTS AND DISCUSSION

The data descriptions showed that the mean (SD) of career decision making self-efficacy was 97.60 (9.49), and nearly 50% of students were in the low category. The mean future time perspective was 64.34 (SD = 6.47), positive affect was 79.51 (5.89), and social support was 73.47 (7.12). These showed a good representation of the distribution of all data since the mean value was higher than the standard deviation value

Table 1. Data Description

	N	M	SD
Age	36	17	.80
Career decision making self-efficacy	36	97.6	9.4
Positive affect	36	64.3	6.4
Future time perspective	36	79.5	5.8
Social support	36	73.4	7.1



Following the above presentation, a regression analysis with Process Model 5 was performed to determine the effect of mediators and moderators. The results of the analysis indicated that future time perspective had a significant impact on increasing positive affect ($\beta = .855, p < 0.01$), future time perspective had a significant impact on increasing career decision-making self-efficacy ($\beta = 2.617, p < 0.01$), and positive affected significant impact on increasing self-efficacy in career decision making ($\beta = .806, p < 0.01$). Moreover, there found a positive affect mediating role [$\beta = .689; [95\% \text{ CI}] \text{ LL} = .829, \text{ UL} = .551$] and moderator effect of social support on future time perspective relationship with career decision-making self-efficacy ($\beta = .002, p < 0.05$; see Table 2).

Table 2. The Results of Regression Analysis Process Model 5

Prediktor	B	P	R	R ²	F	P
Criterion : PA			.778	.605	557.413	.000
FTP	.855	<.001				
Criterion : CDMS E			.916	.839	469.493	.000
PA	.806	<.001				
FTP	.172	<.001				
SS	.474	<.001				
FTP*S	.002	<.001				
S	.251					
Moderator Effect	Effect	P	LL CI	UL CI		
Criterion : SS						
Low	2.663	.000	2.324	3.004		
Medium	2.617	.000	2.286	2.948		
High	2.571	.000	2.240	2.892		
Mediator Effect	Effect	LL CI	UL CI			
PA	.689	.829	.551			

Positive affect contributed a significant impact on increasing self-efficacy in career decision making. This result confirms the finding of a previous study that positive affect is an important predictor of career decision making among students (Park et al., 2021). Students will have greater control over their career decisions if they experience positive affect (Sheldon et al., 1996; Haase et al., 2012; Côté et al., 2006).

Current and previous findings have agreed that positive affect is useful for making

judgments about one's own capacity in various domains of life, including career decision making self-efficacy. By having positive affect students will experience positive emotions, become happy, enthusiastic, which later will affect their physical abilities and expand their cognitive and behavioral repertoire (Fredrickson & Joiner, 2002). Positive affect can affect career construction by motivating and controlling career-related behavior (Young & Valach, 2016). Ultimately it will assist students in making career decisions confidently and effectively.

Another finding was there found a significant relationship between future time perspective and positive affect. It is in line with a theory that future time perspective can lead to optimism to face events and situations in the future (Fredrickson, 2001). Optimism as a psychological effect for students will realize positive actions, attitudes, and behavior that will impact motivations, skills to get support, and consistency (Lyu & Huang, 2016; Denovan et al., 2020). These have enough proved a beneficial relationship between future time perspective and positive affect.

Even though in other studies positive affect has a different role as a means of mobilizing students into action and influencing a greater level of future time perspective, this study has clarified that by having a future time perspective students will know what they need and selectively allow external responses to later be accepted as a form of positive affect.

Other than clarifying the relationship between future time perspective and positive affect, this study found that future time perspective had a significant impact on improving career decision making as well. It is similar to that of (Husman et al., 2016; Jung et al., 2015; Walker & Tracey, 2012) that future time perspective is one of the important factors influencing individual career decisions (Husman et al., 2016; Jung et al., 2015; Walker & Tracey, 2012). Obviously, the future time perspective refers to cognitive-motivational constructs that have a purpose for the future of students (Lang & Carstensen, 2002).

With cognitive-motivation constructs, career decision-making self-efficacy will have a better quality. Several aspects of career decision making, including goal selection and planning (Betz & Luzzo, 1996; Chung, 2002; Park et al., 2018; Walker & Tracey, 2012), and structured cognitive abilities. In addition, in solving problems, motivation is needed which will later enhance self-efficacy in making career decisions (Walker & Tracey, 2012).

In regard to the findings, the present study has managed to find out how these three variables were related. Also, the researchers found positive affect took part as a mediator between future time perspective and self-efficacy in career decision making.

The future time perspective emerges students' optimism to face future events and situations (Fredrickson, 2001). This optimism will later have an impact on increasing motivation, the ability to seek support, and consistency (Lyu & Huang, 2016; Denovan et al., 2020) which in turn will enable students to selectively choose what emotions and responses they should receive, so finally they can have positive affect. When students have both future time perspective and positive affect they will be able to project things to do and to strive for in the future. Hence, with positive affect, students will have motivation, self-capacity and have greater control over their career decisions (Sheldon et al., 1996; Haase et al., 2012; Côté et al., 2006) which later increase career decision making self-efficacy. Oppositely, even though their future perspective is good, they can feel pessimistic and not confident in doing something if they have negative affect. This matter can further eliminate career decision making self-efficacy.

The final finding of this study was the existence of a moderator role of social support in the relationship between future time perspective and career decision-making self-efficacy. It was found that career decision self-efficacy was high when social support was low, and future time perspective was high. In contrast, career decision self-efficacy tended to be low when social support was high and future time perspective

was high. This might happen due to social support from family, and close friends (Hirschi & Freund, 2014; Karacan-Ozdemir & Yerin Guneri, 2017; Kenny & Bledsoe, 2005; Wang & Fu, 2015) who have entrusted their social expectations to students, but this seemingly happy support is not in line with the perspective of the future that students have. This causes students to tend to experience confusion in making career decisions and low self-efficacy in making career decisions. With this reason, career decision-making self-efficacy will tend to be good when social support is low and the future time perspective is good.

School counsellors hold an important role to enlighten students so that they can develop their future time perspective which finally can enable them to integrate actions they will do for the present time and their future goals. These counsellors are expected to improve students' career decision making self-efficacy, too. It can be done through counselling services.

With regard to the findings' explanation, further studies are suggested to further explore the impact of social support as a predictor in the relationship between future time perspective and career decision making self-efficacy. Besides, gender variable can be added to see how male and female result different effect in every variable relationship in a study.

CONCLUSION

This study has provided us with important information that social support that comes from family, friends, and those closest to us does not always have a good impact on students. In this study, social support which tends to contain high social expectations and puts pressure on students is often not in line with students' future time perspective. This causes confusion and has an impact on low student career decision-making self-efficacy. Therefore, the closest person as the main indicator of social support is expected to be able to align the pressure given to students in the form of high social expectations with the future perspective students have.

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