The Relationship between Family Social Support and Self-Efficacy in Career Decision-Making of Final Year University Students

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Abstract

The purpose of this research is to determine the relationship between family social support and self-efficacy in career decision-making self-efficacy of final-year students. This is quantitative research with correlational design. The convenience sampling technique used to obtain a sample size of 402 final-year university students. Data were collected using a questionnaire consist of biographical related question and Family Support Measure instrument consisting of Family of Origin Career Development Support, Parent Intentional Career-Related Interactions, and Career Decision Self-Efficacy-Short Form (CDSE-SF). The validity and reliability test shows that all items were valid and reliable with reliability tests of 0.870, 0.911, and 0.973 for the Family of Origin Career Development Support, Parent Intentional Career-Related Interactions, and CDSE-SF. The results showed a significant positive relationship between family social support and self-efficacy in career decision-making of final-year students. Therefore, it is expected that the higher education career service center can use family factor as a source of support in the career service process.

Keywords: Family Social Support, Career Decision Making, Self-Efficacy, Final Year Students

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial keluarga dengan efikasi diri pengambilan keputusan karir pada mahasiswa tingkat akhir. Penelitian ini menggunakan metode korelasi dengan pendekatan kuantitatif. Subjek pada penelitian ini berjumlah 402 mahasiswa tingkat akhir. Pengambilan sampel menggunakan teknik *Convenience Sampling.* Alat pengumpulan data mengunakan *Family Support Measure* yang terdiri dari *Family of Origin Career Development Support* dan *Parent Intentional Career-Related Interactions* serta *Career Decision Self Efficacy-Short Form (CDSE-SF)* yang diadaptasi oleh peneliti. Hasil uji validitas menunjukkan seluruh butir dalam pernyataan valid. Uji reliabilitas untuk variabel *Family of Origin Career Development Support* sebesar 0.870, untuk variabel *Parent Intentional Career-Related Interactions* sebesar 0.911*,* dan untuk *CDSE-SF* sebesar 0.973. Hasil penelitian menunjukkan bahwa terdapat hubungan positif antara dukungan sosial keluarga dengan efikasi diri pengambilan keputusan karir pada mahasiswa tingkat akhir. Hal ini menunjukkan bahwa keluarga menjadi salah satu faktor penting dalam keberhasilan pengambilan keputusan karir pada mahasiswa tingkat akhir. Oleh Karena itu diharapkan pusat layanan karir perguruan tinggi dapat menggunakan keluarga sebagai salah satu indikator dalam proses layanan karir yang diberikan pada mahasiswa tingkat akhir.

Kata Kunci: Dukungan Sosial Keluarga, Efikasi Diri Pengambilan Keputusan Karir, Mahasiswa Tingkat Akhir

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INTRODUCTION

A career is important aspect in fulfillment of individual needs and increasing self-esteem (Rahmi, 2019). It is a series of professions influenced by psychological, educational, sociological, economic, and physical factors (Cahyawulan, 2014). According to Hurlock (2002), age 15 to 24 years is an exploration level associated with the developmental tasks of

understanding self-ability, interests, and achieving specific career goals. Being a student means entering early adulthood, which is associated with career selection issue.

Final year university students usually challenged with various options after college graduation, such as looking for a job, setting up an independent business, or registering in secondary schools to increase their knowledge. Students will also face personal problems, such as understanding themselves and the ability to carry out the selected decisions (Pratiwi, 2018). Therefore, there is a need for students to have sufficient careers knowledge after graduating from college.

Career decision-making is an effort to assist individuals in uniting self-awareness for career decision-making by identifying the inherent factors (Mubarik, 2014). Individuals must have excellent plans in career decision making (Hidayat et al., 2019). The two main factors influencing career decision-making are personal and environmental (Krumboltz et al., 1976). Personal factors consist of self-awareness, interest, and self-efficacy. According to Betz et al. (1996), self-efficacy that advantages students in achieve success in performing tasks related to career decision-making is career decision making self-efficacy. This process is influenced by accurate self-assessment, gathering information related to work, goal selection, planning, and problem-solving.

High career decision-making self-efficacy helps to maintain the study program selection even though the environment is not supportive and can motivate individuals to find solutions or alternatives (Izzawati & Lisnawati, 2015). Students with high career decision-making self-efficacy will also commit to their goals.

Furthermore, family is one aspect that influence career decision making self-efficacy, which is an individual's main support in preparing for a career (Soemanto, 2008).

Furthermore, support from the closest people can increase self-confidence and make individuals feel appreciated, resulting ini overcome the problems faced regarding career decision (Dhiya et al., 2020).

Additionally, Pratiwi (2018) stated that some students selecting study program based on their desires, expectations, and encouragement. However, some of them do not have a preference for jobs that match their majors. Fadhilah (2016) reported that the self-efficacy of some student is at a low level.

Furthermore, the environmental factors include family support, socio-economy, and peers. Social support is a resource provided by relationships between individuals such as family, spouses, close friends, health workers, and organizations (Cohen et al., 1985). It provides a good self-acceptance influence on adolescents (Hafni, 2020). However, the social support from the family has the highest effect on individual growth and development (Greller & Richtermeyer, 2006). Advisors can recommend exploring various career options to assist individuals in identifying careers. Family is one of the most appropriate advisors (Lent & Brown, 2005). The social support provided by the family can come from father, mother, or siblings (Sancahya & Susilawati, 2014).

In addition, Way and Rossmann (1996) described two types of family social support, first is perceived support which consists of financial, emotional, and instrumental support. The second is Enacted support, which consists of skill acquisition, facilitating human relationships, increasing independent thinking and action, developing personal responsibility, enhancing self-image, and stereotyping (J. R. Metheny, 2009).

Supportive parents encouraged students to have higher expectations, plans for further education, greater career certainty, higher aspirations, and higher self-efficacy (Metheny, 2009). Therefore, family social support is an important factor in career decisions making self-efficacy for final-year university students.

However, in reality, the social support provided by the family, specifically parents and siblings, in helping final-year university students in completing their study does not always run smoothly because of some factors such as parents' busy schedules and disagreement on career choice. Furthermore, Octavianti (2019) stated that some of the obstacles faced by some final-year students are a lack of confidence in their abilities, low-income family support, as well as inadequate information in determining jobs that match their interests, desires, and talents.

Study by Zahrah (2018) showed that many university students believe their parents rarely provide support and help when they have difficult problems. Parents tend to give more freedom to make career decisions by providing explanations. Yudhantara (2016) stated that only 43.7 % provide high family social support and the rest of 56.3% provide low family social support.

Individuals whose families do not provide sufficient support tend to have a opaque idea of goals and the future with various obstacles (Hill et al., 2003). Istifarani (2016) stated that there is no significant relationship between family social support and career decision-making due to several factors, such as independence in determining careers and a lack of intimate relationships between parents and children. Therefore, this research aims to determine the relationship between family social support and career decision-making self-efficacy among final-year university students.

METHODS

Current study is quantitative research that use correlation method to determine the relationship between family social support variables and career decision-making self-efficacy of final-year university students. The sample was 402 final-year students in Jakarta recruited using the convenience sampling technique that based on the availability of students (Ellision et al., 2009).

Data were collected by distributing questionnaires through Google forms from January to February 2022. Respondent's participation in this study were voluntary. The questionnaire consist of questions on biographical information and instruments. The instruments used were Family Support Measure consisting of Family of Origin Career Development Support, Parent Intentional Career-Related Interaction to measure family social support, and Career Decision Self-Efficacy-Short Form (CDSE-SF) to measure career decision-making self-efficacy.

The data analysis used the normality test to determine whether data normally distributed, linearity test to determine the form of the relationship between the dependent variable and the independent variable, and a correlational test to examine the relationship between family social support and the career decision-making self-efficacy. The normality test shows the data is not normally distributed but showing a linear relationship, thus the correlation test used the spearman rank (Verma & Abdel-Salam, 2019). Data analysis done using statistical software, the SPSS 26 version.

RESULTS

Based on the data analysis, the following results were obtained.

Table 1: Data from Family of Origin Career Development Support

Number of Respondents	Average Score	Standard Deviation	Maximum Score	Minimum Score
402	25.35	4.289	30	10

Table 1 shows the average Family of Origin Career Development Support score for final year university students is 25.34, with minimum and maximum scores of 10 and 30 and a standard deviation of 4,289.

Table 2: Data from *Parent Intentional Career Related Interactions*

Number of Respondents	Average Score	Standard Deviation	Maximum Score	Minimum Score
402	31.70	5.332	40	10

Table 2 shows that the average Parent Intentional Career-Related Interactions score for final year university students is 31.70, with minimum and maximum scores of 10 and 40, as well as a standard deviation of 5,332.

Table 3: Data from Career Decision-Making Self-Efficacy

Number of Respondents	Average Score	Standard Deviation	Maximum Score	Minimum Score
402	89.47	18.20	125	38

Table 3 shows that the average score for career decisions making self-efficacy for final-year university students is 89.47 with minimum and maximum scores of 38 and 125 as well as a standard deviation of 18.20.

Table 4: Average Score of Family of Origin Career Development Support by Gender

Gender	Average Score
Male	25.00
Female	25.50

Table 4 shows that the average Family of Origin Career Development Support score for female final year university students is higher than male, with a difference of 0.50 points. This indicates that the individual perceived family social support is greater in female.

Table 5: Average Score of Parent Intentional Career Related Interactions by Gender

Gender	Average Score
Male	31.46

Female	31.81

Table 5 illustrates that the average Parent Intentional Career-Related Interactions score for female final year students is higher than males, with a difference of 0.35 points. Therefore, the actual family social support received by individuals is greater in female.

Table 6: Average Score of Career Decision-Making Self-Efficacy by Gender

Gender	Average Score
Male	31.46
Female	31.81

Table 6 shows that the average self-efficacy score in career decision-making for male students is higher than females, with a difference of 4.90 points. Therefore, the self-efficacy in career decision-making is greater in male.

Table 7: Correlation Test for Family of Origin Career Development Support/ Perceived Support with CDSE

Correlations				
			Perceived Support	CDSE
Spearman's rho	Perceived Support	Correlation Coefficient	1.000	.288**
		Sig. (2-tailed)		0.000
		N	402	402
	CDSE	Correlation Coefficient	.288**	1.000
		Sig. (2-tailed)	0.000	
		N	402	402
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on Table 7, the hypothesis testing using the Spearman Rank analysis technique between Family of Origin Career Development Support and CDSE is positive and has a significant correlation. This is evidenced by the correlation coefficient value of 0.288 and sig. (2-tailed) of $0.000 < 0.05$.

Table 8: Correlation Test between *Parent Intentional Career Related Interactions/ Enacted Support* with CDSE

Correlations				
			Enacted Support	CDSE
Spearman's rho	Enacted Support	Correlation Coefficient	1.000	.455**
		Sig. (2-tailed)		0.000
		N	402	402
	CDSE	Correlation Coefficient	.455**	1.000
		Sig. (2-tailed)	0.000	
		N	402	402
**. Correlation is significant at the 0.01 level (2-tailed).				

Hypothesis testing on Parent Intentional Career-Related Interactions and CDSE is found to be have a significant positive correlation. This is evidenced by the coefficient value of 0.455 and sig. (2-tailed) of 0.000 < 0.05.

DISCUSSION

The results showed that, on average, final year university students' perceived family social support score was 25.35 out of 30, with a standard deviation of 4.29. Furthermore, an average score of 2.50 was obtained from the four dimensions which similar to the research conducted by fourth-grade students (18-22 years) at Pacific Northwest University and East Carolina University sophomores with a score of 2.62 (J. Metheny & McWhirter, 2013).

Additionally, The Parent Intentional Career-Related Interactions/Enacted Support had an average score of 31.70 out of 40 with a standard deviation of 5.33. Furthermore, an average score of 3.14 was obtained from the six dimensions, similar to the research conducted by fourth-grade students (18-22 years) at Pacific Northwest University and East Carolina University on sophomore with a score of 3.34 (Metheny & McWhirter, 2013).

In this research, male and female students' average score of perceived family social support was 25.00 and 25.50. Furthermore, the Enacted Support received by male and female was 31.46 and 31.81. This means that females get greater family social support than males. Similarly, research on final-year students of the Faculty of Psychology at Diponegoro University showed that the level of family social support for females is greater than males (Putri & Febriyanti, 2020). Accordingly, Gracia & Herrero (2004) also stated that the level family social support

given varies with gender. Female students receives greater family social support because they are more open in conveying information related to themselves and rely more on feelings (Wijayanti et al., 2020). This means female students pay more attention to the social support provided by the family, such as feelings of empathy and concern that help go through difficult times (Ayuningtyas, 2014). In contrast, males make their own decisions, more independent and take more responsibility for themselves (Ulfa, 2017).

Students with supportive families have higher expectations for the future, more plans to further their education, greater career certainty, and aspirations, as well as a more significant education-related self-efficacy (Metheny, 2009). On the other hand, students with no social support from families tend to have a less clear definition of the future, with various obstacles preventing them from achieving future goals (Hill et al., 2003). The lack of career guidance or information leads to confusion in making career decisions (Arjanggi, 2017).

Current research revealed that career decision-making self-efficacy for final-year students showed an average score of 89.47 out of 125 with a standard deviation of 18.20. Similarly, the research by Betz et al. (2005) on Caucasian students obtained an average score of 3.80. Also, study by Betz et al. (2007) and Huang's (2015) on African American and Taiwan students, respectively, obtained average scores of 4.00 and 3.45. This showed that the level of career decision-making self-efficacy in final-year university students is similar compared to preliminary research.

The average scores of career decision making self-efficacy for male and female students were 92.86 and 87.96 which means that male has higher self-efficacy in career decision-making than

female. This is supported by the research by Arjanggi et al. (2020), stating that male students have higher self-confidence in making career decisions than female students which might be influenced by several factors, such as differences in thinking styles between male and female (Fatimah & Indianti, 2020), and autonomy (Saragih, 2018).

Besides, When students believe that they are capable of making decisions, they will try harder and persevere when facing difficulties and focus in determining the steps that will be used to make decisions. Low in career decision making self-efficacy cause a delay in making career decisions and continuing decision that have already been made (Betz et al., 2005). Furthermore, it causes inconsistency with work due to the feeling of uncertainty on the selected career decision.

The results revealed that there was a correlation between Family of Origin Career Development Support and CDSE as evidenced by the coefficient value of 0.288 and sig. (2-tailed) of 0.000 indicating it is positively and significantly correlated. Parent Intentional Career-Related Interactions and CDSE also show a correlation, as evidenced by the coefficient value of 0.455 and sig. (2-tailed) of 0.00. This means that it is a positive and significant correlation, therefore, H_0 is rejected, and H_a is accepted.

Furthermore, Metheny (2009) stated that increased in family social support leads to a rise in students' career decision-making self-efficacy. Moreover, research by Febriana (2019) also found a relationship between family social support and career decision-making self-efficacy in high school adolescents with a correlation coefficient of 0.491. Likewise, Anggara's research (2016) on high school adolescents showed a positive relationship between family social support and career decision-making self-

efficacy, with correlations of 0.367 and 0.434 for social support from fathers and mother, respectively. Greater correlation indicates that family social support influence on self-efficacy in career decision-making of high school adolescents. This is due to the differences between high school and university students on the internal or psychological processes that might be influenced by experience (Mau, 2000). Furthermore, Parents are still less tolerant of their adolescents' independence because it is often not in accordance with social rules (Budiman, 2010). Whereas, students in early adulthood currently experiencing changes developmental domain, where they are more likely to explore and enjoying independence.

Similarly, family social support has a positive relationship with career decision-making self-efficacy of final-year students that could be explained by the feeling of being cared, protected, safe, and comfortable. Accordingly, Lent et al. (2002) stated that great social support from the environment, such as family, will help students increase their career decision-making self-efficacy.

Family social support is one of the factors that highly contributed to the career decision-making self-efficacy of final-year university students compare to the Family of Origin Career Development Support and Parent Intentional Career-Related Interactions. The coefficient of determination was 8.30% and 20.70% for the Family of Origin Career Development Support and Parent Intentional Career-Related Interactions variables. Whereas, the family social support contribution was 29.00% and the rest 71.00% is influenced by other factors such as conformity and self-esteem, with a correlation coefficient of 0.304 and 0.441. Furthermore, Monalisa (2018) stated that students' career decision making self-efficacy is influenced by self-

regulation in learning, with a correlation coefficient of 0.618.

Accordingly, other factors have a higher correlation with career decision making self-efficacy compare to family social support. Self-esteem and self-regulation in learning also factors that have a greater influence. Other factors that might also have influence on career decision making self-efficacy are socioeconomic, peers, awareness of the strengths and weaknesses of one's self, interests, and confidence, values of life, nature, personality, knowledge, physical condition, education, and society are also included. (Dewi, 2017; Widyastuti & Pratiwi, 2013).

This research has several limitations. First, it only examined the relationship between family social support and self-efficacy in career decision-making while disregarding other factors. Furthermore, the explanation in the factors that influence the difference in the level of correlation between family social support and career decision-making self-efficacy in adolescents and students, as well as in Educational and Non-Educational students is also limited.

For further research, it is recommended to use other variables that influence self-efficacy in career decision-making, such as socioeconomic factors, gender roles, peer influence, life values, interests, and self-concepts. It is also imperative to compare the variables that have the most influence.

CONCLUSION

In conclusion, there is a significant positive relationship between family social support and career decision-making self-efficacy of final-year university students meaning that the higher the family social support, the greater career decision-making

self-efficacy in final-year university students. Perceived family and Parent Intentional Career-Related Interactions/Enacted Support correlates with students' self-efficacy in career decision-making. However, Parent Intentional Career-Related Interactions/Enacted Support has a greater influence than the Family of Origin Career Development Support/Perceived Support.

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