

Family Influence and Career Adaptability: The Mediating Role of Future Time Perspective

Fellycia Ayu Andini¹, Abbigail Josephine², Missiliana Riasnugrahani³

^{1,2,3}Fakultas Psikologi, Universitas Kristen Maranatha

³missiliana.ria@psy.maranatha.edu

ABSTRACT

This study investigates the correlation between family influence and career adaptability, with the future time perspective as a mediator, in final-year students residing in Bandung. We used the snowball sampling technique to collect data from 386 final-year students of D3, D4, and S1 programs. This study used the Future Time Perspective Scale, with a validity value of 0.30-0.648 and a reliability value of 0.834, the Family Influence Scale, with a validity value of 0.326-0.698 and a reliability value of 0.865, and the Career Adapt-Abilities Scale-Short Form, with a validity value of 0.561-0.759 and a reliability value of 0.896. The data analyzed using the Hayes Process Model 4 method revealed that the future time perspective partially mediates the relationship between family influence and career adaptability. The findings indicate that students who receive support from their families regarding financial, informational, and personal beliefs have a better outlook on their future. Such support enables them to identify their career goals, explore their potential and future work environment, and plan their career effectively. Students actively engaged in career preparation activities also had higher career adaptability. These students were more proactive in identifying obstacles and preparing for future career transitions after graduation.

Keywords: *career adaptability; family influence; future time perspective*

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Introduction

The Industrial Revolution has evolved into Industry 5.0, or the Fifth Industrial Revolution. In this era, humans must collaborate alongside machines and robots to improve the manufacturing efficiency of industrial products (Adel, 2022; Javaid et al., 2020). This revolution demands a highly skilled and qualified workforce. Thus, there is a greater need for people to improve their skills and knowledge (Javaid et al., 2020). The job market has also become increasingly populated due to competition from foreign workers. This competition has caused difficulties for Indonesians in succeeding in the domestic job market (Baluku et al., 2021), reflected by the rising unemployment rate in Indonesia (Abduh, 2020).

In 2022, the open unemployment rate for university graduates reached 4.80% of the labor force in Indonesia, amounting to 884,769 people (BPS, 2022). Additionally, studies have found that many students tend to be too lazy to explore their options and find information about their desired careers because they prioritize focusing on their current situation first (Alexander, 2021). Another problem is that most students feel they lack the competencies required for the field of work they will enter and lack confidence in choosing their careers (Jatmika & Linda, 2015).

Moreover, students may also face difficulties in their career planning due to a lack of career insights and a mismatch between their talents and the major they are studying, causing students to feel less confident and unsure in choosing a career path (Hidayah, 2021). This problem indicates that there is still a lack of work readiness among students, which must be improved to compete in a globalized job market (Lakshmi & Elmartha, 2022).

Final-year students are typically between 21 and 25 years old and are in the transition phase from adolescence to adulthood. Their developmental task is to undergo *career exploration*, which entails building a career by reaching career goals (Santrock, 2017). Individuals who seek career information will have the knowledge and skills required to support their career preparation (Chen et al., 2022). Therefore, final-year students are expected to engage in career preparation activities to promote their career adaptability and help them face the transition period (Monteiro & Almeida, 2015). Students need to prepare themselves to face the changes, demands, and challenges in the workforce and their career development tasks by improving their innate psychosocial resources. This ability to handle such challenges can be defined as *career adaptability* (Savickas 2013).

Career adaptability is an individual's readiness to cope with predictable tasks in preparing and participating in the workforce and their ability to adapt themselves in

unprecedented situations caused by changes in their job and job conditions (Savickas, 2013). Career adaptability has four dimensions: concern, control, curiosity, and confidence (Savickas, 2013). *Concern* refers to the extent of an individual's orientation and involvement in preparing for their future. *Control* refers to the degree of individuals' self-discipline in making careful and responsible decisions for their future. *Curiosity* refers to how far individuals are willing to explore situations and seek information about career opportunities in the future. Meanwhile, *confidence* refers to individuals' belief in attaining their career goals, solving problems, and facing challenges (Savickas, 2013).

Bocciardi et al. (2017) suggested that career adaptability supports students' abilities to plan and identify future goals and opportunities. Brown and Lent (2013) also found that career adaptability allows individuals to adapt to dynamic situations, guiding an individual's ability to succeed when facing career transitions. In other words, when students have low career adaptability, they find it difficult to solve complex problems regarding career decisions and choices (Lakshmi & Elmartha, 2022). Moreover, low career adaptability affects an individual's likelihood of not getting a job due to high competition, high requirements to get a job, and a skill mismatch for the intended job (Hidayah, 2021). Conversely, final-year students with high career adaptability are more likely to get a job because they have the appropriate competencies (Spurk, Kauffeld, Meinecke, & Ebner, 2015). Therefore, it is crucial to improve the career adaptability of final-year students.

One key factor contributing to career adaptability is the family environment. Families are students' primary source of information and highly influence their interests and skills concerning their preparation for specific careers (Zulfiani & Khaerani, 2020). Family members can support students in completing developmental tasks in the exploration stage, such as guiding them when making educational or vocational choices (Guan et al., 2018). They also play a significant role in providing university students with information about the working world (Koçak et al., 2021). They act as role models that guide and advise students to apply family expectations, values, and beliefs when facing career challenges (Peila-Shuster, 2017). Therefore, the family environment exerts specific influence toward an individual's career.

Furthermore, Fouad et al. (2010) mentioned that the family's influence on an individual's career choice can be categorized based on the type of support provided, such as informational support, financial support, and how the individuals would implement family expectations, values, and beliefs when making their career plans. The higher the family influence, the better the students' career choices because of their thorough career preparation (Humayon et al., 2018). Such individuals would gain knowledge about applicable skills in the

workplace and relevant information from their families, which helps with their career preparation. They also rationally examine and evaluate their career choices, do their job well, and create good career plans (Ping-Qian, 2021).

Past studies indicate that family can significantly influence how individuals shape their career outlook and future plans. The extent to which individuals make future plans, understand their future needs and recognize the connection between their present life and future is referred to as the Future Time Perspective (FTP) (Husman & Shell, 2008). According to Kooij et al. (2018), FTP is a flexible cognitive-motivational framework that evolves based on experiences throughout a person's life. Consequently, FTP can be influenced by cultural factors and shaped by interactions with the environment, particularly within the family context (Oyanadel et al., 2024). Family events and dynamics can affect whether an individual feels hopeful about the future. Perspectives on the future are crucial because people with positive outlooks experience higher self-esteem, better mental health, and greater life satisfaction.

Lin (2021) found that individuals who perceive their parents as caring and supportive tend to have a better future time perspective (FTP) than those who do not. Affectionate and caring parents positively influence their children's FTP. Moreover, parents who engage in high-quality communication can strengthen their adolescents' sense of autonomy. When adolescents gain sufficient independence, they can better plan for the future, concentrate on their goals, and assess potential paths based on their interests and values. Therefore, adolescent autonomy serves as a valuable psychological resource for developing a future orientation, enabling them to plan more effectively for their future (Bi & Wang, 2021). Parental support also encourages individual initiative and fosters proactive thinking about the future, ultimately improving their future time perspective (Zeng et al., 2022).

This study uses the Social Cognitive Career Theory (SCCT) perspective (Brown & Lent, 2013) to explain the relationship between family influence and career adaptability with FTP as a mediator. In the SCCT model, family influence is a contextual factor that influences FTP and is a motivational factor for career adaptability (Savickas, 2013). FTP also directs adaptability as it influences individuals' coping behavior when dealing with changing situations (Jia et al., 2020). The family's role in providing information support, financial support, and instilling values for an individual's career choices will encourage them to think more about the future, explore and predict potential roles and work environments, and plan and prepare for careers. Jung et al. (2015) found that a stronger FTP is associated with higher career adaptability. FTP helps individuals confidently make career decisions, recognize the importance of creating future plans, and guide them in setting goals and strategies to achieve

these goals (Jung et al., 2015; Park et al., 2018). FTP's valence and connectedness dimensions also positively influence career adaptability because it is an adaptive resource that enhances one's ability to adjust.

Furthermore, Medellu and Fadhilah (2022) found that FTP significantly impacts career adaptability in final-year students. Öztemel and Yıldız-Akyol (2021) also highlighted the importance of the FTP and social support from parents in enhancing the career adaptability of final-year students preparing to transition into the working world. Parents can play a crucial role in their children's career adaptability by helping them create a positive career outlook and assisting them in finding these opportunities. Doing so will help them foster their children's career adaptability (Öztemel & Yıldız-Akyol, 2021).

This study aims to explain the correlation between family influence and career adaptability, with the FTP acting as a mediator (Figure 1), and clarify how these three variables affect final-year students' readiness for the school-to-work transition. The hypotheses tested in this study are that family influence has a significant relationship with FTP (H1), FTP is significantly related to Career Adaptability (H2), and FTP acts as a mediator between Family Influence and Career Adaptability (H3).

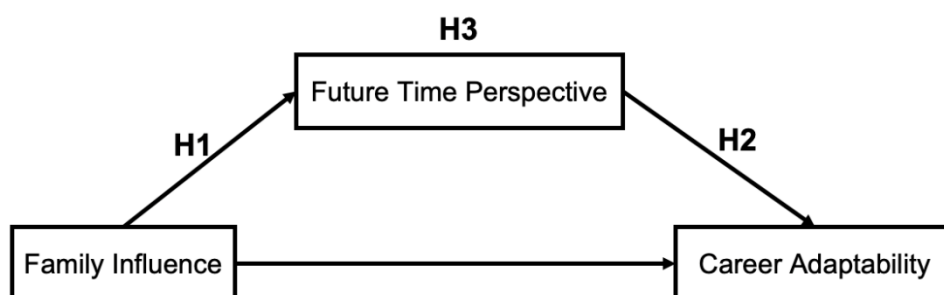


Figure 1. Research Model

Method

This study employed a correlational design to explore the relationship between family influence and career adaptability with FTP as a mediator in final-year students in Bandung. The researchers collected data using questionnaires and used the snowball sampling technique to select final-year students completing their final project or theses for their D3, D4, or S1 degrees. A total of 396 participants filled out the questionnaires, but only 386 participants were eligible because the remainder did not fulfill the inclusion criteria of being a university student in Bandung.

Next, the researchers used the Future Time Perspective Scale (FTPS) instrument constructed by Husman and Shell (2008) and translated to Indonesian by Kurniawati and Dewi

(2022). The FTPS has a validity value range of 0.30 - 0.648 with 24 valid items at the 0.01 significance level and a Cronbach Alpha reliability coefficient of 0.834. This study also utilized the Family Influence Scale (FIS) (Fouad et al., 2016), which has been translated into Indonesian and consists of 20 positive items. The FIS comprises four scales: informational support, financial support, family expectations, and values and beliefs. This instrument used the 6-Likert-type scale ranging from 1 = "Highly Disagree" to 6 = "Highly Agree." The value of construct validity ranged between 0.326 and 0.698, which indicates that all items are deemed valid, and the Cronbach's Alpha value ($\alpha = 0.865$) was also categorized as reliable.

Another instrument used in this study is the Career Adapt-Abilities Scale-Short Form (Maggiori, Rossier, & Savickas, 2015), which has been translated into Indonesian (Christine & Riasnugrahani, 2021). This questionnaire comprises 12 positive items and four scales: concern, control, curiosity, and confidence. This questionnaire uses a 6-Likert-type scale ranging from 1= "Not my strength at all" to 6 = "My greatest strength." This questionnaire's construct validity value ranged between 0.561-0.759, indicating all items are deemed valid and usable, and the Cronbach's Alpha value ($\alpha = 0.896$) is classified as reliable.

The data were analyzed with mediation testing using Hayes Process Model 4. Before the mediation test, the researchers conducted classical assumptions tests, such as normality testing, linearity testing, and heteroscedasticity testing, to avoid biases in the data analysis. The classical assumptions test results showed that all conditions are fulfilled. This study also collected information regarding the respondents' demographics, comprising age, gender, educational degree, semester, faculty, university, next career plan, father's education history, mother's education history, former participation in career preparation activities, and the type of career preparation activities the respondents have done.

Results

This study's respondents are mostly 21 years old (54.1%), women (67.9%), currently pursuing an S1 degree (91.5%), and in their seventh semester (65.8%) at a Bandung university. Most respondents are planning to work directly after graduating (81.3%). Based on the parents' education history, most participants have fathers who graduated from high/vocational school (31.9%) and mothers who graduated from high/vocational school (42.7%). Moreover, most participants participated in career preparation activities (68.4%) and did internships (36.8%).

Table 1

Mean, SD, and Correlation Between Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4
1. Age	21.33	0.84	-			
2. Career preparation activities	0.32	0.47	0.079	-		
3. Future Time Perspective	96.54	11.05	-0.069	0.083	-	
4. Family influence	74.69	15.24	0.035	0.055	0.181**	
5. Career Adaptability	56.98	8.280	-0.067	0.143**	0.482**	0.311**

Note. N= 386. Age is in years; Career preparation activities (0 = No; 1 = Yes).

* $p < 0.05$; ** $p < 0.01$

Table 1 exhibits that the career preparation activities variable positively correlates with career adaptability ($r = 0.143$, $p < 0.01$). Therefore, final-year students participating in career preparation activities have high career adaptability. Conversely, final-year students who do not enroll in career preparation activities have low career adaptability. Subsequently, the dependent variable FTP positively correlates with career adaptability ($r = 0.482$, $p < 0.01$). This result indicates that the stronger the final-year students' FTP, the higher their career adaptability. The result also shows that family influence correlates positively with career adaptability, with an r -value of 0.311 ($p < 0.01$), indicating that the higher the family influence, the higher the final-year students' career adaptability.

Table 2

Mediation testing result.

<i>Antecedent</i>	<i>Future Time Perspective</i>			<i>Career Adaptability</i>		
	Coefficient	SE	p	Coefficient	SE	p
<i>Family Influence</i>	0.17	0.04	0.00	0.23	0.02	0.00
<i>Future Time Perspective</i>	-	-	-	0.44	0.03	0.00
<i>Constant.</i>	84.79	2.79	0.00	17.19	3.35	0.00
	R ² = 0.04			R ² = 0.30		
	F (2.383) = 7.65			F (3.382) = 53.76		
	P = 0.00			P = 0.00		

Note: N=386. Results were obtained after career preparation activities became covariate variable.

Table 2 reveals that when considering the career preparation activities variable as a covariate, there is a positive relationship between family influence and future time perspective (FTP) ($b = 0.17$, $p < 0.01$). This result indicates that as the family's role increases, the FTP also increases (H1 accepted). In addition, the results show that FTP positively affects career adaptability ($b = 0.44$, $p < 0.01$). Thus, the more FTP increases, the more the students' career adaptability increases (H2 accepted).

Table 3

Total, Direct, and Indirect Effect of Family Influence on Career Adaptability

	Path	Standardized Effect		Bootstrap Bias Corrected 95% Confidence Interval	
		β	SE	LLCI	ULCI
Total	FI → CA	0.17	0.03	0.11	0.22
Direct	FI → CA	0.12	0.02	0.08	0.17
Indirect	FI → FTP → CA	0.08	0.03	0.02	0.13

Note: N = 386; Completely standardized indirect effect(s); FI = Family Influence; FTP = Future Time Perspective, CA = Career Adaptability; SE = Standard Error; LLCI = Lower Limit Confidence Interval; ULCI = Upper Limit Confidence Interval

Table 3 shows FI's direct effect on CA ($\beta = .12$, [.08; .17]) and the indirect significant effect of FI on CA mediated by FTP ($\beta = .08$, [.02; .13]). These results indicate that FTP partially mediates FI and CA's relationship (H3 is accepted).

Discussion

This study examines how family influence affects students' career perceptions and preparation, consequently impacting their career adaptability. It also examines the validity of the Social Cognitive Career Theory (SCCT) in explaining career adaptability development among final-year students. It posits that family influence, as a contextual factor, combined with Future Time Perspective (FTP) as a motivational factor, contributes to the career adaptability of university students.

Previous studies highlight the importance of final-year students preparing for their future careers and examining their career outlook because they are in a transitional period between adolescence and adulthood (Santrock, 2017). Savickas (2013) also stated that having an outlook and plans for the future will facilitate students' career preparations because such plan enable them to mentally explore and predict future opportunities for their roles and work environment.

Table 3 shows that family influence directly affects the career adaptability of final-year students in Bandung. Therefore, a student's ability to excel in their work role and adapt to dynamic career situations is influenced by their family. Family influence includes informational support, financial support, hopes, values, and family culture. The greater the family support, the more likely the students can adapt to workplace challenges, be informed about their jobs, and participate in career preparation activities. Consequently, these students would be more confident in their employment prospects (Fachri et al., 2022).

Family can also support final-year students' career development by promoting openness, flexibility, and curiosity about careers, giving positive remarks on career opportunities, giving information, promoting discussions on careers, giving career guidance, supporting career planning efforts, and anticipating positive opportunities in their life (Silvania & Anantasari, 2022). Families can also provide access for students to gain resources or collect information related to jobs. Moreover, they can support vocational skill development through financial support (Bryant et al., 2006). These findings align with those of Guan et al. (2018), who found that parental support and involvement have a significantly positive effect on students' career adaptability. Family support can also strengthen students' motivation to be involved in career exploration (Guan et al., 2015). Therefore, family influence can increase students' career adaptability, subsequently helping them to face their transition to the working world. Career adaptability will also help individuals have a fulfilling career, making them less likely to be unemployed (Hartanto & Salim, 2021).

Next, Table 2 shows that FI has a positive relationship with FTP, indicating that the higher the FI, the higher the FTP. This result aligns with a study by Oyanadel et al. (2024), who found that FTP is a result of family interactions. Variables in the family situation can determine whether an individual is more likely to have a clearer vision of their future or not. Individuals with a positive viewpoint on their future are more likely to have higher self-esteem, and better mental health and well-being.

This study's findings also align with Zeng et al. (2022), who proved that parental support can increase personal development initiatives, allowing individuals to think proactively about the future and increasing their FTP. Parental support can create an external environment that gives their children opportunities and conditions for independent growth, facilitating them to make choices and decisions independently and increasing their ability to make future plans. Parents who give proper psychological support will also increase their children's self-efficacy in taking charge of their situation, stimulating their internal motivation to actively make future plans and motivating them to take positive approaches to prevent or overcome potential stressors. Thus, the bigger the parental support, the better the individuals' future orientation.

Table 2 also shows that FTP has a positive relationship with career adaptability. This result implies that individuals who focus on their future outlook will be more adaptable to the changes they will face when transitioning from university life to the workforce. This statement aligns with Rudolph et al. (2017), who found that FTP can enhance an individual's career adaptability. Other studies also stated that FTP is an adaptive resource that affects an

individual's adaptability and encourages them to prepare for their career (Rudolph et al., 2017; Jia et al., 2020).

Moreover, this study's results are supported by Medellu dan Fadhillah (2020), which found that FTP significantly influences the career adaptability of final-year students in Jakarta. The study further explains that a broad future time perspective in final-year students will increase their ability to prepare for their careers and readiness to face future career challenges because they feel like the future will provide them with many opportunities. Final-year students in the school-to-work transition period will encounter numerous challenges, such as competitive and uncertain work situations, unemployment, job insecurity, and forced career transitions (Maggio, Ginevra, Santili, Nota & Soresi, 2020). However, if students have a positive outlook on their future, they will utilize adaptive coping strategies when facing changing situations (Chua et al., 2015; Jia *et al.*, 2020). Adaptive coping strategies can include resilience and problem-solving skills (Chua et al., 2015). Final-year students with adaptive coping strategies will also be motivated to bounce back and try harder to seek solutions when faced with challenges, obstacles, or failures because they have a positive viewpoint of their future.

Final-year students with high FTP levels tend to be more ready to face challenges during their transition due to their clear future goals and perseverance to learn and be involved in positive activities. This notion is strengthened by this study's finding that career preparation activities are positively related to career adaptability (Table 1). Therefore, final-year students involved in career preparation activities will have better adaptability to face the university-to-workplace transition. By undergoing career preparation activities and being open to that experience, final-year students can gain career-related information and knowledge that will help them adjust to various situations (Savickas, 2013). Bain et al. (2016) have also shown that FTP can guide people's actions.

Final-year students with a Future Time Perspective (FTP) can also focus more on what they want, connect their current efforts with beneficial future consequences, and take the necessary steps to achieve the desired outcomes (Walker & Tracey, 2012; Jia et al., 2020). When final-year students in Bandung work in a role or internship that aligns with their interests and abilities, they will gain the information needed for their desired career path, helping them to create a well-thought-out career plan (Sylvania & Anantasari, 2022). Conversely, when final-year students in Bandung have not prepared themselves to face the working world based on their career choice, have not been involved in career-preparation activities, and have not participated in activities that hone their skills to reach their career

goals, they will experience a decrease in their curiosity because they lack the information needed to support them in achieving their desired career (Afifah & Salim, 2021). This condition will also decrease their self-efficacy in facing workplace challenges because they have no internship experience in their career preparation (Zulfahmi & Andriany, 2021). Thus, final-year students are encouraged to participate in career preparation activities to help them be more efficacious in making career decisions and make them take control of their career preparation process.

This study also found that FTP mediates the relationship between FI and CA, implying that FI can increase CA by developing FTP in students. Parental role in supporting their children by providing information, finance, values, and expectations will give them a more positive future time perspective. Such support will motivate children to proactively plan their future and facilitate their decision-making skills. Consequently, the children will be prepared to face the various transitions they will face in their future careers, particularly the transitions they will experience when entering the workforce. Oyanadel et al. (2024) support this finding as they state family would influence children's future time perspective. Children's expectations of their careers will also make them act proactively in career planning and activities that will help them to gain working experience (Zeng et al., 2022). Liang et al. (2020) also found that family is positively related to career adaptability through the mediation of FTP. Parents who support their children's career exploration and provide work-related information would increase their children's curiosity and confidence in selecting future careers. In addition, parents who teach their children how to consider the potential impact of their current behavior on their future will promote their children's ability to cope with challenges during career transitions.

Conclusion

This study demonstrates that Social Cognitive Career Theory (SCCT) can serve as a framework for understanding the factors that influence career adaptability among final-year students in Bandung. Family influence, as a contextual factor, plays a significant role in shaping future time perspective, which acts as a motivational factor that encourages career adaptability in these students. This finding highlights the importance of families in supporting their children's career development, enabling them to foster a positive outlook on their future careers and enhancing their adaptability. Additionally, families should encourage their

children to participate in career preparation activities, as this involvement positively impacts their ability to manage the transition from school to the working world.

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