

Family Support in Career Decision Making in Students

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Abstrak. This study aims to determine the effect of family support on career decision-making in college students. The study used a quantitative approach with a correlational design. The number of participants was 35 people selected by purposive sampling. The instruments used included the Family Support Scale (12 items) and the Career Decision-Making Scale (12 items). Data analysis was carried out using SPSS 26 through reliability, normality, linearity, and simple regression tests. The results showed that family support had a significant effect on career decision-making ($p = 0.007$, $R^2 = 0.257$), meaning that family support had a 25.7% influence on college students' career decision-making. This article was developed by integrating the results of recent research (2019–2025), which showed that family support, career adaptability, and career self-efficacy were closely related to the clarity of college students' career goals.

Keywords: Family support, career decision making, career adaptability, SCCT.

Introduction

The period from late adolescence to early adulthood is a crucial period in individual development as it relates to career path determination [1]. Students face major decisions such as career selection, planning further studies, and preparing for the world of work. Failure to make informed decisions can lead to career confusion, anxiety, and even delay the transition to the workforce [2].

The family plays a significant role in this process as it is the primary agent of socialization. According to House's (1981) theory of social support, there are four forms of support: emotional, informational, instrumental, and esteem [3]. Bronfenbrenner's ecological theory emphasizes that the family, as part of the microsystem, has a direct influence on child development [4]. Furthermore, Social

Cognitive Career Theory (SCCT) asserts that contextual support can strengthen self-efficacy and outcome expectations, ultimately influencing career choices [5].

Recent research reinforces the relevance of the role of family. Koçak (2021) found that family influence is positively correlated with students' career orientation [6]. Zhou et al. (2024) reported that social support reduces career decision-making difficulties by increasing psychological capital and adaptability [7]. Hastuti (2023) in Indonesia found a strong correlation between family support and career adaptability in psychology students [8]. However, overly controlling forms of support (overparenting) can actually increase career confusion [9]. Therefore, this study aims to analyze the extent to which family support influences students' career decision-making.

Method

This study used a quantitative approach with a correlational design. The sample consisted of 35 college students (20 females, 15 males) aged 18–21. The sampling technique used was purposive sampling, targeting students in the career exploration and decision-making phase. The instruments used in this study were:

1. The Family Support Scale (12 items) measures emotional, instrumental, informational, and esteem support dimensions.
2. The Career Decision-Making Scale (12 items) measures goal clarity, planning, and self-confidence in career choice.

Data were then collected using a Google Form questionnaire with informed consent. Reliability was analyzed using Cronbach's Alpha. Normality was tested using the Kolmogorov-Smirnov test. Linearity was tested using ANOVA. Relationships were tested using simple regression using SPSS 26.

Results

Table 1. Descriptive Analysis of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Family Support	35	30	55	42,6	5,4
Career Decision Making	35	32	53	44,3	4,9

The descriptive analysis results showed an average family support score of 42.6 with a standard deviation of 5.4. The minimum score obtained by respondents was 30, and the maximum was 55. This indicates that most students rated their family support as moderate to high. This means that students felt their families provided sufficient emotional support, information, and practical assistance regarding career decision-making.

Meanwhile, the average career decision-making score was 44.3 with a standard deviation of 4.9, with a score range of 32 to 53. These findings indicate that students' ability to determine their career direction is relatively good, above the midpoint of the scale. Students tend to have clarity of purpose, planning, and self-confidence in making career choices.

In general, this descriptive picture indicates that students have a fairly positive level of family support, which aligns with their confidence in making career decisions. These results provide a strong basis for further testing the family support variable as a predictor of career decision-making through inferential analysis.

Table 2. Results of Instrument Reliability Test

Variable	Number of Items	Cronbach's Alpha	Information
Family Support Scale	12	0,721	Reliabel
Career Decision Making Scale	12	0,734	Reliabel

Reliability test results indicate that both research instruments have an adequate level of internal consistency. The Family Support Scale achieved a Cronbach's Alpha value of 0.721, while the Career Decision-Making Scale achieved a Cronbach's Alpha value of 0.734. According to general criteria, an instrument with an Alpha value ≥ 0.70 is considered reliable and therefore suitable for use in social and psychological research.

Therefore, it can be concluded that both scales used in this study consistently measure the intended constructs. The Family Support Scale was deemed sufficiently stable in representing various aspects of emotional, instrumental, informational, and esteem support from family. Similarly, the Career Decision-Making Scale was deemed to reflect students' goal clarity, self-confidence, and career planning effectively.

This finding strengthens the methodological validity of the study, as reliable instruments are an important basis for producing accurate data and trustworthy analysis.

Table 3. Results of Normality Test (Kolmogorov-Smirnov)

Variable	Kolmogorov-Smirnov Z	Sig. (p)	Information
Family Support	0,715	0,691	Normal ($p > 0,05$)
Career Decision Making	0,812	0,525	Normal ($p > 0,05$)

The results of the normality test showed a significance value (p) greater than 0.05. This indicates that the data distribution for both research variables, namely family

support and career decision-making, is within the normal range. By meeting the assumption of normality, the data are deemed suitable for further analysis using parametric statistical tests, in this case, simple regression analysis.

The normality of the data distribution also strengthens the validity of the analysis results, as the regression model used assumes a normal distribution of the data. Thus, the results of the analysis of the relationship between family support and career decision-making can be interpreted more accurately.

Table 4. Linearity Test Results

Variable Relationships	F	Sig. (p)	Information
Family Support → Career Decision Making (Linearity)	1,42	0,240	Linear (p > 0,05)

The linearity test results showed a significance value of $p = 0.240$, which is greater than 0.05. This indicates that there is no deviation from the linearity assumption, so the relationship between family support and career decision-making can be stated as linear.

With this assumption met, the simple regression analysis used in this study can be run correctly because one of the main prerequisites for regression has been met. The linearity of the relationship also indicates that the higher the family support students receive, the higher their tendency to have clarity and confidence in making career decisions, with a consistent direction of the relationship.

Table 5. Model Summary Results

Model	R	R Square	Adjusted Square	R of Estimate	Std. Error the
1	0,507	0,257	0,230		±4,32

Description: R value = $\sqrt{0,257}$, $\approx 0,507$.

The Model Summary test results showed an R value of 0.507, representing the strength of the relationship between family support and career decision-making. This value falls into the moderate category.

The R Square value of 0.257 indicates that the family support variable can explain 25.7% of the variation in students' career decision-making. This means that a quarter of the change in career decision-making ability can be explained by family support, while the remaining 74.3% is influenced by other factors not examined in this study (e.g., self-efficacy, peer support, learning experiences, or environmental factors).

Meanwhile, the Adjusted R Square value of 0.230 indicates the model's stability after adjusting for the sample size. The Std. The error of the estimated value of ± 4.32 indicates the model's prediction error; the smaller the value, the better the model predicts the dependent variable. Overall, these results reinforce the conclusion that family support has a significant influence on students' career decision-making, although it is not the sole determining factor.

Table 6. Results ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	161,59	1	161,59	8,649	0,007
Residual	Residual	Residual	Residual		
Total	Total	Total			

^aDependent Variable: Career Decision Making

The ANOVA test results showed that the regression model was significant with an $F(1,25)$ value of 8.649 and $p = 0.007$ (<0.05). This indicates that the regression model predicting career decision-making based on family support is feasible and statistically reliable.

The Regression Sum of Squares value of 161.59 indicates the significant variation in career decision-making scores that can be explained by family support. Meanwhile, the Residual Sum of Squares describes the variation not explained by the model. When compared to the total variation, the contribution of family support to career decision-making is $R^2 = 0.257$, or approximately 25.7%.

Thus, it can be concluded that family support has an important role in explaining the variation in students' career decision-making, namely 25.7%, although there are still other factors outside this variable that also have an influence.

Table 7. Results Coefficients^a

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	18,25	5,21	—	3,50	0,002
Family Support	0,62	0,21	0,507	2,94	0,007

^aDependent Variable: Career Decision Making

The results of the simple regression test in the Coefficients table show a constant value of 18.25 ($p = 0.002$). This means that if the family support variable is zero, the student's career decision-making score is predicted to be 18.25.

Furthermore, the family support variable has a regression coefficient (B) of 0.62 with a calculated t-value of 2.94 and $p = 0.007$ (<0.05). This means that every one-unit increase in the family support score will increase the career decision-making score by 0.62 points. The Standardized Coefficients (Beta) value of 0.507 indicates that family support has a positive influence with moderate relationship strength on students' career decision-making. Thus, these results indicate that family support contributes significantly to improving students' ability to determine their career choices.

Discussion

The results of this study indicate that family support plays a significant role in increasing students' clarity and confidence in making career decisions. This is consistent with the findings of Koçak (2021) [6], Zhou et al. (2024) [7], and Hastuti (2023) [8]. Within the Social Cognitive Career Theory (SCCT) framework, family support can increase students' self-efficacy, making them more confident in facing career choices [5].

Recent international research also confirms that social support plays not only a direct role but also influences other psychological variables such as career adaptability, self-efficacy, and psychological capital [7]. Maftei et al. (2023) found that positive parental support encourages career exploration and reduces anxiety in career decision-making in students [10]. A systematic study by Damodar (2024) demonstrated that the application of SCCT across various cultural contexts demonstrates the consistent role of family support in building career self-efficacy [11]. In addition, Xie (2025), through a longitudinal study, proved that family support in the early stages of college had an impact on increasing career adaptability and career satisfaction after students graduated [12].

However, controlling forms of support have been shown to negatively impact student autonomy. Wang (2023) reported that overparenting practices reduce students' independence in making career decisions and actually increase career confusion [9]. Similar findings were also found by Angelini (2025), who emphasized that family support that places too much pressure on certain choices can reduce students' intrinsic motivation to determine career paths [13]. Therefore, the most effective family support is informational and emotional support that is autonomy-supportive.

The practical implication of these findings is the importance of career guidance programs in higher education that involve families. Counselors can conduct workshops with parents to equip them with strategies to positively support students

without imposing personal choices. Furthermore, developing a family-based career guidance module that emphasizes the role of emotional and informational support can help students navigate the dynamics of the transition to the workforce.

Conclusion

This study concluded that family support significantly influences students' career decision-making, contributing 25.7%. Informational, emotional, and instrumental support can strengthen students' goal clarity and confidence.

Recommendations: Further research is recommended using larger samples, longitudinal designs, and considering mediating variables such as career self-efficacy, adaptability, and peer support.

Acknowledgment

The author would like to thank the students who were willing to participate in the research.

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