



## ROLE OF FUTURE TIME PERSPECTIVE ON CAREER ADAPTABILITY TOWARDS UNDERGRADUATE STUDENTS

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### Abstract

This study aimed at determining the effect of future time perspectives on career adaptability in undergraduate students. The approach used in this study was a quantitative approach using the purposive sampling technique. In this study, the number of respondents was 283 senior college students in Jakarta. The measuring instrument used in this research was Future Time Perspective-Indonesia (FTP-I) Version to measure variables of the Future Time Perspective and the Career Adapt-Ability Scale (CAAS) Indonesian Form to measure the Career Adaptability variable. The statistical method used in this study was a regression analysis test. Data processing used SPSS version 24. Analysis of the obtained data used multiple linear regression techniques. The results of the study showed that Future Time Perspective has a significant effect on Career Adaptability. In the partial test, the future time perspective as the opportunities on future outcomes with student career adaptability showed a significant positive effect. Meanwhile, the results of the study also show that there was a significant negative effect between the future time perspective as a limited perspective of times and career adaptability for undergraduate students.

*Keywords: career adaptability, future time perspective, limited, opportunities, undergraduate student*

### Abstrak

Penelitian ini bertujuan untuk dapat mengetahui pengaruh dari *Future Time Perspective* terhadap *Career Adaptability* pada mahasiswa tingkat akhir. Pendekatan yang digunakan dalam penelitian ini merupakan pendekatan kuantitatif dengan menggunakan teknik pengambilan *sampling purposive*. Jumlah responden dalam penelitian ini adalah 283 mahasiswa tingkat akhir perguruan tinggi di Jakarta. Instrumen alat ukur yang digunakan dalam penelitian ini adalah *Future Time Perspective (FTP-I) Indonesian Version* untuk mengukur variabel *Future Time Perspective* dan *Career Adaptability Career Adapt-Ability Scale (CAAS) Indonesian Form* untuk mengukur variabel *Career Adaptability*. Metode statistika yang digunakan dalam penelitian ini merupakan uji analisis regresi. Pengolahan data dilakukan dengan menggunakan SPSS versi 24. Data penelitian dianalisis menggunakan teknik regresi linear berganda. Hasil penelitian menunjukkan *Future Time Perspective* berpengaruh secara signifikan pada *Career Adaptability*. Pada pengujian parsial, *future time perspective* dengan perspektif *the opportunities on future outcomes* dengan *career adaptability* mahasiswa menunjukkan pengaruh positif yang signifikan. Sementara hasil penelitian juga menunjukkan terdapat pengaruh negatif yang signifikan antara *future time perspective* dengan perspektif *the limited perspective of times* dengan *career adaptability* pada mahasiswa tingkat akhir.

Kata kunci: adaptabilitas karir, *future time perspective*, kesempatan, mahasiswa tingkat akhir, terbatas

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### 1. Introduction

The changing times because of technological advances brought to a new era, called society 5.0. The hope of this society transformation is a better, super-intelligent, and more prosperous human-centered society. On the other hand, the various conveniences obtained from these technological advances have caused several employment sectors to experience a decrease in the workforce needed because there is technology replacement. The labor force growing faster than job opportunities will increase the number of unemployed. This condition also occurred during 1998-2003, when the employment growth rate was still 4 to 4.5 percent of the growth in the labor force. Until the

end of 2003, the unemployment rate in Indonesia reached 9.5 percent, higher than the normal unemployment rate of 4 percent (Dimas & Woyanti, 2009). The current phenomenon showed an unusually fast increase in the number of the workforce compared to the job opportunities provided so it increased the number of unemployed.

In addition to technological advances having an impact on unemployment, several factors also causing unemployment recently emerging in early 2020, while Covid-19 pandemic last until now. Affected companies and work institutions enforced the Large-Scale Social Restriction (PSBB) policy; it reduced productivity and work effectiveness. The impact is the unavoidable reduction of employees and new job acceptance is decreasing.

Common problems that are mostly experienced by students in career and work context are they do not understand their potential, are not yet planned for the future, do not understand work demand, and are worried about not getting a job (Hidayat, 2011). These problems have an impact on the high unemployment rate for university graduates (undergraduates). The threat of unemployment has led to increasingly fierce competition in the workforce, they need to have qualified abilities and skills to adapt to changing times. around 8.8% of the total 7 million unemployed people in Indonesia were undergraduates (Nabilah & Indianti, 2019). Badan Pusat Statistik showed more than half of the workforce in Indonesia, i.e. 58.77 percent, had an educational background of not attending junior high school. One-tenth of university graduates were still unemployed (Baskara & Purwanti, 2020).

Another fact is mentioned by Tilaar, (1999), that the basic factors of the problem of high undergraduate unemployment in Indonesia, like 1) the quality of human resources themselves, 2) the discrepancy between the results achieved between education and employment, and 3) the imbalance of demand and supply of human services. The fact is when fresh graduates got jobs, some students were forced to choose jobs unsuitable to their fields, and were difficult to adapt to the work climate, were inconsistent in their work, and do not achieve optimal careers (Bullock-Yowell et al., 2011). One of the reasons is the high unemployment rate for undergraduates because most university graduates are only job seekers and rarely want to become job creators. Low and mentally unprepared skills in the world of work are also causes of unemployment in undergraduates (Adi, 2016).

The obtained data regarding the phenomenon of unemployment, the number of job placements for university graduates or undergraduates, show that, as an undergraduate student who will soon graduate and become a graduate, it is necessary to have the ability to adapt or maintain himself in the world of work. It is the ability to make a person more resilient in the face of adversity and distractions; the more likely a person is to persist in career goals (London, 1983).

The ability of individuals to develop their careers is described in the concept of Career Adaptability (CA); according to Savickas, the construct of CA aims to inform our understanding of how individuals settle, apply and utilize their resources to pursue their career goals. Career Adaptability (CA) was originally proposed by Super in 1979 and is commonly referred to as readiness to face changing situations and in the context of work. Based on previous research since 1975 Super again put forward the concept of career maturity that focuses on adolescents. Super said individuals can be said to have reached career maturity when they have completed their career development tasks well at each stage. Savickas (1997) described CA as a psychosocial construct emphasizing individual readiness and individual resources to cope with current vocational development, dealing with issues of job transition, as well as personal trauma. According to Savickas (2003) (see Guan et al., 2016), success in mastering each of these developmental tasks leads to career adaptability and ensures effective function in work roles and success in other career stages. Savickas (1997) emphasized the individual's failure and success in developing a career in terms of adaptability and individual style when facing certain situations and conditions.

According to (King, 2010), individuals mostly looking for a desired career, identity, and lifestyle are individuals with an age range of 18-25 years classified as early adults. Individuals in early adulthood are at a stage of development where they use their knowledge to pursue goals such as careers and family (Feldmans, 2008). Pursuing career targets such as choosing a job field and preparing to assume the chosen position, thus confronting individuals with tough challenges, many things must be reviewed and considered at once (Suryani, 2015). This age is also a school-to-work transition, which is one of the most important phases in career graduation, as it affects career success and future professional outcomes (Koen et al., 2012).

The proximity of the final year for university students to the world of work creates ideal conditions for them like having the ability to deal with changes that occur, especially in the career context. According to Gunawan (2014) (see Imdiati, 2019) preparing well and having high adaptability to adapt to the changes that will be faced in the world of work must be possessed by students. CA is a self-regulatory ability or capacity that a person can use to solve unfamiliar, complex, and unclear problems presented by developmental tasks, job transitions, and work trauma (Savickas & Porfeli, 2012). In addition, CA can direct individuals in determining actions and strategies for the realization of the goals to be achieved (Savickas & Porfeli, 2012).

Facing unpredictable conditions in the future regarding career is described through four aspects of CA. These aspects include career concerns, individuals who have a future orientation and can prepare for what happens next. In career control, individuals have a responsibility to shape themselves and their environment to meet future conditions, such as self-discipline and perseverance. Career curiosity, individuals explore the environment so that

they think about themselves in various roles and situations. When individuals have the curiosity and exploration about their future career, career confidence will arise, then they will be able to actualize themselves in a life plan.

CA can be concluded as a transactional competency where development is based on experience over time, shaped by learning, and augmented by other abilities (Savickas & Porfeli, 2012). The CA process requires a convincing source of motivation so that individuals gain confidence in their careers. One source of motivation from within the individual is the perception of the emergence of opportunities and hopes for the future. Future time perspective (FTP) is a concept related to an individual's quality of life. FTP is definable as an individual's view of the personal future, including the perceived opportunities and limitations facing them in the future (Cate & John, 2007). One's perception of future time (limited or open) affects the pursuit and selection of individual goals (De Volder & Lens, 1982; Husman & Lens, 1999). De Volder said that the valence element in FTP relates to how much an individual evaluates the future goals while extension refers to how big the future period lasts (De Volder & Lens, 1982; Husman & Shell, 2008). FTP is the disposition of individuals to assess opportunities, even though they will achieve them in the distant future (Lens, 2005).

The time perspective is closely related to the future development of individuals, especially their career development. Most career psychologists (eg, Ferrari, Nota, & Soresi, 2012; Hartung, Porfeli, & Vondracek, 2008; Shell & Husman, 2001) have conducted future-focused research; if an individual focuses on the future, it will greatly affect his cognition and behavior in the present. In line with this, Cate and John (2007) conceptualize FTP as the amount of time they think they have left in the future and how conscious they are at the moment. Therefore, according to Cate and John, FTP has two dimensions: opportunity and time remaining.

The relationship between FTP and CA can be illustrated by a meta-analysis study on adaptation of career construction models describing future orientations with an impact on CA (Rudolph et al, 2017). This model presents CA as an adaptability resource mediating the impact of adaptability related to a future orientation on the outcome of the individual's adaptation process (Rudolph et al., 2017; Savickas & Porfeli, 2012). Based on these arguments, it is concluded that FTP can predict career adaptability. There is a possibility of a reciprocal relationship between FTP and CA (Jia, Hou, Zhang, & Xiao, 2020; Zacher, 2014). Individuals with the resources and strategies will have more opportunities to overcome career challenges by planning for their future, taking responsibility for the future, and potentially seeing time and opportunities in the future positively. In particular, students with good FTP tend to show strong confidence in their career decisions (Jung et al., 2015; Walker & Tracey, 2012). A student's good CA ability affects their future work, both of which show a reciprocal impact.

The previous explanation shows that FTP can connect individuals who will build their careers; specifically, the relationship between FTP and career adaptation with the assumption that the more individuals have a high level of hope for the future, the more likely they will be to have a positive affective attitude towards their careers. To our knowledge, there's not much research that explains the relationship directly between these two variables, especially in the education context in Indonesia. The previous study also related to FTP is mostly discussed as one dimension. However, there is a conception indicating that time can be seen from two perspectives, called the perception that time in life is short and also the perception that time runs throughout life (Coudin & Luisa Lima, 2011). Therefore, in this study, two perceptual values of FTP will be reviewed in motivating CA in undergraduate students who are looking for a career in responding to their developmental tasks. In sum, our study aims to investigate the role of FTP in the framework of CA among undergrad students in Indonesia. Secondly, examine how two values of FTP interact with CA. In the present study, the study's hypothesis is FTP will be positively related to CA.

## **2. Method**

### *Participants*

This study has 283 participants (72.8% of females and 27.2% males) of Undergraduate students. Non-probability sampling technique was used to collect data from final students of various universities in Jakarta. The sampling technique was convenience sampling, and the characteristics of the sample were: 1) active PTN/PTS (state/Private University) students domiciling in Jakarta, 2) at least 7th semester, and 3) currently preparing a thesis/final project.

This online survey began because of the rules of restrictions on social interactions implemented during the Covid-19 pandemic. Most of the respondents were in the 8th semester of 81.3%, followed by 7<sup>th</sup>-semester students with several 13.8%, 4.6% of students in 10th semester, and 0.4% of ninth-semester students, living with their families, and the rest stayed alone (5%). Then, there were 89% of students had interned during college and 11% had never interned. The three largest groups were those aged 22 years (53%), 21 years (25.8%), and 23 years (11.7%).

### *Data Collection*

Data were collected by online surveys using Google Forms. The entire participants were told about the study confidentiality, and they asked for their approval to participate in this study. Surveys consisted of information about the study and short Debrief parts. Participants were invited through advertisements on social media platforms (for example, WhatsApp and Instagram) and the professional network of the authors by providing links to online surveys.

### *Data Analysis*

This study is a quantitative study aiming at determining the effect of FTP on CA in undergraduate students. FTP itself is reviewed by two developing dimensions predicted to simultaneously affect students' CA. Data were collected by distributing online questionnaires via the google form link. The author used a questionnaire because it had a large enough sample so that it could be more efficient in data collection. Questionnaires in this study would be distributed via the internet. The given questionnaire consisted of two psychological scales, called the Career Adapt-Ability Scale Indonesia Version (CAAS-Ind) and the Future Time Perspective Scale Indonesian Version (FTP-I). Furthermore, the data analysis technique used to test the hypothesis was multiple linear regression to determine the effect of FTP with two predictors, called the opportunities on future outcomes and the limited perspective of times.

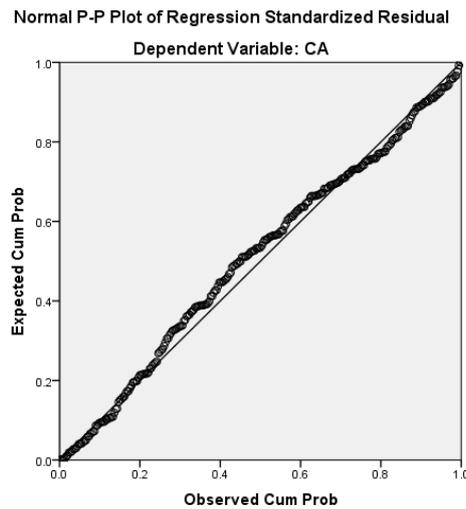
The Career Adapt-Ability Scale (CAAS) instrument was developed by Savickas & Porfeli (2012) from the Theory of the Super Career Meeting in 1975. The purpose of Savickas and Porfeli was to make a CA concept as the main construct replacing the maturity of career maturity describing career development from childhood to adulthood. This scale consists of four dimensions, called, career concern, career control, curiosity career, and career confidence with a total of 24 items. This study used the CAAS-Ind instrument adapted by Sulistiani, et.al. (2019) to adjust the language and culture in Indonesia. The measurement used a Likert scale ranging from 1 (not strong) to 5 (very strong). The internal consistency of this scale was satisfactory (Cronbach's  $\alpha = .963$ ).

The Future Time Perspective Scale Indonesian (FTP-I) Version was developed and managed in the form of online on 431 samples throughout Indonesia (Medellu, et al., 2020). Lang & Carstensen (2002) developed the original FTP scale. This scale includes ten items rated on a 7-point Likert scale (ranging from 1 = very incorrectly to 7 = very correct). The last three items (items 8, 9, 10) are encoded upside down. FTP has been successfully adapted to and validated in other languages (for example, China, Italy, Japan, & Turkey) with good psychometric results. The validation results show the findings stating that two factors r became contributors to the measuring instrument and there was no evidence of one factor. The multidimensional approach would help explore further because of the presence of two perspective forms of time perceptions, called limited and open. FTP in the context of measurements in Indonesia uses two factors: the opportunities on future outcomes and the limited perspective of times. The internal consistency of this scale was satisfactory (Cronbach's  $\alpha = .840$  &  $\alpha = .736$ ).

## **3. Result**

The collected data were 288 participants, but there were 5 outliers' data. Therefore, this study was conducted on 283 final student respondents who were completing the final assignment to find out if FTP had an effect on CA on undergraduate students.

The normality assumption test was used to find out whether the obtained data were normally or abnormally distributed. Figure 1 shows that the residual value variable is normally distributed by showing that the dots or data are close and follow the diagonal line. It means the value of residue was distributed normally; therefore, the regression model met the normality test and was then used to conduct this study.



**Figure 1. Normality Test**

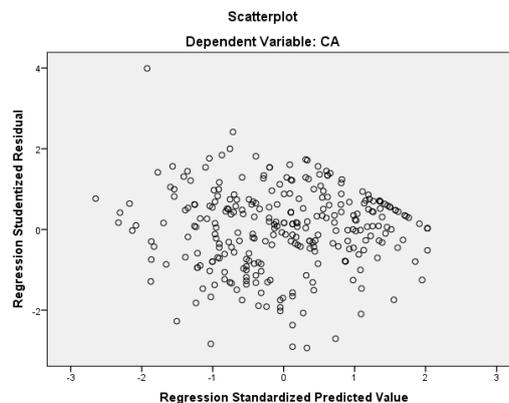
The next assumption test was the absence of multicollinearity between independent variables. Table 1 shows the values of tolerance for FTP with two predictors were the opportunities on future outcomes and the limited perspective of times was 1.0 with a value of VIF 1.0. It can be concluded that the independent variable has a multicollinearity assumption with a tolerance value  $> 0.1$  and  $VIF < 10$ .

**Table 1. Multicollinearities Test**

	Collinearity Statistics	
	Tolerance	VIF
Opportunities for future outcomes	1.000	1.000
Limited perspective of times	1.000	1.000

Dependent Variable: Career Adaptability

The heteroscedasticity test was used to determine the regression model occurring with the inequalities of variance used to detect the presence or absence of heteroscedasticity in a model. The following Figure 2 shows that the points spread randomly without forming certain patterns. The results of the heteroscedasticity test and scatterplot of the regression model could be used properly.



**Figure 2. Heteroscedasticity Test**

The hypothesis testing was used to determine the future time perspective variable as a predictor variable against career adaptability using multiple linear regression analysis. In this study, Table 2 shows the results of the test.

**Table 2. F Test**

Model	df	Mean Square	F	Sig.
Regression	2	17538.972	139.548	.000
Residual	280	125.684		
Total	282			

Notes: Dependent variable (CA); Predictors (FTP Opportunities, FTP Limited)

Based on the F test results, the significance value  $p < 0.005$ , therefore  $H_0$  is rejected. It can be concluded that FTP variable test significantly affects the CA variable. FTP variable is divided into two perspectives, listed as the opportunities on future outcomes and the limited perspective of times.

**Table 3. Model Summary**

R	R Square	Adjusted R Square	Std. The error of the Estimated	R Square Change
.707	.499	.496	11.211	.499

Notes: Predictors (FTP); Dependent Variable (CA)

The determination test table (Table 3) shows that the amount of R Square is 0.499 or 49.9%. It shows that the percentage of FTP variable contributions simultaneously affected CA by 49.9%. While the remaining 50.1% was affected by other factors that were not studied in this study.

**Table 4. Regression Equation Test**

	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	26.945	5.026		5.361	.000
FTP_OP	1.919	.116	.699	16.517	.000
FTP_L	-.419	.156	-.114	-2.686	.008

Notes. Dependent Variable (CA)

Furthermore, the effect of each predictor in the FTP as an independent variable partially has a significant effect on CA. The significance values as shown in table 4 show that the predictor of the opportunities on future outcomes has a significance value of  $0.000 < 0.005$  ( $t = 16.51$ ;  $p = 0.000$ ). While the limited perspective of times predictor shows a significance value of  $0.008 < 0.05$  ( $T = -2.686$ ;  $p = 0.008$ ). The results of the regression analysis show that each of the two predictors on FTPs partially significantly predicts CA as the outcome of variables.

Table 4 can be interpreted that the regression coefficient for the FTP variable score of the Opportunities on Future Outcomes ( $X_1$ ) is worth positive. Meanwhile, the regression coefficient for the FTP variable score of the limited perspective of Times ( $X_2$ ) is worth negative.

#### 4. Discussion

The purpose of this study was to determine the effect of future time perspective through two predictors, called, The opportunities on future outcomes and the limited perspective of times against career adaptability in undergraduate students. The undergraduate students who were in the school-to-work transition period would be likely to think about the continuation of their careers in the future. The situation facing the undergraduate students

was a dynamic work environment situation in terms of technological developments and the development of skills needed for employment. However, if career doubt occurred in students, it would become a student inhibitor in facing the transition. This problem would have an impact on their career in the future.

The nearness of undergraduate students to the reality of working made the ideal conditions of students called the ability to deal with changes occurring, especially in the careers. According to Gunawan (2014) (see Imdiaty, 2019), students must have good readiness and a high adaptability ability to adjust to the changes facing the world of work. CA is the ability or capacity of self-regulation that can be used by a person to solve unknown, complex, and unclear problems presented by developmental tasks, work transitions, and work trauma (Savickas & Porfeli, 2012). In addition, CA can direct individuals in determining actions and strategies for realizing the objectives they want to achieve (Savickas & Porfeli, 2012).

This study was conducted to determine the effect of FTP with two perspectives against CA using regression analysis techniques. Based on the determination test table, it is known that the amount of R Square is 0.499 or 49.9%. It shows that the percentage of FTP variable donations affects CA by 49.9%. While the remaining 50.1% was affected by other factors that were not studied in this study.

FTP examines the extent to which an individual places importance on the goal and the extent to which a person's behavior this time is connected to future goals. The relationship between present tasks and future goals is referred to as continuity (Husman & Lens, 1999; McInerney, 2004). Simons, Vansteenkiste, Lens, and Lacante (2004) note that future-oriented individuals usually have a better understanding of how their current behavior plays a direct role in achieving future goals. According to DeVolder and Lens (1982), the current tasks or responsibilities that students have are also important components of FTP because they lead directly to future goals. In this case, it is related to how students build their careers after their graduation.

Career adaptability is regarded as a psychological resource for individuals associated with positive adaptation outcome choices, including greater trust, engagement in adaptation toward their future goals, reduced anxiety (Pouyaud et al., 2012), and making more positive decisions. (Ginevra et al., 2016; Hirschi et al., 2015; Sverko & Babarovic, 2019).

In research on career adaptation models, FTP is determined as a personality trait that refers to a readiness to adapt and views adaptability as an adaptation resource that mediates adjustment to individual responses and adaptation outcomes (Rudolph et al., 2017; Savickas, 2013; Savickas & Porfeli, 2012). The study found that FTP's role as adaptability positively predicts an individual's CA over time (Zacher, 2014). Another longitudinal study found that FTP can initiate an individual's adaptive response through adaptability (Guan et al., 2016).

FTP can be understood by focusing on opportunities and limiting factors. It illustrates the two-dimensional properties of the FTP concept (Strough et al., 2016; Zacher & Frese, 2009). FTP indicates that individuals see the time as a "limited" future (the perception that the remaining time for life is short) and the future that is "open" (the perception that there is life lay ahead in front of us) (Coudin & Luisa Lima, 2011). Therefore, in this study, FTP is divided into two approaches, called, the opportunities on future outcomes and The Limited Perspective of Times. Both are predictors that represent how FTP works in affecting the CA. In this study, the findings indicate that the opportunities on future outcomes and the limited perspective of times together contribute to the CA of Undergraduate students.

Furthermore, the results of the study show that the direction of effect on the FTP variable of The Opportunities on Future Outcomes was positive. It describes when students perceived that the future provided unlimited opportunities affecting the ability of students to carry out their career development related to the task. Students can also face environmental changes that can be recognized as well as those who are not recognized as long as individuals feel that there are opportunities that are held extensively. Then, the direction of the effect on the FTP variable of the limited perspective of times is negative; then, when students perceive that limited and short time will reduce the ability of students in facing career development. Limited time in the future can make students not flexible and less adaptive in facing the challenges of environmental changes in careers.

It is in line with the study by Henry et al. (2017) indicating that age positively correlates with the future as limited. The older individuals age, individuals tend to have less open and more limited future perceptions, regardless of optimism, depression, health, or social desires. In this study, students with early adult age ranges were described as more positive in viewing the future, and they considered more opportunities to improve capabilities in career adaptation.

In another study, FTP is considered a factor affecting motivation and determination of goals (Husman & Lens, 1999). Individuals with future-oriented open improve their skills and knowledge while working to achieve their future goals, increasing their confidence level (Walker & Tracey, 2012). FTP can be an important factor in the context of work. FTP is considered a psychological factor affecting career adaptability (Rudolph et al., 2017).

Students having resources and strategies are more likely to overcome career challenges by planning and taking responsibility for their future. Students have the potential to see the time and opportunities of the future positively. Students with high FTP tend to show strong confidence in their career decisions (Jung et al., 2015; Walker &

Tracey, 2012). In addition, the ability to adapt students' careers has been proven to affect their work in the future, which means that career adaptability helps them develop future aspirations (Guan et al., 2016).

## 5. Conclusion

This study aims at determining the effect of future time perspectives against career adaptability in undergraduate students. Based on the results of the study, there can be a significant effect between the Future Time Perspective (FTP) and the Career Adaptability (CA) in Undergraduate students.

The strength of this study is to explain two perceptual values of FTP that affected CA in undergraduate students. The result showed by using the direction of the FTP as the opportunities on future outcomes against CA is positive and the direction of the effect of the FTP as the limited perspective of times on CA is negative. The direction of this effect shows that the higher FTP as the opportunities for future outcomes, the higher the CA score that can be interpreted, the more students have perceptions in the open future, the greater the chance of students to develop the ability to face challenges in a career. Meanwhile, the higher the FTP as the limited perspective of times, the lower the CA score that can be interpreted increasingly students have perceptions in the future as limited time, the lower the chance of students to develop their ability to face challenges in a career.

The limitation was identified in this study. This study was conducted only in Jakarta which might not fully reflect the character of all students in Indonesia, in general. Homogeneity problems can cause restrictions on our efforts to generalize the two variables. Therefore, it is recommended to conduct the same study as a broader demographic group. In addition, it is also recommended for further studies review other variables that can moderate these two variables.

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