

Linking Future Time Perspective to Career Maturity: The Mediating Role of Self Efficacy

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ABSTRACT

Career maturity is a condition when an individual already has a view, preparation, and confidence in themselves in facing the professional world of work. Career maturity is a crucial thing that a student must have in order to facilitate achieving relevant work after graduating from college. This study aims to empirically test the effect of future time perspective on career maturity, with self-efficacy as a mediator on university students population. The results of the study showed that future time perspective has a direct and significant effect on career maturity ($p < 0.05$). Self-efficacy was also proven to mediate the effect of future time perspective on career maturity ($p < 0.05$). This shows that self-efficacy only partially mediates the relationship between future time perspective and career maturity, and there are still other variables that can fully mediate the relationship between the two, but were not examined in this study. This study highlights the partial mediating role of self efficacy, providing new insight into the mechanism how future oriented thinking influences career maturity.

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Introduction

Career is a professional journey undertaken by an individual throughout his life, and is obtained based on a number of factors inherent in the individual, such as talent, interests, knowledge and skills. A career is different from a job. A job is a task or activity carried out by a person to get a reward (income). A job can indeed affect an individual's career, or can even become a career itself. However, the essence of this career is the role of the work carried out by an individual throughout his life.

An individual's career journey actually begins at birth. In psychology, there are stages of career development with tasks that must be passed at each stage. The stages of career development can be divided into five (Putra, 2021; Super, 1980), namely: 1). Growth stage (0 - 14 years): the phase in which individuals learn to recognize self-concept by identifying and interacting with their environment (parents, teachers, and friends), 2). Exploration stage

(15 - 24 years): exploration/search phase. Where at this age individuals look for a number of job alternatives and match them to themselves (interests, knowledge, opportunities, and abilities). 3). Establishment stage (25-44 years): productive phase. Where individuals have determined their field of work, made plans for career advancement or promotion, and done a lot of self-development related to their career. 4). Maintenance stage (45-65 years): peak career phase. Individuals are expected to be able to have a place in the work environment, and their efforts are directed at maintaining the position they already have. 5). Decline stage (> 65 years): Retirement phase, where there is a decrease in energy and responsibility. In this phase, individuals also accept and learn new roles as coaches or mentors for juniors.

Career maturity is the match between current vocational behavior and expected vocational behavior at a stage of development. Students, generally aged 18-25 years, and are at the exploration stage of career development. According to Santrock (2019), this age is included in the late adolescent phase. This phase is considered a transition or transition from adolescence to adulthood, where individuals are faced with various changes and demands, as well as responsibilities from their surroundings. On the other hand, individuals in this phase are able to think abstractly, maturity increases, and have better social-emotional abilities and independence. Ideally, at this stage, a student has begun to determine the field of work and career that will be pursued after graduating from college, and prepare themselves thoroughly so that they are more ready to work.

The number of college graduates is currently also very large. Based on the results of a workforce survey, the number of the workforce in August 2024 reached 152,11 million people, and 7.47 million of them were unemployed (Badan Pusat Statistik, 2024). This large number of college graduates certainly contributes to the increase in the number of workforce in Indonesia. However, the absorption of labor in Indonesia is still limited. The number of workforce is not comparable to the availability of jobs, so this is a problem in increasing the number of unemployed in Indonesia. Referring to data from the Badan Pusat Statistik (2024), the percentage of open unemployment in Indonesia is at 4.82%. Open unemployment is a workforce that is of productive age but does not or has not worked. Students who graduate and do not immediately work are also included in this category, especially if the gap between graduation and the first job after graduation is too far. Of course it will be a stressor and has the potential to increase unemployment in Indonesia.

The open unemployment rate in 2024 (4.82%) shows a decrease compared to 2023 (5.45%), but if we look at the facts on the ground, a number of university graduates still have difficulty getting jobs in less than 3 months after graduating from college. Not a few also work not in accordance with their fields of knowledge, competence, and interests, thus hampering work productivity and career development. Career maturity is one of the important aspects that students need to have as prospective workers. The college period is an important period in the process of forming self-identity and career, where students ideally have begun to recognize their interests, abilities, and opportunities that are possible in the world of work. Career maturity includes individual readiness in determining career goals,

making relevant decisions, and the ability to plan and implement concrete steps to achieve these goals (Prilyanti & Supriyantini, 2021).

Students with high career maturity will have a concrete understanding of their career choices, and be able to determine a career direction that suits their competencies, interests and personality. So they are more motivated to develop professionalism and work readiness. However, in reality, a number of students are still confused in determining their career direction. This is shown in various studies which found that most students still feel hesitant about their career choices even towards the end of their studies. This condition can affect students' readiness to enter the workforce, thus risking career instability, low job satisfaction, and reduced professional motivation in the future. Ideally, students already have career maturity since they are in college, have planned the career they will pursue, or have even started creating their own job opportunities by building a business since they are still in college. However, if we look at the facts on the ground, there are still many students who do not have a career direction after graduating from college. Researchers conducted a pre-research survey to find out the picture of career maturity for 20 active students. The results showed that 19 of them did not understand their potential, 12 out of 20 students admitted that they were still confused and had not determined the field of work they would pursue after graduating from college, and 11 of them were not sure about their competence in facing the world of work. This is an indication that not all students have established career maturity.

This conditions need to be considered. So that after graduating, students can work and pursue careers that are in accordance with their competence and are linear with the output expected by a study program. However, when individuals work according to their interests and competencies, it will also have an impact on the individual's psychological well-being. In fact, the success of an education process is currently also measured based on the external aspect, where alumni are able to obtain jobs that are in accordance with their competence and field of study. So that career maturity is a crucial thing that needs to be prepared by each individual. Individual career maturity can be influenced by a number of external and internal factors. Social support and parental support are external factors that can influence career maturity (Saputro, 2022; Sarirah et al., 2020). Meanwhile, internally, personality factors, self-efficacy, emotional intelligence, perspective on the future, and experiences possessed by individuals also influence career maturity (Jatmika & Linda, 2015; Partino, 2006; Prilyanti & Supriyantini, 2021; Rifki & Anisah, 2021; Saputro, 2022; Sarirah et al., 2020; Sinuraya et al., 2022).

Several previous studies have proven that future time perspective influences individual career maturity (Agustina & Dwanoko, 2021; Grashinta et al., 2018; Khairunnisa & Indrawati, 2021). Self-efficacy is also a predictor of career maturity for students (Partino, 2006; Prideaux & Creed, 2001). This means that when someone has confidence in their ability to do a task optimally and without obstacles, it will be easier to achieve career maturity, so they are more ready to work. However, there has been no research that tests the mediation of one of the internal factors. Therefore, this study aims to empirically test the

role of self-efficacy as a mediator between the future time perspective variable and career maturity in students.

Although prior studies have established that future time perspective is positively associated with career-related outcomes and that self-efficacy plays an important role in career development among university students, the underlying mechanism linking these variables remains insufficiently explored. Most existing research tends to examine these constructs in isolation or focuses primarily on direct relationships, overlooking the potential mediating processes that explain how future-oriented thinking translates into higher career maturity. Furthermore, empirical evidence integrating future time perspective and self-efficacy within a single mediation model is still limited, particularly in the context of university students who are in a critical transition phase toward the workforce. Therefore, this study addresses this gap by investigating the mediating role of self-efficacy in the relationship between future time perspective and career maturity, providing a more comprehensive understanding of the psychological processes that support students' career readiness.

This study on career maturity is crucial. Through this study, it is hoped that the main predictors that influence the career maturity of students can be identified. So, in the future, researchers can develop self-development and career programs that are in accordance with student needs.

Method

This study uses a quantitative approach, with the main focus on career maturity as the dependent variable. While the independent variable in this study is future time perspective. The relationship between the independent and dependent variables is mediated by self-efficacy which also functions as the dependent variable for future time perspective. The subjects in the study were 270 active university students, obtained through accidental sampling techniques.

This study uses a psychological scale as a data collection instrument, which includes:

- 1) Career Maturity Scale: Using a career maturity scale constructed by researchers by referring to aspects of career maturity according to Savickas and Porfeli (2011). The scale consists of 23 statement items with a reliability value of 0.881.
- 2) Future Time Perspective Scale: Using a future time perspective scale referring to Husman's theory (2008). The scale consists of 14 statement items with a reliability value of 0.745. The scale covers four aspects, namely: Speed, extension, value, and connectedness.
- 3) Self-Efficacy Scale: Adopting the self-efficacy scale from the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) and has been adapted into Indonesian by Novrianto (2019). The scale consists of 10 statement items with a reliability of 0.893.

Path analysis technique was used to analyze the data, with the help of the JASP version 19 application. The purpose of using this technique is to determine the direct and indirect

effects, through multiple regression with intervening variables, namely variables between which have a function to mediate the relationship between independent variables and dependent variables.

Results and Discussion

The subjects in this study were 273 active students at one of the state university in Semarang City. This study used three variables, namely career maturity, future time perspective and self-efficacy. Each variable was tested on a number of samples representing the population. Categorization needs to be done to describe the characteristics of the subjects in each variable, such as minimum value, maximum value, mean or average, and standard deviation. The following are the results of the categorization of career maturity variables:

Table 1. Data Categorization of Career Maturity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	1.1	1.1	1.1
	Medium	230	84.2	84.2	85.3
	High	40	14.7	14.7	100.0
	Total	273	100.0	100.0	

Based on the table above, it can be seen that 3 students (1.1%) have a low level of career maturity, 230 students (84.2%) have a medium level of career maturity, and 40 students (14.7%) have a high level of career maturity. The results of the categorization of the future time perspective variable can be seen in table 2.

Table 2. Data Categorization of Future Time Perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	136	49.8	49.8	49.8
	High	137	50.2	50.2	100.0
	Total	273	100.0	100.0	

Based on the table above, it can be seen that 136 students (49.8%) have a moderate level of future time perspective, and 137 students (50.2%) have a high level of future time perspective. There were no students who had a low future time perspective. The results of the categorization of self-efficacy variables can be seen in table 3.

Table 3. Data Categorization of Self Efficacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	109	39.9	39.9	39.9
	High	164	60.1	60.1	100.0
	Total	273	100.0	100.0	

Based on the table above, it can be seen that 109 students (39.9%) have a moderate level of self-efficacy, and 164 students (60.1%) have a high level of self-efficacy. No students were found to have low self-efficacy. The research data obtained were then analyzed using JASP software version 00.19.00. The direct effect table shows that future time perspective has a direct influence on career maturity with a correlation coefficient value of 0.040 and is stated as very significant ($p < 0.001$). This means that the first hypothesis in this study is accepted, namely that there is an influence of future time perspective on students' career maturity. The results of the test can be seen in the following table:

Table 4. Direct effects

			Estimate	Std. Error	z-value	p	95% Confidence Interval	
							Lower	Upper
FTP	→	Career Maturity	0.040	0.010	4.004	< .001	0.020	0.060

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

The direct effect table shows that future time perspective has a direct influence on career maturity with a correlation coefficient value of 0.040 and is stated as very significant ($p < 0.001$). While the indirect influence mediated by the self-efficacy variable can be seen in the table below:

Table 5. Indirect Effects

			Estimate	Std. Error	z-value	p	95% Confidence Interval	
							Lower	Upper
FTP	→	Self efficacy → Career Maturity	0.021	0.005	4.273	< .001	0.012	0.031

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

In table 5. indirect effect shows that the influence of future time perspective on career maturity is influenced by efficacy as a mediator with a correlation coefficient value of 0.021 and is stated as very significant ($p < 0.001$). The results of the path analysis test using JASP 00.19.00 software can also see the influence of the independent variable (future time perspective) on the mediating variable (self-efficacy) and the influence of the mediating variable on the dependent variable of career maturity. In other words, this shows how strong the role of the efficacy variable is in mediating the relationship between the independent variable and the dependent variable (indirect effect). These results can be seen in table 6.

Table 6. Path Coefficients

			Estimate	Std. Error	z-value	p	95% Confidence Interval	
							Lower	Upper
Self efficacy	→	Career maturity	0.307	0.059	5.198	< .001	0.191	0.423
FTP	→	Career maturity	0.040	0.010	4.004	< .001	0.020	0.060
FTP	→	Self efficacy	0.070	0.009	7.505	< .001	0.052	0.088

Note. Delta method standard errors, normal theory confidence intervals, ML estimator.

Table 6. Path coefficients shows that the significance level value of the p-value of self-efficacy on career maturity is $0.001 < 0.05$, which indicates that self-efficacy has a significant effect on career maturity. In testing the direct effect of future time perspective on career maturity, it also shows a significance value with a p-value of $0.001 < 0.05$, so it can be interpreted that future time perspective has a significant effect on career maturity. A significance value with a p-value of $0.001 < 0.05$ was also obtained in testing the future time perspective variable on self-efficacy, which indicates that there is a significant effect. If described in a framework, the relationship between the three variables can be reflected in Figure 1 below:

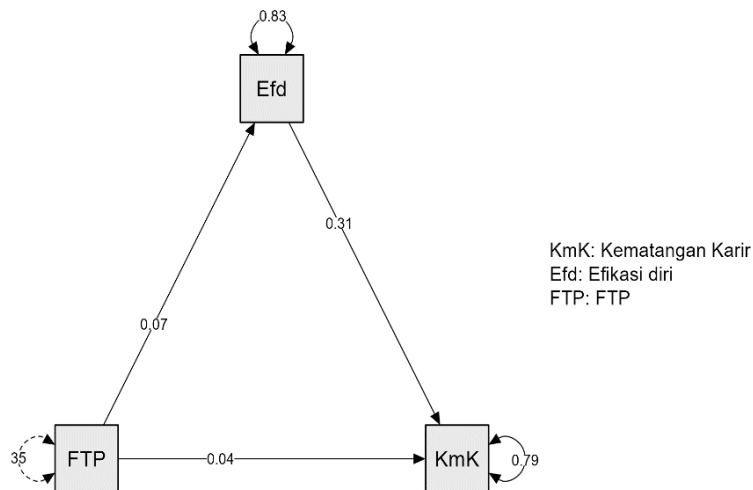


Figure 1. Mediation of Self-Efficacy on the relationship between future time perspective and career maturity

This study found that future time perspective has a direct effect on career maturity, with a significance value of $p < 0.001$ and an estimated value of 0.040. This is in line with the results of research by Grashinta et al. (2018) and Agustina and Dwanoko (2021) which stated that future time perspective can affect career maturity.

Future time perspective (FTP) or future time perspective is how individuals view their future, including how far an individual estimates, plans, and prepares for things that might happen in the future. This perspective affects how a person sets goals, makes decisions, and behaves in various aspects of life, including career. Future time perspective generally includes long-term orientation and a level of openness to future opportunities that can strengthen motivation and direction in achieving the desired career.

Future time perspective is related to a person's view of time in the future. Future time perspective (FTP) or future time perspective refers to how a person views and plans their future. The future time perspective is a concept that relate to cognitive process, motivation, and goal setting (Simons et al., 2004). This concept is very relevant in career development, because how a person views the future can influence their current decisions and behavior. The future time perspective possessed by an individual will affect many things in his/her life, including career planning, decision making, and mitigation efforts in dealing with crises and obstacles.

This future time perspective includes aspects of valence, extension, speed, and connectedness (Husman & Shell, 2008). Individuals who have a high level of future time

perspective will be able to see that the future is not something far away to achieve, have values or values that are held in achieving the future, and try to prepare themselves for various possibilities in the future. So that individuals like this tend to make plans before doing something, including in terms of choosing a job and planning a career in the future.

Individuals who have a time orientation in the future will also be better prepared to face the world of work by planning strategies, and considering their interests, talents, and competencies to enter the appropriate field of work. A student who already has a career plan will pay more attention to his/her strengths and weaknesses, consider the available and possible career options, and prepare more concrete steps in order to succeed (Ayu et al., 2022; Fortuna et al., 2022).

This study proves that the second hypothesis is proven, namely that there is an indirect effect of future time perspective on career maturity with self-efficacy as a mediator. Self-efficacy was found to have a role in mediating the relationship between future time perspective and career maturity in university student. The indirect effect of future time perspective on career maturity mediated by self-efficacy can be seen from the significance value of $p < 0.001$ with an estimate of 0.021. In this case, self-efficacy is proven to partially mediate the relationship between future time perspective and career maturity, because future time perspective is also proven to have a direct effect on career maturity. This shows that when the role of self-efficacy is eliminated, future time perspective can still affect the level of career maturity of a student.

The results of this study indicate that the relationship between future time perspective and career maturity can be mediated by self-efficacy. This means that when individuals have a high future time perspective and strong self-efficacy, the level of career maturity also increases. This is in line with a number of previous studies that found that self-efficacy can affect an individual's career maturity (Mandegani, 2022; Saputro, 2022; Sarirah et al., 2020; Sinuraya et al., 2022). Other studies have also found that future time perspective can affect an individual's self-efficacy (Agustina & Dwanoko, 2021; Grashinta et al., 2018). This study proves that self-efficacy plays a role in mediating the relationship between future time perspective and career maturity, although with a low estimated value of only 0.021. However, this shows that the existence of self-efficacy when accompanied by a future time perspective will play a major role in determining the career maturity of students.

Individuals with good self-efficacy will have strong confidence in their ability to face various challenges in the world of work. Self-efficacy is very much needed by a student in facing various possibilities in a dynamic and changing future (Haq & Farida, 2019). Strong self-efficacy is also needed to be able to increase career maturity because individuals who feel confident in their abilities tend to be more active in exploring career options, making mature career plans, and overcoming challenges that may arise on the way to achieving their dream career. These individuals are also better able to make the right decisions and plan the steps needed to achieve their career goals. Future time perspective has been shown to influence career maturity. Individuals who have a time orientation in the future will be better prepared to face the world of work by planning strategies, and considering their interests, talents, and competencies to enter the appropriate field of work.

Future time perspective is essentially related to the extent to which a person thinks, plans, and anticipates the future (Indirasari et al., 2019; Mutiasari & Sunawan, 2021; O'Neill et al., 2020). Individuals with a high future time perspective tend to focus more on long-term goals and future planning, while individuals with a low future time perspective tend to focus

on current needs and satisfaction. Future time perspective (FTP) or future time perspective is how individuals view and plan their future. A student who already has a career plan will pay more attention to his/her strengths and weaknesses, consider available and possible career options, and plan more concrete steps to be successful (Ayu et al., 2022).

Conclusion

The results of this study prove that there is an influence of future time perspective on career maturity in students both directly and indirectly through self-efficacy. In this case, self-efficacy mediates the relationship between future time perspective and career maturity partially. The relationship between future time perspective and career maturity can be mediated by the role of self-efficacy or other variables not examined in this study. However, this study has several limitations, including the use of cross-sectional design which limits causal interpretation, and the specific student population that may restrict the generalization of this finding. But practically, these findings suggest educational institutions and career counselors should design interventions aimed at strengthening future time perspective and self-efficacy to enhance student's readiness and career maturity.

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