
Analysis of parent support in career planning of vocational students

Febri Wandha Putra^{1*)}, A. Muri Yusuf¹, Solfema Solfema¹

¹Universitas Negeri Padang

*Corresponding author, e-mail: pfebrian17@gmail.com

Abstract

Career planning is the first step of students in achieving success. One factor that plays a role in career planning is parental support. The purpose of this study was to explore parents' support in vocational student career planning. The data were statistically analyzed using the Rasch model statistical fit analysis. The present study examined 112 vocational students. The results showed that parental support played an important role in student career planning. The results highlight the positive role that parents can play in students' vocational career planning by supporting them with emotional, esteem, instrumental and information that can help them make a good career planning.

Keywords: Parental support, career planning

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Introduction

Careers in the modern era are now growing rapidly as seen from the many types of career choices that will be chosen by individuals. Starting from a career to be a technician, teacher or career in other fields so it depends on the individual who will choose it. The phenomenon that occurs at this time is that many vocational students still do not think about career problems so that there are some students who are unable to prepare their careers (Chan, 2019). In addition to the unpreparedness of vocational students in determining careers, the cause of this phenomenon occurs due to the lack of information about the career world they have (Sersiana, 2013). The lack of information obtained about career planning makes vocational students confused in preparing themselves to enter the workforce (Novitasari, 2015).

Another phenomenon that occurs is that there are still students who have completed their education and cannot yet determine the direction of career planning (Ting, 2002). As a result of this phenomenon many graduates of vocational students are unemployed. Badan Pusat Statistik (2017) stated that from August 2016 to August 2017 which stated that vocational education levels contributed to an unemployment rate of 11.41% higher than other levels of education, while for the number of unemployed elementary school graduates by 2.62%, junior high school graduates amounted to 5.54%, and high school graduates amounted to 8.29%. Hillage & Pollard (Mashigo, 2014) states that there are several elements that affect work readiness, including skills in management/career planning, work experience, skills in obtaining work, and family support. The next phenomenon is in schools the role of parents is still being questioned. Many parents think that the business of preparation and career planning for children is the business of the teacher. There are also parents who argue that their business is only preparing in terms of the material their children need in an effort to prepare or plan their respective careers. While other matters relating to education (including career development of children) are fully left to the teacher or school (Afdal, Surya, Syamsu, & Uman, 2014).

Career planning is a deliberate process of: knowing and understanding ourselves better, becoming aware of opportunities, choices and the consequences of our choices, identifying options, making decisions about options, developing goals and action plans that will keep us moving in the direction we want to go and programming work, education and related training and development experiences (Santamaria, 1991).

Super (Sharf, 2010). The scale measure how much thought individuals have given to variety of information-seeking activities and how much they feel they know about various aspects of work Career planning refers to how much thinking and planning they have done about various educational and occupational opportunities. In line with this (Massie, 2015) also stated that career planning as a student activity oriented to future career decision (Massie, 2015).

One of the factors that influence student career planning is parental support. Parents have a big influence on the lives of their children and can shape adolescent career development, work plans and attitudes towards work success (Khasawneh, 2010). Parents have the potential to influence adolescent work choices through how parents present information about work, values, and experiences provided to adolescents (Santrock, 2007). Parental support is a contextual variable that greatly affects the career development process of young children because of its role in facilitating access to various types of school and career opportunities (Ginevra, Nota, & Ferrari, 2015). This opinion is also supported by Turner & Lapan (Simões, 2014) which states that parental support is an effort to provide assistance to individuals from primary caregivers in forms such as instrumental assistance, emotional support, verbal encouragement, and career-related modeling. Sarafino & Smith (2011) mention the forms of parental support namely; 1) emotional support, 2) esteem support, 3) instrumental support, and 4) information support (Sarafino, 2011).

The support of parents can increase student confidence and support them in their career planning process (S. L. Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003). A study states that parental support given to students has a positive contribution to teenage interest in career planning (S. Turner & Lapan, 2002). Other research states that parents have an important role in shaping students' independence by providing support so that they are independently capable of having mature career decisions (Katz, Cohen, Green-Cohen, & Morsiano-davidpur, 2018). In this study parental support is meant in the form of emotional support, trust support, instrumental support, and information support that aims for students to have career planning, and have attitudes that support work success.

Method

This research used a quantitative approach with descriptive methods. Sampling for this study used the Stratified Random Sampling Technique. the number of samples in this study is 112 students was obtained. This study uses a parental support instrument for student career planning in the form of a Likert scale model with five alternative answers, namely always, often, sometimes, rarely, and never. Test data normality using Kolmogorof-Smirnov (Widiyanto, 2013). Then the research data were analyzed using the Rasch model using statistical fit analysis (Bond, 2007; Maclean, 2005; Sumintono, 2015). Fit statistic analysis using MNSQ outfit parameters with ideal range (+0.5 s/d +1.5) (Sumintono, 2015).

Results and Discussion

The results of the discussion of research on the analysis of parental support in career planning of vocational students. Further discussion of the results of the study is described as follows.

Test Quality of Parental Support Instrument in Career Planning

There are four aspects of testing conducted to evaluate parental support instruments in student career planning, namely (1) reliability and separation index, (2) dimension test, (3) item fit and misfit, and (4) instrument information function (Smith, 1995) and normality test with Kolmogorof-Smirnov (Widiyanto, 2013).

Table 1 Summary of quality instrument items (n Items = 20)

| Estimation | Values |
|--------------------------------------|--------|
| Item Realibilities | 0.92 |
| Separation index of Item | 5 |
| Mean Item | 0.00 |
| Mean OUTFIT MNSQ | 0.91 |
| Raw variance explained by measures | 38.9% |
| Raw variance unexplained by measures | 61.1% |

First, table 1 above explains the results of the analysis of the reliability of parental support instruments in student career planning of 0.92, which is at a very good level. In other words, reliability is almost close

to a perfect score. This explanation is also supported by the value of the separation index of items that arrange items into 5 parts, this means the instrument is able to measure 5 groups of parts from the highest to the lowest. Furthermore, the unidimensional estimation through principal component analysis (PCA) identifies the raw variance value explained with a size of 38.9%, this means that the instrument unidimensional condition has been reached (> 20%) (Linacre, 2006). This shows that 20 instrument items can measure parental support in student career planning. Furthermore, the second part regarding the categorization of item fit and misfit on the instrument can be shown by comparing the MNSQ OUTFIT value of each instrument item with an average MNSQ OUTFIT value of +0.91 logit, this means that 20 items on the instrument are not misfit.

Furthermore, to find out the extent to which information can be arranged by parental support instruments in career planning can be seen in Figures 1 and 2

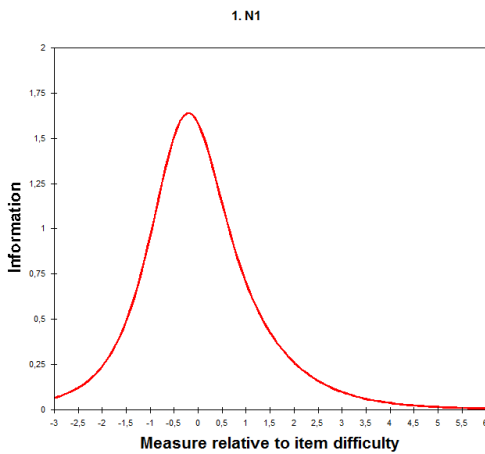


Figure 1 Instrument Function of Parental Support on Student Career Planning

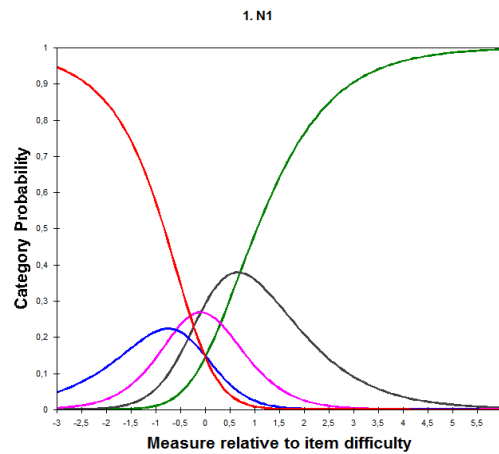


Figure 2 Probability of student answers on each choice answer

Based on Figure 1 it is known that the output of information collected by parental support instruments in student career planning is at a very good level, good enough good, less good and not good. Meanwhile, to reveal specific information for students who are at the level of parental support is very good and not good is less efficient. This finding is supported by Figure 2 where the probability of choice of answers is always, often, sometimes, rarely, and never ranges at an always and often level. Furthermore, in Figure 2 it is seen students have no difficulty in choosing answers provided by parental support instruments in student career planning.

Next, to find out normality, the Kolmogorov-Smirnov analysis is performed, which compares the Asymp coefficient. Sig. or P-value with a significance level of 0.05 (Widiyanto, 2013).

Tabel 2 Uji Kolmogorov-Smirnov

| Asymp. Sig. (2 tailed) | Significance Level |
|------------------------|--------------------|
| 0.072 | 0.05 |

The Table 2 shows the results of the normality test calculation in the table above, the Asymp score. Sig. (0.072) is greater than the significance that has been set (0.05). That is, the data is normally distributed.

Realization of Student Performance on Parental Support Instruments in Student Career Planning

Students' ability to work on the Parental Support instrument in Career Planning can be evaluated through individual size and individual compatibility. Both are used as a basis for determining students who have very good, good, good enough, not good or not good parental support, and students who are not appropriate in giving answers or outliers.

Table 3 shows the results of students who received parental support in their career planning, this is stated from the value of Mean of Person Measures (2.10 logit > 0.00 logit). After that the stability of the answers given by students when filling in a good instrument (0.70). Furthermore, the interaction between

individuals and items ($\alpha = 0.76$), this shows that the interaction of students with items is good. Furthermore, researchers clarify through the picture how parental support in student career planning.

Table 3 Summary of Person (Adolescents) Measured based on Rasch Fit Statistics

| Estimation | Values |
|--|--------|
| Person Realibilities | 0.70 |
| Separation index of Person | 2.38 |
| Mean Person | 2.10 |
| Mean OUFIT MNSQ | 0.91 |
| Cronbach alpha (KR-20) person raw score “instrument” reliability | 0.76 |

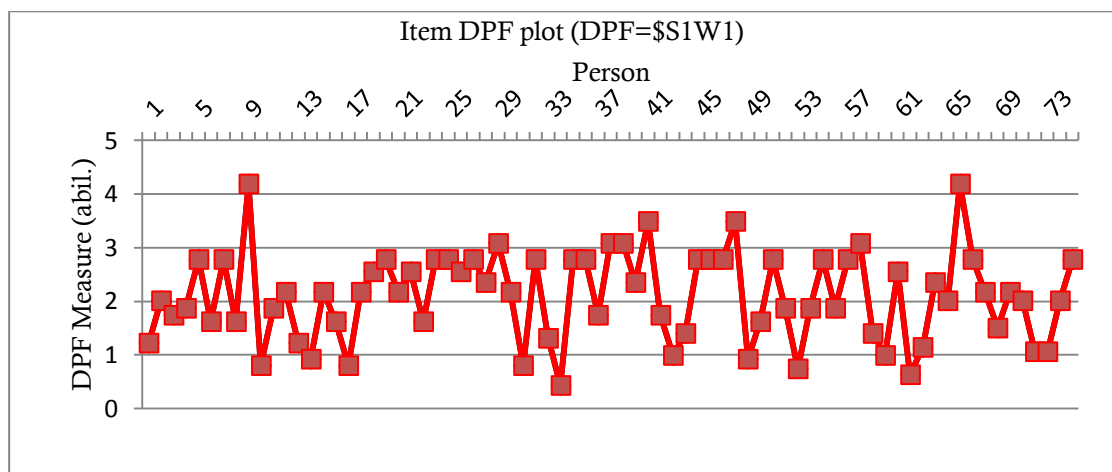


Figure 3 Arental Support in Student Career Planning

Figure 3 shows that respondent No. 9 and respondent No. 65 have parental support in their career planning at a good level. As stated by Roe (Sharf, 2010) that job choices are selected based on psychological needs that develop from interactions between children and their parents. This opinion is also supported by research results (Hariko & Anggriana, 2019) which states that parents have an important role in student career planning. Career experience of parents will make students motivated in career planning (Witko, Bernes, Magnusson, & Bardick, 2009). So the amount of parental support will affect someone in deciding his career in the future (Buday, Stake, & Peterson, 2012).

Based on the explanation above, it shows that parental support has an important role in student career planning especially four aspects namely 1) emotional support, 2) esteem, 3) instrumental support, and 4) information support. It can be seen that students who often ask parents about career planning are able to prepare themselves for entering a career (Barbour, 2016; Zhang, Yuen, & Chen, 2015). Through parent support also students will be able to make career planning and career decisions (Ginevra, et al., 2015).

Conclusion

In conclusion, parental support instruments in student career planning are good in measuring parental support in student career planning. Furthermore, the results of the analysis also found that parental support is one of the external factors that plays an important role in student career planning. This is indicated by the interaction between parents and students. The aspects of parental support that play an important role in student career planning are 1) emotional support, 2) appreciation support, 3) instrumental support, and 4) information support. This also indicates that the success of students in planning their careers also depends on how parents support students. The results of this study emphasize that supportive parenting is important during adolescence, a period during which many issues of independence, identity, sexuality, and relationships arise—and is critical when adolescents make their first career decision.

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