

# THE IMPACT OF FUTURE ORIENTATION AND SOCIAL SUPPORT ON CAREER ADAPTABILITY

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## **PENGARUH ORIENTASI MASA DEPAN DAN DUKUNGAN SOSIAL TERHADAP ADAPTABILITAS KARIER**

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### **Abstrak**

Adaptabilitas karier merupakan aspek penting yang dimiliki mahasiswa khususnya mahasiswa di perkotaan dalam perkembangan karier. Orientasi masa depan dan dukungan sosial diketahui mampu memprediksi adaptabilitas karier. Penelitian ini mengeksplorasi pengaruh orientasi masa depan dan dukungan sosial terhadap adaptabilitas karier mahasiswa. Penelitian ini melibatkan 300 mahasiswa berusia 17–24 tahun. Dengan menggunakan skala yang divalidasi, termasuk *Career Adapt-Abilities Scale*, *Future Orientation Scale*, dan *Multidimensional Scale of Perceived Social Support*, penelitian ini menggunakan analisis regresi berganda untuk analisis data. Hasil menunjukkan bahwa baik orientasi masa depan maupun dukungan sosial secara signifikan memengaruhi adaptabilitas karier. Orientasi masa depan secara parsial memengaruhi adaptabilitas, sedangkan dukungan sosial tidak memiliki efek parsial. Temuan ini menegaskan pentingnya orientasi masa depan dan dukungan sosial dalam memupuk adaptabilitas karier di kalangan mahasiswa. Penelitian ini memberikan wawasan berharga tentang faktor-faktor yang berkontribusi pada kesiapan mahasiswa dalam menghadapi tantangan di tempat kerja, memberikan pemahaman mendalam tentang bidang-bidang yang perlu dieksplorasi lebih lanjut dalam penelitian pengembangan karier.

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### **Abstract**

Career adaptability is a crucial aspect for students, particularly those in urban settings, in their career development. Future orientation and social support are known to predict career adaptability. The study explores the impact of future orientation and social support on students' career adaptability. This study involved 300 participants aged 17-24. Utilizing validated scales, including the Career Adapt-Abilities Scale, Future Orientation Scale, and Multidimensional Scale of Perceived Social Support, the research employed multiple regression analysis for data analysis. Results indicate that both future orientation and social support significantly influence career adaptability. Future orientation partially affects adaptability, while social support does not have a partial effect. The findings underscore the importance of future orientation and social support in fostering career adaptability among students. This study offers valuable insights into the factors contributing to students' readiness to navigate challenges in the workplace, shedding light on areas for further exploration in career development research.

**Keywords:** career adaptability, college students, future orientation, social support

### ***Impacts and Implication in the Indigenous Context***

The research outcomes carry notable implications within the Indonesian cultural context, particularly regarding social support in individual career development. This research provides valuable insights into understanding local culture in relation to the career development of urban students, aimed at guiding and supporting their career journeys. Its impact suggests that when designing career guidance programs for students in Surabaya, it is essential to focus on approaches that strengthen future orientation while recognizing that social support may be more effective when contextually integrated with local urban culture. This approach is expected to enhance students' resilience, independence, and sense of connection as they navigate career challenges. Consequently, this study offers crucial insights into fostering sustainable and locally grounded career development for students.

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## **INTRODUCTION**

Career readiness is a crucial element in individual development, especially for students (Mazzotti et al., 2021). The transition from higher education to the workforce challenges students, requiring mature readiness (Sampson et al., 2014). This not only helps them identify opportunities and explore career options but also develop strategies suitable for the demands of the dynamic job market. Therefore, career readiness development becomes essential for students' success in the workforce (Brown & Lent, 2020). During education, students' tasks involve determining career paths that align with their interests, talents, and life goals (Lent et al., 1994). Students need to create concrete career plans, keep up with the latest information in their fields of interest, and adapt to changing work conditions (Brown & Lent, 2016). Enhancing skills, taking responsibility for career control and having decision-making confidence are crucial steps for students to strengthen their career readiness to face the challenges of a complex and dynamic job market (Nurmalasari & Erdiantoro, 2020).

Career development theory by Super and Jordaan (1973) explains that students' career preparation, especially during the transitional stage in their twenties, is an essential phase in understanding and shaping their careers. This process starts with the growth stage, where individuals begin exploring interests, values, and potentials since childhood. Subsequently, the exploration stage occurs in secondary to higher education, where individuals make more specific career choices, select paths, and develop skills according to career aspirations (Lent et al., 1994). Based on this theory, students are expected to have career choice readiness covering knowledge, skills, attitudes, and behaviors needed to succeed in a competitive and dynamic job market (Fataron & Sijabat, 2019). With comprehensive career choice readiness, students can integrate their identities, goals, and personal aspirations into appropriate career selections, creating a solid foundation for achieving career success.

Career adaptability, as a psychosocial resource reflecting the life design concept, emphasizes the active role of individuals in designing and managing careers throughout their lives (Savickas & Porfeli, 2012). It portrays the importance of exploration, decision-making, and active involvement in career planning, seeing change as growth opportunities (Di Maggio et al., 2020). Savickas (2005) career construction theory emphasizes the integration of individual goals and the environment, with career adaptability as a psychosocial construct shaping adaptive strategies and actions in achieving adaptation goals (Savickas, 1997). The four dimensions of career adaptability involve concern,

control, curiosity, and confidence (Savickas & Porfeli, 2012). At the tertiary education level, career adaptability helps students face difficulties and unexpected changes in career roles and choices (Di Maggio et al., 2020). In the career context, adaptability helps individuals cope with changes in the work environment, adapt to roles and tasks, and achieve desired career self-concepts (Feng et al., 2021; Chen et al., 2020). Previous research indicates the influence of career adaptability on various aspects, including career satisfaction, motivation, competence, and career decision-making difficulties (Takawira, 2020; Datu & Buenconsejo, 2021; Leung et al., 2021). Internal and external factors such as vocational identity, self-efficacy, social support, and future orientation affect the level of career adaptability (Buyukgoze-Kavas, 2016; Hamzah et al., 2021; Fang et al., 2018).

Career adaptability, an important construct in understanding students' career readiness to face career challenges, develops from past experiences, especially during secondary and tertiary education (Savickas, 2011). Students with high levels of career adaptability tend to be more prepared to face job challenges, exhibit proactive attitudes, optimism, and flexibility, while low levels of adaptability can indicate confusion, anxiety, rigidity, and more passive attitudes (Tolentino et al., 2014; Boo et al., 2021). In facing career adaptability dynamics, students need to recognize and develop each dimension of adaptability, understanding that career adaptability can be enhanced through the development of relevant psychological resources, support, information, and experiences (Savickas, 2005; Tolentino et al., 2014).

However, research findings indicate that there are still career adaptability issues among students, characterized by uncertainty in determining career directions, lack of engagement in internships, passive tendencies in learning, and a lack of clear career planning, motivation, and goals (Noviyanti, 2021; Qomariyah & Febriyanti, 2021; Sa'diyah, 2019; Argaheni, 2020; Setyanti & Finuliyah, 2022). These issues can make it difficult for students to develop themselves, have low self-confidence, and increase the risk of stress, anxiety, and career dissatisfaction (Muqarrama et al., 2022).

Dynamic changes in the workforce, especially in technology and knowledge fields, drive the job sector to adopt innovation and digitalization to adapt to current conditions (Guo et al., 2020). These challenges require high adaptation abilities from every component, including the workforce, to survive in an ever-changing environment (Hou et al., 2021). Intense competition in the job market, emphasizing specific skills and competencies, also affects students' readiness to face the workforce (Jenei et al., 2020). Students with low levels of career adaptability may face significant impacts in preparing themselves for the demands and changes of the dynamic job market. They may show high levels of confusion and anxiety, be rigid and passive in facing career challenges (Boo et al., 2021).

These impacts also include uncertainty, career path exploration according to interests and talents, and difficulties in career decision-making (Lakshmi & Elmartha, 2022; Muqarrama et al., 2022; Noviyanti, 2021; Zikic & Hall, 2009). This situation not only hinders career decision-making processes but also can impede the development of appropriate career paths (Leung et al., 2021; Udayar et al., 2018). Therefore, issues in students' career adaptability may be a constraint in their preparation to face future changes and demands in the workforce (Boo et al., 2021; Shin & Lee, 2019).

In Surabaya, Indonesia's second-largest metropolitan city, traditional cultural values play a significant role in shaping students' career decisions. While the city offers extensive access to job and internship opportunities, students' career choices are still highly influenced by cultural factors such as collectivism and family expectations (Vann, 2016). This unique cultural influence sets Surabaya apart from other Indonesian cities and affects students' career adaptability. Cultural values such as collectivism and respect for elders often dominate the career decision-making process, where students tend to prioritize family opinions and avoid conflict. This makes it difficult for them to make independent career decisions, unlike students in other cities with more diverse cultures that may support more autonomous career choices (Fantazilu, 2023). For instance, many students may prioritize careers that align with family expectations or that enhance the family's social standing, even if these choices conflict with their personal interests or long-term career aspirations. Urban life significantly influences how young people shape their career paths. Living in a fast-paced city like Surabaya exposes individuals to a wide range of job options, but also intense competition and high expectations (Blustein et al., 2013). This can create a challenging environment where opportunities abound, yet pressure to succeed can be overwhelming. Particularly when cultural values prioritize family harmony, young people may struggle to balance personal career goals with societal and familial expectations (Hines et al., 2019).

Previous studies have also found that students in Surabaya tend to exhibit lower levels of career adaptability compared to students in other cities such as Jakarta and Palembang (Sari et al., 2022; Nisa et al., 2022). Strong cultural values such as collectivism and respect for elders often influence the career choices of Surabaya students. They tend to prioritize family opinions and avoid conflict, making it difficult for them to make independent career decisions. Additionally, high societal expectations of university graduates can increase anxiety and pressure on students. As a result, students in Surabaya are often confused and anxious about career decisions and are less prepared in career planning (Noviyanti, 2021; Sa'diyah, 2019; Udayar et al., 2018). These challenges hinder their ability to secure internships, navigate job searches effectively, and make informed career decisions,

ultimately leading to career dissatisfaction and unemployment (Boo et al., 2021; Shin & Lee, 2019). Addressing career adaptability issues is crucial for Surabaya students to succeed in the dynamic and diverse job market. By developing strong career adaptability skills, students can gain the confidence, flexibility, and resilience needed to explore diverse career paths, adapt to changing job market demands, and make informed decisions that align with their interests and abilities. This will empower them to navigate the challenges of the professional world and contribute meaningfully to Surabaya's economic growth and development (Hou et al., 2021).

In collectivist cultures like Surabaya, social support from family, peers, and mentors is vital for fostering students' career adaptability (Sawitri & Creed, 2017). This support system helps students develop meaning in their career choices and enhances their ability to face career challenges by providing emotional, informational, and instrumental resources (Lent & Brown, 2006). Social support, both from parents and peer groups, has been found to have a positive relationship with career adaptability, where high levels of support can strengthen individuals' adaptation abilities to overcome career challenges and problems (Fawehinmi & Yahya, 2018). This support involves emotional, financial, informational, and advice aspects, collectively helping individuals explore and leverage career opportunities (Graven & Grant, 2014). For example, parental support not only provides information and encouragement for career-oriented activities but also creates positive experiences supporting individuals' understanding of life relevant to career choices (Öztemel & Yıldız-Akyol, 2021).

Social support, as a form of resource exchange to enhance recipients' well-being, can take various forms, including emotional, physical, informational, instrumental, and financial support (Shumaker & Brownell, 1984). Social support can be obtained from close individuals such as parents, friends, and significant others in a person's life (Lin, 1986; Zimet et al., 1988). This support not only has a positive impact on individuals' physical and mental health but also helps individuals cope with various psychological challenges such as depression, stress, and anxiety (Alnazly et al., 2021; Wilson et al., 2020). Moreover, social support is closely related to the development of critical aspects in careers, including career efficacy, career choices, career maturity, career exploration, and career adaptability (Chan, 2018; Creed et al., 2009; Duffy, 2010; Harlow & Bowman, 2016; L. Wang et al., 2018; Zhang et al., 2021).

Career adaptability, within the framework of career construction theory, is understood as a dynamic, non-linear, and contextual process, requiring active individual involvement in designing, managing, and adapting careers throughout life (Savickas, 2005). Its focus is not only on jobs or professions but also on positive and realistic future orientations and high levels of career adaptation

skills. While various personal attributes and environmental factors influence career development, this study posits that individuals with a strong sense of future orientation are better equipped to anticipate career challenges, explore potential opportunities, and make informed career decisions. Research shows that future orientation plays a crucial role in shaping career adaptability, where individuals with positive and realistic views of the future are more able to overcome career challenges and changes (Ginevra et al., 2016). Moreover, there is a positive correlation between the level of future orientation and career adaptability, where individuals with high future orientation tend to have higher levels of career adaptability (Ginevra et al., 2018; Ginevra et al., 2021; Santilli et al., 2020). Future orientation helps individuals plan mature careers, build confidence and commitment to career choices, and view career trends as valuable opportunities to prepare positively (Öztemel & Yıldız-Akyol, 2021).

The definition of future orientation encompasses individuals' attitudes and expectations about the future, motivating and guiding their current behavior (Trommsdorff & Lamm, 2008). Focusing on subjective views of the future, future orientation helps individuals plan, bring emotions, thoughts, and behaviors towards future expectations (Strathman et al., 1994). Individuals with future orientation tend to have the ability to imagine future scenarios, strengthen career adaptability, career aspirations, career resilience, and career decision-making abilities (Di Maggio, et al., 2018; Rossier et al., 2017). Moreover, future orientation also positively correlates with aspects of health and well-being such as mental health and life satisfaction (Ceccon & Moscardino, 2022; Parola & Marcionetti, 2022).

Based on previous literature reviews, it is revealed that individuals with future orientation tend to develop positive career adaptability. Those with future orientation can foresee and anticipate various career scenarios, using this information to cope with changes and prepare themselves according to desired career goals (Ginevra et al., 2021; Öztemel & Yıldız-Akyol, 2021). Moreover, social support, which can come from parents, friends, and other significant individuals in one's life, also plays a vital role in shaping career adaptability (Zimet et al., 1988). Social support provides assistance in the form of information, financial support, and emotional support, helping individuals stay focused on achieving future goals and overcoming changes in career development (Graven & Grant, 2014). Future orientation and social support together enhance career adaptability by providing students with a strong foundation to effectively respond to changes, achieve career satisfaction, and maintain long-term motivation, thereby aiding their adaptation to the increasingly complex job market. However, the existing literature largely explores the effects of future orientation and social support on career adaptability in isolation. However, the interplay between these two factors remains underexplored, particularly in the context of university students in Surabaya. Understanding this joint

influence is crucial because it may reveal how students' anticipation of future challenges (future orientation) and the support they receive from their environment (social support) interact to shape their career decision-making processes. This present study aims to address this gap by investigating the joint influence of future orientation and social support on students' career adaptability.

## **METHODS**

### ***Participants***

The research participants consisted of 300 students from several universities in Surabaya. The research involved 150 of whom were male and 150 female all aged between 17 and 24 ( $M = 20.12$ ,  $SD = 3.60$ ). Data collection was conducted through online surveys, which commenced after obtaining consent from the respondents. Non-probability quota sampling was employed for participant selection to ensure equal representation of both genders in the study. The sampling techniques were selected to facilitate efficient data collection from online participants and to ensure a balanced gender distribution among the surveyed individuals. Most participants are of the Islamic faith (91%) and have a Javanese cultural background (81%). Based on the year of study, the majority are in their first year (33%), followed by second year (27%), third year (16%), fourth year (18%), fifth year (3%), sixth year (1%), and seventh year (1%).

### ***Design***

This research employs a correlational design and adopts a quantitative approach, utilizing a survey method to gather numerical data for a comprehensive understanding. The study aims to explore the causal relationships between variables, with a focus on career adaptability, future orientation, and social support. Its primary objective is to elucidate the intricate connections among these key variables.

### ***Procedure***

Before commencing field data collection, approval was obtained from the thesis supervisor and examination committee. The research utilized a non-probability convenience sampling method, supplemented by quota sampling to ensure representation from both genders. Data collection took place in December 2023, among undergraduate students aged 17–24 at several universities in Surabaya, utilizing various online platforms such as WhatsApp, Instagram, and Line, as well as online face-to-face interactions on campus due to their practicality and effectiveness. The forms utilized for

data collection encompassed sections covering consent, participant demographics, and research scales. Following data collection, four invalid responses were identified and removed. Gender distribution was then balanced, resulting in 300 valid responses, equally divided between male and female participants.

### ***Instruments***

Career adaptability was measured using the Career Adapt-Abilities Scale (CAAS) by Savickas and Porfeli (2012), adapted into Indonesian by Sulistiani et al. (2019). The CAAS consists of 24 items and includes four dimensions: concern, control, curiosity, and confidence. The CAAS uses a Likert scale with five responses (1 = “Not strong”; 5 = “Very strong”). The overall career adaptability score from the CAAS demonstrates high internal consistency reliability with Cronbach’s alpha coefficient ( $\alpha$ ) of .91.

Future orientation was measured using the Future Orientation Scale (FOS) by Seginer (2009), adapted into Indonesian by Asihno (2022). The FOS consists of 23 items and includes three subscales: motivation (11 items), cognitive representation (4 items), and behavior (8 items). The FOS uses a Likert scale with five responses (1 = “Strongly Disagree”; 5 = “Strongly Agree”). The overall future orientation score from the FOS demonstrates high internal consistency reliability with Cronbach’s alpha coefficient ( $\alpha$ ) of .874.

Social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) by Zimet et al. (1988), adapted into Indonesian by Sulistiani et al. (2022). The MSPSS consists of 12 items and includes three dimensions: parental support, friend support, and significant other support. The MSPSS uses a Likert scale with six responses (1 = “Very Inadequate”; 7 = “Very Adequate”). The overall social support score from the MSPSS demonstrates high internal consistency reliability with Cronbach’s alpha coefficients ( $\alpha$ ) exceeding .9 for each dimension: family ( $\alpha$  = .929), friends ( $\alpha$  = .942), and significant others ( $\alpha$  = .941).

### ***Analysis Strategies***

This research employs multiple linear regression analysis using JAMOV software to test hypotheses regarding the influence of future orientation and social support on career adaptability among students, verifying that the data satisfied the assumptions of multiple regression analysis, including normality of errors, linearity of the relationship between independent and dependent variables, and homoscedasticity, all of which were confirmed. This analysis aims to evaluate whether the simultaneous relationship between future orientation and social support significantly influences



the level of career adaptability among students, allowing researchers to assess the relative contribution of each independent variable to the dependent variable, which is career adaptability. Additionally, this study refers to a statistical significance level ( $p < .05$ ) as a reference to determine whether the regression analysis model is considered significant.

## RESULTS

The descriptive statistics presented in Table 1 provide an overview of the variables under study, including career adaptability, future orientation, and social support. For career adaptability, the average score across the 300 participants is 88.8, with a median score of 93.0 and a standard deviation of 21.6, indicating moderate variability. Future orientation has an average score of 94.8, a median score of 95.5, and a standard deviation of 13.2, suggesting relatively low variability. Social support, on the other hand, has an average score of 61.3, a median score of 64.0, and a standard deviation of 14.0, indicating moderate variability. These descriptive statistics provide valuable insights into the distribution and variability of scores for each variable among the study participants.

Table 1.  
*Descriptive Statistics of the Variables*

Variable	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>Sum</i>	<i>SD</i>
Career Adaptability	300	88.8	93.0	26638	21.6
Future Orientation	300	94.8	95.5	28425	13.2
Social Support	300	61.3	64.0	18398	14.0

Based on Table 2, it can be concluded that there is a significant relationship between future orientation and social support with career adaptability, as evidenced by a significant F-statistic value ( $F = 13.1$ ,  $p < .001$ ). This means that the combination of both variables together can explain the variation in career adaptability. This can be seen from the R-squared value of .075, indicating that 7.5% of the variation in career adaptability can be explained by future orientation and social support.

Table 2.  
*Model Fit Measures*

Model	<i>R</i>	<i>R</i> <sup>2</sup>	<i>Adjusted R</i> <sup>2</sup>	<i>Overall Model Test</i>			
				<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
1	.285	.081	.075	13.1	2	297	< .001

The regression coefficient results of other variables on career adaptability in Table 3 indicate a significant positive effect between future orientation and career adaptability partially ( $B = .416, p < .001$ ). This means individuals with higher future orientation tend to have better career adaptability. However, social support does not influence career adaptability partially ( $B = .104, p > .05$ ). This implies social support might not have a strong independent effect on career adaptability after considering the influence of future orientation.

Table 3.  
*Model Coefficients – Career Adaptability*

Predictor	Estimate	SE	95% Confidence Interval		<i>t</i>	<i>p</i>
			Lower	Upper		
Intercept	43.035	9.0333	25.2577	60.812	4.76	< .001
Future Orientation	.416	.0975	.2239	.608	4.26	< .001
Social Support	.104	.0919	-.0769	.285	1.13	.259

## DISCUSSION

Career adaptability, as a crucial element in career development, plays a vital role in preparing individuals, especially students, to face challenges in the job market (Savickas & Porfeli, 2012). This study explores the impact of future orientation and social support on career adaptability. The results indicate that future orientation and social support play significant roles in shaping students' career adaptability. This suggests that individuals with clear future visions and positive support from family, friends, and significant others tend to have better readiness to face challenges in the workplace. This study aligns with previous research findings that have revealed the relationship between future orientation, social support, and career adaptability (Öztemel & Yıldız-Akyol, 2021). However, the main contribution of this study lies in testing these three variables together within one research framework. Thus, this study provides further understanding of the dynamics of the relationship between future orientation and social support, particularly in the context of their influence on career adaptability.

The study confirms the positive impact of future orientation on students' career adaptability. Higher levels of future orientation correlate with increased career adaptability, enabling students to approach career planning with optimism (Ginevra et al., 2016). Positive expectations about the future equip individuals to navigate diverse scenarios in the professional realm, better preparing them to confront career challenges (Öztemel & Yıldız-Akyol, 2021). Future orientation encourages students to commit and take on significant responsibilities in career selection, resulting in positive job beliefs

(Ginevra et al., 2021). These findings align with career construction theory, emphasizing future orientation as pivotal in shaping career adaptability during the transition from education to employment (Savickas et al., 2018). The career construction of adaptation model depicts future orientation as an adaptivity construct, a cognitive ability indicating individuals' readiness in career preparation, while career adaptability is considered as adaptability resources, mechanisms used by individuals in career construction (Šverko & Babarović, 2018). This model explains that future orientation can activate career adaptability skills in students, motivating them to plan and outline their career steps and goals. At a concrete level, students with clear career visions will prepare by taking relevant courses or internships so that when changes occur in the workplace, they can face these challenges calmly, using career adaptability skills to overcome changes and career-related tasks during their college years, and prepare to enter the workforce after graduation (Öztemel & Yıldız-Akyol, 2021).

The research affirms the positive correlation between social support and career adaptability. Higher levels of social support correspond to enhanced career adaptability among individuals. Social support, encompassing financial, informational, emotional, and advisory aspects, aids students in developing adaptive skills crucial for career navigation (Fawehinmi & Yahya, 2018; Öztemel & Yıldız-Akyol, 2021). Additionally, it fosters a constructive attitude towards workplace changes, instilling confidence in confronting future challenges (Zimet et al., 1988). These findings resonate with the Career Construction Theory, depicting career development as a dynamic process influenced by individual experiences and environmental interactions (Savickas, 2009). Social support, provided by family, friends, and significant others, not only furnishes practical guidance but also offers emotional bolstering, crucial for nurturing robust career adaptability (Hlad'o et al., 2020). Positive interactions within the social milieu equip students with the adaptability required for professional success (Fawehinmi & Yahya, 2018).

In Indonesia, a country with a collective culture, social support remains a crucial factor in individual career development, especially for students (Sawitri & Creed, 2017). This social support provides access to important information about career choices, job opportunities, and emerging trends through relevant advice and information. Additionally, social support influences students' motivation and self-confidence (Okorie et al., 2022). Interactions with social groups that provide emotional support and positive feedback on career choices can increase students' confidence in making career decisions (Roger et al., 2008). The more open and supportive they are, students are more likely to develop curiosity and exploration towards various career options (Wright et al., 2014). In this process, interactions with the social environment help sharpen social skills, adaptation abilities, and problem-

solving skills, which are crucial in facing unforeseen situations in the future, helping students develop robust career adaptability (Hou et al., 2019).

Moreover, the study highlights the unique cultural context of Surabaya, where strong traditional values coexist with the dynamics of a large metropolitan city. Despite having access to ample job opportunities and internship programs, students in Surabaya often face cultural constraints that influence their career decisions. Cultural values such as collectivism and respect for parental authority often dominate career decision-making processes (Fantazilu, 2023; Sawitri & Creed, 2017). This cultural influence can make it challenging for students to make independent career decisions, which differs from the more diverse cultural landscape in cities like Jakarta. These cultural dynamics underscore the importance of considering local cultural contexts when discussing career adaptability, as they can significantly impact students' ability to navigate their career paths effectively (Sawitri & Creed, 2017).

The research reveals that when examined alongside future orientation, social support from family, friends, and significant others does not significantly influence career adaptability. This suggests that future orientation exerts a more substantial impact on shaping career adaptability than social support. The capacity to envision future goals, strategize steps, and maintain a positive outlook emerges as pivotal factors in shaping career adaptability, overshadowing the role of social support. As students transition from adolescence to early adulthood, they undergo heightened autonomy and decision-making responsibilities, molded by educational experiences that equip them with skills and confidence for career exploration and decision-making (Santrock, 2012; Aithal & Kumar, 2019). During this phase, students tend to lean towards internal factors like self-motivation, interests, and personal values in delineating their career paths, while social support assumes a more selective role, not always directly correlating with career adaptability (Zhang et al., 2021).

Our findings align with Savickas' theory of career construction, which posits that individuals actively shape their career paths by developing career adaptability (Savickas & Porfeli, 2012). In the context of our study, future orientation emerges as a critical component of career adaptability, reflecting students' ability to engage in proactive planning and preparation for future career challenges. This proactive approach is essential in helping students navigate the complexities of their career journeys. While social support did not demonstrate a significant partial effect in this study, it can still be understood within Savickas' framework as an external resource that supports the construction of a coherent career narrative. In a culturally complex environment like Surabaya, social support may provide the scaffolding necessary for students to harness their future orientation effectively, even if its influence is more indirect. These insights underscore the importance of

considering both internal and external factors in the development of career adaptability, particularly in diverse cultural contexts.

### ***Research Limitations***

Although this research reveals the relationship between future orientation, social support, and career adaptability, it has limitations. The non-probability sampling strategy employed, specifically quota sampling, restricts the generalizability of the findings to the broader student population in Surabaya. This is because the sample may not accurately represent the diversity of students in terms of academic majors, characteristics, and university backgrounds. The cross-sectional design used may not fully understand the development of variable relationships from the beginning to the end of the academic year. The general characteristics of the research sample also do not account for possible variations according to majors, student characteristics, or university backgrounds. Suggestions for further research include longitudinal designs to track developments from the beginning to the end of the academic year, testing the relationship of career adaptability with other variables, and conducting a more in-depth examination of the specific role of social support. Researching at other educational institutions with a broader sample is expected to provide richer insights into career adaptability from various perspectives.

## **CONCLUSION AND RECCOMENDATIONS**

This study concludes that future orientation significantly contributes positively to students' career adaptability. An individual's level of career adaptability is also positively related to the amount of social support received. However, the findings suggest that social support does not significantly influence career adaptability when tested together with future orientation. High independence and awareness among students may be the reasons, allowing them to manage their careers without significant reliance on social support. The research results highlight the important roles of future orientation and social support as supportive factors in building students' career adaptability, although social support

This study reinforces Savickas' Career Construction Theory, which identifies future orientation as a critical adaptivity trait essential for developing adaptability. Educational practitioners can apply this theory by designing programs that nurture future-focused thinking, instilling proactive career planning and resilience in students as they prepare to enter the workforce. These findings also reveal significant practical steps for enhancing students' career adaptability in Indonesia. First, educational institutions and counselors should focus on cultivating future orientation to boost

students' career preparedness. Second, establishing comprehensive support systems within educational settings is crucial. Finally, educators and counselors should tailor their support to students' increasing independence and decision-making autonomy as they transition to adulthood, effectively strengthening their career adaptability.

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This research received no external funding.

## COMPLIANCE WITH ETHICAL STANDARD

### *Ethical Statement*

All procedures performed in this study were in accordance with the 1964 Helsinki Declaration and its amendments or with comparable ethical standards. The ethical aspect of the study has been institutionally reviewed. Informed consent has been obtained from all participants in this study.

### *Conflict of Interest*

The authors declare no conflict of interest associated with this study.

### *Daya Availability*

The datasets generated during and/or analyzed during the current study are available in the Open Science Framework repository at the following link: [https://osf.io/f7nmy/?view\\_only=1726746f4eab4689bc875a7310ac568e](https://osf.io/f7nmy/?view_only=1726746f4eab4689bc875a7310ac568e). These datasets encompass the raw data, analysis scripts, and supplementary materials utilized in the research process. Access to these resources allows for the validation and replication of the study's results, promoting transparency and reproducibility in scientific inquiry.

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