

THE INFLUENCE OF ATTITUDES ON DOUBLE ROLE PLANNING AND ROLE MODELS ON STUDENT ASPIRATION

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Abstract. Based on the results of previous studies it is known that the women tend to reduce career aspirations and are at low level of career aspirations. This study aims to examine and prove the influence of attitude variables on planning multiple roles (knowledge/certainty, commitment, freedom, involvement, and flexibility/compromise) and role models (inspiration/modeling and support/guidance) on female career aspirations. This approach involving a sample of 206 final semester students of Syarif Hidayatullah State Islamic University Jakarta. The data collection technique used uses a nonprobability sampling technique (purposive sampling). The researcher modified the measuring instrument consisting of Career Aspiration Scale (CAS), Attitudes Toward Multiple Role Planning (ATMRP) scale, and adaption of self-esteem Rosenberg Scale and Person of influences on Academic and Career Decisions Scale (IOACDS). Test the validity of the measuring instrument using the confirmatory factor analysis (CFA) technique. Data analysis using multiple regression analysis techniques. Based on the results of statistical test, it was found that alternative hypotheses were accepted, which means that there was a significant influence on attitudes toward planning multiple roles and role models for female career aspirations. The variable dimensions that are significantly influential are knowledge/certainty, commitment, freedom and inspiration /modeling. While the influential but not significant variabel dimensions are dimensions of involvement, flexibility/ compromise, support/guidance

Keywords: Double Role Planning, Role Models, Student Aspirations

1 INTRODUCTION

Women's career has its dynamics and peculiarities, as well as interesting problems to study. Fouad supports this and Kantamneni [1] who state that women's career development is very complex and needs to be understood through a multidimensional lens that considers social, cultural and psychological influences. One of the factors that are problematic for women's careers is career aspiration.

Aspiration and work success has long been recognized as influences on mental health and overall life satisfaction [2]. Besides, failure to meet and low levels of career aspiration has been associated with depression and lower levels in determining life goals. Career aspirations and realization of these aspirations appear to differ by gender. Research remains consistent in showing that women tend to reduce more career aspirations than men. Women also tend to

choose stereotyped professions that often reflect education levels, career aspirations and lower achievements, when compared to male counterparts from the same level of education.

The existence of this problem phenomenon, research on career aspirations in women began to develop. Although there are prominent theoretical advances in women's career development, the problem remains to explain why women continue to underestimate career potential and limit career choices to reduce low-paying and low-status jobs. Attempts to answer this question usually begin by assessing career aspirations [3].

Career aspirations are recognized as the most important variables that affect student work in the future [4]). Given the complex problems of women in the workforce, research that addresses career aspirations in women has the potential to promote better work among young women [2]. Overall, most studies of career aspirations focus on students and factors associated with career aspirations [5].

Students as an important part of society are great hopes for the progress of their people. Based on the stages of development, students who are taking final level education can be classified as young adults [6]. According to Rice & Dolgin [6] young adulthood has tasks related to future development, especially in terms of careers, education, and marriage or family formation.

Career aspiration represents an individual's dream about the ideal career desired [7]. Achieving a particular career point, of course, requires a career view. Based on preliminary study data obtained, the career outlook has not been seen, as well as showing low career aspirations. This is based on concerns and confusion that the majority of the subjects will have on aspiration problems after graduation. Based on the results of the preliminary study, it was found how important it was to know the aspirations of women for their future careers.

In this regard, [3] study states, even though there are availability and accessibility in education and career, more than 50% of final-year students currently choose careers that are lower in status, dignity, and wages than they should [3]. Carders and Stephen [9] state that unmarried young women do not apply their aspirations too high because women go through a process in making their career decisions by considering their future marriage and family plans. Women who initially prepare for careers will lower their aspirations if they find difficulties in finding suitable life partners.

Research on career aspirations in women and their problems with various influences has become important and interesting to study. Many factors influence a woman's career aspirations. Previous studies proved the effect of self-efficacy on career aspirations, one of them in [10] research on women's career aspirations. Achievement motivation also seems to be related to important aspects such as women's career aspirations [1]. [11]'s study of the psychological predictors of college women's leadership aspiration states that the need for linkages, fears of negative evaluation, self-esteem, and traditional gender role orientation are related to the aspirations of female college leadership. Multiple role planning is also known as an important factor that helps women manage work and family roles harmoniously [12].

The next influence that arises is the influence of other people including family, friends, formal and informal mentors, role models, coaches, etc. [13]. Research studies show that families, parents, and guardians, in particular, play an important role in job aspirations and the development of their children's career goals [14]. Research has shown that role models are very relevant to student choices in academic disciplines and careers [15]. Career aspirations are also influenced by factors such as gender, socioeconomic status, race, parental level and education, and expectations of parents [16].

Over time, the career development model of women has organized important construction into internal and external factors [2] to better understand the variables that affect women about

careers. Internal construction is considered as belonging to the individual and his perspective and is useful for understanding women's career decisions. External construction reflects factors outside of individuals that can influence career development [2]. The focus of this study is on attitudinal factors on multiple role planning, then role models for female student career aspirations.

The explanation above illustrates that there are results of research on low career aspirations and status of women in employment [2], so studies that address career aspirations in female students have the potential to promote good development and education and leadership plans among female students. The positive impact of this research is also expected to be more female students who improve their quality by working hard to obtain career success as desired and increasingly have many achievements in their careers. This is because career aspirations and work success have long been recognized as influences on mental health and overall life satisfaction [2]. Therefore, this study was entitled "The influence of attitudes on multiple role planning, and role models for female career aspirations"

2 Theoretical Framework

Career Aspirations

Farmer [18] notes that career aspirations can influence individual achievement and perseverance in a career. Career aspects are often studied in vocational literature [18], [19] but this literature usually focuses on aspirations to choose a career (eg, aspirations to become a scientist or engineer). Recent work by O'Brien and colleagues [20], [21], [22] has examined career aspirations in a slightly different light.

Various studies conceptualize career aspirations as, the extent to which people aspire to lead or advance positions in the chosen work [21], [22]. This study uses the definition of O'Brien & Fassinger [20] in Gray & O'Brien [23], where O'Brien & Fassinger [20] redefines career aspirations as the degree to which women aspire to leadership positions and continue their education in careers.

Attitudes on Multiple Role Planning

Attitudes in multiple role planning are understood in the context of role theory as a strategy used by individuals to manage and validate work and family roles [24]. Individuals can hold realistic and unrealistic attitudes towards the involvement of multiple roles [17]. This attitude will affect the achievement and success composition of many roles [17].

Awareness of attitudes and needs for careful planning is very important. Weitzman [17] defines attitudes in planning multiple roles as orientations and specific attitudes that individuals have about making plans for future work and family roles.

Role Model

This study uses the role model definitions of Nauta & Kokaly [15]. Nauta and Kokaly [13] intend to develop a measure of the influence of role models on academic and career decisions. During the early stages of instrument development, students are asked which role model has a large influence and then describe how role models can influence individual decisions.

The role model in this study is defined as, people who do something or behave admirably towards individuals in one or more ways, have an impact on the academic decisions and careers that individuals make in life [15]. The role model may be someone who knows personally, or maybe someone who only knows. Role models may have a positive influence on individuals, or role models may have a negative influence [15], [13].

3 Research methods

Sample population

The population in this study were all final semester students at Syarif Hidayatullah State Islamic University Jakarta (8-14 semester). The final semester students who were taken as the initial sample in this study were 225 students. Of the 225 instruments distributed to 225 samples, there were 19 instruments did not meet the criteria, so that up to 206 people were used until the end.

Instrument

Career Aspirations. Career aspiration is measured using the Career Aspiration Scale (CAS) which consists of 10 items, which the researcher then modifies by adding 2 new items.

Attitudes to multiple role planning. The ATMRP scale [25] uses 50 five-point Likert items (10 items per scale) to assess the level of realism - unrealistic in individual attitudes toward many roles. In this study, the number of items for each dimension can be reduced from ten to five, so that it consists of 25 items.

Role Model. The fluence of Others on Academic and Career Decisions Scale. The Nauta and Kokaly Scale or Inference of Others on Academic and Career Decisions Scale (IOACDS) [13] are used to measure the type and level of role models in academic decisions and student careers. 15 items IOACDS consists of two sub-scales; IM construction (7 items) assessing the level of inspiration and modeling by others SG construction (8 items) assesses the level of support and guidance felt by others.

4 Research result

Based on the results of statistical tests, it was found that alternative hypotheses were accepted, which means that there was a significant effect on attitudes toward multiple role planning and role models for career aspirations while the null hypothesis contained that there was no significant influence on planning multiple roles and role models for career aspirations rejected. The effect is 29.61%,

There is a significant influence of understanding/certainty (knowledge/ certainty), commitment (commitment), freedom (independence) and inspiration/modeling (inspiration/modeling) towards career aspirations. Then there is the influence but not significant involvement (involvement), flexibility/compromise (flexibility/compromise) and support/guidance (support/guidance) on career aspirations.

Based on variance proportions of each independent variable, it can be concluded that four variables contribute significantly, namely, understanding/certainty (knowledge/certainty), commitment (commitment) and support/guidance (support/guidance).

5 Discussion

Based on the conclusions of the study, it was shown that there was a significant joint influence between self-esteem, attitudes toward planning multiple roles with dimensions of understanding/certainty, commitment, freedom, involvement, flexibility/compromise, and role models with dimensions of support/guidance, and inspiration/modeling towards career aspirations. The results of the trial of eight independent variables to determine whether the eight independent variables influence career aspirations or not. Based on the regression coefficient and the significance of the results of the hypothesis test, of the eight independent variables tested five variables significantly influence career aspirations.

The results of this study found that self-esteem has a significant effect on career aspirations. Self-esteem seems to play an important role in the relationship between individuals and achievements, both real and potential. The results of this study are in line with a number of empirical results that consistently report a positive relationship between self-esteem and leadership [26], between self-esteem and leadership aspirations [11], and research results between psychological variables (self-esteem, self-concept, and internal illusory control) with educational aspirations and job aspirations [14]. Castro & Armitage-Chan [27] found that students with higher confidence and self-esteem were more likely to aspire to realize their plans, then students with higher self-esteem had more positive views about learning, skills development, and educational experience, and experience less stress, all of which can positively influence the pursuit of leadership roles and aspirations for individual education going forward, both of which are dimensions of career aspirations.

Understanding/certainty based on this research has a significant influence on career aspirations; this result is in line with previous research, which states that there is a significant relationship with a positive direction between knowledge/certainty and career aspirations [8]. [17] Emphasizes that the quality of planning for various roles will significantly influence his achievements and experience, one of which is evident in this study on career aspirations. That is, planning based on the quality of understanding and good certainty about career and family plans in the future tends to play an important role in influencing final-level female career aspirations.

The next variable is attitudes toward planning multiple roles namely commitment (commitment), which in this study has a significant influence on career aspirations. This result is in line with previous research which states that there is a significant relationship with the positive direction between commitment (commitment) in planning multiple roles with career aspirations [8]. Steffy and Jones in [24] emphasize that individuals who display clearly expressed desires and goals during the planning process for many roles will be more committed and involved in that role. That is, individuals who have a high commitment to their career and family roles will influence high-end female career aspirations.

Furthermore, the variable independence from attitudes toward multiple role planning is known to also have a significant influence on career aspirations. However, these results are not in line with previous studies [8] that found independence did not significantly affect career aspirations. However, the direction of the negative regression coefficient is in line with previous research [8]. This indicates, the higher the freedom (independence), the lower the career aspirations, and vice versa. This is consistent with the statement of Jo and Cho in [12] who examined the relationship of attitudes to planning multiple roles and career aspirations in Korean women, that high independence can be considered a negative value, such as an immature attitude, arbitrary and selfish in Korean culture, where Korean culture is an Asian culture that is almost the same as Indonesian culture. With this, it seems that cultural factors influence the view of the value of individual independence.

More clearly explained again by [12] that individuals with low independence are highly motivated to pursue work and family roles and feel a very high need to plan the life of their dual roles. These individuals with low independence are characterized as very enthusiastic in achieving multiple roles and having a positive attitude that they will be able to achieve that dual role better when others offer advice and assistance. Obtained, individuals with low independence are assumed to be willing to ask for career assistance and become more knowledgeable through relevant advice and experience balancing their careers and family, which can then influence the level of their career aspirations.

Engagement variables that include individual perceptions of the urgent need to make plans and the level of absorption of individuals in the process of designing plans [25] do not have a significant effect on career aspirations. This is in line with previous research, which states that there is no significant positive relationship between involvement (involvement) in planning multiple roles and career aspirations [8]. The scale of involvement significantly influences the comparison in the area of development but is not significant for comparisons based on the work-family plan. The results for a significant developmental analysis predict the importance of making multiple role plans will increase with closeness to the involvement of multiple role lifestyles. But when looking at the proximity of multiple role planning to examine differences in work-family plans results are not fixed when the sample is included in all education groups [25]. This may be a reason that adequately supports the results of research that is not significant from the variable involvement (involvement) because this study wants to see a comparison based on work-family plans.

The results of this study found that flexibility/compromise variables did not have a significant effect on career aspirations. The results of the psychometric analysis in [25] study provide evidence of reliability that is lacking in flexibility/compromise. This happens because most research participants have an adequate understanding of the value of flexibility and compromise in planning multiple roles. Thus, the tendency of samples to agree with items on this scale reduces the effectiveness of the scale from a psychometric perspective. This also happened in this study, so that this could be the cause of the insignificance of flexibility/compromise variables (career/compromise) towards career aspirations. Variable support/guidance (support/guidance) in this study did not have a significant effect on career aspirations. [28] Research results are in line with the results of this study, which states that perhaps the current social and economic context has influenced the findings of this study. There is a shortage of jobs for new graduates, resulting in students limiting career aspirations. Students prefer jobs that are believed to be able to be entered, rather than individual ideal dream jobs. The result enters the workforce, some students have a mindset, the most important thing is to get an introductory job first, and then the individual will work according to the ideal job they aspire to. That happens, even though individuals have a large amount of support and guidance, it turns out that it cannot be transferred into a large number of leadership aspirations and further studies that are aspired, because individuals have assumed that leadership positions and further studies cannot be achieved directly from the results of support/guidance (support/guidance) obtained in college.

Inspiration/modeling is in line with the predictions of social cognitive career theory that interpersonal influences can function as supporting contextual factors that influence individual career development [28]. Yeoward's findings are in line with this study, that inspiration/modeling of role models is positively related to primary satisfaction and leadership aspirations [28]. The role of career role models may have helped students find out what careers are possible for individuals, through various types of role model experience [18]; [28]. Career role models can also help illustrate ways in which work and family balance can be achieved [22]

Career aspirations can then be influenced by role models that show a high level of achievement in inspiring students who want to model (imitate) them.

Several limitations must be considered in this study. The limitations of the sample, which only amounted to 206 female students, made the results of this study unable to be generalized to all final semester students. The influence of the small variable contribution (31.1%) in this study can also be caused by the use of complicated language used in the measuring instrument so that it causes the possibility of respondents being confused to answer the question item. The

author is aware of the shortcomings and limitations of this study, so further research is needed to complement the shortcomings and limitations of this study.

6 Suggestions

Theoretical Suggestions

1. The variance of the eight independent variables studied accounted for 29.61%, the rest likely contributed by other variables not examined. It is recommended for further research to examine

other variables such as self-confidence, achievement motivation, demographic factors and others that can influence career aspirations. Further research is also recommended not only for female students in urban areas but also for female students in regions in Indonesia.

2. This finding, however, may not be generalizable to all final semester students. Due to the limitations of the sample which only amounted to 206 female students. Additional research needs to be done to larger samples.

Practical Suggestions

1. Looking at the results of F test data on the hypothesis of a variable that has a significant effect on career aspirations, it is important for female students to:

- Increase self-esteem, for example by attending career training and leadership skills training.

- Increase understanding of how to prepare for career and family involvement, so that students have certainty about their ability to plan and manage their multi-role lifestyle obligations later.

- Commit to engaging in multiple role lives, by addressing attitudes to engage in realistic planning of career and family plans.

- Finding a career motivation through a career role model that has been successful in the career field of interest.

2. Based on the categorization results more respondents have low career aspirations. It is important for the campus needs to create a career development center. This can help students to have good performance, have various skills, then be able to plan their careers strategically and make the best choices related to individual career development.

3. Then, more respondents have low support/guidance and inspiration/modeling. These results require people not to overlook the importance of inspiring students to miss leadership, achievement and further education. In the future, female students are likely to make prominent contributions to society.

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