

The Correlation between Sibling Relationship and Career Adaptability among 9th Grade Students

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Abstract

This study was conducted to find the correlation between sibling relationship and career adaptability on 9th-grade students. The participants were 291 students from two public junior high schools in Depok and Jakarta respectively. Sibling relationship was measured using Riggio's Lifespan Sibling Relationship Scale modified by Mirah (2014), while career adaptability was measured using Career Adaptability Scale by Savickas and Porfeli (2012). The result showed that there is a positive relationship between sibling relationship and career adaptability on 9th-grade students ($r^2 = 0.294$, $p < 0.05$). The result also showed that the higher the sibling relationship, the higher the career adaptability of an individual.

Keywords: career adaptability, career, sibling relationship, 9th-grade students

1. Introduction

As adolescents, 9th-grade students (with age range between 14-15 years old) are required to decide on their academic plans such as continuing to high school or vocational high school. There are two things that underlie the importance of deciding on an academic plan. First, the academic plan decisions will be related to their decision on their future jobs and their life. Secondly, it is the implementation of a new regulation No. 64 2013/2014 by the Ministry of Education and Culture of Indonesia. It is said that the students must choose their majors since the 10th-grade of school (Mendikbud, 2014). The majors are specialized in mathematics and science, social science, and language and culture. There also a need for students to decide their enrolment between regular high school (Sekolah Menengah Atas or SMA) and vocational high school (Sekolah Menengah Kejuruan or SMK) before entering 10th grade. The decision is based on the students' junior high school report cards, national tests scores, psychological assessment results by psychologists, and recommendations by the junior high schools' counselors. The new regulation imposed affects the 9th-grade students to prioritize the decisions on their

specialized majors in their next education level earlier.

Academic planning and career decisions by 9th-grade students can also be influenced by their microsystem and macrosystem environment (Bronfenbrenner, 1994). Additionally, in adolescence stage, 9th-grade students are also going through cognitive development where they learn how to make decisions (Papalia & Martorell, 2014)

Adolescent also has to make decisions related to their lives, i.e., for their future career. Based on the study by Gunawan and Sisca (2015) on 251 students from a high school in Jakarta, there were 31.6% students who have troubles in planning their future and aspiration. If high school students still have difficulties in planning their future ahead, it is possible that 9th-grade students face the same challenge. In this case, this predicament can impact individuals in the form of worsening academic achievement, failing grades, difficulties in understanding lessons, and eventually will lead to dropping out of school. In working conditions, the effect among others are choosing the wrong job, /poor self-development, failure in recognizing

potential, therefore the need to prepare proper education and future career plans.

Super (in Issacson & Brown, 1997) stated that a career is a series of events in individuals' life that includes a diverse array of jobs and roles that individuals carry leading on to the shaping of commitments and self-development. According to the career development stage, 9th-grade students are in the exploration stage, in which they already have the ability to understand themselves. The task at this stage is to gather information related to their chosen careers (Super in Brown, 2002). The process of rounding up information is carried out by asking other people, engaging in after-school extracurricular activities, joining workshops, and/or doing internships. Decisions related to their careers are based on a number of factors that are considered in decision-making. When junior high school students start to pay more attention to their career plans, dig further information, grow their interest on particular careers, while maintaining self-control towards actions related to their respective chosen careers, accordingly they will acquire the ability to adapt in their chosen careers, or in other words, they obtain their career adaptability.

Career adaptability is the readiness or ability to cope with the predictable tasks to prepare and participate in job roles, and to adjust to unpredictability, caused by changes in work and working conditions (Savickas, 1997). For example, if one wishes to pursue a career as a teacher, then he/she must prepare himself/herself to complete predicted tasks, such as gathering knowledge and gaining abilities needed to fulfill their roles as a teacher. Additionally, the individual needs to be able to overcome unpredictable tasks such as curriculum changes, attending school meetings, or inconsistent work hours while working at a school.

Students who build early career adaptability can avoid failures in career adaptation process, and they can adapt well to work situation. Savickas (2005); Savickas & Porfeli (2012) stated that career adaptability has four sources, i.e., concern, control, curiosity, and confidence. Concern means that feel care for a career and prepare plans to achieve that career. Control is the feeling that one can build a career; hence have the responsibility to meet

the job. Curiosity deals with an openness toward new experience; as well as seeking information, to pertain one's career. When an individual is having a belief that he is capable of taking action and making a career-related decision, then he is said to have confidence.

Career adaptability is influenced by many factors, one of them being family (Hirschi, 2009). Family influences an individual with directions and information about their interest and aptitude in certain careers. One of the relationships developed in a family is the relationship between brothers and sisters, or in other words, sibling relationship.

According to Cicirelli (1995) sibling relationship is the total interaction (physical, verbal, and nonverbal communication) from two or more individuals that have the same biological parents where they have a connection in knowledge, perception, attitude, belief, and long-term feelings, from the time biological sibling is aware of the existence of the other sibling.

Cicirelli (1995) proposed that one of the relationships of a family is the relationship between siblings, and it has a big influence on the individual's development. Yeh (2004) agrees with the notion by explaining that besides the influence of parent-child relationship, sibling relationships also influence children development as well. Looking at the existing phenomena, students have to prioritize the decisions on their specialized majors in their next education level earlier. It is of utmost importance for us to explore the relationship between sibling relationship and career adaptability, for its influence in 9th- grade students' career development.

Studies related to either sibling relationship and career adaptability in Indonesia is still limited. The research on sibling relationship had been done before by Mirah (2014) who took a closer look at the relationship between sibling relationship and achievement motivation among adolescents with working parents. Rinaldhy (2008) also did a research on the description of sibling relationship of late adolescents with double disabilities siblings. Previous studies on career adaptability carried out by Khusna (2016) about the relationship between parents attachment and career adaptability among 12th-grade high school students, and also about the social support and self-regulation strategies in studying to form career adaptability in Universitas

Indonesia freshmen by Indianti (2015). Asmarani (2015) had also carried out a research on the relationship between student organization involvement and career adaptability among graduates of Universitas Indonesia who are in the early stage of working in the real world. Based on those studies, we can infer that the variables sibling relationship and career adaptability have never been thoroughly examined earlier.

Adolescent, especially in junior high school are aware of their abilities and interest. They also think about how they can fit in a career they choose. The students in 9th-grade junior high school experience a career transition in their education and this short period of time may be crucial because it determines their life ahead. They may ask for information from family and friends before they make a decision about choosing the education major. On the other hand, there are several opinions that suggested the older sibling has an important role in the decisions taken by a younger sibling. The role of an older sibling in giving information about a major or a career will enhance knowledge of the younger sibling. Therefore, in this study, the hypothesis that there is a correlation between sibling relationship and career adaptability in 9th-grade students. This research objective is to find the correlation between sibling relationship and career adaptability in 9th-grade students.

2. Methods

Sample. Participants involved in this study were 9th-grade students in public junior high school in Jakarta and Depok with an age range of 15-17 years and have older siblings. There were a total of 291 students participating in the study, 15 from Public Junior High School in Depok and 258 from Public Junior High School in Jakarta. Gender wise, there were a relatively balanced total of boys and girls, with the majority number of siblings in the family are between 2-4 people.

Research Design. This study is the correlational type, with a quantitative research design. The goal of this study is to find out the relationship between two variables, which are sibling relationship and career adaptability.

Instrument and Measurement

Career Adaptability Scale

The measuring tool for career adaptability used in the study was the Career Adapt-Abilities Scale International Form (CAAS-IF) developed by Savickas dan Porfeli (2012). It consists of 24 items from 4 dimensions of career adaptability, and the dimensions are control, concern, curiosity, and confidence. The meaning of this score is the higher the total score obtained by the participant indicates, the greater career adaptability owned by the participant. The measuring instrument using the 5-scale Likert-type answer, range from not suitable to very suitable. Score range between 24 (lowest) to 120 (highest). The result of CAAS-IF tries out show that this instrument was found to be high reliability (24-items, $\alpha = 0.899$).

Sibling Relationship Scale

Sibling relationship was measured using the Lifespan Sibling Relationship Scale (LSRS) developed by Riggio (2000) and adapted by Mirah (2014). This tool consists of 42 items. Researcher eliminated two items for this study, thus only 40 items used in this study. This tool has a total of six dimensions, which are child affection, adult affection, child cognition, adult cognition, child behavior, and adult behavior. The measuring instrument using the 4-scale Likert-type answer, range from not suitable to very suitable. Score range between 42 (lowest) to 168 (highest). The result of LSRS tries out show that this instrument was found to have high reliability (24-items, $\alpha = 0.940$).

The result of instruments try out shows that all research instruments that were used in this study have established considerable to good reliability and validity. Therefore, the instruments are suitable to be used in this study.

3. Procedure

The measurement tool was translated into the Indonesian language, followed by a readability test to several junior high school students to determine the usability of the translated version. After refined the questionnaires, the data gathered began to several schools. Data are gathered from questionnaires. Participants were asked to fill in informed consent containing their willingness to engage in the research voluntarily without any pressure from the parties involved. Hereafter,

participants were asked to read the instructions given before answering the questionnaires. The questionnaires consisted of three parts, namely CAAS-IF, LSRS and demographic data (i.e., gender and number of an older sibling). Participants used a self-report method to complete the form distributed offline to several schools in Jakarta and Depok. The time to complete the form is about 30-40 minutes. After filling out the given questionnaires, participants were given rewards that were prepared by the researcher as a token of appreciation for voluntarily participating in the research.

4. Results

The analysis focused on research question to find the correlation between sibling relationship and career adaptability in 9th-grade students. The mean score of sibling relationship was $M = 108.93$ with $SD = 18.371$. The score means that sibling relationship is high. Likewise, mean for career adaptability was $M = 92.08$ with $SD = 9.077$, and can be interpreted as high. The result analysis with with Pearson Correlation shows that a positive and significant correlation ($r = 0.294$, $p < .01$, $r^2 = 0.086$). The result shows that there is a positive relationship between sibling relationship and career adaptability. It can be concluded that the higher sibling relationship of students, the higher adaptability of their careers, and vice versa.

5. Discussions and Conclusions

Discussions. This research shows a positive and significant correlation between sibling relationship and career adaptability on 9th- grade students. The significantly positive result answers the research question. There is a relation between sibling relationship and career adaptability on 9th-grade students and the hypothesis is supported by the data. The result also supports Hirschi (2009) statement about how sibling relationship within a family plays an important role in career adaptability. It is also supported by Yeh and Lemper (2004) who mentioned that younger siblings are much more susceptible to the influence from their older siblings, though not vice versa.

A factor that plays a role in the significant result of this study is human developmental stages influenced by the microsystem that shapes older-younger sibling relationship. Additionally, we can also infer from Indonesian culture as a macrosystem in making decisions, for it is also

usually based on the individual's and also the group' opinion. In this case, the group refers to the family, especially by an older sibling who has a role in giving inputs and information related to various future career fields. Considering the older siblings' more expanded experience and notable achievements in life compared to the younger siblings, they would have the ability to give constructive feedback to their younger siblings need (Cramer, 2001 in Snowman & McCown, 2015). The result also supported by data. The items in the LSRS reveal many things about the relationship to an older sibling, such as "My sibling is a good friend of mine", "My sibling feels about something is important for me" and "I remembered how close my sibling and I when we were children".

The finding from this study gives an improvement in career adaptability research field, which is the relationship between career adaptability and sibling relationship, since the previous study only examined one of variable, and relating it to other variables. Accordingly, this study can become a reference to apply interventions regarding career adaptability in schools or workplaces by looking at the sibling relationship of individuals. Interventions can also be done by optimizing the roles of older siblings who always give a helping hand to their younger siblings. However, the younger siblings are expected to be more actively look for information and ask for their older siblings regarding their academic plans and future careers. This study also focusing on full sibling relationship, where there are close proximity and the intensity factors of the relationship, that may bigger than other types of sibling relationship such as half-sibling, stepsibling, adoptive sibling, dan fictive sibling.

There are several limitations of this study that can be suggested in further research. First, this study only focusing on the relationship between sibling relationship and career adaptability, but did not look thoroughly into other factors that might also influence sibling relationship and career adaptability. Those factors such as the age gap between siblings, age order, life experience, parents' treatment of the siblings, and socioeconomic condition of the individual. A qualitative method is considered important to gather more depth data. Second, further research can examine another type of sibling relationship and its relationship with career adaptabilities, such

as half-sibling, stepsibling, adoptive sibling and fictive sibling. The further research can examine those factors above and enrich the knowledge of the study about sibling relationship, especially relate to career adaptability among 9th-grade students.

Conclusions. Based on the result of this study, it can be concluded that there is a positive and significant correlation between sibling relationship and career adaptability on 9th-grade students. This result shows that the higher the level of sibling relationship of an individual, the higher the level of career adaptability in students.

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