



The Effect of Future Orientation, Job Prospects, and Parental Support on the Decision to Choose the Management Major at the FEB-UNTAD

Bagus Wijaya ¹⁾; Syahir Natsir ²⁾; Risnawati ³⁾; Faruq Lamusa ⁴⁾

^{1, 2, 3, 4)}Study Program of Management Faculty Of Economics and Business, Universitas Tadulako, Indonesia

Email: ¹⁾ wijayabagus017@gmail.com

How to Cite :

Wijaya, B., Natsir, S., Risnawati., Lamusa, F. (2026). The Effect of Future Orientation, Job Prospects, and Parental Support on the Decision to Choose the Management Major at the FEB-UNTAD. EKOMBIS REVIEW: Jurnal Ilmiah Ekonomi Dan Bisnis, 14(4). DOI: <https://doi.org/10.37676/ekombis.v14i4>

ARTICLE HISTORY

Received [06 May 2026]

Revised [15 October 2026]

Accepted [19 October 2026]

KEYWORDS

Future Orientation, Job Prospects, Parental Support, Decision-Making, Management Program, Higher Education, FEB-UNTAD.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



ABSTRACT

This study aims to determine the influence of future orientation, Job Prospects, and parental support on students' decisions to choose the Management major at the Faculty of Economics and Business, UNTAD, in 2025. A quantitative descriptive method was used. The population consisted of new students at FEB-UNTAD, with a sample of 165 students selected using the Slovin formula with a margin of error of 0.5%. Data were collected via a questionnaire and analyzed using SPSS 26, including validity tests, reliability tests, classical assumption tests, and hypothesis testing. The results indicate that future orientation, Job Prospects, and parental support have a simultaneous, positive, and significant influence on students' decisions to choose the Management major. Partially, these three variables have a positive effect on the decision to choose a major, with a clear future orientation, promising Job Prospects, and strong parental support serving as the main driving factors in choosing the Management major. These findings indicate that students are more likely to choose a major that can support the achievement of their long-term career goals, taking into account strong external support from their parents.

INTRODUCTION

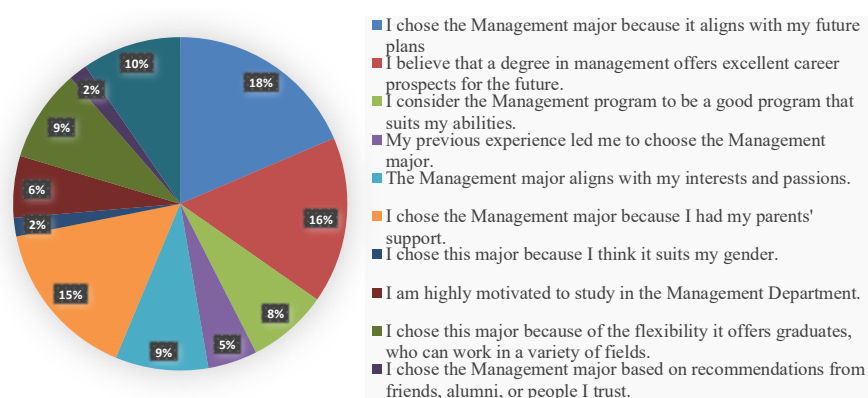
Choosing a college major is one of the most important decisions in a student's life, as it can determine their future career path (Saputro, 2018). In Indonesia, many prospective freshmen face confusion when selecting the right major, especially amid economic uncertainty and the demands of an increasingly competitive job market. (Utami et al., 2025) reveal that a lack of information regarding career opportunities leads students to prioritize external factors over their personal interests and potential. According to data presented by the Minister of Manpower, Yassierli, at the INDEF 2025 Mid-Year Review (KTT), the number of unemployed college graduates stood at 1.01 million. The high unemployment rate among college graduates indicates a

mismatch between major choices and labor market needs. This fact underscores the importance of choosing the right major, as both internal and external influences often lead prospective students to make misguided decisions (Herlina et al., 2024).

The decision-making process involved in choosing a major indicates that not all students are sufficiently prepared to make appropriate educational choices. A number of studies indicate that students' decisions regarding major selection are influenced by various factors such as interests, career opportunities, social environment, and family support, meaning the decision-making process is not a singular one (Basri et al., 2024). Additionally, students also consider other factors such as the cost of education, peer influence, and their perceptions of the chosen program of study (Dikdik et al., 2024). This situation indicates that the decisions made are not always based on well-thought-out rational considerations (Lubis et al., 2024). Consequently, there remains the potential for a mismatch between the chosen major and students' interests, abilities, or career goals. This underscores that the decision to choose a major is a complex process that requires more in-depth analysis.

This phenomenon is also evident in the choice of majors at Tadulako University, particularly in the Management Study Program, which is one of the programs with the highest number of applicants. In 2025, the number of applicants for the management major—based on the SNBP and SNBT selection processes—was recorded at 2,596, with a limited capacity of 196 students. The high interest in the Management Study Program is generally based on the perception that this major offers broad and flexible Job Prospects across various sectors (Yuliana, 2023). However, this high level of interest does not necessarily reflect a good match between students' program choices and their needs, abilities, and future plans. This situation raises the question of whether the decisions made are truly based on careful consideration, or whether they are influenced by other factors beyond the individual's readiness. Therefore, further analysis is needed to identify the factors that actually influence students' decisions when choosing a major. To this end, the researcher conducted a preliminary survey among a sample of new management majors regarding the primary factors that motivated their decision to choose the management program at the Faculty of Economics and Business, UNTAD.

Figure 1. Hasil Pra Survey



Based on the results of a preliminary survey conducted among incoming students in the Management Program at the Faculty of Economics and Business, Tadulako University, in 2025, it was found that the dominant factor influencing students' decisions in choosing a major was future orientation at 18%, followed by job prospects at 16%, and parental support at 15%.

Based on these results, it appears that the primary factor driving prospective students to choose the management program at FEB-UNTAD is future orientation. Future orientation is

closely related to how students plan and view their future careers. Nurmi explains that future orientation encompasses aspects of motivation, planning, and evaluation that influence how individuals view and plan the steps needed to achieve their long-term goals. Motivation relates to an individual's emotional drive and interest in the future; planning involves organizing ideas and strategies to achieve goals; and evaluation is the ability to reassess the likelihood of success to ensure decisions remain relevant and effective. Various studies have shown that future orientation has been proven to significantly influence educational decisions. Research by Juniarti (2023) indicates that college students with a clear long-term orientation are more likely to choose majors that offer opportunities for self-development and economic stability. This is supported by a study by Feriyanto and Alextian (2023), which found that future orientation motivates vocational high school and senior high school students to choose educational paths that support their careers, while Nopirda et al. (2020) confirm that future orientation positively contributes to major selection decisions, particularly in achieving career goals.

Following the future orientation factor, the next variable suspected of influencing the decision to choose a management major is job prospects, which are often considered one of the most important external factors in the decision to select a major. Job prospects are defined as the opportunities and challenges graduates will face in the future, including employment opportunities aligned with their educational background and experience (Eka et al., 2024). Students tend to choose majors that are perceived to offer broader employment opportunities and are relevant to their career goals. Job prospects are not only related to the availability of jobs but also encompass the success rates of alumni, the duration of study, and the major's contribution to preparing graduates to meet the demands of the workforce (Haikal et al., 2020). Empirical research indicates that Job Prospects significantly influence students' decisions. Fitria et al. (2020) found that Job Prospects were a primary consideration in the selection of religious education majors, while Khasanah & Kardiyem (2023) confirmed that Job Prospects have a very strong partial influence on the decision to choose a major, including in the field of management. Thus, a clear understanding of job prospects enables students to make more rational and well-informed decisions, ensuring that the major they choose supports the achievement of their long-term career goals. Empirically, Juniarti's (2023) study supports this finding, showing that students who actively consider job prospects tend to choose majors that offer greater stability and better opportunities for career development.

Students' decisions regarding their choice of major are undoubtedly influenced by parental support, which is one of the primary sources of social support for children and adolescents (Sarafino & Smith, 2011). The results of the preliminary survey indicate that parental support is one of the key factors considered when choosing a major. According to Simbolon & Rasyid (2021), parental support can take the form of suggestions or advice when adolescents are about to make a long-term decision—one that is important but not easy for them to make—whether it is the decision to pursue higher education or to choose a specific career path that aligns with their interests and talents for the future. As good parents, they should provide motivation and support to their children so they can make the right decisions. Likewise, when a child is about to pursue higher education, parents play a crucial role in selecting a university and a major (Putri Nanda Leri et al., 2022). Thus, parental support is a key factor influencing a child's decision to choose a major in management.

Based on previous research, future orientation, Job Prospects, and parental support have been shown to significantly influence the decision to choose a major; however, most studies have focused on a single variable or on the secondary education level (vocational high school/senior high school), so the interaction of these three factors among first-year college students has not yet been extensively analyzed simultaneously. Preliminary survey results indicate that future orientation is the dominant factor, followed by Job Prospects and parental support. Therefore, this study is expected to fill a research gap by offering a new perspective on how psychological and external factors interact in shaping students' major selection decisions.

The objective of this study is to determine the influence of future orientation, job prospects, and parental support on the decisions of prospective freshmen in choosing the Management major at the Faculty of Economics and Business, Tadulako University, both partially and simultaneously. Theoretically, this study is expected to enrich the literature on factors influencing educational decision-making, particularly in the context of incoming students at universities with limited capacity and high competition. Practically, this study is expected to provide insights for students, families, and educational institutions in supporting more rational and well-informed decision-making.

LITERATURE REVIEW

Future Orientation

Future orientation refers to the extent to which an individual has a clear vision of their life goals and future, particularly in terms of education and career. Nurmi defines future orientation as a complex, multidimensional, and multistage phenomenon involving three key psychological process indicators: motivation, planning, and evaluation, which collectively reflect an individual's self-image in the context of the future (Herlina et al., 2024). According to Doni (2019), future orientation is the vision of the future that an individual holds for themselves, whether in the context of education, work, or life in general. This reflects the extent to which a person has a clear and structured view of the life goals and direction they wish to achieve, which in turn influences how the individual plans the steps to achieve them. According to (Putri & Umami, 2025), students with a strong future orientation tend to choose educational paths that can provide them with a competitive edge in the workforce, as they are better able to make rational and well-directed decisions regarding their chosen major, based on their understanding of future needs and opportunities. There are three indicators of future orientation that determine students' decisions, according to

Based on research conducted by Budiastuti & Kasturi (2019), Herlina et al. (2024), Juniarti (2023), Feriyanto and Alextian (2023), and Nopirda et al. (2020), future orientation has a positive and significant effect on major selection decisions.

Job Prospects

Job Prospects play a crucial role in the decision to choose a college major, as they provide insight into the job opportunities that lie ahead (Yulyani, 2021). Employment opportunities refer to the availability of positions or jobs that allow any individual with the willingness and ability to engage in economic activities to secure employment aligned with their expertise, skills, and talents, thereby supporting their well-being and career development (Eka et al., 2024). The purpose of employment prospects is to fulfill a variety of individual desires and expectations, which are not limited to financial or material gains but also include the pursuit of inner satisfaction, improved social status, recognition within society, and a sense of accomplishment in one's career. A deep understanding of Job Prospects is essential for individuals to determine their choice of academic program and enables them to make wiser educational decisions that focus not only on academic achievement but also on their readiness to enter the workforce in a way that aligns with their interests, skills, and long-term goals. According to Haikal et al. (2020), indicators of Job Prospects include several key aspects that influence an individual's decision when choosing a degree program, namely: career aspirations, graduate employment prospects, duration of study, and alumni success.

A number of studies conducted by Eka et al. (2024), Yulyani (2021), and Khasanah & Kardiyeem (2023) indicate that Job Prospects have a positive and significant influence on students' decisions when choosing a major.

Parental Support

Sarafino & Smith define social support as the comfort, care, appreciation, and assistance that individuals receive from others or groups, with parents being one of the most influential sources of social support in a child's life, including when making decisions about choosing a major (Devianti, 2015). This is consistent with Simbolon & Rasyid (2021), who state that parental support in the form of advice and guidance is crucial for adolescents in making long-term decisions—such as pursuing higher education or choosing a career aligned with their interests and talents—which are often difficult yet critical for their future. Furthermore, Setyowati et al. (2019) and Prabowo et al. (2021) add that parental support—whether emotional, in the form of recognition, or material—plays a vital role in the decision-making process regarding academic majors by providing a sense of security, motivating students to choose the right major, and providing resources that support their education and daily needs throughout their academic journey. According to Sarafino & Smith, there are four indicators of parental support for students' decision-making in choosing a major: emotional support, recognition, instrumental support, and informational support.

With strong support from parents, students feel more confident and assured in choosing the right major for their future. Research findings by Devianti (2015) and Simbolon & Rasyid (2021) indicate that parental support has a positive and significant influence on students' decisions regarding their choice of major.

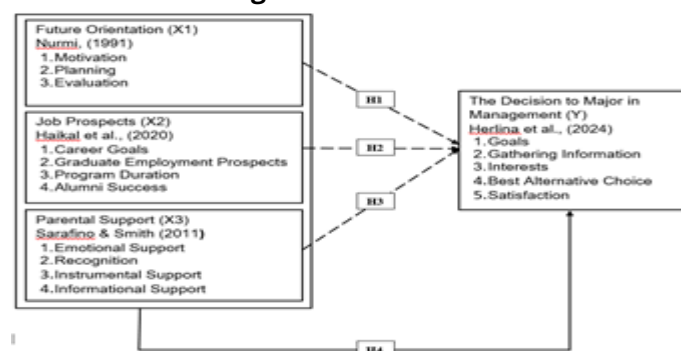
The Decision to Choose a Major in Management

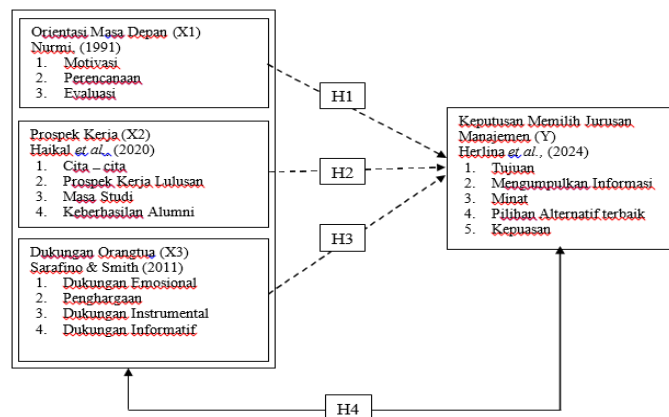
Decision-making is a thought process involving the selection of one option from among several alternatives, which serves as the determining factor in a range of choices, including the decision to choose a major—a crucial process in a student's life for determining their future educational path (Eka et al., 2024). This decision is often influenced by various factors, both internal (such as personal interests) and external (such as Job Prospects or family support). (Saputro, 2018) states that making career decisions is one of the developmental tasks that adolescents must fulfill. Decision-making is a complex process that requires the ability to set goals, consider various possible future actions, understand existing trends, identify expected outcomes, and determine the criteria underlying the decision (Setyowati et al., 2019). According to Herlina et al. (2024), there are five indicators of decision-making among college students: goals, information gathering, interests, the best alternative options, and satisfaction.

Framework

The research framework of this study explains the relationship between the independent variables—future orientation (X1), Job Prospects (X2), and parental support (X3)—which are assumed to influence the decision to choose a major in management (Y) as the dependent variable.

Figure 2. Framework





Hypothesis

- H1: Future orientation has a positive and significant effect on students' decisions to choose the management major at the Faculty of Economics and Business, Tadulako University.
- H2: Job prospects have a positive and significant effect on students' decisions to choose the management major at the Faculty of Economics and Business, Tadulako University.
- H3: Parental support has a positive and significant effect on students' decisions to choose the management major at the Faculty of Economics and Business, Tadulako University.
- H4: Future orientation, job prospects, and parental support simultaneously have a positive and significant effect on students' decisions to choose the management major at the Faculty of Economics and Business, Tadulako University.

METHODS

This study employs a quantitative descriptive method with an explanatory approach, which aims to explain the relationship between independent and dependent variables through hypothesis testing. According to Sugiyono (2023), the quantitative research method is based on the philosophy of positivism; it is used to study a specific population or sample, employing statistical data analysis to test formulated hypotheses. The population in this study consists of all 280 freshmen majoring in management at the Faculty of Economics and Business, Tadulako University, in 2025. The sample was selected using the Slovin method with a margin of error of 5% (0.05), and the calculation is as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = sampel size

N= population size

e= Error tolerance

$$n = \frac{280}{1 + 280(0,05)^2} = \frac{280}{1 + 280(0,0025)} = \frac{280}{1 + 0,7}$$

$$n = \frac{280}{1,7} = 164,70588235294$$

Based on the above calculations using the Slovin formula, the sample size (n) was determined to be 164.70588235294, rounded to 165 first-year management students at FEB-UNTAD in the class of 2025, who will be the subjects of this study. Data for this study were collected via a questionnaire distributed to students using Google Forms through WhatsApp groups for their classes and cohorts, as well as in person on the FEB-UNTAD campus. The questionnaire consists of 47 statements on a Likert scale that measure three main variables: future orientation, job prospects, and parental support, with the following rating scale: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The use of a Google Forms-based questionnaire enabled the efficient collection of valid and reliable data. Data processing and analysis in this study were conducted using SPSS (Statistical Package for the Social Sciences) version 26. This software was chosen because it provides accurate and rapid statistical analysis results and supports various types of data testing, including both descriptive and inferential analyses. The validity test results indicate that all statement items for the variables future orientation (X1), Job Prospects (X2), parental support (X3), and major selection decision (Y) were deemed valid, with a calculated r value greater than the table r value (0.349) at a 5% significance level. Furthermore, the reliability test results show that all research variables were deemed reliable with Cronbach's Alpha values greater than 0.60, making this research instrument suitable for use as a data collection tool.

RESULTS

Normality Test

A normality test was conducted to determine whether the residuals are normally distributed or not, as a normal distribution of the residuals indicates that the regression model used is a good fit. Based on the significance criterion, if the value is ≥ 0.05 , the residuals are considered to be normally distributed; whereas if the value is < 0.05 , the residuals are not normally distributed (Safa'ah, 2023). In this study, the normality test used the One-Sample Kolmogorov-Smirnov Test; if the Asymp. Sig. (2-tailed) value is > 0.05 , the data are considered normally distributed.

Table 1. Normality Test (One-Sample Kolmogorov-Smirnov Test)

Test Statistics	Asymp. Sig	Description
K-S Test	0,200 > 0,05	Normal

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the results of the One-Sample Kolmogorov-Smirnov Test, it was found that the value of Asymp. Sig. (2-tailed) is $0.200 > 0.05$; therefore, the residual data can be considered normally distributed.

Multicollinearity Test

According to Machali (2021: 140), a multicollinearity test is used to ensure that there is no significant correlation among the independent variables. If the relationship between independent variables is too strong, it means that these variables measure the same aspect, making them unsuitable for assessing the simultaneous contribution of each variable to the dependent variable. The most common methods used to detect the presence or absence of multicollinearity are examining the Tolerance and Variance Inflation Factor (VIF) values. A model is considered free of multicollinearity if Tolerance > 0.10 and VIF < 10 , indicating that the relationships among the independent variables remain within acceptable limits.

Table 2. Multicollinearity Test

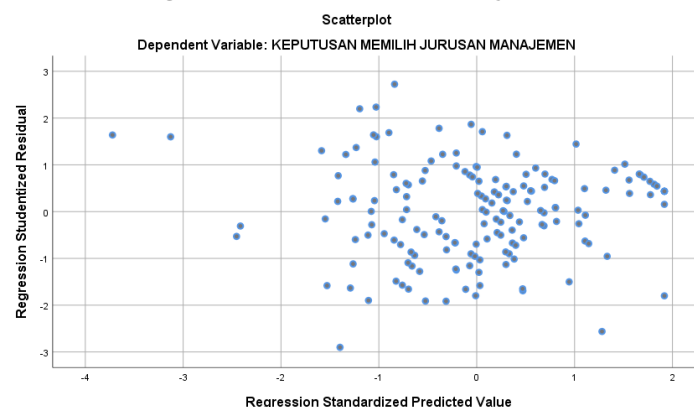
Variable	Tolerance	VIF	Description
Future Orientation (X1)	.388	2.581	No Multicollinearity
Job Prospects (X2)	.413	2.419	No Multicollinearity
Parental Support (X3)	.591	1.692	No Multicollinearity

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the test table above, it is evident that the Tolerance values for all dependent variables are greater than 0.10 and the VIF values for all dependent variables are less than 10; therefore, it can be concluded that the variables future orientation (X1), job prospects (X2), and parental support (X3) can be used together in the model without concern for multicollinearity issues that could affect the analysis results.

Heteroscedasticity Test

According to Machali (2021: 127), a model is said to exhibit heteroscedasticity if there is heterogeneity in the variances of the variables within the model. This condition can also be interpreted as the presence of differences in residual variances across each observation in the regression model. Therefore, a heteroscedasticity test is conducted to determine whether this phenomenon of unequal variances is present. The method used to detect heteroscedasticity is scatterplot analysis, which involves plotting the standardized predicted values (ZPRED) against the absolute standardized residuals (ZRESID). If the residuals are randomly distributed without a specific pattern, the model is said to be free of heteroscedasticity (homoscedastic), and thus the regression coefficients can be validly interpreted.

Figure 3. Heteroscedasticity Test

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the results of the heteroscedasticity test, the scatterplot shows that the residual points are randomly distributed without any specific pattern, indicating that the regression model is free from heteroscedasticity. Since the assumption of homoscedasticity is satisfied, the estimated regression coefficients can be interpreted as valid and reliable.

Descriptive statistical analysis

Descriptive statistical analysis, according to Ghazali (2021), aims to briefly describe data so that it is easier to understand without drawing inferential conclusions. The assessment standard uses a Likert scale (Lestari et al. 2025).

Tabel 3. Rating Scale (5-Point Likert Scale)

Interval Mean	Description
1,00 – 1,80	Very Low / Very Poor
1,81 – 2,60	Low / Poor
2,61 – 3,40	Moderate / Fair
3,41 – 4,20	Good
4,21 – 5,00	Very Good

Sumber: Lestari *et al.* (2025)**Tabel 4. Results of the Descriptive Analysis**

VARIABLE	INDIKATOR	N	MEAN	DESCRIPTION
Future Orientation (X1)	1. Motivation	16 5	4.43	Very Good
	2. Planning	16 5	4.26	Very Good
	3. Evaluation	16 5	4.25	Very Good
	Average (Mean)	16 5	4.31	Very Good
Job Prospects (X2)	1. Career goals	16 5	4.31	Very Good
	2. employment Prospects	16 5	4.25	Very Good
	3. duration	16 5	4.19	Good
	4. Alumni Success	16 5	4.09	Good
	Average (Mean)	16 5	4.21	Very Good
Parental Support (X3)	1. Emotional Support	16 5	4.31	Very Good
	2. recognition	16 5	4.36	Very Good
	3. Instrumental Support	16 5	4.34	Very Good
	4. Informational Support	16 5	4.16	Good
	Average (Mean)	16 5	4.29	Very Good
The Decision to Choose a Major in Management (Y)	1. Goals	16 5	4.30	Very Good
	2. Gathering Information	16 5	4.23	Very Good
	3. Interest	16 5	4.20	Good
	4. Best Alternative Choice	16 5	4.12	Good
	5. Satisfaction	16 5	4.34	Very Good
	Average (Mean)	16 5	4.24	Very Good

The results of the descriptive statistics show that the future orientation variable had a mean of 4.31 and fell into the “very good” category. This indicates that first-year students in the Management Program at the Faculty of Economics and Business, UNTAD, possess a clear vision of the future, strong motivation, planning skills, and self-evaluation abilities when choosing their major. The Job Prospects variable scored an average of 4.21 and also falls into the “very good” category, meaning students have a positive perception of job opportunities for Management graduates. Meanwhile, the parental support variable scored an average of 4.29 in the “very good” category, indicating that emotional, appreciative, instrumental, and informational support from parents plays a strong role in students’ decision-making process. The “major selection decision” variable scored an average of 4.24 and fell into the “very good” category, leading to the conclusion that students’ decisions to choose the Management major are strong, well-directed, and based on careful consideration.

Multiple Regression Analysis

According to Ghozali (2021), multiple linear regression analysis is used to test the influence of the variables Future Orientation, Job Prospects, and Parental Support on the decision to choose a major in Management, as well as to determine the magnitude of the influence of each of these independent variables on the dependent variable. The multiple linear regression formula used to test the hypotheses in this study is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Table 5. Results of the Multiple Linear Regression Analysis

No.	Model	Koefisien Regresi (B)
1.	Konstanta	5.457
2.	Future Orientation (X ₁)	.538
3.	Job Prospects (X ₂)	.367
4.	Parental Support (X ₃)	.393

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on Table 5, the results of the multiple linear regression calculations yield the following equation:

$$Y = 5.457 + 0.538 + 0.367 + 0.393$$

- 1) The constant value of 5.457 indicates that if the variables Future Orientation (X₁), Job Prospects (X₂), and Parental Support (X₃) are assumed to have no influence (zero value), then the Decision to Choose the Management Major (Y) remains at a baseline value of 5.457. This indicates that there are other factors outside the model that also influence students’ decisions to choose the management major.
- 2) The regression coefficient for Future Orientation of 0.561 indicates that a one-unit increase in Future Orientation will increase the Decision to Choose the Management Major by 0.538, assuming all other variables remain constant. This means that Future Orientation has a positive relationship with the Decision to Choose a Management Major, where an increase in Future Orientation is followed by an increase in the Decision to Choose a Management Major.
- 3) The regression coefficient for Job Prospects, which is 0.367, indicates that a one-unit increase in Job Prospects will increase the Decision to Choose a Management Major by 0.358, assuming all other variables remain constant. This means that Job Prospects have a positive relationship with the Decision to Choose a Management Major, such that an increase in Job Prospects is followed by an increase in the Decision to Choose a Management Major.
- 4) The regression coefficient for Parental Support is 0.393, indicating that a one-unit increase in Parental Support increases the Decision to Choose a Management Major by 0.386, assuming all other variables remain constant. This means that Parental Support has a positive

relationship with the Decision to Choose a Management Major, such that an increase in Parental Support is followed by an increase in the Decision to Choose a Management Major.

Overall, these results indicate that Future Orientation, Job Prospects, and Parental Support collectively play a positive role in influencing the decision to choose the Management major. This means that these three variables make a significant contribution to students' decision to choose the Management major.

Partial Hypothesis Testing (t-Test)

According to Ghozali (2021), a partial test (t-test) is used to determine the effect of each independent variable separately on the dependent variable in a regression model. This test assesses whether a particular independent variable makes a significant contribution after accounting for the presence of other independent variables. Thus, the partial test helps researchers identify which variables are truly influential and relevant in explaining changes in the dependent variable. If the t-test results show a significance level (p-value) < 0.05 , it can be concluded that the independent variable in question has a significant partial effect on the dependent variable. Conversely, if the p-value > 0.05 , then the variable does not have a significant effect.

Table 6. Results of the t-Test (Partial)

No.	Variabel	Sig.	Description
1.	Future Orientation (X1)	0,000 < 0,05	Significant
2.	Job Prospects (X2)	0,000 < 0,05	Significant
3.	Parental Support (X3)	0,000 < 0,05	Significant

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the results of the t-test, the Future Orientation variable had a significance value of 0.000, Job Prospects of 0.000, and Parental Support of 0.000. All of these values are less than the significance threshold of 0.05; therefore, it can be concluded that these three variables have a significant partial effect on the decision to choose a major in management. Thus, the alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected.

Simultaneous Hypothesis Testing (F-Test)

The F-test is used to determine whether the independent variables collectively have a significant effect on the dependent variable in a regression model, by comparing the calculated F-value with the table F-value or by examining the significance level (Sig.). According to Ghozali (2021), if the significance level is < 0.05 , then the independent variables (X) collectively have a significant effect on the dependent variable (Y).

Table 7. Results of the F-Test (Simultaneous)

Test Statistics	Sig.	Description
F-Test	0,000 < 0,05	X1, X2, and X3 have a significant effect on Y

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the results of the F-test, the calculated F-value of 110.442 with a significance level of 0.000 (< 0.05) indicates that the regression model is simultaneously significant. This means that Future Orientation, Job Prospects, and Parental Support collectively have a significant effect on the decision to choose a major in management.

Coefficient of Determination (R^2)

According to Ghozali (2021), the coefficient of determination (R^2) is a statistical measure used to determine the proportion of variation in the dependent variable that can be explained by the independent variables in a regression model. The R^2 value ranges from 0 to 1, or can be expressed as a percentage (0%–100%), where a higher value indicates that the regression model better explains the variation in the dependent variable.

Table 8. Results of the Coefficient of Determination (R^2) Test

R^2	Interpretation
0,673	Variables X1 and X2 account for 67.3% of the variance in the decision to choose a major in management. The remaining 32.7% is influenced by other factors outside the model.

Source: Primary Research Data Processed Using SPSS 26.0 in 2025

Based on the results of the analysis above, the coefficient of determination (R-Square) of 0.673 indicates that approximately 67.3% of the variation in the decision to choose a major in management can be explained by the variables Future Orientation, Job Prospects, and Parental Support collectively. This means that these three independent variables have a significant influence on students' decisions to choose a major in management.

DISCUSSION

The Effect of Future Orientation on the Decision to Choose the Management Major

The results of the partial test (t-test) show that the future orientation variable has a calculated t-value of 4.418 with a significance level of $0.000 < 0.05$. These results indicate that future orientation has a positive and significant effect on students' decisions to choose the Management Major at the Faculty of Economics and Business, UNTAD. This means that the clearer students' future goals and plans are, the stronger their decision to choose the Management Department. The results of the descriptive analysis also show that future orientation had a mean score of 4.31, falling into the "very good" category, which indicates that students have a clear vision of the future when determining their choice of study.

According to Nurmi, future orientation is an individual's vision of the goals they wish to achieve in the future, as reflected through motivation, planning, and evaluation. This suggests that students with clear career goals tend to choose a major they believe will support the achievement of those goals. These findings are consistent with the research by Herlina et al. (2024), Juniarti (2023), Feriyanto and Alextian (2023), and Nopirda et al. (2020), which states that future orientation has a positive and significant effect on major selection decisions.

The Effect of Job Prospects on the Decision to Choose the Management Major

The results of the partial test (t-test) show that the job prospects variable has a calculated t-value of 4.057 with a significance level of $0.000 < 0.05$. These results indicate that job prospects have a positive and significant effect on students' decisions to choose the Management major at the Faculty of Economics and Business, UNTAD. In other words, the more favorable students' perceptions of the job opportunities available to Management graduates, the stronger their decision to choose that major. The results of the descriptive analysis also show that the Job Prospects variable had a mean score of 4.21, falling into the "very good" category, indicating that students perceive the Management major as offering broad and promising career opportunities in the future. According to Haikal et al. (2020), Job Prospects refer to the employment opportunities available to graduates after completing their education. This suggests that students tend to choose the Management Department because it is perceived as offering broad and promising career opportunities. This finding aligns with research by Fitria et al. (2020),

Juniarti (2023), Khasanah and Kardiyeem (2023), and Yulyani (2021), which shows that Job Prospects have a positive and significant influence on students' decisions when choosing a major.

The Effect of Parental Support on the Decision to Choose the Management Major

The results of the partial test (t-test) show that the parental support variable has a calculated t-value of 5.701 with a significance level of $0.000 < 0.05$. These results indicate that parental support has a positive and significant effect on students' decisions to choose the Management major at the Faculty of Economics and Business, UNTAD. In other words, the higher the level of support provided by parents, the stronger students' confidence in choosing their major. The results of the descriptive analysis show that the parental support variable had a mean score of 4.29, falling into the "very good" category, indicating that students received strong support during the educational decision-making process.

According to Sarafino and Smith, parental support can enhance an individual's confidence in making educational decisions. These findings align with the research by Simbolon and Rasyid (2021), Prabowo et al. (2021), and Devianti (2015), which show that parental support has a positive and significant effect on the decision to choose a major.

The Simultaneous Influence of Future Orientation, Job Prospects, and Parental Support on the Decision to Choose a Major in Management

Based on the research results, the variables of future orientation, Job Prospects, and parental support have a positive and significant influence on students' decisions to choose the Management major at FEB-UNTAD. These findings firmly confirm the proposed simultaneous hypothesis (H4) and affirm that this research model is valid for predicting new students' decisions to choose the Management major at FEB-UNTAD. The R-Square value is $0.673 \times 100\% = 67.3\%$, meaning that 67.3% of students' decisions to choose the Management major can be explained by these three variables, while the remainder is influenced by other factors not examined in this study.

It is known that the clearer a student's future orientation, the more likely they are to choose a major that aligns with their long-term career goals. Students who have a clear vision of their future and goals are more likely to choose a major that supports the achievement of those goals, such as the Management major, which offers broad Job Prospects. Additionally, Job Prospects also have a significant influence on the decision to choose a major. The more positively students perceive the career opportunities available in the field of management, the more likely they are to choose this major, as they view it as a promising choice for the future. Parental support also plays a crucial role in the decision-making process. Emotional support, recognition of their abilities, and financial support from parents boost students' confidence in choosing a major that aligns with their interests and career goals, making them feel more secure and motivated to make the right decisions for their future.

CONCLUSION

Based on the results of the data analysis and discussion conducted in this study regarding the influence of Future Orientation (X1), Job Prospects (X2), and Parental Support (X3) on prospective students' decisions to choose the Management major at FEB-UNTAD, it can be concluded that future orientation, Job Prospects, and parental support each have a positive and statistically significant partial effect on prospective students' decisions to choose the Management major at FEB-UNTAD.

Simultaneously, these three variables also have a positive and significant effect, explaining 67.3% of the variation in program selection decisions. This indicates that students' decisions are influenced by a combination of internal factors—such as personal planning—and external factors—such as perceptions of career opportunities and family support.

LIMITATION

This study still has a number of limitations that must be taken into account when interpreting the results. The use of a relatively simple multiple linear regression analysis method limits the model's ability to explain the relationships between variables, particularly in capturing more complex relationships. The coefficient of determination (R^2) value of 0.673 indicates that the model has adequate explanatory power; thus, 32.7% of the variation in students' decisions remains unexplained by the variables used in this study, suggesting that the contribution of the independent variables is not yet fully optimal in representing the phenomenon under investigation. Furthermore, the scope of this study, which was limited to first-year students in the Management Program at the Faculty of Economics and Business, Tadulako University, in 2025, means that the results have limitations in terms of generalizability; therefore, the findings must be understood contextually in accordance with the characteristics of the research subjects.

REFERENCES

- Basri, I. Y., Giatman, M., Syah, N., & Elfina, E. (2024). Analysis of student decision factors in choosing a study program. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 8(2). <https://doi.org/10.21831/jk.v7i2.62110>
- Budiastuti, T., & Kasturi, T. (2019). Hubungan Antara Orientasi Masa Depan Dan Dukungan Orang Tua Dengan Pengambilan Keputusan Karir Pada Siswa SMK. Universitas Muhammadiyah Surakarta
- Devianti, R. (2015). Kontribusi Dukungan Orangtua, Teman Sebaya, dan Guru Bimbingan dan Konseling terhadap Minat Siswa pada Jurusan yang Ditempati di SMA. *Jurnal Konseling Dan Pendidikan*, 3(2), 22–30. <https://doi.org/10.29210/112600>
- Dikdik, A, Permana, J, & Suryana, A (2024). Analisis Faktor-Faktor yang Mempengaruhi Pengambilan Keputusan Mahasiswa dalam Memilih Jurusan Administrasi Pendidikan. *JAMP: Jurnal Administrasi* journal-fip.um.ac.id
- Doni, S. R. (2019). Pengaruh Orientasi Masa Depan dan Dukungan Orangtua Terhadap Pengambilan Keputusan Dalam Memilih Program Studi/ Kuliah. *Psikoborneo: Jurnal Ilmiah Psikologi*, 7(3). <https://doi.org/10.30872/psikoborneo.v7i3.4794>
- Eka, C., Pelipa, E. D., & Relita, D. T. (2024). Pengaruh Minat Menjadi Guru Dan Prospek Kerja Terhadap Keputusan Mahasiswa Memilih Program Studi Pendidikan Ekonomi. *Jurnal Pendidikan Ekonomi (JURKAMI)*, 9(3). <https://doi.org/10.31932/jpe.v9i3.3763>
- Feriyanto, F., & Alextian, F. S. (2023). Studi Komparatif Pengaruh Informasi Gaji Dan Orientasi Masa Depan Terhadap Keputusan Karier Antara Siswa Smk Dengan Sma Di Kecamatan Rantepao Toraja Utara. *Masokan Ilmu Sosial Dan Pendidikan*, 3(2), 77–94. <https://doi.org/10.34307/misp.v3i2.117>
- Fitria, N., Ulfah, U., & Arifudin, O. (2020). Analisis Faktor-Faktor Terhadap Pengambilan Keputusan Calon Mahasiswa Untuk Memilih Jurusan Pendidikan Agama Islam. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 1(2), 120-127.
- Ghozali, I. (2021). Aplikasi analisis multivariate dengan program IBM SPSS 26 (Edisi ke 10).

- Haikal, F., Idrus, M., & Dunakhir, S. (2020). Faktor-Faktor Yang Memengaruhi Pemilihan Program Studi Akuntansi (Studi Pada Mahasiswa Universitas Negeri Makassar). *Bata Ilyas Journal Of Accounting*, 1(1), 1-10.
- Herlina, H., Aisyah, I., & Sadiyah, A. (2024). Pengaruh Potensi Diri, Orientasi Masa Depan Dan Lingkungan Keluarga Terhadap Pengambilan Keputusan Saat Melanjutkan Studi Di Jurusan Pendidikan Ekonomi Universitas Siliwangi (Survey Pada Mahasiswa Jurusan Pendidikan Ekonomi Universitas Siliwangi Angkat. *Jurnal Ilmiah Penelitian Mahasiswa*, 2(4), 609-622.
- Juniarti, F., & Andriani, I. S. (2023). Hubungan Orientasi Masa Depan Dan Career Decision Making Self-Efficacy Pada Mahasiswa. *Psibernetika*, 15(2).
- Khasanah, W. N., & Kardiyem, K. (2023). Peran Prospek Kerja Dalam Memoderasi Pengambilan Keputusan Mahasiswa Memilih Program Studi Pendidikan Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 20(2), 155–175. <https://doi.org/10.21831/jpai.v20i2.54524>
- Lestari, N. P., Mufidah, A. S., & Imam, R. (2025). Analisis pemahaman mahasiswa PGMI semester 4 Institut Agama Islam Ngawi 2025/2026 terhadap materi pengembangan aspek kognitif anak sekolah dasar. *Jurnal Ilmiah Multidisiplin Ilmu*, 2(4), 23–28.
- Lubis, T. W. H., Efendi, N., Pertiwi, S., & Djoni. (2024). Factors that influence student's decisions in choosing universitas mikroskil. *Jurnal Ekonomi*, 29(1), 165–184.
- Machali, I. (2021). Metode penelitian kuantitatif: Panduan praktis merencanakan, melaksanakan dan analisis dalam penelitian kuantitatif (Cet. 3). Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
- Nopirda, Y., Oktivianto, O., & Dhevi, N. R. (2020). Hubungan Self Esteem Dan Orientasi Masa Depan Bidang Pendidikan Pada Siswa Kelas Xi Di Palembang. *Jurnal Pendidikan Glasser*, 4(2). <https://doi.org/10.32529/glasser.v4i2.721>
- Prabowo, K. G., & Kusumaningsih, L. P. S. (2021). Hubungan Antara Dukungan Sosial Orangtua Dengan Pengambilan Keputusan Karir Siswa Di SMA 10 Semarang. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU) Klaster Humanoira*, 1(1).
- Putri Nanda Leri, Elfitri Santi, & Irda Rosita. (2022). Pengaruh Minat, Dukungan Orang Tua dan Citra Kampus terhadap Keputusan Mahasiswa Memilih Kuliah di Jurusan Akuntansi Politeknik Negeri Padang (Studi Empiris pada Mahasiswa Program Studi D-III dan D-IV Akuntansi Politeknik Negeri Padang). *Jurnal Akuntansi, Bisnis Dan Ekonomi Indonesia (JABEI)*, 1(1), 79–85. <https://doi.org/10.30630/jabei.v1i1.14>
- Putri, S. A., & Umami, N. (2025). Analisis Pengambilan Keputusan Mahasiswa Memilih Program Studi Pendidikan Ekonomi Universitas Bhinneka PGRI Tulungagung Tahun Akademik 2024/2025. *AKSIOMA: Jurnal Sains Ekonomi Dan Edukasi*, 2(7), 1610–1622. <https://doi.org/10.62335/aksioma.v2i7.1492>
- Safa'ah, S. N., & Indriyanti, A. D. (2023). Analisis Kepuasan Pengguna Layanan Aplikasi MyPertamina Berbasis Mobile Dengan Metode EUCS (End User Computing Satisfaction). *Journal of Emerging Information Systems and Business Intelligence*, 4(2), 14-20.
- Saputro, K. Z. (2018). Memahami Ciri dan Tugas Perkembangan Masa Remaja. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, 17(1), 25. <https://doi.org/10.14421/aplikasia.v17i1.1362>

- Setyowati, R., Prabowo, W., & Yusuf, M. (2019). Pengambilan Keputusan Menentukan Jurusan Kuliah Ditinjau Dari Student Self Efficacy Dan Persepsi Terhadap Harapan Orang Tua. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 5(1). <https://doi.org/10.26858/jppk.v5i1.7460>
- Simbolon, N. P., & Rasyid, M. (2021). Konsep Diri Dan Dukungan Orangtua Terhadap Keputusan Karir. *Psikoborneo: Jurnal Ilmiah Psikologi*, 9(2), 391. <https://doi.org/10.30872/psikoborneo.v9i2.5980>
- Soedradjat, S. B., & Suryaningrum, D. H. (2022). Efek Gender, Kesulitan Akuntansi, Peluang Karir Dan Sindrom Impostor Terhadap Keputusan Mahasiswa Memilih Jurusan Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 20(1), 39–51. <https://doi.org/10.21831/jpai.V20i1.47519>
- Sugiyono. (2023). Metodologi Penelitian Kuantitatif, Kualitatif dan R & D.
- Utami, A., Farid, M. G., Sujarwo, S., Hidayat, R., Yunaini, N., & Mareza, L. (2025). Factors Influencing Students' Decisions in Choosing Elementary Education Study Programs in Indonesia. *Educational Process International Journal*, 14(1). <https://doi.org/10.22521/edupij.2025.14.58>
- Utami, Y. (2023). Uji Validitas dan Uji Reliabilitas Instrument Penilaian Kinerja Dosen. *Jurnal Sains Dan Teknologi*, 4(2), 21–24. <https://doi.org/10.55338/saintek.v4i2.730>