

The Effect of Career Exploration Behavior and Parent-Child Career Congruence on College Student Career Adaptability

(Pengaruh Perilaku Eksplorasi Karier dan Kongruensi Karier Orang tua-Anak pada Adaptabilitas Karier Mahasiswa)

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Abstract: Career adaptability can help college students to face the tasks that will arise in the world of work. This study aims to examine the effect of career exploration behavior and parent-child career congruence on career adaptability simultaneously and to see which variables contribute more to career adaptability. The participants involved in this study were final semester college students, starting from sixth semester in four Indonesian cities, namely Jakarta, Bogor, Tangerang, Bekasi, with a total of 538 students. This study used a non-experimental cross-sectional research design because data was only taken once, and non-probability convenience sampling was used. The measuring instruments used are Career Adapt-Abilities Scale, Career Exploration Behavior, and The Adolescent-Parent Career Congruence. The data obtained were then analyzed using a multiple regression test. The results showed that there was a simultaneous significant effect of career exploration behavior and parent-child career congruence on career adaptability. The results also show that career exploration behavior contributes more to career adaptability than parent-child career congruence. The research results can be used for college students to improve the ability of career adaptability through exploration and congruence activities.

Keywords: career adaptability; parent-child career congruence; college students; career exploration behavior

Abstrak: Adaptabilitas karier dapat membantu mahasiswa untuk menghadapi tugas yang akan muncul pada dunia kerja. Penelitian ini bertujuan untuk melihat pengaruh perilaku eksplorasi karier dan kongruensi karier orang tua-anak pada adaptabilitas karier secara bersamaan dan melihat variabel mana yang lebih berkontribusi pada adaptabilitas karier. Partisipan yang terlibat dalam penelitian ini merupakan mahasiswa semester akhir, mulai dari semester enam di empat kota Indonesia, yakni Jakarta, Bogor, Tangerang, Bekasi, dengan jumlah total 538 mahasiswa. Penelitian ini menggunakan desain penelitian *non experimental cross-sectional* karena pengambilan data hanya diambil sekali, serta menggunakan teknik *non-probability convenience sampling*. Alat ukur yang digunakan adalah *Career Adapt-Abilities Scale*, *Career Exploration Behavior*, dan *The Adolescent-Parent Career Congruence*. Data yang diperoleh kemudian dianalisis menggunakan uji regresi berganda. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan secara bersamaan perilaku eksplorasi karier dan kongruensi karier orang tua-anak pada adaptabilitas karier. Hasil penelitian juga menunjukkan bahwa kontribusi perilaku eksplorasi karier lebih besar pada adaptabilitas karier dibandingkan kongruensi karier orang tua-anak. Hasil penelitian dapat digunakan untuk mahasiswa dalam rangka meningkatkan kemampuan adaptabilitas karier melalui kegiatan eksplorasi dan kongruensi.

Kata kunci: adaptabilitas karier; kongruensi karier orang tua-anak; mahasiswa; perilaku eksplorasi karier

INTRODUCTION

After completing their education at the tertiary level, students will experience a transition period into the world of work. In going through the transition process, students will be faced with new challenges. For example, they will be required to work in teams, collaborate with individuals with diverse backgrounds, and work under pressure (Sadarangani & Ahuja, 2014). Not only that, this transition period is a period where students are required to understand their potential, be able to take responsibility for making decisions, and learn new competencies. At that time, one of the skills students needed was career adaptability.

Career adaptability is a person's readiness to face specific tasks and changes and make adjustments in work (Savickas, 1997). Career adaptability can be developed or enhanced through individual internal factors and individual environmental factors (Savickas & Porfeli, 2012). Factors that become predictors of increasing one's career adaptability include curiosity to explore oneself and the environment as well as confidence in facing future work (Ebenehi, Rashid, & Bakar, 2016). A study also mentions that career exploration is a predictor of one's career adaptability, where career exploration can help someone find out their career goals (Zikic & Klehe, 2006). This shows that from individual internal factors, students need to carry out career exploration behavior. Career exploration or collection of career information can be obtained from various sources, but the two main sources of career information are obtained from the environment and oneself (Stumpf, Colarelli, & Hartman, 1983). In other words, individuals need to explore the environment and themselves.

Although there are studies showing that exploration is important in a career (Cheung & Arnold, 2010), there are also studies that show that children's perceptions of parental support have an influence on children's career development (Garcia, Restubog, Toledano, Tolentino, & Rafferty, 2012). Given the uncertainty and pressure that may occur in the career exploration process, support and intervention related to career information from parents have a significant role in fostering career adaptability (Guan et al., 2018; Guan, Zhou, Ye, Jiang, & Zhou, 2015). These two aspects, namely social support and providing interventions and career information from parents, are clearly illustrated in a concept known as parent-child career congruence.

In a recent study, it is known that there are differences in the characteristics of students in Indonesia and Australia (Paramita, 2010). One of the characteristics of students in Indonesia is that they are still tied to the role of their parents, while students in Australia are considered adults and make their own decisions, including career decisions. The collectivist culture that exists in Indonesia makes the significant role of others, including parents, can influence decisions on children's careers (Sawitri, Creed, & Zimmer-Gembeck, 2013). This shows that, in general, parents of Indonesian students still play a significant role in the lives of their children.

From this phenomenon, the researcher aims to analyze the effect of career exploration behavior and parent-child career congruence on career adaptability simultaneously in college students, as well as to find out which variables between career exploration behavior and parent-child career congruence contribute more to career adaptability in students. This research is expected to provide information about what factors students need to have to assist in preparing for the transition from higher education to the world of work (Koen, Klehe, & Van Vianen, 2012).

METHOD

This research employed a non-experimental cross-sectional study with quantitative data processing and using multiple regression analysis techniques. At the beginning of the plan, the questionnaire was originally distributed through online and offline methods, but due to the Covid-19 pandemic, the questionnaire was made in online form only. The sampling technique used the non-probability convenience sampling method. The reason the researcher uses this technique is that the researcher has determined certain criteria for the research participants. This technique can be used to obtain research samples based on the availability and willingness of participants to fill out the questionnaire (Gravetter & Forzano, 2018).

Career adaptability was measured using the Career Adapt-Abilities Scale developed by Savickas and Porfeli (2012) and has been adapted into Indonesian by Sulistiani, Suminar, and Hendriani (2019). The test results show that the reliability of the career adaptability measuring instrument is = 0.95 and the internal consistency test using Corrected-Item Total Analysis produces a range of 0.48–0.78.

Career exploration behavior is measured using the Career Exploration Behavior measuring instrument (self-exploration dimensions and environment exploration dimensions) developed by Stumpf, Colarelli, and Hartman (1983) and has been adapted into Indonesian by Salim and Preston (2019) to measure behavior over the past three months. The test results on the career exploration behavior measurement tool show a reliability of = 0.87, and the overall internal consistency test using Corrected Item-Total Analysis produces a range of 0.27–0.71.

The career congruence instrument between parents and children uses the Adolescent-Parent Congruence Career measuring instrument which was developed and translated into Indonesian by Sawitri et al. (2013). The test results show that the reliability of the parent-child career congruence measurement tool is = 0.91, and the internal consistency test using Corrected-Item Total Analysis has a range of 0.47–0.74. From these results, the reliability coefficient in the range of 0.7 to 0.8 can be said to be good in research (Kaplan & Saccuzzo, 2017). According to Nunnally and Bernstein (2007), the limit of internal consistency in research is at least 0.2. The test results show that the overall measuring instrument to be used is reliable and valid in measuring the construct to be measured so that the researcher does not revise or delete items.

All of the questionnaires were then formed using Google Forms and distributed online using social media applications such as Instagram, WhatsApp, Line, either in personal chat or distributed in group chats. Questionnaires were distributed and addressed to the research criteria: active students from various universities in Greater Jakarta and currently undergoing undergraduate education, at least currently studying in the sixth semester, and young adults aged 18–25 years. In the questionnaire, there is a consent page as a form of consent to be a participant in the study.

RESULTS

Participants' Demographic Information

Of the 602 participants who filled in the data, there were 62 data that were not used because they did not match the participant's criteria. Thus, the final number of participants in this study was 538 participants. Of the 538 participants, most of the participants were female, as many as 371 participants (69%), and 167 other participants were male (31%). Most of the participants were aged 20–21 years, i.e., as many as 372 participants (69.1%), most of the participants lived in Jakarta (45.7%). Most of the 261 participants were undergoing eighth semester (48.5%). Of the total participants, 175 participants had at least two work experiences (between internships, freelance, part-time workers, full-time workers, or self-employed) which was 32.5%, and 118 participants had no previous work experience (21.9%).

The Analysis Results

Table 1 shows the results of multiple regression analysis to examine the effect of career exploration behavior and parent-child career congruence on career adaptability in college students. In table 1, $F = 37.897$, $p < 0.001$, $R^2 = .124$, $\Delta R^2 = .087$ (Career Exploration Behavior), $\Delta R^2 = .037$ (Parent-Child Career Congruence). Based on Table 1, it can be seen that career exploration behavior ($b = 0.315$, $p = 0.000$) and parent-child career congruence ($b = 0.195$, $p = 0.000$) simultaneously have a significant effect on career adaptability. Twelve point four percent of career adaptability variance can be explained

Table 1. Multiple Regression Statistical Analysis Results

Predictor	B	SE	β	t	Sig.
Constanta	75.693	2.506		30.199	0.000
Career Exploration Behavior	0.315	0.048	0.268	6.545	0.000
Parent-Child Career Congruence	0.195	0.041	0.194	4.752	0.000

by career exploration behavior and parent-child career congruence. Thus, the data supports the first hypothesis of this study, namely career exploration behavior and parent-child career congruence simultaneously affect career adaptability.

The results of ΔR^2 also show that career exploration behavior has a larger variance contribution of 8.7%, compared to parent-child career congruence of 3.7%. The influence of career exploration behavior also has a greater influence, where one score increase in career exploration behavior can affect an increase in career adaptability by 0.315. Meanwhile, parent-child career congruence can affect the increase in career adaptability only by 0.195. These results indicate that career exploration behavior has a greater contribution than parent-child career congruence. Thus, the data supports the second hypothesis of this study, namely that career exploration behavior makes a greater contribution than parent-child career congruence on career adaptability.

DISCUSSION

The first finding of the present study is that having career exploration behavior and parent-child career congruence simultaneously can form higher career adaptability as well. Several things that allow both of them to be significant in career adaptability are, firstly, the age of the participants who are in the range of 20–21 years where this age, according to Super (1980), is in the exploration stage. Students who become participants are in the young adult stage, thus enabling them to explore while undergoing the education. Second, the characteristics of Indonesian students are relatively different from students from other countries in preparing themselves to enter the world of work. As shown Paramita (2010), although Indonesian students have entered the age of young adults, they still involve the role of families, especially parents, in making decisions. In contrast to the characteristics of students in Australia, when they are 18 years old, they are considered mature enough to make their own life decisions. The involvement of parents in making career decisions is also supported by the statement of Sawitri, Creed, and Zimmer-Gembec, (2014) which mentions that the collectivist culture in Indonesia encourages children not to make their own career decisions, the opinions of significant others, especially parents, are also taken into consideration. Not only that, the expectations of parents on the career choices carried out by children can influence the decision-making behavior of the children themselves (Leung, Hou, Gati, & Li, 2011). So that the involvement of parents as important parties in children's lives also contributes to career decision making.

The second finding shows that the contribution of career exploration behavior to career adaptability is greater than the contribution of parent-child career congruence. This finding is supported by several conditions, such as college facilities and previous work experience. In the context of college facilities, 45.5% of participants are Universitas Indonesia students who have Career Development Center (CDC-UI) facilities. CDC-UI is a forum for student development so that they are ready to become competent workers when they enter the world of work. In addition, the Universitas Indonesia also provides counseling services at the Student Counseling Board. This service can be used by students for free through counseling on learning problems, adaptation, and the development of life goals (Larasati, 2016). The facilities at the Universitas Indonesia can encourage students to have a high level of career adaptability. Counseling and student development facilities will assist students in planning their careers and improve the university's reputation in increasing the uptake of alumni in the world of work (Sun & Yuen, 2012). Second, based on one dimension of career adaptability, namely career curiosity, is similar to career exploration behavior. Work experiences such as internships, part-time or full-time jobs and training can enhance one's career adaptability (Koen et al., 2012; Monteiro & Almeida, 2015). Most of the participants in this study were students who had previous work experience, which was 78% of the participants. This may also lead to a higher degree of influence on career exploration behavior in this study.

In this study, the researcher did not escape from the limitations. First, because of the Covid-19 pandemic, which requires researchers to take all data online, so they cannot retrieve data offline or directly. This causes some participants do not to meet the criteria of research participants. In offline data collection, the possibility of getting participants who meet the criteria is higher because they meet

and meet face-to-face. Second, from the results of the study, it can be seen that the contribution is not too large, indicating that there are still many research variables outside this research that need to be re-examined in their influence on career adaptability.

Based on the research results and discussion, the researcher suggests several suggestions that can be made by further research. First, the results of this study can be continued by further research by testing other variables that can also affect career adaptability. Several other predictors of career adaptability for individuals undergoing transition and exploration are self-efficacy, social support, emotional intelligence (Parmentier, Pirsoul, & Nils, 2019; Zikic & Klehe, 2006). Ebenehi et al. (2016) also mentioned that vocational identity, future career concern, and personal goal orientation could predict career adaptability. There are other variables that can predict career adaptability and career exploration behavior that can be investigated in further research.

The results of this study suggests further research to examine variables using other participant criteria, such as testing on students as a whole without any semester restrictions to compare differences in career adaptability of final and early level students or testing on students who have just graduated from college and are adapting to a new world of work.

CONCLUSION

Possession of career exploration behavior and parent-child career congruence simultaneously can form higher career adaptability. Specifically, career exploration behavior has a greater contribution than parent-child career congruence on student career adaptability. Based on the results of this study, the ability of career adaptability to prepare students to enter the world of work can be improved by optimizing career guidance and counseling services at universities, such as holding career fairs at the university or faculty level or majors and seminars that invite resource persons from certain fields of work, and assistance in participating in internship activities.

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