



Relationship Between Career Adaptability And Self-Efficacy And Career Decision-Making

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Abstract

This study aims to explore the relationship between Career Adaptability and Self-Efficacy and Career Decision-Making. The research method uses a correlational approach. The respondents in this study were 100 students selected using the random sampling technique. Data collection was conducted using 3 questionnaires, namely career adaptation, self-efficacy, and career decision-making. The data analysis technique used multiple linear regression with the help of SPSS version 22. The results of the career adaptation test on self-efficacy obtained a t-value of 8.27 with a significance level of < 0.05 , indicating a positive relationship between career adaptation ability and self-efficacy, meaning that the higher the career adaptation, the higher the self-efficacy of the students. The results of the career adaptation test on career decision-making obtained a t-value of 2.06 with a significance level of < 0.05 , indicating a positive relationship between career decision-making, meaning that the higher the career adaptation, the higher the career decision-making of the students. This indicates that individuals with high career adaptability and self-efficacy are more capable of making appropriate career decisions.

Keywords: Career Adaptability, Self-Efficacy, Career Decision Making

Introduction

At the end of adolescence, thoughts often focus on career issues. Choosing a career certainly requires thorough preparation. Due to globalization and technological advancements, people must better prepare and plan their careers to compete in the job market. In an increasingly complex and dynamic work environment, a good integration between formal education and job training is crucial to produce a competent, adaptive, and

competitive workforce¹. Secondary school is a form of secondary education aimed at preparing students to become productive individuals and ready for work. According to Hurlock, vocational high school students enter adolescence at the age of 13 to 18 years and are given developmental tasks to choose their careers. In the third year of high school, students often feel almost grown-up because they are about to make many life choices, such as choosing a job, continuing to college, or enrolling in courses². Students are expected to work or study to become experts after three years of education. However, some students do not achieve the expected goals; they also face problems after graduating from vocational high school and do not have a clear career path. This can lead to difficulties in job searching and affect unemployment status. This also occurs in high school research, where as many as 60% of students cannot decide on their future careers³

Working ineffectively often occurs when the job and educational background do not match. This is because people have to learn to face their jobs after graduating from school or college when they are confronted with a job scope that is quite complex or a new environment. Furthermore, the ever-changing job demands to maintain the chosen job. Adaptation is the process of learning to face a constantly changing environment. Career adaptability is a psychosocial construct that emphasizes an individual's readiness and resources to cope with current career development tasks, job transition issues, and personal trauma⁴. Career adaptation, according to Brown and Lent (2013), is an individual feature that explains readiness to build a career. The ability to adapt increases with age and more life experiences interacting with one's environment. This is especially true when facing challenges or difficulties at every stage of their career growth⁵. Savickas emphasizes a person's adaptability and style in a specific context regarding their failures and successes in building a career⁶.

Lack of confidence in making career decisions is often associated with difficulties in building and maintaining professional adaptability in late adolescence or early young adulthood. One of the terms for professional self-efficacy is a person's ability to manage their

¹ Mubarak, I. R., & Tambunan, K. (2021). Indonesian Economic Development: The Role of Education as an Important Foundation for Economic Growth in Indonesia. *Triangle Journal of Economics and Business*, 2(4), 492-499

² Sari, N.R., & Munawaroh, E. (2021). The Relationship Between Creative Self-Efficacy and Career Decision-Making Skills of Grade XII Students of South Semarang State Vocational High School. *Empati-Journal of Guidance and Counseling*, 8(2), 110–124. <https://doi.org/10.26877/empati.v8i1.7980>

³ Pranata, W., & Syahrman. (2022). The Effect of Group Counseling Services with Scaling Techniques on Students' Career Decision-Making. *Consilia: Jurnal Ilmiah BK*, 5(3), 178–187

⁴ Savikas M., A , (2006). Developmental Perspective on Vocational Behaviour: Career Patterns, Saliency, and Themes

⁵ Lent, R. W., & Brown, S. D. (2012). *Career development and counseling: putting theory and research to work*, (ed.2). New Jersey: John Wiley & Sons

⁶ Savickas, M. L. (2001). A developmental perspective on vocational behaviour: Career patterns, saliency, and themes. *International Journal for Educational and Vocational Guidance*, 1 (2), 49-57

own professional life⁷. The self-effect in making career decisions is related to a person's career preparation process, according to research conducted by Bullock, Andrews, and Buzzetta. A person's belief in their ability to complete tasks related to the career decision-making process is known as career decision-making self-efficacy. Self-efficacy in career decisions is very important because if students are not confident in their ability to choose a particular career, they will not have a clear picture of the field of work they will pursue when they graduate from college, making them more likely to go with the flow.

Self-efficacy in career decision-making refers to a person's belief that they have control over their ability to make decisions about their career. Gathering information about jobs, setting goals, making plans for the future, and problem-solving are part of self-efficacy in career decisions, which are related to the dimensions of self-efficacy in career decisions in inaccurate self-assessment (accurate self-assessment)⁸. The concept of career adaptation is also related to self-efficacy in career decisions. Career adaptability is the most important component in career construction. Career adaptability means that a person can adapt to new situations with little difficulty⁹

In the context of career development and education, peer support and decision-making self-efficacy (CDSE) influence the ability to adapt careers. Career adaptation is the ability and skill to overcome various problems that arise during career development. The ability to adapt one's career can be taught from an early age because this ability is a lifelong learning process that develops over time. The ability to control preparation and concern for the future is a sign of a person who can adapt well throughout their career. The ability to adapt to work can be enhanced with CDSE, according to previous research^{10,11}. Peer support is an additional component besides CDSE that is associated with the ability to adapt to the working world. (One of the most influential external factors on career adaptability is peer support, which spends more time with students and provides career advice, emotional support, and role models for each other.

⁷ Lent, R. W., & Brown, S. D. (2012). *Career development and counseling: putting theory and research to work*, (ed.2). New Jersey: John Wiley & Sons

⁸ Erkovan, H. (2017). Does the career adaptation process change as a function of an employee's age or employment gaps? An investigation of relationships among personal resources, contextual factors, coping behaviors, and career success

⁹ Savikas M., A., (2006). *Developmental Perspective on Vocational Behaviour: Career Patterns, Salience, and Themes*

¹⁰ Agoes Salim, R. M., Istiasih, M. R., Rumalutur, N. A., & Biondi Situmorang, D. D. (2023). The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon*, 9(4), 149–157

¹¹ Zhang, R., Qiu, Z., Li, Y., Liu, L., & Zhi, S. (2021). Teacher support, peer support, and externalizing problems among left-behind children in rural China: Sequential mediation by self-esteem and self-control. *Children and Youth Services Review*, 121, 105824

Moreover, research Zhangruiping, et al found that support from teachers and peers positively correlates with externalizing problems and negatively with self-esteem and self-control. Thus, it is clear that, in addition to teacher support, support from peers is also very important for enhancing students' self-esteem and self-control¹⁶. According to research conducted by Geen (2021), the emotional learning experience (ELE) format is better than the teacher-centered approach in building career adaptability skills¹⁷. Based on the above background, it was found that the research only examined the relationship between career adaptation and career decision-making, and the relationship career adaptation to self-efficacy, therefore this research aims to examine the relationship between career adaptation, self-efficacy, and career decision-making.

Research Methods

This research uses a quantitative research method, with a correlational type. Creswell states that correlational quantitative research is a type of research that measures the influence between two or more variables, and field data from research sources will be calculated correlatively by considering a large number of figures. Correlational research aims to determine how changes in one or more variables correlate with each other¹². This research involves 121 students from Pondok Pesantren Modern Darul Muttaqien NWDI Perian. This study uses a sample of one hundred students. Random sampling is used for sample selection. Sugiyono states that random sampling from the population is conducted randomly without considering the strata of the population¹³.

Data collection was conducted using 3 questionnaires. The Career Adaptation Questionnaire was developed based on career adaptation aspects with a total of 24 items. The validity results of the career adaptation items range from (0.39 – 0.82); if the validity result is > 0.3 , then the questionnaire is declared valid. The reliability result of the career adaptation questionnaire is 0.75. If the reliability result is > 0.6 , then the questionnaire is considered to have high reliability. The second questionnaire was developed based on the Self-Efficacy aspect with a total of 16 items. The validity results of the self-efficacy items range from (0.30 – 0.83), if the validity results > 0.3 then the questionnaire is declared valid. And the reliability result of the self-efficacy questionnaire is 0.75. If the reliability result is > 0.6 , then the questionnaire is declared to have high reliability. The third questionnaire consists of 42 items related to career decision-making.

The validity results of the career decision-making items range from (0.36 – 0.98). If the result is > 0.3 , then the questionnaire is considered valid. The reliability result of the career decision-making item is 0.75, and if the result is > 0.6 , then the questionnaire is considered very reliable. If the correlation between factors is positive and its value is > 0.3 , the factor is

12 Azwar, S. (2018). *Psychological Research Methods*, Second Edition. Yogyakarta: Pustaka Pelajar

13 Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta, CV

considered a strong construct¹⁴. In this study, the data were analyzed using multiple linear regression with SPSS version 22. The research design is described as follow

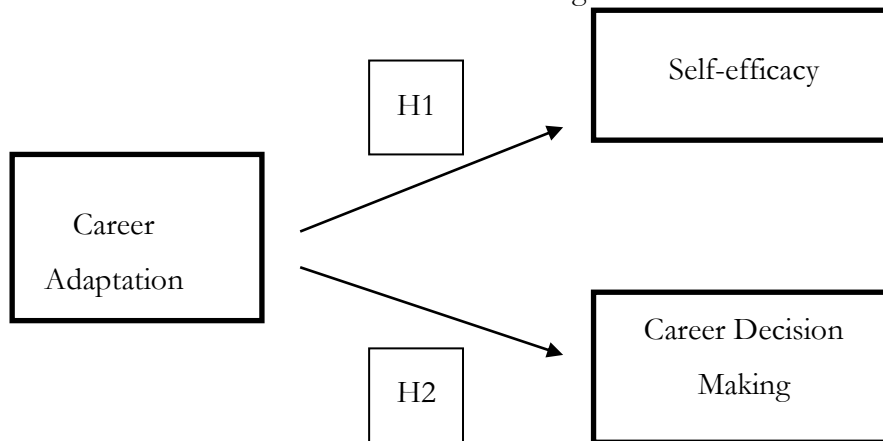


Image 1 Research Design Diagram

This research describes that there are 2 hypotheses, first there is a relationship between career adaptation and self-efficacy and there is a relationship between career adaptation and career decisions, so these hypotheses must be answered in the research

Results and Discussion

This study aims to evaluate the relationship between career adaptation, self-efficacy, and career decision-making. The collected data were analyzed using multiple linear regression tests. This can be seen in tables 1 and 2

Table 1. Partial Test Results (T test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.696	4.457		3.297	.001
career adaptation	.466	.056	.641	8.278	.000

a. Dependent Variable: Self-efficacy

14 Purwanto, E. (2016). Quantitative Research Methodology for Psychology and Education. Yogyakarta: Pustaka Pelajar

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	85.938	16.061		5.351	.000
career adaptation	.420	.203	.205	2.069	.041

a. Dependent Variable: Career Decision Making

Based on table 1, the results of testing the career adaptation variable against self-efficacy and career decision-making show a positive correlation. The calculated t-value of 8.27 with a significance of < 0.05 also indicates a positive correlation

Table 2 results of the coefficient of determination (R) test

Model Summary

Model	R	RSquare	Adjusted R Square	Std. Error of the Estimate
1	.247 ^a	.061	.052	13.71559

a. Predictors: (Constant), career adaptation

Model Summary

Model	R	RSquare	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.394	.388	4.81381

a. Predictors: (Constant), career adaptation

Based on Table 2, the results of model conclusion 1 show an R value of 0.62 or 62% contribution of self-efficacy to career adaptation, while 38% is influenced by external variables outside the study. The results of conclusion 2 show an R value of 0.24 or 24% contribution of career decision-making to career adaptation, and the remaining 76% is influenced by external variables outside the study. The study found that Career Adaptability towards Self-Efficacy and Career Decision-Making is positively correlated; in other words, the higher a person's Career Adaptability, the higher their Self-Efficacy and Career Decision-Making, and conversely, the lower a person's Career Adaptability, the lower their Self-Efficacy and Career Decision-Making. Based on the results of the data analysis, it is known that the three measurement tools already have good validity and reliability, although the relationship between career decision-making and career adaptation is weak, it is still related to the same major theory, which originates from the theory proposed by Bandura¹⁵

¹⁵ Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman and Company

The results of this study are in line with several other studies, such as Artahayest which found a significant positive relationship between self-efficacy and student career adaptation¹⁶. Karacan-Ozdemir and Guneri showed that there is a strong correlation between career adaptation and self-efficacy¹⁷. Hartono & Gunawan found that there is a significant positive relationship between career adaptability and self-efficacy in job searching¹⁸ Bandura(inFeist&Feist,2009) ²⁷Self-efficacy is defined as the estimate or belief in one's ability to perform a behavior in a given situation. Kanfer and Hulin (in Guan, et.al., 2013) state that self-efficacy in job searching is a person's belief that they can perform the necessary behaviors to obtain a new job or return to work during the job search process²⁸. Self-efficacy in career decision-making and self-efficacy in job searching refer to self-concept related to career adaptation. In addition, Bandura's self-efficacy theory is the foundation of both types of career-related self-efficacy: self-efficacy in career decision-making and self-efficacy in job searching

Based on the above description, it can be concluded that individuals with high self-efficacy are those who are more active, can learn from their mistakes, and accept what they have as it is. They are also more capable of planning goals and creating work plans, more creative in solving problems so they do not feel stressed, and always strive hard to achieve their best work results.

Conclusion

According to research, career adaptability has a greater influence on self-efficacy compared to career decision-making. This shows that people with high self-efficacy are more likely to face challenges in their career planning and development. Moreover, having a high level of self-efficacy helps a person remain optimistic and creative when solving problems, as well as create well-thought-out work plans, which makes them more prepared for a dynamic work life. The relationship between career adaptation and career decision-making is not very strong, but both contribute to an individual's readiness to undergo career transitions and development, according to Bandura's theory and other researchers. In future research, it is expected that researchers will use different approaches to provide a deeper explanation of career adaptation, self-efficacy, and the ability to adjust to their careers. They are also expected to add other evaluated elements that are related and connected to career adaptation.

¹⁶ Artahayest, N. Y. (2021). Self-Efficacy With Career Adaptability For Final Students The SWCUPsychology Faculty. *Undiksha Counseling journal*, 12(2). 177-185

¹⁷ Karacan-ozdemir, N., & Guneri, O. Y. (2017). The factors contribute to career adaptability of high-school students. *Eurasian Journal of Educational Research*, 16 (67)

¹⁸ Hartono, R. M., & Gunawan, W. (2017). The relationship between job search self-efficacy and career adaptability. *MINDSET Journal of Psychology*, 8(02), 78-90.

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