



Differences in *Student Career Adaptability*: Education Level and Gender

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ABSTRACT

The research aims to provide a deeper understanding of differences in student career adaptability based on education level and gender. This study used descriptive Quantitative. The subjects of the study were 981 students in South Sulawesi spread across junior high, high school and vocational levels and gender. The research instrument uses scale adaptation from Savickas & Porfeli (2009) *Career Adapt-Abilities Scale-Short Form (CAAS-SF)* Indonesian version which has been valid and realistic using confirmatory factor analysis test with JASP. Data analysis using ANOVA. The results showed that the *Career Adaptability* of students in the study had a high level with a mean value of 85,269 and SD = 17,925, and there was no significant difference based on education level except in the control aspect, and there was no significant difference based on sex except for the concern aspect. These results provide insight into students' *Career Adaptability* in the context of education level and gender. The results of the research also make a valuable contribution in the development of programs in improving the *Career Adaptability* of Students



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Introduction

In an era of globalization and the rapid development of the world of work, it is important for students to have *Career adaptability* (career adaptability) is high to face changes and challenges that occur in the job market. According to, the concept of career refers to a series of events that occur in the life of a Super individual (Mardiyati & Yuniawati, 2015), (Brown, Steven D. and Lent, 2013). This concept involves different types of work and roles that the individual carries throughout his life. In this context, the unity of these experiences shapes an individual's commitment to work as part of their self-development. In addition, Seligman (Opier, 2020) Reveal that career as a series of roles or positions that include: activities in work, leisure, volunteer work, and education. Based on the views of experts regarding the definition of career that has been described above, career can be concluded as a series of events throughout an individual's life involving various types of work and roles he has.

In the world of education, which is the initial stage of one's career development, students need to prepare themselves and play an active role in the educational process to achieve the desired career. In an era where technology continues to evolve rapidly and the job market is undergoing transformation, the ability to adapt to change has become crucial. Someone who has career adaptability tends to be easier to adjust to new developments, take advantage of opportunities that arise, and overcome challenges that arise. Therefore, career adaptability does not only occur in the world of work, but also in various other aspects of life. According to Savickas (Mardiyati & Yuniawati, 2015); (Hirschi, Herrmann, & Keller, 2015) (Zhao, Li, & Zhang, 2022); (Hirschi, 2009), the concept of career adaptability is defined as a person's ability to face predictable tasks and prepare themselves and play an active role in work and working conditions. In this context, career adaptability

also includes the ability to deal with changes that occur in work and working conditions. More Rottinghaus, Day, & Borgen (Zahra, 2018); (Swastika & Sudjani, 2023); (Çarkıt, Assist, Hacı, & Veli, 2022); (Haenggli & Hirschi, 2020) Defines career adaptability as an individual's tendency to influence the way they see their ability to plan and adjust to changes that occur in a career, especially in the face of unpredictable situations. Career adaptability refers to a person's ability to identify and cope with changes in employment, develop new skills, explore career opportunities, and adapt to changing work environments (Susanto, 2021); (Dubbelt, Demerouti, & Rispens, 2019); (Lakshmi & Sonata, 2021). Students who are able to manage careers well tend to feel more satisfied with the work done and have lower stress levels. Students have a greater sense of control over their own career direction, which can increase motivation and engagement on the job.

Based on these definitions, career adaptability can be summed up as an individual's ability to cope with various unexpected changes in situations that arise in their careers, as well as their ability to adjust to unexpected things related to conditions in the work and education environment. Husna and Mayangsari, (2017); (In Maggio, Ginevra, Santilli, Nota, & Soresi, 2020); (Savickas et al., 2009) revealed several factors known to affect students' career adaptability, including education level and gender. The level of education is one of the significant factors in influencing the adaptability of students' careers (Ulfah & Akmal, 2019). A higher level of education can give students access to a wider range of knowledge, skills, and career development opportunities. Students with higher education tend to have a better knowledge of various career options, relevant skills, and an understanding of job market developments (Koen, Klehe, Van Vianen, Zikic, & Nauta, 2010); (Zakaria, Sukomardojo, Sugiyem, Razali, & Iskandar, 2023). This can help them in adapting and managing their careers better.

This was also expressed by Hou *et al.*, (2012); (Delle & Searle, 2022) that higher education can give students a significant advantage in terms of career adaptability. Students with higher education tend to have broader knowledge, more relevant skills, and better access to further education and training opportunities (Koen et al., 2010); (Yuca, Suherman, & Budiamin, 2023). This can improve their ability to adapt to changes in the work environment and develop their careers. Further from the results of the study Hirschi, Herrmann and Keller, (2015) explained that students with higher education levels usually have greater independence and initiative in managing careers. Someone tends to be more proactive in looking for opportunities, developing themselves, and dealing with changes that occur in work. This ability positively contributes to the adaptability of students' careers.

Moreover Hirschi and Valero, (2015) revealed that gender also plays an important role in students' career adaptability. Students often face differences in social expectations and gender stereotypes in career selection and career development. Some jobs are still considered more suitable for men or women based on existing gender stereotypes, For example, women are often faced with the expectation of dual roles as mothers and workers, which can present challenges in managing careers and adjusting to changes in the work environment (Oktaviani, 2021). These factors can affect students' career choices, career development opportunities, and their ability to adapt to changes in the work environment. Furthermore according to Su and Rounds, (2015) Gender stereotypes and social expectations can limit students' career choices and put pressure on gender roles deemed appropriate in the workforce. This can affect students' career adaptability, especially in the face of changes that involve changing existing gender roles or expectations.

Although there have been previous studies exploring students' career adaptability, there are still limited studies that specifically compare differences in students' career adaptability based on education level and gender. Therefore, this study aims to fill this knowledge gap by examining differences in students' career adaptability based on education level and gender. By understanding these differences, more effective educational strategies and programs can be developed to improve students' future career adaptability.

The research will involve collecting data from a number of students with varying levels of education and gender backgrounds. Data will be analyzed to identify significant differences in career adaptability between different student groups. In addition, the study will also look at other factors that might affect students' career adaptability, such as career interests, self-perception, and educational environment. Thus, the results of this study are expected to provide a deeper understanding of differences in student career adaptability based on education level and gender. The results of this research are expected to make a valuable contribution in the development of programs in improving *Student Career Adaptability*.

Method

This study used descriptive Quantitative. This study examines the picture *Career adaptability* students at the junior high, high school and vocational levels and gender aspects. The subjects of the study were 981 students in South Sulawesi spread across junior high, high school and vocational levels and gender. Research Instruments using scale adaptation from Savickas & Porfeli (Panjaitan & Sahrah, 2023) *Career Adapt-Abilities Scale-Short Form (CAAS-SF)* Indonesian version. Validated instruments and reliability using tests *Confirmatory Factor Analysis* by using JASP. Based on reliability tests on JASP shows that *Realibility Test* by looking at McDonald's value of 0.943 and Cronbach's alpha with a value of 0.944. This shows that the scale *Career adaptability* Reliable, this is

because McDonald's and Cronbach's alpha scores >0.60 . And based on the analysis of the Confirmatory Factor Analysis test shows that *Validity Test* RMSEA value $1.326e-8$, CMIN/DF value shows value $1173.741/246$ with significance 0.01 , or < 2.0 can be said the model is in the fit category or accepted model, then by looking at CFI value: 0.925 , TLI: 0.915 , GFI: 0.909 is at the expected fit value and the career adaptability scale is valid for use. Data analysis using ANOVA..

Results and Discussions

Overview of Student Career Adaptability

Table 1. Descriptive Test of Career Adaptability of Students

Variable	Mean	SD	Category
<i>Career Adaptability</i>	85.269	17.925	Very High
<i>Concern</i>	22.528	5.352	Tall
<i>Control</i>	20.982	5.451	Very High
<i>Curiosity</i>	20.725	5.050	Very High
<i>Confidence</i>	21.035	4.942	Very High

Based on the results of the descriptive analysis in table 1 shows that *Career adaptability* students are in the very high category with a mean value of $85,269$ and $SD=17,925$ Specifically, the indicators that have a very high category have several aspects, including aspects *Control*, *Curiosity*, and *Confidence*. As for the high category, it is found in aspects, namely aspects *concern*. These results are in line with the study (Mudijatmoko & Adiati, 2022); (Augustini, 2022) that in general students have a high level of career adaptability that has a positive relationship with wellbeing and happiness.

Table 2. Differences in Student Career Adaptability Based on Education Level

	Mean	M-Square	p-Value
<i>Career Adaptability</i>	85.269	297.275	0.397*
Concern	22.528	24.285	0.429*
Control	20.982	123.712	0.015**
Curiosity	20.725	4.391	0.842*
Confidence	21.035	1.036	0.959*

Based on the results of data analysis in table 2 shows that there is no difference in *student Career Adaptability* seen from the variable level of education, this is proven that $p > 0.05$. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of *concern*, *curiosity*, and *confidence* with a value of $p > 0.05$. Therefore, it can be concluded that between the education levels of Senior High School, Vocational High School, and Junior High School there is no difference in terms of several aspects of career adaptability. However, this is different from the control aspect which shows a value of $p < 0.01$, and a mean square of 123.712 . Thus, based on these data, it can be concluded that there are significant differences in aspects of student control in *career adaptability* seen from the level of education. Specific differences in control aspects can be seen in table 6.

Table 3. Differences in Student Control Aspects based on Education Level
Descriptives - Total Control

Jenjang Pendidikan	Mean	SD	N
SMA	21.218	5.360	776
SMK	19.639	5.939	97
SMP	20.458	5.502	107

This is in line with the results of the study (Sisca & William Gunawan, 2015); (Maree, 2017); (Mondo et al., 2021) which reveals that teenagers are able to organize themselves in choosing the right career. Adolescents are able to make decisions in their career choices without being influenced by various parties other than that according to (Savickas, 2013) reveals that Control: Students in higher education generally have more control over their career development. One can choose courses that suit their interests and career goals, join internship programs, and engage in relevant extracurricular activities. By having more of this control, they can develop a sense of responsibility and independence in planning and achieving their career goals.

Table 4. Differences in Student Career Adaptability Based on Gender

	Mean	M-Square	p-Value
<i>Career Adaptability</i>	85.269	557.990	0.188
Concern	22.528	264.022	0.002**
Control	20.982	2.039	0.793
Curiosity	20.725	14.216	0.456
Confidence	21.035	4.729	0.660

Based on the results of data analysis in table 7 shows that there is no difference in student Career Adaptability seen from gender variables, this is proven that $p > 0.05$. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of *control*, *curiosity*, and *confidence* with a value of $p > 0.05$. Therefore, it can be concluded that between the male and female sexes there is no difference seen from several aspects of career adaptability. However, this is different from the *aspect of concern* which shows a value of $p < 0.01$, and a mean square of 264.022. Thus, based on these data, it can be concluded that there are significant differences in aspects of student concern / concern in career adaptability seen from gender. Specifically, the differences in aspects of concern can be seen in table 8.

Table 5. Differences in Student Concern Aspects based on Gender

Descriptives - Total_Concern			
Jenis_Kelamin	Mean	SD	N
Man	21.741	5.767	297
Woman	22.870	5.128	684

According to MacNair and Brown (Sisca & William Gunawan, 2015, Rosalin & Agustina, 2020, Rahmawati, Yusmansyah, & Mayasari, 2020), girls of the same age have a higher level of career maturity compared to boys. This is due to the tendency of adolescent girls to connect directly with others, which makes it easier for them to find and obtain information about careers. On the other hand, adolescent boys tend to focus on developing self-independence.

In addition, in research Su and Rounds, 2015, Sulistiani, Suminar, Hendriani, & Suryanto, 2021 revealed that there are differences in the adaptability of students' careers based on gender in several aspects, namely concern, control, curiosity, and confidence. Differences in aspects of career adaptability can be seen in aspects 1) Concern: Women tend to pay more attention to aspects of career ownership that are socially beneficial and have a positive impact on others. They often show concern for social justice and sustainability in their career selection. Men, on the other hand, may focus more on personal achievement and financial success; 2) Control: Women tend to prioritize personal control over their careers. They may have a desire to take an active role in career decision-making and control the direction and progression of their career. Men, in some cases, may be more receptive to external influences such as family expectations or environmental demands in determining career paths; 3) Curiosity: Men tend to show higher curiosity in career exploration. They may be more open to exploration of different fields and have broad interests. Women, meanwhile, may be more likely to have more specialized interests and interest in certain areas they are already familiar with and 4) Confidence: There is a difference in the level of confidence between men and women regarding their ability to face career challenges. Men often have a higher level of confidence in their ability to achieve career goals. Women sometimes feel less confident and can experience self-doubt, especially in the face of gender stereotypes and barriers that may exist.

These differences are based on research and general observation, but it should be noted that each individual is unique and varies in their preferences and career behaviors, not just determined by their gender. An individual's social, cultural, and experiential context also play an important role in influencing career adaptability

Conclusions

This research was conducted in order to provide a deeper understanding of differences in student career adaptability based on education level and gender. In addition, the results of this research can also make a valuable contribution in the development of programs in improving Student *Career Adaptability*. Based on the results of the above research Overall, this study shows that the *Career Adaptability* of students in the study has a high level, and there are no significant differences based on education level except in the control aspect, and there is no significant difference based on sex except in the aspect of concern / concern. These results provide insight into students' *Career Adaptability* in the context of education level and gender.

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