

Traditional Belief and Career Competence: Mediation Effects of Career Adaptability

Intan Yuli Riskiyanti ✉, Sunawan Sunawan, Mulawarman Mulawarman

¹. Sekolah Tinggi Agama Islam Wali Sembilan Semarang, Indonesia

². Pascasarjana, Universitas Negeri Semarang, Indonesia

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Abstract

Career competencies urge to be prepared since the beginning of adolescence since most of students' career fails because of it. Regarding this reason, the present study attempted to prove that career adaptability can mediate the relationship between traditional belief and students' career competencies. This correlational study involved 368 students from four senior high school in Wirosari Sub-district, Grobogan Regency, Central Java. Findings showed traditional belief positively predicted students' career adaptability and career competencies, career adaptability positively predicted students' career competencies, and traditional belief boosted students' career competencies through career adaptability. According to these results, it is important to consider traditional belief to improve career adaptability and students' career competencies.

✉ Correspondence address:

JL. Raya No.123 Wirosari, Kunden, Kec. Wirosari, Kab Grobogan,
Jawa Tengah 58192, Indonesia.

E-mail: intan.69yuli@gmail.com

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INTRODUCTION

We are now in the era of industrial revolution 4.0 in which in the contemporary world of work career development is assumed to be achieved only by collecting job competencies and obtaining work experience in particular fields. However, in recent decades, career has become more dynamic by developing horizontally within organizations (Arnold & Cohen, 2008).

The above matter is related to types of career for which individuals are demanded to be more responsible so that their capability will result in the opportunities in the labor market. Those who initially work flexibly in their contract can immediately be given more intense jobs due to the market demand and the world financial crisis. (European Commission, 2012). Meanwhile, to get and keep a job, individuals must increase career competencies that can help them manage their it (Van der Heijde & Van der Heijden, 2006).

Employability becomes one of the determining outcomes of a contemporary career. With the dynamic situation of career, transition often happens and causes problems, so people need to develop new competencies and promote more flexibility than stability to create new and different opportunities. (Dumulescu, Balazsi, & Opre, 2015).

Abivian (2017) considers many schools have not yet applied career guidance for their students. It is because there still found career planning issues. (Ummi, Mungin, & Mulawarman, 2018). Surely, this planning is influenced by a number of factors causing students to either choose or hesitate to work. One of which is family economic condition that is at middle-end. In guiding career, accurate information must be given so that students can be quick and precise in considering and making decisions. In the same way, counselors must serve students professionally by providing interesting materials to avoid boredom during the services (Ulfa & Awalya, 2016).

In the previous study, Miya Guan, et al., (2016) found traditional belief negatively

contributes to career adaptability. Oppositely, a study by Garcia, et al., (2011) argues traditional belief can control possible personal choices in career. Since these two studies are contradictory, the present study aimed to clarify the exact relationship between traditional belief, career adaptability, and career competencies in the Indonesian society context.

By analyzing such matters, there will be no longer explicit assessment in a particular psychological need, such as competency. In other words, this study was a tool to examine the extent to which traditional belief can affect career competencies with career adaptability as the mediating variable. Students' career development is influenced by many things, such as an external factor called traditional belief. It is because a strong traditional belief will adjust self-personalization that is closed, limits personal rights, and self-regulation of autonomy (Guan et al., 2016).

In the Chinese context, traditional beliefs reflect respect for, and obedience to authority, fulfillment of parental expectations, filial piety, ancestor worship, fatalism, and general feelings of powerlessness (Li, Yu, Yang, Qi, & Fu, 2014). It is because respect to authority is a critical aspect of tradition. It commonly happens in the children who grow up in the collectivism culture (especially Chinese context) to obey parental expectations about career when designing their skills, identity, and career aspirations (Hardin, Leong, & Osipow, 2001). Unfortunately, students with low traditional belief may find it helpless and less constrained in developing their personal control over their career goals and career adaptation improvement. Again, traditional belief tends to limit career competencies and curiosity which further result in the development of one's capacity in career adaptability.

Career adaptation is a central concept in a career construction theory, namely the ability to adapt, is self-regulatory, transactional, competencies which enable someone to solve complex problems during his career. (Rudolph, Lavigne, & Zacher, 2017). It can be given in guidance and counseling services to help

students attain knowledge about their career competencies for then being developed through voluntary work or internship.

The fact says that many students have not yet had career readiness even when they are supposed to in order to defend their position in the future career. Instilling these matters require various learning strategies, but if it succeeds the individuals will be able to explore possible alternatives in the labor market and finally increase their employability (Forrier, et al., 2015).

Career competence is the center of career development knowledge, skills, and abilities which can be influenced and developed by individuals (Akkermans et. al, 2013). A clearer understanding of career competencies could add to our knowledge of career development by providing more insight into the knowledge, skills, and abilities individuals need to successfully navigate their careers.

Based on the results of previous studies, the researchers were interested in knowing the relationship between traditional beliefs and career competencies. Furthermore, this study aimed to determine the effect of traditional belief on students' competence through the mediating variable of career adaptability.

This study aimed to identify the traditional beliefs in the students' environment that have an influence on students' career competencies. The findings of this study were expected to provide information and recommendations for counselors about the role of traditional beliefs in developing students' career competencies.

METHODS

There were 368 students involved in this study aged from 15-18 years, and from senior high school throughout Wirosari Sub-district, Grobogan Regency. Then, the participants were selected using cluster random sampling.

There were three scales used in this study, namely traditional belief, career adaptability, and career competencies. Back

translation was done to adapt all these scales to meet the objectives of this study.

In this study, traditional belief was measured using traditional structure values scale developed by Stern, et al., (Stern, Dietz and Guagnano 1998). The traditional structure values scale aims to measure the four components of students' traditional beliefs, namely respect for parents, obedience to authority, fatalism, and conservativeness consisting of 18 items. This scale has 5 scale options (1) not important to (5) very important. The results of the validity test on the USEI showed that the 18 statement items used in the study were all valid with an rxy range between 0.72 to 0.80. The level of reliability was indicated by the Cronbach alpha coefficient of 0.95.

Career adaptability was measured using the Career Adapt-ability Scale (CAAS). CAAS was developed by Savickas and Porfeli (2012). It measures aspects of the 4 components of career attention, career control, career curiosity, and career confidence. The CAAS consists of 24 items on a 5-point Like scale, ranging from (1) never to (5) always. In this study, the estimation of the reliability of the CAAS-Indonesia Form as a whole was valid, the rxy range was between 0.91 to 0.98. Thus, this scale could be used in research.

The Career Competencies Questionnaire (CCQ) is utilized to measure aspects of students' career competencies. CCQ developed by Jos Akkermans (2013). This scale aims to measure the place of career competence, such as individual competence, motivation, self-profile, and career control. Each side of attention consists of 6 items, so there are 24 items. They were given a 5-choice scale of (1) strongly disagree to (5) strongly agree. The results of the validity test on the CCQ showed that the 26 items used in this study met the criteria and were declared valid Sig. 2- tailed < 0.05. Meanwhile, the reliability test on each indicator obtained a reliability value of 0.87 with a validity of.

RESULTS AND DISCUSSION

The mean and standard deviation of each variable in this study were: traditional beliefs (M = 78.71; SD = 6.680), career adaptability (M = 102.76; SD = 11.789), and career competencies (M = 75.32; SD = 8.210). A larger mean value implies a good representation of the data distribution. In detail, these data are presented in Table 1.

1. Description Table

Variable	N	M	SD
Traditional Belief	368	78.71	6.680
Career Adaptability	368	102.76	11.789
Career Competencies	368	75.32	8.210

After that, mediation analysis was carried out through bootstrap bias-corrected based on regression analysis on PROCESS software designed by Hayes (2013). It resulted N=5000 with the hidden interval 95%. The following table 2 shows the results.

Table 2. The Effect of Career Adaptability Variable as the Mediator

Pr	B	T	P	Se	LLCI	ULCI	R	R ²	F	P
predictors										
Criterion	:	career					0.670	0.44	298.08	<0.05
adaptability										
Traditional belief	0.670	17.26	<0.05	0.08	0.00	1.32				
Criterion: career competencies							0.672	0.45	150.44	<0.05
(X)Tradition	0.217	3.38	<0.05	0.64	0.091	0.343				
lbelief										
(M) Career adaptability	0.377	10.36	<0.05	0.036	0.305	0.448				
Total Effect	0.066	12.2	<0.05	0.54	0.556	0.769				
Indirect	0.445			0.054	0.341	0.558				

Based on table 2, it was known that traditional belief was positively related to career adaptability ($\beta = 0.670$, $p < 0.05$). Viewed from the determination coefficient ($R^2 = 0.44$), traditional belief affected career adaptability as much as 44%.

Career competencies were simultaneously and positively explained by traditional belief and career adaptability ($R^2 = 0.45$, $p < 0.05$). In short, career competencies were positively predicted by traditional belief ($\beta = 0.217$, $p < 0.05$). Meanwhile, career adaptability and career competencies had a positive relationship ($\beta = 0.377$, $p < 0.05$). In addition, according to the determination coefficient ($R^2 = 0.45$), traditional

belief and career adaptability contributed 45% to career competencies.

Career adaptability positively mediated the relationship between traditional belief and career competencies ($\beta = 0.445$, $se = 0.054$). It had the interval level of confidence of 95% or was equal to 10,000 bootstrap sample around 0.341 (LLCI)-0.558 (ULCI). Meanwhile, the total effect analysis indicated traditional belief simultaneously explained career competencies positively ($\beta = 0.066$, $se = 0.45$). It had confidence level of 95% or around 0.556 (LLCI)-0.769 (ULCI). Further information can be seen from the following figure 1.

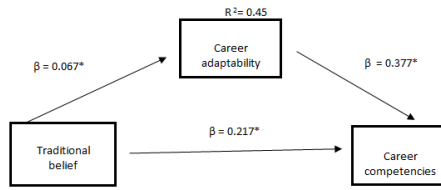


Figure 1. The Model of Career Adaptability which Mediates Traditional Belief on Career Competencies

The findings of this study have proved that traditional beliefs positively predicted career adaptability. This result is different from the findings of Guan et al., (2015) who found that traditional beliefs contribute negatively to career adaptability. Similarly, Wang, Lu and Lu (2014) found that individuals with high levels of traditional beliefs worsen the negative impact of job insecurity on well-being and citizenship behavior.

This research is in line with previous studies, such as Garcia et al., (2011) which shows that traditional belief is useful for controlling the possibilities of personal choice in career. Thus, individuals with high traditional beliefs feel the need to fulfill their parents' wishes and aspirations through their career-related choices and actions. Parents become parties who help students to support their lives financially so that students can focus on the career choices they want to build.

Leung, et al., (2011) found that the positive relationship between parental expectations and career decision making difficulties is strengthened by individuals who support traditional beliefs. This study identified traditional beliefs as important, namely the boundary conditions that determine the extent to which the positive effects of tradition can foster career adaptability.

Similarly, Chiu (1999) notes that traditional belief is a form of contextual conditioning that creates more passive workers who are able to tolerate difficult situations. However, this appears to result in lower job satisfaction and greater levels of job tension. It is also in line with the benefits of traditional belief in students' defense in adapting their careers.

The difference in these findings compared to the previous studies is explained in the study of Hofstede (2022), which states that Indonesia has a culture that scores high, on the other hand taking a more pragmatic approach, they encourage savings and efforts in modern education as a way to prepare for the future.

The present study has proved that traditional beliefs predicted students' career competencies. It is line with previous findings that traditional beliefs reflect the conservation of groups or national unity and include historical values of used characteristics such as conformity, family security, collective security, self-discipline, and resistance to temptation. (Sosik, 2005). This affects career competencies, namely in terms of self-control which is an important part of traditional belief. It is also supported by career construction theory that individuals who have self-regulation of autonomy can develop competencies that enable career skills such as assertiveness, planning, self-confidence, exploration, and curiosity (Savickas, 2013).

The results of this study have proved that career adaptability could predict students' career competencies. Similarly, a study conducted by Koen et al (2012) indicates that career adaptability is an important competency for students facing uncertain career prospects because these personal resources contribute to career related opportunities and facilitate a successful learning transition to work.

Considering future employability is perceived to be the result of career competencies, to find and keep jobs. Career competencies are beneficial for the career development of young professionals, because these competencies make them better able to apply adaptive behavior (Parker, Khapova, & Arthur 2009).

Fugate et al. (2008) see employability as something different from proactive career competencies in the way it examines how one faces changes and performs. The findings of this study confirmed that career adaptability was related to the prediction of students' career competencies. Overall, career adaptability promoted individuals' ability to tolerate and

counter uncertainty and fear in the future of their education and career.

Adaptive resources or called as the adaptability to psychosocial represents ones' self-regulatory capacity that enables behavioral coping and changes. Adaptation involves the mastery of developmental tasks to improve the suitability of self-role and works. It is generally known that successful career development is resulted from continuous adaptation process produced by person-environment integration, namely career adaptability and contexts in which career development gives frameworks on how one builds his career (Savickas, 2005).

According to the findings of Jacques et al's study (2012) career adaptability negatively correlates with fear of failure in both academic and professional career, and positively correlates with school motivation. It indicates that adolescents with higher career adaptability will feel different state because they are more involved in their future and less afraid of failure in achieving dreams.

Career adaptability was also found to mediate the relationship between traditional belief and career competencies. When traditional belief and career adaptability are integrated, students' career competencies will improve. It is because traditional belief may motivate career assertiveness (Leung, et al., 2011). Surely it benefits career curiosity and control identified as crucial ability in career adaptation.

This provides benefits for students' self-stabilization with the development of a more responsible and future-oriented perspective that allows them to acquire personal competencies to effectively manage their careers (Praskova et. Al, 2014). Thus, the results of this study indicated that traditional beliefs could improve students' career competencies through increasing career adaptability.

CONCLUSION

The findings have confirmed an indirect effect between traditional belief and career competencies through career adaptability of

students. Also, this study examined interrelationships between traditional beliefs, career adaptability and student's career competencies. In conclusion, it is expected that the results of this study can be used as a basis for experimental studies because the findings have confirmed that traditional belief apparently acts as a habit which can improve students' adaptability and career competence

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