


The Positive Youth Development and Career Adaptability on Undergraduate Students: Academic Achievement Moderated

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<p>Submitted: 2024-03-07</p> <p>Published: 2024-07-10</p> <p>Keywords: Academic Achievement, Career Adaptability, Moderation, Positive youth development</p> <p>Copyright holder: Author/s (2024)</p> <p>This article is under:</p>  <p>How to cite: Lubis, R., & Amaliana, R. (2024). The Positive Youth Development and Career Adaptability on Undergraduate Students: Academic Achievement Moderated. <i>Bulletin of Counseling and Psychotherapy</i>, 6(2). https://doi.org/10.51214/00202406849000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Towards the completion of their tertiary education, students should have adapted to the work demands of the future. Career adaptability is determined by the student's character or personal assets. However, the influence of personal attributes on career adjustment is not always consistent. Other factors influence the strength of this influence. This research aims to determine the moderating role of academic achievement in the relationship between positive youth development (PYD) and student career adaptability. Data collection used the Positive Youth Development Scale and Career Adaptability Scale. We measured academic achievement using GPA. The research involved 286 eighth-semester students using a total sampling technique. Data analysis used a moderation test with Jamovi 2.0.0 statistical software. The results show that academic achievement moderates the impact of positive youth development on career adaptability. We found that PYD has a high effect on career adaptability in students with a high GPA. In contrast, PYD has low impact on career adaptability in students with low GPAs. The research results are beneficial in overcoming the low adaptability of students' careers by increasing positive youth development and academic achievement.</p>
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INTRODUCTION

The Industrial Revolution 4.0 was first initiated in 2011 by German experts representatives in Hannover and began in early 2018 (Baenanda, 2019). The emergence of technology that combines the digital, physical, and biological worlds and affects all scientific disciplines, the economy, industry, and the workforce has marked this revolution. This movement makes the production process easier and faster. However, this condition widens the gap, so it is necessary to accelerate the readiness of human resources to face the changes (Idris, 2018).

Automation technology has changed the work environment and spurred productivity, efficiency, and growth. On the other hand, technology is also changing the nature of work today. Technology encourages the creation of new jobs and replaces existing jobs. There are 23 million jobs lost or replaced by automation, and around 27-46 million new jobs will emerge. Technological, social, emotional, cognitive, creative, and problem-solving skills are fundamental to survive in the work in this era (McKinsey and Company, 2019).

With these challenges, students must be able to adapt to the environment and be able to plan their careers well. The final-year students prepare themselves to enter the work environment to have high career adaptability. Career adaptability is a readiness to face tasks related to preparing for and participating in job demands and working conditions (Savickas & Porfeli, 2012). Career adaptability can

increase the success of transitioning from campus to the work and improve job prospects within six months (Koen et al., 2012). Career adaptability is also significantly correlated with life satisfaction (Akkermans et al., 2018).

Savickas and Porfeli (2012) stated that career adaptability involves concern, control, curiosity, and confidence. Concern refers to the condition of students realizing the importance of planning in preparing for a career in the future. Control means that students are responsible to make career decisions and achieve goals through self-discipline, effort, and perseverance. Curiosity encourages students to explore and think about their possibilities in various situations and roles in their environment. This exploration and elaboration activity produces aspirations and builds confidence. Confidence is a conviction in one's career choices and life plans.

Students with high professional adaptability will pay attention to their future careers, control theirs, show curiosity in self-exploration and the work environment, and strengthen their self-confidence to realize hopes and goals for future success (Brown and Lent, 2013). Low career adaptability impacts students' difficulties in transitioning to their work environment.

In line with a survey, 29% of fresh graduate millennial students chose to resign in less than one year in their first job. They quit because of lacking working knowledge and experience and had challenges with their superiors (Stephens, 2015). Low career adaptability makes students work in a field different from their educational background. Surveys show that 80% of Indonesian students work in ways that do not match their major in college. The students are unadapted to the dynamic and rapidly changing work conditions (Desi, 2022).

One of the factors that influences career adaptability is the student's characteristics. Personal character is an internal asset that students have to overcome environmental challenges and complete their developmental tasks, called positive youth development abbreviated as PYD (Catalano et al., 2019). Shek defines PYD as attributes, assets, and potential for healthy, holistic, and valuable development. Positive Youth Development has 15 dimensions: cognitive competence, behavioral competence, self-determination, prosocial norms, prosocial involvement, clear and positive identity, belief in the future, social competence, emotional competence, moral competence, self-efficacy, resiliency, bonding, spirituality, and recognition for positive behavior (Shek, 2013).

Students' flexibility, agility, and adaptation to change are essential for placing themselves in the work environment (Murray, 2019). Conscientiousness and openness to experience correlate with career adaptability (Zacher, 2016). Hardiness, emotional intelligence, social support, family support, resilience and spiritual intelligence influence career adaptability in students (Fathian, 2021; Azhar and Aprilia, 2018; Nurrokhmah and Kuncoro, 2021; Giffari and Suhariadi, 2017; Angela and Gunawan, 2021, Zulfiani et al., 2020; Nurjamil and Indianti, 2022).

However, the influence of PYD on career adaptability is not always consistent. Other factors influence the strength of the relationship between PYD and career adaptability. Researchers suspect that academic achievement can strengthen or weaken the influence of PYD on career adaptability. It aligned with previous research that academic achievement correlated with PYD (Beck and Wium, 2019; Kozina et al., 2019). On the other hand, the correlation between learning achievement and career adaptability tends to be inconsistent. Research shows academic achievement correlated with career adaptability (Datu and Buenconsejo, 2021; Wang et al., 2023). However, other research finds that academic achievement does not significantly predict career adaptability (Indianti and Aninditha, 2019). Career curiosity does not correlate significantly with academic achievement (Negru-Subtirica and Pop, 2016).

The inconclusive research results encouraged researchers to examine the factors that influence the strength of PYD on career adaptability. In addition, there is a lack of research focusing on the role of academic achievement in the relationship between PYD and career adaptability. Therefore, this study examines the moderating role of academic achievement in the relationship between PYD and student

career adaptability. Researchers want to prove whether the magnitude of the influence of PYD on student career adaptability is determined by academic achievement.

METHODS

This explanatory quantitative research involved 286 8th-semester students of the Faculty of Psychology as subjects (Table 1). This research uses a career adaptability scale and a positive youth development scale. Before data collection, the researcher provided informed consent, and the subject signed an agreement to be involved in the research.

The Career Adapt-Ability Scale Indonesian Form (CAAS- Indonesian Form) consisted of concern, control, curiosity, and confidence from Savickas and Porfeli (2012). Sulistiani et al. (2018) have adapted it to the Indonesian population. This scale consists of 24 items, with five answer choices extremely suitable to extremely unsuitable. The Cronbach alpha value is 0.91. The Confirmatory Factor Analysis test shows the chi-square model fit index = 494.23; $df=128$; $p .05$; RMSEA= .06; GFI= 0.87; AGFI= 0.84; CFI= 0.98.

The Chinese Positive Youth Development Scale is composed of PYD aspects consisting of cognitive competence, behavioral competence, self-determination, prosocial norm, prosocial involvement, clear and positive identity, belief in the future, social competence, emotional competence, moral competence, self-efficacy, resilience, bonding, spirituality, and recognition for positive behavior (Shek, 2013) which was adapted into Indonesian by Lubis et al (2021). This scale consists of 89 items, with five answer choices ranging from strongly agree to strongly disagree. The Cronbach alpha reliability coefficient is 0.89. The CVI value = 0.92 and the fitness indicator shows chi-square = 229.746; $p = 0.000$; RMSEA = 0.075; CFI = 0.956; TLI = 0.935.

We measured academic achievement using the student's cumulative academic achievement index (GPA) in the even semester of the 2022/2023 academic year. The GPA value varies on a scale of 0 to 4. The higher the GPA value means the higher the academic achievement. Conversely, the lower the GPA, the lower the academic achievement.

We analyzed data with a moderation test using Jamovi statistical software version 2.0.0. The Z value (moderation effect) with $p < 0.05$ indicates a significant moderation effect. Simple slope analysis also tests the moderation effect, where a simple slope value with $p < 0.05$ indicates a moderation effect. Before testing the hypothesis, the researcher tested the assumptions of autocollinearity, multicollinearity, normality, and linearity.

RESULT AND DISCUSSION

We conclude from Table 2 that the data is distributed symmetrically, resembling a normal curve and the data variations are small. Table 3 shows that subjects have average PYD and very high career adaptability. The assumption test shows that data meets the normality and linearity assumptions and does not have autocorrelation and multicollinearity (Table 4). The correlation test shows that PYD correlated with Career adaptability, and academic achievement did not correlate with Career adaptability (Table 5). Table 6 shows that PYD significantly affects career adaptability ($p < 0.001$). Academic achievement impacts career adaptability significantly ($p < 0.001$). PYD and learning achievement simultaneously influence career adaptability ($p = 0.002$). We conclude that academic achievement moderates the relationship between PYD and career adaptability. Table 7 shows that high academic achievement increases PYD's impact on career adaptability. Meanwhile, low learning achievement weakens. PYD has the highest influence on career adaptability in students with high academic achievements. On the other hand, PYD has the most inferior influence on career adaptability for students with low academic achievement.

Table 1. Subject Characteristics (N=286)

Identity	n	%
Sex (N= 286)		
Male	67	23.4
Female	219	76.6
Religion (N= 286)		
Moslem	189	66.1
Christian	85	29.7
Catholic	8	2.8
Hindu	4	1.4
Ethnicity (N= 286)		
Javanese	98	34.3
Bataknese	140	49.0
Others	48	16.7
GPA (N= 255)		
2.65- 3.5	49	18.83
3.51 – 4.00	207	81.17
Father Education (N= 262)		
Primary	12	4.6
Secondary	13	5
High School	150	57.2
University	87	33.2
Mother Education (N= 260)		
Primary	11	4.2
Secondary	24	9.2
High School	125	48.1
University	100	38.5

Table 2. Data descriptive

	PYD	CA	GPA
N	286	286	255
Mean	292	99.8	3.71
Median	290	100	3.60
SD	32.0	11.5	1.91

Note: PYD=positive youth development; CA= career adaptability; GPA= grade-point average

Table 3. Subject' Classification (N=286)

Variable	Classification	N	%
PYD	Very Low	11	3,8
	Moderate	153	53,5
	High	108	37,8
	Very High	14	4,9
CA	Very Low	0	0
	Low	1	0,3
	Moderate	11	3,8
	High	100	35,0
	Very High	174	60,8

Tabel 4. Assumption Testing

Assumption	Value	Conclusion
Autocorrelation	P= 0.916	No autocorrelation
Multicollinearity	T= 1.00	No multicollinearity
Normality	p= 0.089	Normal
Linearity	p < 0,01	Linear

Table 5. Correlation test of PYD and GPA with Career Adaptability

Predictor	Estimate	SE	T	P
Intercept	18.912	4.5798	4.13	< 0.01
PYD	0.273	0.0152	17.94	< 0.01
GPA	0.323	0.2507	1.29	0.198

Table 6. Moderation Test

	Estimate	SE	Lower	Upper	Z	P
PYD	0.2817	0.0153	0.2517	0.3116	18.41	< 0.001
GPA	1.0790	0.2489	0.5912	1.5667	4.34	< 0.001
PYD*GPA	0.0584	0.0185	0.0221	0.0948	3.15	0.002

Table 7. Simple Slope Estimates

	Estimate	SE	Lower	Upper	Z	p
Average	0.282	0.0168	0.2487	0.315	16.74	< 0.001
Low (-1SD)	0.170	0.0373	0.0968	0.243	4.55	< 0.001
High (+1SD)	0.394	0.0417	0.3117	0.475	9.43	< 0.001

The subjects showed very high career adaptability. It means that most of the subjects have high career adaptability so that they can face the challenges of the transition from college to the work environment. We can explain that the subjects were women, whereas Coetzee and Harry (2015) stated that women have higher career adaptability than men. Apart from that, qualitative data shows that students have the awareness to prepare for their careers by taking part in internships and joining organizations on campus. It is also common for some students to join more than one organization. Organizational activities can increase knowledge and experience, expand friendships, and develop students' soft skills (Airlanda, 2021). Monteiro and Almeida (2015) said that students with internship/work experience have a different level of career adaptability from students who have never had that. Students with work experience will explore careers related to the work environment. Most of the subjects also admitted that they were optimistic about their career and would be successful in life after college. Students have begun to prepare themselves by studying diligently and improving their skills by attending training and seeking work experience.

The PYD of most subjects is moderate. It aligned with qualitative data that students have good relationships with parents and peers, have a positive social environment, and support and respect them. Telzer et al. (2018) stated that the family is the proxy environment that determines behavior, is an agent of socialization, and forms self-identity. Peers act as a support system, set standards of behavior, and shape adolescents' social identities. Moreover, student activities in student organizations become a place for learning and honing skills, thus facilitating the formation of PYD (Lin et al., 2019).

The results show that PYD significantly influences career adaptability. The higher the PYD, the higher the student's career adaptability. Conversely, the lower the PYD, the lower the career adaptability. According to the findings of Azhar and Aprilia (2018) and Gonçalves et al. (2021) PYD affects career adaptability. Nurrokhmah and Kuncoro (2021) found that spiritual intelligence influences career adaptability. In line with Giffari and Suhariadi (2017) found that social support impacts career

adaptability in final-year students. Zulfiani et al. (2020) added that high family support influences increased career adaptability. On the other hand, low family support results in low student career adaptability.

Sulistiani et al. (2021) stated that optimism increases students' career adaptability. Wen et al. (2022) state that a proactive personality determines career adaptability, whereas a proactive personality or prosocial involvement, which assists individuals or groups, is positively related to career adaptability. It means that the higher a person's proactive personality, the higher the level of career adaptability. Highly proactive people are more likely to develop adaptive resources to their environment. Nurjamil and Indianti (2022) state that resilience influences teenagers' career adaptability. The more resilient teenagers are, the more able they adapt to the work they will pursue.

Buyukgoze-kavas (2016) stated that resilience, hope, and optimism influence career adaptability. Career adaptability is related to emotional intelligence, positive emotions, self-efficacy, future orientation, optimism, resilience and self-regulation, and parental and campus support (Parmentier et al., 2019; Sulistiani and Handoyo, 2018). The more students can recover from failure, believe in success, enjoy their lives, manage themselves, and receive support from those closest to them, the more they adapt to their future careers.

Statistical tests show that academic achievement influences students' career adaptability. It means that students with a high GPA will adapt to the work environment. On the other hand, students with a low GPA tend to be less adaptive in their career field. In line with research by Datu and Buenconsejo (2021) and Wang et al. (2023) that academic achievement predicts student career adaptability. Students with high educational achievements are because they devote themselves to their assignments and prepare themselves to meet academic demands. They will also commit to the work demand. Students with high academic achievements will prepare, explore, and control until they feel confident in overcoming challenges in the work environment.

The moderation test shows that academic achievement influences the PYD and career adaptability relationship. It means that high academic achievement will increase the influence of PYD on student career adaptability. On the other hand, low academic achievement will reduce the influence of PYD on student career adaptability. We can state that students with high PYD and high academic achievement will show increased career adaptability. Meanwhile, students with low PYD and academic achievement will also decrease career adaptability. Thus, students with high PYD but low academic achievement do not necessarily have high career adaptability. Students with low PYD but who have high academic achievement tend to have low career adaptability.

The results are distinct from Shi (2022) that academic achievement mediates the relationship between teenagers' personal character and career adaptability. In line with (Tentama and Abdillah, 2019) found that self-concept and learning achievement simultaneously influence career adaptability. It means that students who view themselves positively and have high academic achievements tend to have high career adaptability. Conversely, students with negative self-concepts and low academic achievement will have low career adaptability. Also, students with a positive self-concept but low academic achievement do not necessarily have high career adaptability. On the other hand, students with a negative self-concept but high academic achievements tend to be less able to adapt to the career they will pursue.

The results of this research are essential for educational counselors to overcome the problem of low student career adaptability. Nevertheless, this research has several limitations. Firstly, we involved 8th-semester psychology students at a university in Medan. Studies on different populations may provide different results. Secondly, the respondents were women, Bataknese, who lived in Medan and had parents with high school educational backgrounds. Research on different characteristics needs to strengthen existing findings. Thirdly, we used psychological scales to collect data, so that it can give rise to opportunities for subjects to fake good. However, researchers have attempted to minimize this possibility by providing informed consent and an anonymous and private process for filling out the scale.

CONCLUSION

Based on the moderation test, we conclude that academic achievement determines the effect of PYD on career adaptability. It means that high academic achievement will increase the influence of PYD on student career adaptability. On the other hand, low academic achievement will reduce the influence of PYD on student career adaptability. Students with high PYD and academic achievement will adapt to the work environment. Conversely, students with low achievement and PYD have less career adaptability. Students with high PYD but low academic achievement do not necessarily have high career adaptability. Students with low PYD but who have high academic achievement tend to have low career adaptability. The result is advantageous for educational counselor to overcome problem of student low career adaptability. Intervention can focus on increasing students' positive personal assets and academic achievements to grow career adaptability. We can develop positive personal assets through psychoeducation, training, and counseling for students. We can increase academic achievement by optimizing the Academic supervisor's role to facilitate solutions for students' academic obstacles. They also motivate students to prepare for the work demands in the future. Future researchers can study other populations with different characteristics, such as male subjects and other universities and cities. Future research may consider factors such as internship experience and student gender. Future researchers can study using experimental or qualitative methods to be more convincing about the influence of PYD and academic achievement on career adaptability.

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AUTHOR CONTRIBUTION STATEMENT

All authors equally contributed to this study. RA carried out the study and wrote the abstract and method section. RL carried out data analysis, and wrote the introduction, result and discussion section.

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