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How do Internal Factors Impact Career Adaptability of Undergraduate Papua Students?

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Abstract. *The data from this study show that students from the region of Papua tend to have difficulty adapting to lectures, have low graduation rates, have difficulty attending lectures, and so on, indicating a low likelihood of career adaptability. The distinctive characteristics of Papuan people result in many of them conforming to social influences, such as friendships, while prioritizing friendships over academics. On the other hand, students from the region of Papua who excelled at the lecture may have an intrinsic underlying value to their success. Therefore, this study aims to analyze the career adaptability of Papuan students as influenced by core self-evaluation (CSE) and perceived peer support (PPS) as internal factors. The respondents of this study were 176 Papuan undergraduate students enrolled in universities throughout Papua and other provinces in Indonesia. The instruments of this study, which were distributed online, included the Social Provision Scale, the Core Self-Evaluation Scale, and the Career Adaptability Scale. Data processing was carried out by using multiple regression with stepwise method. The results show that CSE and PPS significantly contribute to the career adaptability of Papuan students in tertiary institutions. These results are expected to provide insight into the significance of developing a positive core self-evaluation and perceptions of peer support to increase career adaptability. The limitation is in online data collection, which limits feedback if some items are not understood. In addition, it is not possible to determine the seriousness of the respondents when filling out the questionnaire. The average respondents already have fairly good CSE indicating fairly good educational orientation, which is different from the general phenomenon observed in other Papuan students.*

Keywords: *career adaptability; core self-evaluation; perceived peer support; Papuan undergraduate students.*

INTRODUCTION

Career adaptability is defined as the readiness and resources of individuals to cope with current and potential vocational development tasks, occupational transitions, and personal traumas (Savicas, 2004). According to Badan Pusat Statistik (2020), the Papua region, which includes West Papua and Papua Provinces, is one of the regions of Indonesia with the lowest expectation rate for school years compared to other provinces. At the tertiary education level, many students in the Papua region are expelled from their campuses due to their low Grade Point Average (GPA) (Kumparan, 2018). Many others made the decision to forego their education and returned to their home regions (Binsassi, 2020; Hasanah, 2017). According to the Ministry of Kementrian Kesehatan Republik

Indonesia (2019), this can happen for a number of reasons, including the selection of college majors that do not suit students' interests, insufficient educational planning, and a lack of self-exploration and self-understanding, which causes them being constrained in solving lecture problems at hand.

Another reason is thought to be related to the collectivist culture that people in the region of Papua hold (Ekarina, 2020). Indonesia is one of the countries that has a collectivist culture, as well as a strong tradition of prioritizing the needs of its group (Puspitasari & Mas'ud, 2018). It also manifests itself in the behavior of students in the Papua region, such as the feeling of marginalization as a minority group that causes most of the Papuan students to stop studying outside of Papua when an incident occurs involving one of their friends (Bayage, 2020; Ekarina, 2020; Isidorus, 2019; Leonardus, 2020; Tempo, 2019). Moreover, the habit of engaging in non-lecture activities is another example of this collectivist culture. As Triyanto (2019) mentions, some of the habits that interfere with their learning routines and behavior are drinking together, wasting money, and allocating time off for fun.

Various indications of the above problems indicate a low level of career adaptability in tertiary education. Referring to the definition of career adaptability, readiness, and individual resources in overcoming vocational tasks and personal trauma, one of the aspects is environmental differences and educational transitions, which requires collaboration between individual factors and environmental support (psychosocial) (Savickas & Porfeli, 2012; Savicas, 2004). Collaboration between personal (psycho) and social factors is needed to increase the adaptability of an individual's career, including students in the region of Papua. Thus, it is necessary to investigate which factors contribute the most to Papuan students to improve their career adaptability skills in higher education. The Papuan people's proclivity to conform to their socio-cultural values affect their career adaptability. On the other hand, as discovered from the result of the elicitation of several Papuan students, internal factors such as careful educational planning, appropriateness of the choice of majors, and awareness of the future encouraged them to put their maximum focus on completing their education in the tertiary institutions.

Core self-evaluation is a fairly comprehensive concept that describes the internal factors of an individual (Judge et al., 2003). This is evident in its dimensions which include self-esteem, self-efficacy, locus of control, and neuroticism. Meanwhile, the perceived social support (PSP) in this study is motivated by the characteristics of the Papuan people who tend to conform to their social support. PSP is exemplified by perceived peer support (PPS) or peer support. Currently, studies that involve internal factors tend to look separately at the aspects of personality (Di Fabio & Kenny, 2015). The data above show that Papuan students who changed faculties, universities, or even did not finish college (dropout) demonstrate the importance of the study on career adaptability. Hopefully, the result of this study will provide additional information to supplement alternative solutions in minimizing CA problems faced by undergraduates Papuan students. Furthermore, considering the age of students ranging from 18 to 25 years old, which includes the stage of late adolescence to young adulthood, this explains how they tend to make friends as the primary source of their self-development process (Papalia et al., 2007; Erickson, in Santrock, 2011). Therefore, the PPS and CSE were chosen as the research variables to assess how internal and external factors affect the career adaptability of the students in the Papua region.

Career Adaptability

Savicas (2004) emphasizes career adaptability as a psychosocial construct. Career adaptability can indicate an individual's readiness and resources to cope with current and imminent vocational development tasks, occupational transitions, and personal traumas. Savickas & Porfeli (2012); Savicas (2004) states that an individual's career adaptability can be seen through the four dimensions,

namely concern, curiosity, control, and confidence. Individuals with high career adaptability make plans for their future by being actively involved in the job and seeking information that will help them solve the problem at hand (concern). In addition, individuals are also in control of the changes (control) and challenges they face throughout their lives. They also have high curiosities by exploring various activities and seeking knowledge about the future and other lives. Furthermore, the individuals will also be able to make confident decisions and solve the problems they face.

Core Self-Evaluation (CSE)

Core self-evaluations refer to the fundamental judgments about an individual's worthiness, effectiveness, and capabilities (Judge et al., 2003). Judge et al. explain that the individual's self-assessment can be seen as originating from four sources, namely self-esteem, self-efficacy, neuroticism, and locus of control (LoC). The four sources of CSE assessment are the individual traits that can affect their daily performance. Self-esteem refers to individuals' assessment of their overall self-esteem (Harter 1990 in Judge et al., 2003). Meanwhile, self-efficacy reflects individuals' assessment of their ability to solve problems and overcome challenges (Locke, McClellan, & Knight, 1996 in Judge et al., 2003). Furthermore, neuroticism describes individuals' tendency to be in a negative emotional state within themselves (Watson, 2000 in Judge et al., 2003). The next source, LoC, refers to individuals' beliefs about the causes of the events they encounter in life (Rotter, 1966 in Judge et al., 2003).

Perceived Peer Support (PPS)

Perceived peer support (PPS) is one of several types of support from widespread social support. Social support can come from parents, friends, teachers, lecturers, and other educators. Sarason and Sarason (1985) define perceived social support as an individual's trust to get support in the form of objects, materials, or information (instrumental) and psychological or emotional (empathy, compassion, etc.) from parents, friends, teachers, lecturers, and educators. According to the results of the study by Hui et al. (2018), friends play a role in increasing individuals' concern for their career's future in order for them to be able to plan properly. Peer support can also increase individuals' confidence when dealing with a variety of career issues and educational transitions. In addition, peers can also have a positive influence in increasing individuals' self-control, allowing them to be assertive and responsible in their career preparation and control.

METHOD

Research Respondents

The research respondents of this study consisted of students from the region of Papua enrolled in universities both in Papua and other regions in Indonesia at various levels of semesters. The respondents were obtained through non-probability sampling techniques, namely sample selection based on the availability and willingness of respondents (Gravetter & Forzano, 2016). There were a total of 176 people who became the research respondents from 201 collected data of the Papuan students. There were unprocessed data present due to incomplete or incorrect responses. The response method was self-report on a questionnaire provided online or through the Google form. There were more female respondents (59.1%) than male respondents (40.9%). Most of the respondents started their studies in 2019 (26.7%) and 2018 (21.6%). The majority of them studied outside the province of Papua (61.4%), dominated by those studied in West Java (19.3%).

Research Instruments

Career Adaptability (multidimensional and unidimensional)

This study employed the Career Adapt-Abilities Scale (CAAS) measuring instrument proposed by L.Savickas dan J.Porfeli (2012) which has been translated into Indonesian by Sulistiani et al. (2018). According to L.Savickas dan J.Porfeli (2012) and Hirschi et al. (2015), career adaptability is a multidimensional construct, but through psychometric development, it is possible to have a total score or unidimensional that indicates one's career adaptability (Merino-Tejedor et al., 2016; Wang & Fu, 2015). Individuals can assess the strength of each dimension of their career adaptability, then accumulate it into a total score that shows how strong their career adaptability is. This study looked at career adaptability as a whole score that includes all four dimensions. CAAS measures four dimensions of career adaptability using 24 items with a 5 Likert scale (1 = not strong to 5 = the strongest). The higher the score is obtained, the higher the career adaptability of Papuan students will be. According to the result of psychometric tests that have been carried out, CAAS has a reliability coefficient value of $\alpha = .978$ and an internal consistency value (Crit) between .700 to .867.

Core Self-Evaluation

The measuring instrument used is the Core Self-Evaluations Scale (CSES) compiled by Judge et al. (2003), which consists of 12 items. Chang et al. (2012) explained that its fundamental difference from the CSE measurement approach is whether the measurement targets the construct that builds the core self-evaluation (indirect-approach) or the core self-evaluation construct itself (direct approach). Indirect-approach involves the four characters that underlie the core self-evaluation (multidimensionally). The validity of the measurement with an indirect approach requires the involvement of the four constructs. Johnson et al. (2008) argued that the core self-evaluation represents the shared variance between the four constructs. Therefore, all of them must be measured to prevent bias estimates of the core self-evaluation relationship with other variables. The direct approach, on the other hand, measures core self-evaluation as a unit rather than the four underlying traits (unidimensional).

The most commonly used instrument is the Core Self-Evaluation Scale (CSES) developed by Judge et al. (2003) and is supported by various validation evidence. In comparison to the indirect approach, CSES more consistently predicts the integration results of the four traits (Judge et al., 2003). Especially for studies that do not require an explanation of the unique variance of each sub trait. Therefore, in this study, a direct approach was applied using the CSES instrument. Each dimension of CSE was measured using 3 items with a 5 Likert scale (1 = strongly disagree to 5 = strongly agree). The measuring instrument shows good validity and reliability values. The CSES reliability coefficient value is $\alpha = .748$, and the internal consistency (Crit) is between .222 - .543.

Perceived Peer Support (multidimensional construct of social support)

To measure perceived peer support, this study used the Social Provision Scale (SPS) measuring instrument developed by Cutrona and Russell (1987) and has been translated into Indonesian by Thohiroh et al. (2019). The Social Provision Scale is a multidimensional construct in which each dimension can be studied separately, one of which is PPS (Chiu et al., 2016; Cutrona & Russell, 1987). The SPS is made up of 24 items, and the six dimensions were measured using 4 items with 4 Likert scale ranges from (1 = strongly disagree) to (4 = strongly agree). The result of the measuring instrument test shows that the SPS has a reliability coefficient of $\alpha = 0.887$ and a validity value (Crit) between 0.201 - 0.699.

Data Analysis

Pearson correlation analysis was performed on the data obtained to determine the relationship between CSE, PPS, and Career Adaptability. Meanwhile, multiple regression with the stepwise method was used to examine the effects of CSE and PPS on career adaptability simultaneously.

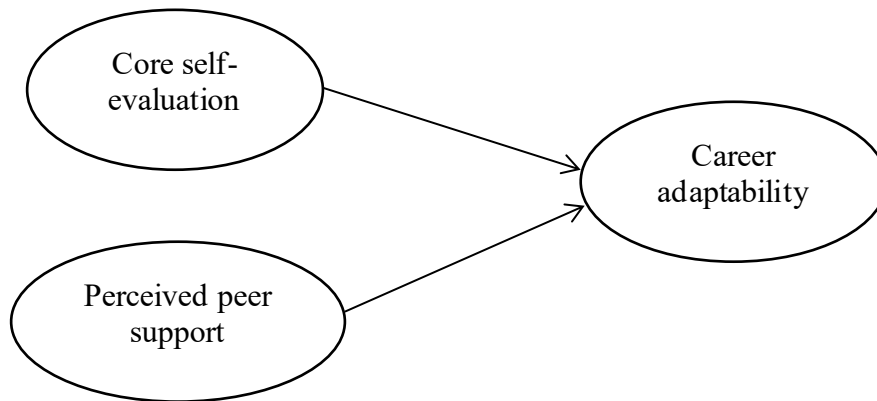


Figure 1.
The research model

RESULTS AND DISCUSSION

According to the Pearson correlation test results, as stated in Table 1, there is a significant positive relationship between CSE and career adaptability ($r=0.276$; $p<0.01$, 2-tailed). This means that the higher a Papuan student's CSE score, the higher his career adaptability score. Papuan students who have high self-esteem, believe in their abilities (high self-efficacy), have internal control over educational transitions or changes in their lives (internal locus of control), and are not or less neurotic (low neuroticism) will pay attention to their future, seek knowledge about their career, have control over the changes that occur in their lives and are confident that they will be able to pursue their studies successfully. In contrast, Papuan students with a low CSE (low self-esteem and self-efficacy, external locus of control, and neurotics) will be less adaptive to changes that occur in lectures or educational transitions.

A positive and significant relationship can also be seen between PPS and career adaptability ($r= .283$; $p< .01$, 2-tailed). The higher the Papuan students' PPS scores, the higher their adaptability scores. Papuan students who perceive peer support as beneficial for them will have good career adaptability skills. On the other hand, Papuan students who believe that peer support is not important, have low career adaptability in their studies. PPS and CSE also have a significant positive correlation ($r= .228$; $p<.01$). Peer support is also associated with an increase in positive core self-evaluation among Papuan students.

Table 2 shows the results of multiple regression analysis of Model 1 using the stepwise method. PPS has a significant effect on career adaptability ($R^2= .080$, $t=3.893$, $p<.01$) when used alone as a predictor. PPS accounts for 8% of the variance of career adaptability, with the remaining 92% influenced by factors other than PPS. According to the amount of contribution, PPS contributes .157, which means that increasing PPS by one point will increase career adaptability by .157.

Meanwhile, the results of the analysis in Model 2. shows that the presence of CSE increases the contribution of internal factor variants to the increase in student career adaptability to 13%

($R^2 = .127$, $t = 3.061$, $p < .01$), while other 87% is influenced by other factors. A 5% ($\Delta R^2 = .047$) increase in contribution when PPS and CSE coexist as predictors of CA. It means that the career adaptability of Papuan students will be enhanced if they have a positive perception of peer support and high core self-evaluation, as opposed to having only one predictor. According to the amount of contribution, PPS and CSE contribute .237, which means that increasing PPS and CSE by one point will result in an increase of career adaptability by .237.

Table 1.
 Pearson Correlation between Career Adaptability,
 Core Self-Evaluation, and Perceived Peer Support (n=176)

Variables	1	2	3
1. Career adaptability	1		
2. Core self-evaluation	.276**	1	
3. Perceived peer support	.283**	.228**	1

** . Correlation is significant at the .01 level (2-tailed)

Table 2.
 Summary of Multiple Regression with Stepwise Method of Core
 Self-Evaluation and Perceived Peer Support as Predictors of Career Adaptability (n=176)

Model	Predictors	b	<i>b</i>	SE	t	R ²	ΔR^2
1	(Constant)	28.288		11.949	2.367		
	Perceived peer support	.611	.283	.157	3.893	.080	.080**
2	(Constant)	7.026			.517		
	Perceived peer support	.501	.232	.157	3.181	.080	.080**
	Core self-evaluation	.726	.223	.237	3.061	.127	.047**

Dependent Variable: Career Adaptability

R² = R square, ΔR^2 = R square change; **. Significant at .01 level

The results show that both internal factors, PPS and CSE, have an influence on improving the career adaptability of students from the Papua region. These results are in line with the career adaptability theory proposed by Savicas (2004) who refers to it as a psychosocial construct. This increase is influenced by the cooperation between internal individuals and their social support.

The significant results of multiple regression between the effect of CSE and PPS on career adaptability of Papuan students support some of the results of previous studies. Research from Neureiter and Traut-Mattausch (2017) and Zacher (2014) show that individuals who have a high CSE also have higher career adaptability. The students from the Papua region with a high CSE tend to have good self-esteem, have confidence in their abilities, have internal control, and are not easily frightened when it comes to planning, finding information, controlling themselves, and confidently making decisions about their career or future, as well as the university challenges they encounter.

CSE can play a role in Papuan students who are able to increase the adaptability of their careers. Strategies for strengthening core self-evaluations, such as group training or individual coaching, can be used as alternatives to improve the career adaptability of Papuan students. On the

other hand, the significant influence of CSE on career adaptability demonstrates that CSE can be strengthened without always relying on social support, one of which is peer support (Wagstaff et al., 2015). Increasing CSE allows Papuan students to recognize and value themselves more, which is especially important when peer support is difficult to obtain.

Furthermore, Papuan students who perceive peer support as a positive matter will use it to plan for their future, find various kinds of information that support the process of lectures, control themselves against external influences that can hinder lectures, and are confident in their ability to overcome lecture challenges. Hlad'o et al. (2020) highlight that peer support plays a role in career adaptability because friendships interactions can encourage curiosity and exploratory attitudes towards individuals regarding their careers. In addition, Papuan students who feel supported by their peers will share more career information with one another. This career discussion motivates Papuan students to plan and seek information about career choices and the challenges they encounter (Kracke, 2002).

Based on a collectivist cultural perspective, both Indonesian culture in general and Papuan culture in particular value peer support for Papuan students. According to Ataç et al. (2018), individuals living in collectivist cultures tend to associate social support, such as support from friends, with their views. Papuan students who believe they lack support from their peers have a negative self-image. As a result of this perception, they will have low career adaptability. Ataç et al. add that it is difficult for people with collectivist cultures to plan careers, one of which is dealing with the challenges of university life or cultural challenges properly without social support from people around them. One example of a phenomenon that shows the difficulty of Papuan students in adjusting is their negative self-assessment because they feel inferior to their peers (Uriepa, 2019). This assessment impedes the development of career adaptability of the Papuan students (Andrade, 2006).

The novelty of this study is the statistical technique. Both internal predictors, PPS and CSE, were running simultaneously with the Stepwise method. Using this method, we could see the contribution of prediction variables that run alone and both at the same time. Furthermore, this study also found that while Papuans have collectivist cultures, such as the dependency on peer support, internal factors like CSE are also important. The study also shows that students with CSE will be able to adapt well when transitioning from their home region to another area with a different culture, which limits their access to get support from peers with the same culture.

CONCLUSION

These results are expected to provide information about the significance of developing a positive core self-evaluation and perceiving peer support to increase career adaptability. The results indicate that internal factors such as PPS and CSE have an influence on improving the career adaptability of students from the Papua region. These results correspond to the career adaptability theory, which mentions that carer adaptability is a psychosocial construct. This increase is influenced by the cooperation between internal individuals and their social support.

The limitation of this study lies in online data collection that limits the feedback to the respondents who did not understand the items. In addition, it is not possible to determine the seriousness of the respondents when filling out the questionnaire. The average respondents already have good CSE indicates a good educational orientation, which is different from the general phenomenon observed in other Papuan students. We recommend that further study collect data directly from the respondents to avoid misunderstanding and to be able to control the responses

provided by respondents. Finally, the next study could collect data using a shortened version of the questionnaire to keep respondents' attention and prevent tedium.

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