Determinants of Student Career Adaptability: A Study by Gender, Parental Income, and Major in High School

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Abstract: This study aims to describe the career adaptability of students at SMA Negeri 5 Jeneponto. The sample size consisted of 83 tenth grade (X) and eleventh grade (XI) students selected using simple random sampling technique. Data collection was conducted using a career adaptability scale adapted from the Career Adapt-Abilities Scale (CAAS) by Savickas. The results of the analysis showed that the average score of students' career adaptability reached 77.72, which indicated that the career adaptability of students in this study was high. The majority of the research subjects rated that they had good career adaptability. Based on this finding, it can be concluded that the students who were the research subjects had a high level of career adaptability. Additional analysis showed that there were no significant differences in students' career adaptability based on gender, parental income, and chosen major. Students showed strong confidence in making career choices, actively sought information about careers of interest, cared about planning their career futures, and took responsibility for the steps they took in their careers. In conclusion, students who are the subjects of this study have a high level of career adaptability, without being influenced by these demographic variables.

Keywords: high school student profile, career adaptability, gender, parental income, major.

- ## INTRODUCTION

Facing dynamic changes in the 21st century era, the career world of the last few decades has undergone a significant transformation in response to technological advances, globalization, and social change has created a new paradigm in work (Zulfa et al., 2022). This transformation creates new challenges and opportunities, especially for high school students who feel and live in this era (Meilinda et al., 2020). Individuals today are faced with a variety of career choices that are more complex and dynamic than those of previous generations (Biemann et al., 2012). The process of globalization is changing the employment landscape, creating new jobs, and changing the skill requirements expected by the job market. They not only need to understand labor market trends but also need to be ready to adapt to these changes (Alimuddin et al., 2023). Therefore, it is important to understand the impact of dynamic changes in the career world on high school students and how career orientation attitudes can help improve their career adaptability.

Career adaptability is an important competency that demonstrates an individual's ability to respond, adjust, and thrive in the face of changes and uncertainties that occur in the work environment in the current era characterized by rapid technological change, globalization, and shifting economic structures (Rahma et al., 2023). Adaptability is key for individuals to not only survive but also thrive in their careers. Savickas (2005) explains that career adaptability includes the ability to learn from experience, flexibility in dealing with new situations, creativity in solving problems, and the ability to manage emotions and work stress effectively.

Career adaptability is a psychosocial construct that indicates an individual's readiness and resources to cope with current and future vocational development tasks, job transitions, and personal trauma (Savickas, 2005). Furthermore, there are four dimensions of career adaptability, namely, concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). The ability to adapt to changes in the work environment, develop relevant skills, and have a deep understanding of oneself are determining factors in achieving career success. The factors that influence career adaptability include two important parts, namely from the individual and environmental aspects. Individuals include gender, age level, and personality traits (Hirschi, 2009). The environment includes family, social support, socio-economic status, parenting style, school, and peers (Chen et al., 2020).

Based on research by Wibowo & Yuwono (2021), students do not fully understand their potential, lack of access to information related to various career choices, uncertainty of career choices, possible mistakes in choosing majors, and lack of comprehensive career development. This is in line with Basyarah et al.'s research (2021) which states that students' low understanding of career choices and have not prepared themselves to adapt to new environments, both at the next level of education and in the world of work. In addition, other factors also influence students' career adaptability such as emotional intelligence (Paradita & Sawitri, 2023), self-esteem (Heditya & Sawitri, 2023), self-actualization, peers, and parents (Habsari et al., 2020).

The importance of career adaptability is related to the emergence of new and unprecedented occupations and changes in traditional occupations. High school students need to understand that their careers involve various transitions and developments, and the ability to adapt to such changes will be a valuable asset in achieving future career success. According to Zhou & Lin (2016) career adaptability is not only prepared for planning further studies and employment but should also consider long-term travel and life satisfaction. This is in line with Chen et al., (2020) who said that career adaptability is one of the psychological abilities for individuals to maintain balance when they change their career roles.

Student career adaptability is an important factor in responding to the changing dynamics of the job market, which is characterized by fluctuating economic conditions and technological advances. Enhancing students' career adaptability involves developing the 4 dimensions of career adaptability namely career concerns, career control, career curiosity and career confidence that help students manage career transitions and face challenges (Wetstone & Rice, 2023). The importance of preparing students' understanding and development of career adaptability is an important responsibility and role for counselors to provide career guidance services that are in accordance with the needs of students and also in accordance with the challenges of the 21st century era. One of the appropriate efforts made by counselors to develop students' career adaptability in the 21st century is through career guidance. Career guidance services have an important role in helping students develop career adaptability.

According to Winkel & Hastuti (2005) career guidance is a service process that helps individuals prepare to enter the world of work. This includes the selection of majors/studies, jobs, positions, or certain professions, as well as preparing individuals to carry out these roles. In addition, career guidance also aims to help individuals adapt to the demands of the work environment they are entering. It is also seen as an integral part of student development, which should be integrated into educational programs to ensure that every learning experience incorporates aspects of career guidance.

Based on the above explanation, it can be concluded that in the world of education, it is very important for students to develop career adaptability skills early on. Students who demonstrate high adaptability will be better prepared to face the dynamic and challenging world of work. Students will be better able to identify new opportunities and respond positively to changes and evolving job demands. Therefore, adaptability benefits students not only in entering the job market, but also in ensuring their long-term professional success and satisfaction. The role of guidance and counseling (BK) teachers in fostering students' career adaptability is very important. Guidance and counseling teachers act as facilitators in students' learning process about themselves, the world of work, and the relationship between education and career. They provide students with the necessary information, resources and support to make informed and realistic career decisions. In addition, BK teachers assist students in developing life skills, including adaptability skills that are critical for future success.

▪ **METHOD**

Participants

The study was conducted with a population of 706 high school students from SMA Negeri 5 Jeneponto, South Sulawesi. From this population, a sample of 83 students from the tenth and eleventh grades was selected using simple random sampling. This method ensured that each student in the population had an equal chance of inclusion, reducing selection bias and enhancing the representativeness of the sample (Chen et al., 2020; Sulistiani et al., 2019).

The sample included students with diverse demographic backgrounds, varying in gender, parental income, and academic majors. This diversity facilitated the exploration of potential demographic influences on career adaptability. The sample size was adequate for the statistical analyses employed, particularly the Mann-Whitney U test, which is robust for smaller, non-normally distributed datasets (Şahin & Gülşen, 2022).

Ethical clearance was obtained, and participation was voluntary. Informed consent was secured from students and their guardians, ensuring adherence to ethical research practices. Confidentiality was guaranteed, with participants being informed about their rights, including the freedom to withdraw at any stage of the study.

Research Design and Procedures

The research employed a quantitative approach with a descriptive survey design. This design is ideal for examining patterns, trends, and relationships among variables in a defined population (Savickas & Porfeli, 2012). A cross-sectional strategy was adopted to capture data at a single point in time, offering a snapshot of students' career adaptability levels and the influence of demographic factors.

Data collection involved the administration of the Career Adapt-Abilities Scale (CAAS), a validated tool for measuring career adaptability, in controlled classroom settings. The collection process spanned two months, with researchers and teachers supervising to ensure consistent administration and minimize distractions. Instructions were standardized, and participants completed the survey using a five-point Likert scale, with higher scores indicating greater levels of adaptability.

Prior to data collection, researchers conducted a pilot test with a separate group of students to assess the clarity and appropriateness of the survey instructions. Adjustments were made to ensure comprehensibility and alignment with the local educational context.

The research team provided thorough training for field administrators to enhance consistency and reliability in data collection procedures.

Instruments

The primary instrument used in this study was the Career Adapt-Abilities Scale (CAAS), developed by Savickas and Porfeli (2012). The scale, translated and adapted for Indonesian students by Sainda et al. (2023), comprises 24 items across four dimensions: concern, control, curiosity, and confidence. Each dimension contains six items, offering a comprehensive evaluation of career adaptability. Concern assesses the ability to anticipate and plan for future careers, with items such as "I plan for my future" and "I think about my career path." Control evaluates self-discipline and ownership over career decisions, with items like "I make decisions by myself" and "I take responsibility for my actions." Curiosity measures the extent of exploration and information-seeking regarding career options, exemplified by items such as "I investigate career opportunities" and "I learn about professions that interest me." Confidence reflects self-assurance in overcoming career challenges, with statements like "I feel confident about achieving my career goals" and "I believe I can overcome career obstacles."

The CAAS has demonstrated robust psychometric properties in multiple international studies. Construct validity was established through confirmatory factor analysis (Savickas & Porfeli, 2012), while reliability was confirmed with a Cronbach's alpha coefficient of 0.952, exceeding the recommended threshold of 0.70 (Şahin & Gülşen, 2022). Its widespread use in career research further underscores its appropriateness for this study.

Data Analysis

Data analysis was performed using descriptive and inferential statistical methods. Descriptive statistics summarized the central tendencies and dispersion of the career adaptability scores across the four dimensions. Categories of low, medium, and high adaptability were established using empirically derived cut-off values, providing a nuanced understanding of adaptability levels within the sample.

For inferential analysis, the Mann-Whitney U test was utilized to compare differences in career adaptability scores across demographic subgroups, such as gender, parental income, and academic major. This non-parametric test was chosen due to its suitability for non-normally distributed data and its ability to handle small sample sizes effectively (Biemann et al., 2012). The analyses were conducted using JASP software version 0.18.3, with significance levels set at $p<0.05 p < 0.05$, ensuring robust and reproducible results (Wetstone & Rice, 2023).

Prior to analysis, data underwent rigorous preprocessing to identify and address missing values and outliers. Missing data were handled through listwise deletion, while outliers were assessed using box plots and resolved based on sensitivity analysis. These steps ensured data integrity and the validity of subsequent statistical results.

Finally, the findings were interpreted through the lens of relevant theoretical frameworks, such as Social Cognitive Career Theory (Lent et al., 1994), to provide deeper insights into the mechanisms underlying career adaptability. The integration of theoretical perspectives and empirical data enhanced the study's contributions to the broader field of career development research.

▪ **RESULT AND DISCUSSION**

The average result of the career adaptability scale reached 77.72, indicating that the career adaptability of students in this study was high. Most of the research subjects assessed that they had good career adaptability. Therefore, it can be concluded that students who are research subjects have a high level of career adaptability. They show strong confidence in making career choices, actively seek information about careers of interest, show concern in building their career future, and take responsibility for the steps they take in their careers. The researcher used four categories (i.e. very low, low, high, and very high) to determine the level of career adaptability based on the empirical mean score. The categorization of career adaptability was calculated using a formula that provides an overview of the level of career adaptability of the research subjects. The categories were generated by applying the formula:

Table 1. Career adaptability average categorization formula

No	Interval	Categorization
1.	24 – 48	Low
2.	49 – 72	Medium
3.	73 – 96	High

This study also shows that there are differences between each demographic data (such as gender, parental income, major, and class), although not so significant. In addition, the researcher also measured the level of dimensions on the career adaptability scale using three categories, namely low, medium, and high. The purpose of describing each dimension of career adaptability is to assess which dimensions are higher and which are lower. This career adaptability scale consists of four dimensions, namely control, curiosity, care, and confidence. Each dimension has six statements each and is given the same categorization. By utilizing the empirical mean average score, the categorization of dimensions on the career adaptability measuring instrument was carried out using the following formula:

Table 2. Average categorization formula for each dimension

No	Interval	Categorization
1.	6 – 12	Low
2.	13 – 18	Medium
3.	19 – 24	High

Overview of Students' Career Adaptability by Gender

In this study, researchers ran statistical analysis using JASP software to explore career adaptability by considering gender factors. The following are the results of the mann whitney u test analysis:

Table 3. Mann whitney test results (gender)

No	Variable	Group	Value (p)	Score (Mean)
1.	Career	Male		77.250
2.	Adaptability	Female	0.167	77.873

From the analysis table above, we can see that the resulting p value is 0.167. This indicates that there is no significant difference in career adaptability between male and

female students. In addition, the mean score of career adaptability for male students is 77.250, while that for female students is 77.873. Although there is no significant difference in career adaptability between the two groups, there is a slight difference in the mean scores between male and female students. Thus, although there was a small difference in the mean score of career adaptability between male and female students, this difference was not statistically significant based on the Mann-Whitney test results with a p value of 0.167.

This is in line with Pranoto & Kuncoro's (2020) research which showed that there was no significant difference in career adaptability between male and female students (significance value 0.475 > 0.05). Although the average career adaptability score of female students (37.68) was slightly higher than that of male students (36.72), this difference was not statistically significant. The data also showed homogeneity of variance between the two groups, so gender is not a major determinant in career adaptability.

Chairunnisa & Dasalinda (2023) in their research also revealed that there was no significant difference in the level of career adaptability of vocational boarding school students based on gender. Other factors such as a uniform curriculum and social support from peers and counseling teachers are considered to influence the level of career adaptability, so the small difference between genders becomes less significant in the context of this study.

It has been argued that male students tend to have higher career knowledge than female students (Chairunnisa & Dasalinda, 2023). This is often based on the view that men are more dominant in terms of accessing and utilizing career information, and are more active in making decisions regarding their future. In addition, this perception is also influenced by gender stereotypes that assume men are better prepared to face the challenges of the world of work, while women are more focused on domestic roles or continuing education. However, this assumption needs to be further examined as other factors, such as social support, education and environment, also influence one's career knowledge regardless of gender. Therefore, it is more relevant for career development to focus on other factors such as personal values or individual experiences.

Overview of Student Career Adaptability Based on Parents' Income

The following is an analysis of the Overview of Student Career Adaptability Based on Parental Income. This explanation aims to understand how family economic conditions, which are reflected in the level of parental income, can affect students' ability to adapt to various demands and changes in the career world.

Table 4. Mann whitney test results (parents' income)

No	Variable	Group	Value (p)	Score (Mean)
1.	Career	500k – 3000k	0.308	77.750
2.	Adaptability	3000k – 10.000k		77.652

Furthermore, the results table of the analysis conducted to compare career adaptability between the two groups of students, those from families with parental income between 500,000 and 3,000,000 and those from families with parental income between 3,000,000 and 10,000,000, showed a p-value of 0.308. A p value greater than the commonly used significance level (0.05) indicates that the difference in career adaptability between the two groups is not considered statistically significant. Although

there was a trend towards a difference in career adaptability between these two groups, these results suggest that the difference may have occurred by chance rather than by a factor of differences in their parents' income levels.

Career adaptability may not always be significantly affected by students' economic status. While economic background may affect access to educational or training resources, there are other factors that play a more important role, such as parental support. Intani & Sawitri (2023) explained that parental support has an important role in improving students' career adaptability. Parents can provide a better understanding of the world of work through relevant experiences and information, thus helping students understand the various career options available.

In addition, emotional support such as providing encouragement and belief in children's abilities will increase students' confidence in facing career challenges. Ruth & Wibowo (2023) also explained that emotional support such as empathy and attention, appreciation for the efforts made, as well as instrumental support in the form of physical or material assistance, helps individuals manage the academic demands and efforts they undergo. This support increases their readiness to adapt to career changes and challenges. In addition, another factor is that the support of Guidance and Counseling (BK) teachers has a very significant role in increasing students' career adaptability. BK teachers not only provide information related to the world of work, but also become a companion who helps students understand their potential, interests and abilities. Through structured guidance, BK teachers can provide behavioral examples, emotional support, and motivation that help students feel more confident in facing career challenges. This support includes providing facilities such as access to career information, personal consultation, and guidance in the decision-making process related to education and career paths (Intani & Sawitri, 2023).

Thus, parents who actively provide guidance, support their children's career choices, and provide appropriate direction can help students develop the ability to adapt to career challenges, regardless of economic limitations. In addition, good communication between parents and children regarding career expectations and interests can give students the confidence to explore opportunities, thereby increasing their ability to cope with future career transitions and demands.

Overview of Student Career Adaptability Based on Major

The following is an explanation that contains an analysis of the Overview of Student Career Adaptability Based on Majors. This analysis aims to provide an overview of the differences in the level of career adaptability between students who come from science and social studies majors. The choice of major is often considered an important factor that can affect students' readiness to face future career challenges.

Table 5. Mann whitney test results (major)

No	Variable	Group	Value (p)	Score (Mean)
1.	Career	Science	0.978	77.625
2.	Adaptability	Social Studies		78.053

From the analysis table above, the Mann-Whitney test conducted to compare career adaptability between two groups of students, those who majored in science and those who majored in social studies, shows a p value of 0.978. The high p value indicates that there

is no significant difference in career adaptability between the two groups. Although students from science and social studies majors may have different interests, skills or career goals, this result suggests that their major of study does not significantly affect their level of career adaptability. Other factors such as personal interests, readiness to explore different career paths, or social support may also play an important role in the development of students' career adaptability.

The difference between science and social studies majors may not have a significant influence on students' career adaptability. However, it is important to realize that there are other factors that can have a greater impact, such as the environment in which students interact, support from peers, and the role of people who are considered important in their lives, such as teachers or family members. A conducive environment and supportive friends can provide motivation as well as relevant sources of information to help students understand and adjust to career demands (Sulistiani et al., 2019). The presence of a respected or trusted figure in providing direction can also be a key driver in building students' career adaptability, regardless of their chosen major.

In addition, career adaptability, which refers to an individual's readiness to adapt to changes and challenges in the world of work, is strongly influenced by personal factors such as career self-efficacy (Artahayest, 2021; Chui, 2022). Career self-efficacy is an individual's belief in his or her ability to complete necessary career tasks, such as decision making, future planning, and problem solving. Individuals with high career self-efficacy tend to be more confident in exploring various career options, and are able to face obstacles with optimism (Şahin & Gülşen, 2022; Tarina Rahmaningtiyas et al., 2021). They are not only proactive in seeking information about careers of interest, but also persistent in devising steps to achieve set career goals. In contrast, individuals with low self-efficacy are more prone to indecision and tend to delay making career decisions.

Overview of Student Career Adaptability According to 4 Dimensions of Career Adaptability

Table 6. Categorization picture of each dimension of career adaptability

Dimension	Average Score	Categorization
Concern	20.19	High
Control	19.69	High
Curiousity	18.71	Medium
Confidance	19.12	High

In analyzing the dimensions of career adaptability, there are four aspects assessed, namely Concern, Control, Curiosity, and Confidence. Based on the categorization results, the Concern dimension has an average score of 20.19, which indicates a high level of career adaptability. This indicates that respondents show a high level of concern for their careers and have a strong motivation to improve or develop their career fields. Furthermore, the Control dimension has an average score of 19.69, also with a High categorization. This indicates that respondents feel they have a good ability to control or manage their own career steps, and feel confident that they can overcome challenges that may arise in their career journey. On the other hand, the Curiosity dimension has an average score of 18.71, which is categorized as Medium. This indicates that while respondents show interest in finding out or exploring different career options, there is

room to improve their curiosity in exploring more career-related opportunities or information. Finally, the Confidence dimension has an average score of 19.12, which is also categorized as High. This indicates that respondents have a strong belief in their ability to achieve their career goals and feel confident in taking the necessary steps to achieve success in their careers. Thus, this analysis provides a comprehensive picture of the respondents' career adaptability dimensions, which can be the basis for the development of appropriate programs or interventions to enhance certain aspects of their career development.

▪ **CONCLUSION**

Based on the results, no significant difference in career adaptability was found between male and female students, with a p value of 0.167. Although there was a slight difference in the mean score of career adaptability between the two groups, this difference was not statistically significant. Similarly, a comparison between students' career adaptability based on parental income showed a p value of 0.308, indicating that the difference in career adaptability between the two groups was not statistically significant. Furthermore, no significant difference in career adaptability was found between students who majored in science and social studies, with a p value of 0.978. This indicates that the major of study does not significantly affect the level of career adaptability of students. Therefore, other factors such as personal interests, readiness to explore various career paths, or social support may play a greater role in the development of students' career adaptability. For future research, it is recommended to expand the scope of the study by considering other factors that may influence students' career adaptability, such as personality, career interests, and work practice experience. In addition, research could be directed towards gaining a more in-depth understanding of how certain factors, such as social support or internship experience, may influence students' career adaptability development. Thus, future research can provide a more comprehensive insight into the factors that contribute to students' career adaptability and provide more effective guidance in the development of career guidance programs in schools.

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