Emotional Intelligence on Career Adaptability: The Mediating Role of Career Decision Self Efficacy of Final Year Students

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ARTICLE INFO	ABSTRACT
	Purpose - This study aims to examine: (1) the effect of emotional intelligence on career adaptability (2) the effect of emotional intelligence on career adaptability (3) the effect of career decision self efficacy on career adaptability (4) the effect of emotional intelligence on career adaptability through career decision self efficacy among college students. **Methodology** - This research is a causal research. The population of this study were final year students of the Faculty of Economics and Business, Padang State University. The number of samples used was a population of 100 students who were taken using total sampling. Data collection using a questionnaire with a Likert Scale. The analysis technique used through SmartPLS 4 software. **Results** - The results of data processing in this study indicate that: (1) emotional intelligence has a positive and significant effect on career adaptability in FEB UNP final year students (2) emotional intelligence has a positive and significant effect on career decision self efficacy in FEB UNP final year students (3) career decision self efficacy has a positive and significant effect on career adaptability in FEB UNP final year students (4) career decision self efficacy mediates the effect of emotional intelligence on career adaptability in FEB UNP final year students.
	ABSTRAK
	Tujuan – Penelitian ini bertujuan untuk menguji : (1) pengaruh emotional intelligence terhadap career adaptability (2) pengaruh emotional intelligence terhadap career adaptability (3) pengaruh career decision self efficacy terhadap career adaptability (4) pengaruh emotional intelligence terhadap career adaptability melalui career decision self efficacy dikalangan mahasiswa. **Metodologi** – Penelitian ini adalah penelitian kausal. Populasi dari penelitian ini adalah mahasiswa tingkat akhir Fakultas Ekonomi dan Bisni Universitas Negeri Padang. Jumlah sampel yang digunakan adalah jumlah populasi sebanyak 100 orang mahasiswa yang diambil dengan menggunakan total sampling. Pengumpulan data menggunakan kuesioner dengan Skala Likert. Teknik analisis yang digunakan melalui software SmartPLS 4. **Hasil** – Hasil pengolahan data pada penelitian ini menunjukkan bahwa : (1) emotional intelligence berpengaruh positif dan signifikan terhadap career adaptability pada mahasiswa tingkat akhir FEB UNP (2) emotional intelligence berpengaruh positif dan signifikan terhadap career decision self efficacy pada mahasiswa tingkat akhir FEB UNP (3) career decision self efficacy bepengaruh positif dan signifikan terhadap career adaptability pada mahasiswa tingkat akhir FEB UNP (4) career decision self efficacy memediasi pengaruh emotional

intelligence terhadap career adaptability pada mahasiswa tingkat akhir FEB UNP.

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INTRODUCTION

One of the most important requirements when choosing a career path is career adaptability, given today's turbulent work environment career adaptability is essential for shaping a successful career (Hamzah 2021). The need for career adaptability in local and global labor markets has increased rapidly, today's labor market is looking for workers who have the ability to adapt and respond to change quickly, so that they can manage various tasks effectively (Hamzah 2021). To be employed one must be an active agent of shaping their career as they must be able to recognize and demonstrate their competencies and interests. In addition, they also need to explore and adjust strategies to get the desired job (Monteiro 2021). Career adaptability is the readiness to cope with predictable tasks when preparing for and participating in the work environment and is also an adjustment to unpredictable situations and conditions due to changes in working conditions (Savickas & Porfeli 2012).

In Autin (2017) research stated that students who are highly adaptable in their work have a greater ability to respond to challenges in the work environment. Career adaptability is considered a set of resources that individuals can rely on in times of career uncertainty and change to proactively plan their careers, develop needed skills, engage in career exploration behaviors or mobilize social capital when necessary (Parmentier 2019). Kwon (2019) research shows that the direct effect of work willingness on employability is significant. In addition, there is an indirect effect of employability through career adaptability which is also significant. Thus, these results provide very important practical implications that aim to increase students' employability in order to improve their career adaptability.

This career adaptability is often considered as an adaptability resource that allows people to deal with current or future expected changes and is considered a self-regulatory power (Rasheed 2020). Research conducted by Mittal (2020) has shown that emotional intelligence and career adaptability play an important role in shaping career adaptability and job search success. The ability to use and regulate emotions impacts job search success through the psychological resources of self-regulation in the form of control and confidence in one's career. Emotional intelligence is a good predictor of career adaptability, both variables are self-regulatory strategies that serve as important psychosocial resources in personal and environmental interactions Savickas & Porfeli (2012). Research conducted by (Pong & Leung 2023) states that all domains of emotional intelligence traits are positively related to career adaptability. The results highlight the importance of emotional intelligence in career adaptability. Therefore, the results of research proving a positive influence between emotional intelligence and career adaptability suggest that improving emotional intelligence can provide the necessary capabilities for university students to take a more sustainable approach to their career development. The ability-based components of emotional intelligence are crucial in building various aspects of career adaptability and job search success for final-year students.

Career decision self-efficacy is considered relevant for students who plan to pursue certain careers (Agoes Salim 2023). Research conducted by Stead (2022) which says that self-efficacy in career decision making and career adaptability is considered an important resource individually and in relation to each other to successfully navigate careers. Self-efficacy in career decision making is a key variable in the study of career planning and one's career decisions, so self-efficacy is a central factor affecting one's career development (Tsai 2017). Individuals who have confidence in their own abilities reflect a strong understanding of themselves, so that they can help in planning careers carefully and provide the ability to take responsibility for the decisions taken (Agoes Salim 2023).

The interest in this research arises because there are still many final year students who feel indecisive and uncertain in facing changes in the situation after they complete their studies. Indecisiveness and uncertainty related to changes in the situation that occur can make them less prepared to enter the world of work or even face the risk of uncertainty.

LITERATURE REVIEW

The Grand Theory in this study is career construction theory (CCT) developed by Mark L, Savickas. Career construction theory is a grand theory of career development. This construction theory asserts that individuals have different levels of willingness and ability to adopt positive career-related behaviors, These adaptation behaviors, in turn, play an important role in the successful integration of individuals into their work roles (Rudolph 2019).

Career Adaptability

According to (Bocciardi 2017), in today's labor market, the competence to adapt is highly relevant for career development and career success. The construction of career adaptability, namely the ability to adapt to changing career-related circumstances and predict progress in career development provides a scientific basis and is useful for successful career interventions. Savickas & Porfeli (2012) state that career adaptability is the readiness to cope with predictable tasks when preparing for and participating in the work environment and is also an adjustment to unpredictable situations and conditions due to changes in working conditions. Career adaptability presents a critical ability in individuals to be able to direct the decision-making process in careers and the world of work (Duffy 2010). There are four dimensions in career adaptability, namely 1) career concern as a feeling that it is important to prepare oneself for the future, concern is important because it is a basic catalyst for career success, 2) control refers to a feeling of responsibility for one's future and self-development, 3) career curiosity as curiosity and exploration of compatibility between oneself and the world of work, By expanding self-knowledge through exploration beyond the immediate environment, individuals experience increased realism and objectivity in future choices and, 4) self-confidence, this refers to a feeling of confidence in one's ability to take the actions necessary to realize career goals, solve problems, and overcome obstacles (Wilkins-Yel et al., 2018).

(Hirschi 2009)explained that there are several factors that affect career adaptability that are similar to factors that affect career maturity. These factors are grouped into six parts, namely: 1) age: An individual's stage of development is often age-related. The older a person gets, the more developed their thinking becomes, 2) gender: Men and women tend to have different patterns in their identity formation, 3) Work experience: When a person has work experience that aligns with their interests and skills, it provides relevant insights into their chosen career, 4) Family: Parents also have the ability to inspire their children to choose a career that suits their interests, 5) Educational institutions: In tertiary institutions, seminars and job fairs are often held that can be relevant to students' career choices, and 6) Social and economic status: Socioeconomic status has an impact on an individual's ability to adapt to a career.
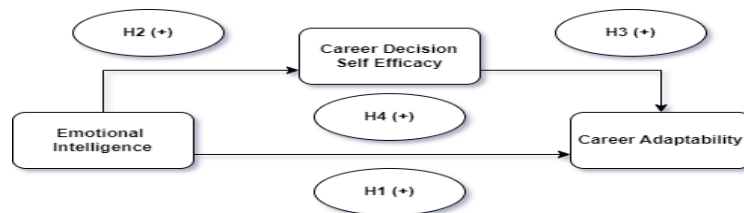
Emotional Intelligence

The theory of emotional intelligence was developed based on the basic theory proposed by (Mayer & Salovey 1989), which suggests that abilities in social intelligence include skills in controlling one's own and others' emotions, as well as the ability to distinguish between feelings and emotions. This information is used to direct more adaptive actions through the thought process. Emotional intelligence is seen as characterizing the ability to perceive and express emotions accurately and adaptively, the ability to understand emotions and emotional knowledge, the ability to use feelings to facilitate thinking, intellectual growth and problem solving, and the ability to regulate emotions within oneself (Coetzee & Harry 2014).

According to (Goleman 2004) there are 5 components of emotional intelligence, namely: (1) Self-awareness: The main foundation of emotional intelligence, which includes an individual's ability to recognize their feelings when they are being experienced. (2) Self-regulation: Managing emotions in

a way that produces a positive impact on performance, having a high level of self-awareness, the ability to delay gratification until goals are achieved, and being able to recover from emotional distress. (3) Self-motivation: An internal drive or self-motivation that encourages individuals to achieve their goals without depending on external rewards or incentives. (4) Empathy: Feeling and understanding the feelings of others, building trusting relationships, and adapting to others. (5) Social skills: Managing emotions effectively when interacting with others, having the ability to read situations carefully so that they can use skills to influence, negotiate, and cooperate with other individuals. There are several indicators of emotional intelligence developed by Mayer & Salovey (2000), namely: (1) Self-emotional appraisal (SEA): Refers to a person's ability to understand and evaluate their own emotions accurately. (2) Other emotional appraisal (OEA): Refers to an individual's ability to understand and accurately evaluate the emotions of others. (3) Use of emotions (UOE): Refers to an individual's ability to consciously and productively use their own emotions in various contexts. (4) Regulation of emotions (ROE): Refers to an individual's ability to consciously and effectively manage, control, and regulate their emotions.

Career Decision Self Efficacy

The concept of self-efficacy was first introduced by Bandura (1977)which is defined as a person's belief in their ability to perform certain actions to achieve goals or overcome challenges. Taylor & Betz (1983) define self-efficacy in career decision-making as an individual's belief in their ability to successfully execute tasks that are important in the career decision-making process, more specifically career decision-making efficacy is defined as an individual's ability to successfully complete tasks related to setting goals, gathering information about jobs, problem solving, career planning, self-assessment before making decisions. Individuals with high levels of CDSE are able to accurately evaluate their abilities and interests related to careers, when facing problems or challenges, individuals with good CDSE are able to seek and find alternative strategies as solutions (Agoes Salim 2023). The indicators of career decision self-efficacy that have been described by Taylor & Betz (1983) are as follows: (1) Self appraisal: In this context, coverage includes the ability of individuals to assess and measure their career interests, skills, goals, and values. (2) Occupational information: This is the skill to express interest in a particular occupation, by seeking additional information about their chosen career field, as well as information relating to trends, attitudes and job opportunities in the world of work as a whole. (3) Goal selection: It is the ability to make occupational choices that suit the individual by identifying career goals that can complement the individual's values, interests, and abilities.
(4) Planning: Refers to the ability to plan a series of steps needed to enter the world of work. (5) Problem solving: It is the ability to solve problems that arise in the career decision-making process.

Picture 1. Conceptual Framework

Hypothesis

In this study, the variables used are career adaptability as the dependent variable, emotional intelligence as the independent variable, and career decision self-efficacy as the intervening variable. Based on the conceptual framework and empirical studies above, the researcher proposes the following research hypothesis:

H1 : Emotional intelligence has a positive effect on career adaptability
H2 : Emotional intelligence has a positive effect on career decision self-efficacy.
H3 : Career decision self efficacy has a positive effect on career adaptability.

H4 :   Career decision self efficacy mediates the effect of emotional intelligence on career adaptability.

METHOD

The type of research that will be used in this research is quantitative research methods. Based on the criteria of the problem in the study, this study uses a causal research design, this study obtained data and information from respondents who are final year students of the Faculty of Economics and Business, Padang State University using a questionnaire. The population in this study is the number of final year students of the Faculty of Economics and Business at Padang State University, totaling 713 students starting from semester 7 for undergraduate students in 2020 and semester 5 for D3 study program students in 2021. The sampling method in this study uses a type of probability sampling with proportionate stratified random sampling technique. This technique is used because the population is not homogeneous While the proportionate stratified random sampling technique according to Sugiyono Sugiyono (2022:82) is a technique used when the population has members or elements that are not homogeneous and stratified proportionally. The strata intended in this study are management, tax management, trade management, accounting, d3 accounting, development economics and economic education with a sample of 100 respondents. Collecting information in this study using a survey with a Likert scale, the examination process uses the PLS 4 (Partial Last Square) examination strategy.

RESULT AND DISCUSSION

This examination utilizes the Smart PLS 4.0 information investigation apparatus. PLS (Partial Least Square) which is a variety based essential condition assessment (SEM) that can meanwhile test the assessment model (outside model) and test the fundamental model (Inner model). The assessment model is used to test the authenticity and steadfast quality while the hidden model is to test the hypothesis.

Based on the emotional intelligence frequency distribution table above related to 4 indicators regarding emotional intelligence, the total of all indicators used for emotional intelligence results in an average accumulation of 3.54 with a score and a respondent achievement rate (TCR) of 70.8% in the sufficient category. This indicates that the emotional intelligence variable in final year students of the Faculty of Economics and Business, State University of Padang is sufficient so that this needs to be maintained and improved so that final year students of FEB UNP have good emotional intelligence so that understanding and accurate use of emotions, the ability to understand emotions, emotional knowledge, and the ability to use feelings to improve thinking, intellectual growth, and problem solving can be higher.

The second variable in this study is career decision self-efficacy. In measuring career decision self-efficacy variables using 5 indicators with 25 question items. The total of all indicators used for career decision self efficacy resulted in an average accumulation of 3.39 with a score and a respondent achievement rate (TCR) of 67.83% in the sufficient category. This indicates that the variable career decision self-efficacy in final year students of the Faculty of Economics and Business, State University of Padang is sufficient so that this needs to be maintained and improved so that self-efficacy in decision making in high final year students is able to accurately evaluate their abilities and interests related to careers, when facing problems or challenges, individuals with good CDSE are able to seek and find alternative strategies as solutions.

The third variable in this study is career adaptability with 4 indicators with 20 question items. The total of all indicators used for career adaptability resulted in an average accumulation of 3.73 with a score and a respondent achievement rate (TCR) of 74.66% with a sufficient category. This indicates that the career adaptability variable in final year students of the Faculty of Economics and Business, Padang State University is sufficient so that this needs to be maintained and improved so that the ability

to adapt to changing career-related circumstances and predict progress in career development provides a scientific basis and is useful for successful career intervention.

1. Validity Test
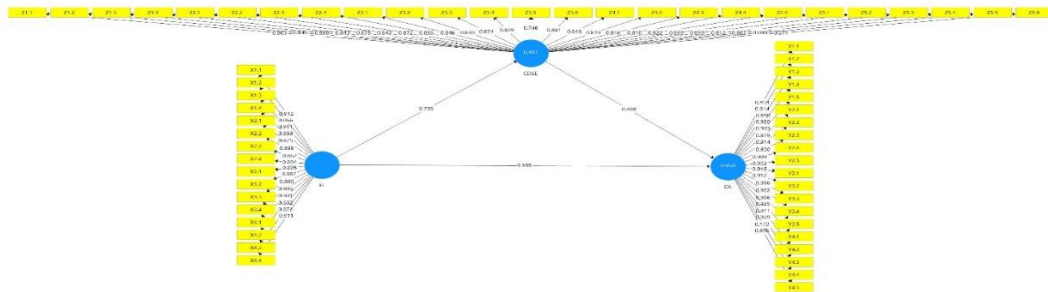
Picture 2. Initial Outer Model

Based on the final results of outer loading, the indicators for each variable produce a convergent validity value with a loading factor value above 0.7. So that the cross loading value also shows good discriminatory validity. Another method that can be used to assess convergent validity is to look at the Average Variance Extracted (AVE) value, where the AVE value is greater than 0.5. The construct can be said to be valid if the AVE value is > 0.5.

Table 2. Results of Analysis of Average Variance Extracted (AVE)

	Average Variant Extracted (AVE)
Career Adaptability	0.832
Career Decision Self Efficacy	0.709
Emotional Intelligence	0.793

Source: Processed primary data (2024)

It very well may be seen that the three variableshave an AVE esteem above 0.5. Consequently, all pointers have met the necessities of discriminant validity.

2. Reliability Test

This reliability test is carried out by looking at the value of composite reliability and Cronbach's alpha can be said to be reliable if it has a value above 0.7. The following is the composite reliability result from the SmartPLS output: The reliability criteria can be seen from the composite reliability rating of each variable. The ollowing table 3 displays the results of the reliability test.

Table 3. Composite Reliability Analysis Results and Cronbach's Alpha

	Composite Reliability (rho_a)	Cronbach's Alpha
Career Adaptability	0.989	0.832
Career Decision Self Efficacy	0.983	0.709
Emotional Intelligence	0.983	0.793

Source: Processed primary data (2024)

Based on the table above, the value of composite reliability and Cronbach's alpha in all constructs is above 0.7, which means that all constructs in the estimated model have met the requirements or are reliable.
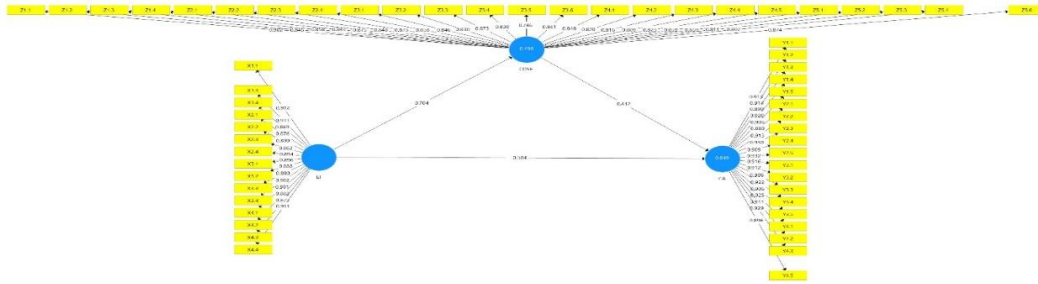
Picture 3. Outer Final Model

Hypothesis Testing

Structural Model Measurement
This structural model test was conducted to determine the relationship between variables, significant value and R-Square of the research model. The structural model can be evaluated using the R-Square for the dependent construct t test and the significance of the structural path parameters. This can be seen in the structural model and the estimation results of R-Square using the SmartPLS4 application, as follows:

Table 4. R-Square Analysis Results

	Emotional Intelligence
Career Adaptability	0.849
Career Decision Self Efficacy	0.496

Source: Processed primary data (2023)

Table 4 shows that the R-Square value of the career adaptability variable is obtained at 0.849, this result indicates that 84.9% of the career adaptability variable can be influenced by emotional intelligence and career decision self-efficacy variables. While for the career decision self efficacy variable obtained 0.496, the results show that 49.6% of the career decision self efficacy variable can be influenced by the emotional intelligence variable.

Table 5. Results of Inner Model Analysis

	Original Sample (O)	Sample Mean (M)	Istandard Deviation (STDEV)	T-Statistics (|O/STDEV|)	P Values
Career Decision Self Efficacy (Z) -> Career Adaptability(Y)	0.412	0.414	0.118	3.481	0.001
Emotional Intelligence (X) -> Career Adaptability (Y)	0.584	0.581	0.116	5.053	0.000
Emotional Intelligence (X) -> Career Decision Self Efficacy (Z)	0.704	0.705	0.083	8.452	0.000

Source: Processed primary data (2024)

a. Career decision self efficacy variable affects career adaptability, with a t-count worth of 3.481 > 1.96 and a way coefficient of 0.412.
b. Emotional intelligence variable affects career adaptability, with a t-count worth of 5.053 > 1.96 and a way coefficient of 0.584.
c. Emotional intelligence variable affects career adaptability, with a t-count worth of 8.452 > 1.96 and a way coefficient of 0.704.

Table 6. Calculation of Indirect Variable Coefficient

	Original Sample (O)	Sample Mean (M)	Istandard Deviation (STDEV)	T-Statistics (|O/STDEV)	P Values
Emotional Intelligence (X) -> Career Decision Self Efficacy (Z) -> Career Adaptability (Y)	0.290	0.290	0.089	3.270	0.001

Source: Processed primary data (2024)

Based on the results of the calculation of the coefficient of the mediating variable, the t-statistic of the mediating effect between emotional intelligence on career adaptability through career decision self-efficacy is 3.270> 1.96 with an original sample of 0.290. This identifies that emotional intelligence has a significant and positive effect on career adaptability mediated by career decision self-efficacy. It is concluded that if the emotional intelligence possessed by final year students at the Faculty of Economics and Business, State University of Padang is high, it will significantly make the career decision self-efficacy that exists in final year students increase so that it has an impact on the career adaptability of final year students to be higher. This also means that when emotional intelligence is low, the career decision self-efficacy that exists in final year students will decrease, which will make career adaptability in final year students decrease.

CONCLUSSION AND SUGGESTIONS

This study aims to analyze the effect of emotional intelligence on career adaptability in final year students of the Faculty of Economics and Business, State University of Padang in preparing for a career with career decision self-efficacy as a mediating variable. Based on the analysis and discussion in the previous section, the following conclusions can be drawn:

1. There is a direct and significant and positive influence between emotional intelligence on career adaptability in final year students of FEB UNP. This result means that it shows that final year students of FEB UNP who have a high level of emotional intelligence tend to have better career adaptability.
2. There is a direct and significant and positive influence between emotional intelligence on career decision self-efficacy in final year students of FEB UNP. These results mean that final year students of FEB UNP who have high emotional intelligence tend to have a higher level of confidence in making career decisions.
3. There is a direct and significant and positive influence between career decision self-efficacy on career adaptability in final year students of FEB UNP. These results mean that final year students of FEB UNP who have a high level of self-confidence tend to have better career adaptability.
4. There is an indirect effect (mediation) and significant and positive between the relationship of emotional intelligence to career adaptability with career decision self-efficacy as a mediating variable in final year students of FEB UNP. This shows that increased emotional intelligence will cause higher self-efficacy in career decision making so that final year students of FEB UNP tend to have high career adaptability.

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