

The Relationship Between Emotional Intelligence With Career Adaptability Of Working Student

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ABSTRACT

The complexity of situation faced by students who studying while working, makes students need to be able to adapt. This condition requires students to have the ability to adapt with their careers or commonly known as career adaptability. This study aims to determine the relationship between emotional intelligence and career adaptability in working students. This study used purposive sampling method to determine the research subject. The subjects in this study consisted of 70 active college students who worked and were willing to fill out the Google Form. Collecting data in this study using the Career Adaptability Scale and Emotional Intelligence Scale. The data obtained were then analyzed using product moment correlation analysis. Based on the analysis results obtained the correlation coefficient (r_{xy}) = 0.772 ($p < 0.010$). This shows that the hypothesis in this study is accepted and it is proven that there is a positive relationship between emotional intelligence and career adaptability in working students.

Keywords: career adaptability, emotional intelligence, career

Introduction

In the present era, competition in various fields and aspects of life has become increasingly intense (Daulay & Rola, 2009). One of the most competitive areas is the job market (Handianto & Johan, 2006). The chances of securing employment are significantly higher for job seekers with higher education qualifications (Daulay & Rola, 2009). As a result, many students pursue higher education to develop their cognitive abilities and complete their studies on time (Purwanto, Syah, & Rani, 2013). The expectation is that higher education will equip students with the necessary skills and knowledge to prepare them for future careers (Upadianti & Indrawati, 2018).

In recent times, the rising cost of education has led to a growing phenomenon where many students work while studying (Handianto & Johan, 2006). This dual role of being both a student and an employee is increasingly common (Robert & Saar, 2012). The benefits of working while studying include financial support, skill development, a better understanding of the workforce, and increased self-

confidence (Curtis & Shani, 2002). Many students are aware of the competitive job market and choose to work while studying in order to gain valuable work experience (Purwanto, Syah, & Rani, 2013). Generally, students opt for short-term contract work or part-time jobs (Meer & Wielers, 2001). According to Daulay and Rola (2009), the reasons for students seeking part-time employment include economic pressures, the desire to fill idle time, gain independence, and acquire experience.

Students who work while studying are expected to effectively manage their time and responsibilities, including balancing their academic and work commitments, demonstrating discipline in both areas, and maintaining physical well-being (Mardelina & Muhson, 2017). Optimal time management can lead to positive outcomes, such as prioritizing work, reducing lateness and errors, and enhancing focus on tasks (Forsyth, 2009). Furthermore, in the workplace, employees are expected to exhibit stable and high performance (Amira, 2018).

However, the dual roles of studying and working can lead to role conflicts, resulting in stress, absenteeism, and decreased productivity (Lenaghan & Sengupta, 2007). Jamal (as cited in Muhdar, 2012) posits that stress can negatively affect performance by diminishing energy, concentration, and time management. Balancing the responsibilities of being both a student and an employee often leads to work-related stress due to the increased workload and limited time (Amira, 2018).

Economic challenges often drive students to take jobs, sometimes without fully considering their personal interests, abilities, or career aspirations (Lestari & Raharjo, 2013). Interest plays a crucial role in performing well in a job (Krumboltz, as cited in Munandir, 2001). In some cases, students are compelled to take jobs that do not align with their interests due to economic necessity, which can lead to job dissatisfaction and burnout (Harjanto, 2013). As Sutrisno (2016) suggests, individuals who work in jobs that do not align with their interests are more likely to experience dissatisfaction, boredom, and stress, especially when coupled with heavy workloads (Puspitadewi, 2012).

A 2005 survey by the Student Affairs office at the University of Buffalo found that students who work are more likely to experience stress. This stress is often caused by the pressure and demands of their jobs (Puspitadewi, 2012). Moreover, students who feel powerless in meeting job demands may experience emotional exhaustion (Pines & Aronson, as cited in Churiyah, 2011). Emotional exhaustion can lead to negative consequences, such as missed deadlines and poor performance. This suggests that many students working while studying may struggle to adapt to the demands of their jobs. This ability to adapt to the workplace is often referred to as career adaptability (Savickas, 2013).

Career adaptability is a psychosocial construct that reflects an individual's capacity to navigate career development tasks, job transitions, and work experiences at various levels, enabling them to adapt to their work environment and prepare for future career challenges (Porfeli & Savickas, 2012). According to Ferreira (2012), career adaptability enables individuals to cope with career transitions during periods of stress and uncertainty. Additionally, it is the ability to respond to the demands of work roles and adapt to unexpected changes in the workplace (Savickas, 2013).

Career adaptability consists of four dimensions: (a) concern, which refers to an individual's attention to their future career and preparation for what lies ahead; (b) control, which is the individual's responsibility for managing their own career; (c) curiosity, the desire to explore one's capabilities in various situations and roles; and (d) confidence, which refers to self-assurance gained from exploring and obtaining information to actualize choices in life (Savickas & Porfeli, 2012).

A study by Azhar and Aprilia (2018) on the relationship between emotional intelligence and career adaptability in graduates in Banda Aceh found that 54.9% of graduates had moderate career adaptability, while 3.5% had low adaptability. Similarly, a study by Ramdhani, Budiamin, and Budiman (2018) on career adaptability in early adulthood among business management students revealed that 70.8% of students had moderate career adaptability. These findings suggest that career adaptability among students may be suboptimal and warrants further development.

Interviews conducted with 10 students working in Yogyakarta in April 2020 revealed that 7 out of 10 students reported low career adaptability. Based on the four dimensions of career adaptability as defined by Porfeli and Savickas (2012), 5 of the 10 participants indicated difficulty adapting to their jobs, particularly because their work did not align with their interests. Additionally, they did not appear to be planning for their future careers and were primarily focused on their current studies and jobs. Many participants reported feeling overwhelmed by the demands of their jobs and academic work, leading to stress and difficulties in managing time effectively.

Career adaptability is essential for students who work, as it plays a crucial role in guiding individuals to take proactive actions and strategies to achieve their career goals (Savickas & Porfeli, 2013). Furthermore, career adaptability enables individuals to successfully seek and secure employment and advance in their careers (Creed & Hughes, as cited in Koen, Klehe, & Vianen, 2013). Previous research has shown that individuals with higher career adaptability are more likely to find better job opportunities and secure quality employment (Klehe et al., as cited in Tolentino, Garcia, Lu, Restubod, Bordia, & Plewa, 2014).

According to M. Ford's Motivational Systems Theory (as cited in Hirschi, 2009), there are four factors that influence career adaptability: positive emotional disposition, self-efficacy beliefs, social context beliefs, and goal orientation. Hirschi (2009) also noted that some factors influencing career adaptability resemble those that affect career maturity. Super's theory of career maturity was later expanded into the concept of career adaptability (Super & Thompson, as cited in Patton & Lokan, 2001). These factors include external influences, such as family, peers, and the environment, as well as internal factors, such as talent, interests, personality, self-esteem, values, and intelligence (Super, as cited in Savickas, 2001). One of the internal factors that influence career adaptability is emotional intelligence.

Emotional intelligence refers to the ability to motivate oneself, manage frustration, control mood, and ensure that emotional burdens do not impede thinking, empathy, or decision-making (Goleman, 2009). Goleman (2009) outlines five components of emotional intelligence: (a) self-awareness, (b) emotional regulation, (c) self-motivation, (d) empathy, and (e) social skills. Emotional intelligence is closely related to career adaptability, as both involve future planning and orientation (Savickas, 2013). Emotional intelligence can significantly influence an individual's ability to plan and seize opportunities for the future (Salovey & Mayer, 1990).

The transitional period that working students experience—from academic life to the workforce—can encourage them to utilize their potential and manage their emotions effectively. Emotional experience and expression play a significant role in career decision-making (Kidd, 1998). Emotional intelligence and career adaptability are both crucial for responding effectively to career transitions, as emotional intelligence helps individuals navigate challenges and career-related obstacles (Brown, George-Curran, & Smith, 2003).

Methods

Participants

The participants in this study were 70 students who were working, either part-time or full-time, and were willing to complete a Google Form survey. This sample was selected based on findings from preliminary interviews conducted by the researcher, which indicated that students working while studying often face difficulties in adapting to their jobs, especially when these jobs do not align with their personal interests.

Measures

A Likert scale was used to assess the participants' career adaptability and emotional intelligence. The scale was designed to measure key dimensions of career adaptability, such as concern, control, curiosity, and confidence, as well as emotional intelligence components, including self-awareness, emotional regulation, self-motivation, empathy, and social skills. Participants rated their agreement with various statements using a 5-point scale, ranging from "strongly disagree" to "strongly agree."

Data Analysis

The data collected from the Google Form were analyzed using Pearson's Product-Moment Correlation analysis to explore the relationships between career adaptability and emotional intelligence. The analysis was conducted using the JASP software program, which provides a robust and user-friendly interface for conducting statistical analyses.

Results

The data analysis revealed a significant positive correlation between emotional intelligence and career adaptability among working students. The Pearson correlation coefficient ($r = 0.772, p < 0.001$) indicates that the hypothesis of this study is supported: the higher the emotional intelligence of working students, the higher their level of career adaptability, and conversely, the lower the emotional intelligence, the lower their career adaptability. Emotional intelligence accounted for an effective contribution of 59.6% to career adaptability. Emotional intelligence is one of the variables related to career adaptability. The results of this study support Super's (as cited in Savickas, 2001) argument that intelligence is a factor that influences career adaptability. One form of intelligence is emotional intelligence, which refers to the ability to motivate oneself, endure frustration, control impulses, and manage emotional states (Goleman, 2009). According to Salovey and Mayer (1990), individuals who can manage their emotions are better able to plan and seize career opportunities.

The findings also show that 61.4% of the working students scored high on emotional intelligence, indicating that these students possess strong emotional intelligence. Individuals with high emotional intelligence tend to be aware of their emotions (Goleman, 2009). Self-awareness enables individuals to plan their careers, which is an important aspect of career adaptability (Porfeli & Savickas, 2012). Additionally, 82.9% of the working students in the study were categorized as having good career adaptability. The results of this study further revealed that emotional

intelligence consists of several dimensions: recognizing one's own emotions, managing emotions, self-motivation, recognizing others' emotions (empathy), and building relationships (Goleman, 2009). According to Coetzee and Beukes (2010), individuals who can recognize their emotions are more likely to define and plan their careers. Career planning is a key indicator of career adaptability (Porfeli & Savickas, 2012), which is consistent with the study findings that working students were able to identify their emotional states and were conscious of their career futures.

Moreover, individuals with high emotional intelligence are better equipped to manage their emotions. Brown et al. (as cited in Coetzee & Harry, 2013) suggest that the ability to regulate emotions helps individuals think and behave strategically regarding their career planning and decision-making. This aligns with the study findings, where students demonstrated the ability to manage their anger and control negative emotions. They also reported overcoming obstacles in their work effectively. Self-motivation is another key component of emotional intelligence. Individuals who are able to motivate themselves tend to have more confidence in completing tasks and overcoming career challenges (Coetzee & Harry, 2013). The study participants demonstrated the ability to motivate themselves when facing difficulties and expressed confidence in completing their work tasks efficiently.

Empathy and relationship-building are also critical aspects of emotional intelligence. Empathy is essential in personal relationships, stress management, and adaptability (Masturi, 2010). According to Potgieter (2014), individuals who maintain positive social relationships are better able to adapt and cope with work-related tasks. The participants in this study showed that they were able to relate to others, work cooperatively with anyone, and manage relationships effectively in their work environment.

Discussions

Based on both theoretical and empirical discussions, the results of this study indicate that emotional intelligence is significantly related to career adaptability in working students. The study participants demonstrated high levels of both emotional intelligence and career adaptability. Emotional intelligence enables individuals to manage their emotions effectively and adapt to the challenges of work and career development. These findings are consistent with existing literature, which highlights the crucial role emotional intelligence plays in career development (Goleman, 2009; Salovey & Mayer, 1990).

The results also confirm that emotional intelligence is a significant predictor of career adaptability. As suggested by Super (as cited in Savickas, 2001), emotional

intelligence influences individuals' ability to plan and adapt to the evolving demands of their careers. The ability to manage emotions, including self-awareness, emotional regulation, and motivation, helps working students overcome the challenges they face while balancing work and study. Furthermore, empathy and the ability to build relationships support career adaptability by facilitating the development of interpersonal skills that are essential in professional environments.

The findings of this study provide valuable insights into the relationship between emotional intelligence and career adaptability among working students. These results suggest that improving emotional intelligence could be an effective strategy for enhancing career adaptability, helping students navigate career transitions and cope with the challenges of balancing work and academic responsibilities. Future research could explore interventions aimed at developing emotional intelligence to support career adaptability among students, particularly those balancing work and study.

Conclusion

Based on the results and discussion, it can be concluded that there is a positive relationship between emotional intelligence and career adaptability among working students, as indicated by the correlation coefficient ($r = 0.772$, $p < 0.001$). Working students who possess emotional intelligence demonstrate the ability to recognize and manage their own emotions, as well as understand the feelings of others. These individuals tend to exhibit higher levels of career adaptability, enabling them to effectively handle various tasks and unexpected changes that arise during their career development. Moreover, they are capable of planning for their future careers. Conversely, students with lower emotional intelligence tend to show lower levels of career adaptability.

Emotional intelligence accounts for 59.6% of the variance in career adaptability among working students, while the remaining 40.4% is influenced by other factors not explored in this study, such as external factors (e.g., environment, social background, peers) and internal factors (e.g., talent, interests, personality) (Super, as cited in Savickas, 2001).

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