Contribution of Adversity Quotient, Self Awareness and Demographic Factors to Student Career Maturity

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Abstract
One of the purposes of vocational school (SMK) is as an education facility to prepare alumni who are ready to enter work field, but in contrary the highest number of unemployed in West Sumatra is dominated by SMK alumni. This research aims to describe the contribution of adversity quotient, self awareness and demographic factors to student career maturity. The study was conducted using quantitative descriptive methods. The research population were students of class XII at SMKN6 Padang as many as 392 students and a sample of research were 198 students. The technique used was a adversity quotient, self awareness and career maturity scale was using Likert model, and the research data was analyzed using simple regression and multiple regression with dummy variables. The research findings prove that: (1) adversity quotient has an effective contribution of 23% to student career maturity, (2) self awareness contributing as much as 37.9% to career maturity, (3) gender does not contribute to career maturity,(4) socioeconomic status contributes 4.9% to student career maturity, and (6) there were 47.8% of contributions together with adversity quotient, self awareness, gender and socioeconomic status on students’ career maturity. This result show that student’s career maturity was not influenced by one variable only but adversity quotient, self awareness and demographic factor all together contribute in forming student’s career maturity. Therefore, increase in career maturity as an attempt to prepare students prior to entering work field could be done by optimizing adversity quotient level and self awareness while also considering demographic factor of each students.

Keywords: Adversity Quotient, Self Awareness, Demographic Factors, Career Maturity.

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Introduction
Career is an important issue in human life, because it covers the individual’s development(Ratnasingih, Kustanti, Prasetyo & Fauzia, 2017) as a result of the information and feedback received on themselves and the profession (Inkson, & Elkin, 2008; Patton, & Mcmahon, 2006; Perry, & Vanzandt, 2006), which take place throughout the life span. Success in solving individual career development tasks that are typical of any particular developmental stage is also called the career maturity (Gonzales, 2008). Career maturity can be defined as the ability to complete the task of development characterized by their knowledge and skills so they’re ready to make career decisions which are appropriate and relevant in their life (Yon, Jeong, & Goh, 2012; Miles 2008; Coertse & Schepers 2004; Louw et al, 2005; Pinasti, 2011; Mubiana 2010).

Indecision in making career decision due to lack of career maturity (Çoban, 2005; Gülbaşçe, 2007; Kök, 2013; Sekmenli, 2000; Sahin, 2010; Ürün, 2010) thus making the individual is not ready to undergo a career decision that has been made (Zunker, 2006). Individuals with a high level of career maturity, can make more informed career choices (Patton, Creed, & Muller, 2002) and less experienced uncertainty in a career(Creed & Patton, 2002; Patton & Creed Gonzales, 2008). The ability to make a right career decision also help individuals to protect their mental health(Brown, 2003; Field, 2008), because the career chosen by those individuals can influence their lifestyles, values, and status in life (Brown, 2003; Kuzgun, 20008).
But in order to make correct and accurate decisions, people should be aware of the skills, interests, and values that, and also get professional help in optimizing these aspects (Brown, 2003; Foley, Kelly, & Hartman, 2006; Taber, Hatung, Briddick, Briddick, & Rehfuss, 2011; and Yeşilyaprak, 2012). Nainggolan, Firman, & Karneli (2018) say is parental social support and self-concept also has a close relationship with the stability of a career decision.

Career maturity of individuals affected by many factors, among others: locus of control (Dhillon & Kaur, 2005), self-concept (Gulbahce, 2007), work experience (Buchanan & Flouri, 2002), culture (Patton, Watson, & Creed, 2004), the role of parents (Choi, Hutchison, Lemberger, & Pope, 2012), adversity quotient (Khusna, Karyanta & Setyanto, 2017), generation (Harlow & Bowman, 2016), gender (Busacca & Taber, 2002; Patton & Creed, 2002; Choi, Hutchison, Lemberger, and Pope 2012), ethnicity (Grashinta, Istiqomah & Wiroko, 2018), as well as socio-economic status (Yon et al., 2012; Sófyan, Joseph & Daharnis, 2013). Individuals with high career maturity have an openness to experience and personality traits, versatile and curious; creative, sensitive to change, imaginative, open to innovation, and individuals who are willing to take risks (Caligiuri, 2000; Gosling, Rentrow, & Swan, 2003; McCrae & Costa, 2006; Moody, 2007; Roccas, Sagiv, Schwartz, & Knafo, 2002).

The courage to take risks to achieve career requires a high fighting spirit and perseverance and endurance in facing obstacles, or better known as the adversity quotient. Adversity quotient can be defined as the ability of individuals to respond to the difficulties they experienced, such as the ability to confront and overcome these difficulties (Stoltz, 2005; Shen and Chang, 2009; Shen, 2013). Besides adversity quotient, the maturity of a person's career can be seen based on the awareness of self-owned. Seligman said that traits can mark individual career maturity include increased of self-awareness (Amalia & Muhari, 2013), self awareness is knowledge about ourselves, about the beliefs, assumptions, and the ability to reflect on one's beliefs, organize thoughts and feelings that has that has consequences for the everyday life experiences (Jopling, 2000; Baxter, 2001). Through mastery of these aspects will be considered in students planning and decision-making career (Sulusyawati, Joseph & Daharnis, 2017).

Another factor influencing the career maturity is sex (Patton & Lokan, 2001; Busacca & Taber, 2002; Patton & Creed, 2002; Choi, Lemberger, & Pope, 2012), women are considered to have a higher career maturity level than men (Arshad, 2001; Clara, 2002; Creed & Patton, 2003). Women have faster developmental stage (Papalia, et al, 2009; Patton & Creed, 2002), a high accuracy and assiduous to the task, better in identifying themselves (Wijaya, 2012), and tend to interact with many people, which is access for individuals to dig up information about a specific career or education (Mardiyati & Yuniawati 2015). The older women, the higher their maturity in career than men(Patton & Creed, 2002). In addition to gender, socio-economic status of individual circumstances is also a factor related to the level of career maturity (Annamalai, 2000; She, 2001; Lee, 2000; Syuhadak, 2004). Individuals who come from families with higher socio-economic status, have more opportunities to continue education, greater access to financial resources, work knowledge, informal networks, adequate facilities and support in individual development tasks(Schoon et al., 2007; Schoon & Parsons, 2002; Pinasti, 2011).

**Method**

This research uses descriptive quantitative method, with population of class XII students at SMKN 6 Padang, there were 392 people, the study sample were 198 students whom were selected using purposive sampling technique. The instrument used was a adversity quotient, self awareness and career maturity scale was using Likert model, and the research data was analyzed using simple regression and multiple regression with dummy variables by using SPSS 22.0. Validity test result shows that from 120 items there were 15 invalid items, reliability test shows that Alpha Cronbach score was 0.8 so the research instrument could be considered reliable to use. Data were analyzed using double regression with dummy variables because one of research data was in categorical form.

**Results and Discussion**

This research data consists of a variable adversity quotient (X1), self awareness (X2), demographic factors include sex (X3), socioeconomic status (X4) and career maturity (Y), here presented results of analysis of data obtained.
Table 1. Analysis Contributions Adversity Quotient (X1), Self Awareness (X2), Gender (X3) and the Socio-Economic Status (X4) on the Career Maturity (Y)

| No | Model    | R  | R Square | Adjusted R Square | Sign |
|----|----------|----|----------|-------------------|------|
| 1  | X1-Y     | .484| .234     | .230              | .000 |
| 2  | X2-Y     | .619| .383     | .379              | .000 |
| 3  | X3-Y     | .134| .018     | .013              | .059 |
| 4  | X4-Y     | .241| .058     | .049              | .003 |
| 5  | X1234-Y  | .701| .492     | .478              | .000 |

Table 1 above shows that the correlation (R) adversity quotient (X1) with a career maturity of 0.484, Adjusted R Square value of 0.23 and a value of 0.000 indicates that adversity quotient contributes significantly to career maturity with the effective contribution of 23.0%. The remaining portion of 77.0% is influenced by other variables. Adversity quotient is a factor that supports student success in the facing adversity and the process of resolving the problems encountered (Hidayat & Prabawanto, 2018; MZ, Risnawati & Prahmana, 2017; Parvathy & Praseeda, 2014; Phoolka, 2012). With high adversity quotient then the individual will not be easy to give up when faced with obstacles or problems in making career they desired.

In the second model, it appears that the value of R obtained between self-awareness with career maturity is equal to 0.619, with the value of Adjusted R Square of 0.379. These results indicate that self-awareness has a significant contribution to the career maturity, the amount of the effective contribution of 37.9%. Self-awareness has an important role to achieve the career maturity of students, mainly related to the decision making the desired career. To be able to make the right and accurate decisions, people should be aware of skills, interests, and values (Brown, 2003; Foley, Kelly, & Hartman, 2006; Yeşilyaparak, 2012) which is part of self-awareness that owned by that individual. In addition, the characteristics that mark the career maturity of individual is an increase in self-awareness at themselves (Amalia & Muhari, 2013).

The third model in Table 1 shows the correlation (R) between sexes and career maturity which is 0.134 with the value of Adjusted R Square of 0.013 and the value of Sign at 0.059. These results indicate that gender does not contributes to the students’ career maturity. In the fourth model, seen in the value of correlation (R) obtained between socioeconomic status variables with career maturity is equal to 0.241. Score Adjusted R Square Sign are to 0.049 and 0.003 gives the sense that socioeconomic status contributes significantly to the career maturity of students with the effective contribution of 4.9%. Socio-economic status of the individual may have an impact on career maturity related to career planning, freedom to explore and access the desired look for career information. Individuals who come from families with higher socio-economic status, have more opportunities to continue education, greater access to financial resources, work knowledge, informal networks, adequate facilities and support in individual development tasks (Schoon et al., 2007; Schoon & Parsons, 2002).

The last model shows that the correlation (R) obtained is 0.701. Score of Adjusted R Square is 0.478 which explains that adversity quotient, self awareness, gender and socioeconomic status all together contributes towards maturity, with the effective contribution of 47.8%. The remaining 52.2% is influenced by other variables not included in the study.

Based on the above findings, we can conclude that adversity quotient, self awareness, gender and socioeconomic status are factors that influence students’ career maturity. Adversity quotient individual needed in any attempt to achieve the desired goal, in this case related to the career of the individual. Unyielding attitude, responsible and the ability to make the right decisions when under pressure will be a capital importance in the efforts to establish a career. In addition, in order to take the right career decision, individuals should consider the desire with the ability to self-possessed. Their ownership of self awareness, make people better understand the strengths and weaknesses.

Demographic factors such as gender and socioeconomic status also have important roles in achieving career maturity. Correspondence between expectations and reality in an effort to realize the career is the first step that can help individuals achieve career success in the future. It takes an active role from the guidance and counseling teacher/Counselor as one of the driving forces in student career exploration, both in providing career information and in an effort to explore the conditions of the talents and interests of learners (Daharnis & Ardi, 2016). Career guidance is one passage and counseling process guidance service aimed at helping students in the process of self-understanding, understanding of the values, the introduction of the environment, and how to overcome obstacles, develop a career in the future and be able to determine a career direction by planning (Karneli, 2009; Nengsih, Firman, & Iswari, 20159).

(Contribution of adversity quotient, self awareness and demographic factors...)
Conclusion

Based on the results of the analysis, it can be concluded that adversity quotient contributed significantly by 23.0% against the career maturity, self-awareness contributes significantly to 37.9% career maturity, sex contributes only 1.3%, and no significant effect on career maturity, while the socio-economic status, contribute significantly with the effective contribution of 4.78%. Taken together adversity quotient, self awareness, gender and socioeconomic status contributes significantly to career maturity with the effective contribution of 47.8%. This result gives the sense that the level of achievement of individual career maturity not only influenced by one variable, but also affected by adversity quotient, self awareness, gender and socioeconomic status. This means that all variables will be more effective when they are combined together as a predictor to help improve individual career maturity. These results should be a concern for all parties to prepare for the career maturity of students before graduation. So that the moment has passed, students will be more prepared to enter the work field and to realize the desired career.

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