

Career Adaptability and Career Success of Lecturers: The Mediating Role of Adaptive Professional Development

Wita Farla¹, Badia Perizade¹, Zunaidah Zunaidah¹, Isni Andriana¹

¹ Universitas Sriwijaya, Palembang, Indonesia

Abstract – This research aims to test the empirical model and analyze the mediating role of adaptive professional development on the influence of career adaptability on career success. The sample in this research was 282 permanent lecturers at five state universities in Indonesia. Research data was sourced from primary data with data collection tools in the form of questionnaires. This research uses structural equation models (SEM) analysis techniques. Based on the research results, adaptive professional development can act as a mediator in the influence between career adaptability and career success. The practical implications of this research are lecturers must take the time to analyze and understand their own behavior related to self-assessment, lecturer career adaptability activities must be increased, and lecturers must be able to explore themselves and their work environment. Lecturers must carry out adaptive professional development and be current by developing expertise, following the latest developments in their work, and utilizing information technology.

Keywords – Adaptive professional development, career adaptability, career success, lecturer.

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Corresponding author: Wita Farla,
Universitas Sriwijaya, Palembang, Indonesia
Email: witafarla@unsri.ac.id

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1. Introduction

Many studies in the field of human resource management have focused on career success over the past two decades [1]. Career success is the result of individual work experience and is an accumulation of one's work achievements [2]. Career success is described through dimensions, subjective and objective career success [3], [4]. Forms of objective career success include income, position, and employment status, while subjective forms of career success can include job satisfaction, work-life balance, status, and career prospects [5], [6]. Several research results reveal factors that influence or determine an individual's career success, including innovative behavior [7], career competence [8], and the role of leader [3]. Other factors that can also increase an individual's career success are the match between the person and the job [5], the skills possessed by the employee [9], and individual factors [10].

The profession as a lecturer also requires career success. Based on Ministerial Regulation Number 17 of 2013 concerning academic lecturer positions, lecturer careers consist of: assistant, assistant professor, associate professor, and professor. Professor is the highest academic position of a lecturer. Higher education statistical data shows that there is an increase in lecturers, both lecturers at state universities and lecturers at private universities in Indonesia.

One form of success in a lecturer's career is achieving the academic position of professor [11]. Lecturers with doctoral education can become professors. Lecturers with a doctoral level of education have increased, however the amount of lecturers that have the academic title of professor is still small. The Indonesian Ministry of Education, Culture, Research and Technology said that ideally the number of professors in universities is 20 percent compared to all lecturers in those universities.

The small number of lecturers who hold academic professorships is due to many requirements to hold these academic positions. One of the factors that make it difficult for lecturers to achieve the academic position of professor is the obligation to have scientific work published in reputable international journals [12], [13]. Fulfilling this obligation is one form of change in policies that are related to lecturer careers. Therefore, lecturers are required to fit in with changes and challenges in the working environment.

Adaptation to changes in the work environment is defined as career adaptability. Career adaptability is the ability a person has in adapting to existing challenges during career development [11]. Individuals will always be faced with challenges or demands at work and are expected to be able to adapt to these challenges or demands. There are several studies that examine the effect of career adaptability on career success. The research results of [12] and [13] state that career adaptability significantly effects individual career success, both subjective and objective career success. Career adaptability significantly affects subjective career success as indicated by career satisfaction [17]. These research results contradict the research results of [14] which found that career adaptability had no effect on individual career satisfaction, that is an indicator of individual career success. Based on the results of these studies there are still research gaps. Therefore, to fill the gap, this research will add one mediating variable. This variable is adaptive professional development which will mediate between career adaptability and career success.

The increasing challenges in the lecturer's scope of work require lecturers to have a professional attitude [15]. Lecturer professional development is adaptive. Adaptive behavior shows how a person responds to changes that occur in their life [16]. Adaptive professional development is a demand from the teaching profession as well as demands from environmental developments, one of which is policy changes in careers. Based on this description, the purpose of this research is to test and empirically analyze the mediating role of adaptive professional development on the effect of career adaptability on career success.

2. Relationships Between Variables and Conceptual Framework

Career Adaptability and Adaptive Professional Development

Career adaptability is readiness to face changes in working conditions [17]. Adaptability allows individuals to be able to overcome the challenges and hardships they encountered in development of their professionalism [18].

The higher the career adaptability, the individual will be able to set up, anticipate, and agree with challenges and hardships related to work tasks through adaptive responses. On the contrary, people with a low the career adaptability will face problems related to building a career because they have low competence in adapting to career challenges [19]. Low competency can be improved by carrying out professional development. Individuals can perform professional development by identifying and exploring strengths and weaknesses related to the work environment [20]. Professional development is mostly carried out based on self-direction by observing changes in the work environment [25]. Individuals who can adapt to the demands and challenges in their work environment will continue to carry out adaptive professional development.

Career Adaptability and Career Success

Rapid changes in the work environment require individual to adapt to face challenges in career development. Career adaptability is one of the psychologically resources that allows people to overcome these challenges [19]. These resources will assist individuals in forming strategies to achieve their career success. The higher level of career adaptability, the higher the competence and psychological resources that enable the individual for adapting to changes and challenges in job. This successful adaptation will influence career satisfaction [21]. Several research results found that career adaptability influences individual career success. Career adaptability positively influences subjective career success as indicated by career satisfaction [13], [22]. Likewise, career adaptability positively effects on individual career success which includes salary and career satisfaction [27], [16]. Individuals with high adaptability to careers will achieve career success as reflected in high salaries and career satisfaction [13].

Adaptive Professional Development and Career Success

Individuals who undertake adaptive professional development can add skills that match job requirements. Futhermore, professional development can also increase individual knowledge and attitudes [23]. There are several ways to carry out professional development such as training and formal education [24]. Individuals are expected to become more professional through adaptive professional development [25] and will achieve success in their work [26], [20]. Professional development also has a relationship with competence and motivation [20].

Professional development needs to be done because it will relate to the promotion of individual positions [27]. Job promotion is one form of individual career success.

Career Adaptability, Career Success, and Adaptive Professional Development as Mediating Variable

Career adaptability is related to several individual characteristics such as personality, self-confidence, emotional intelligence, career satisfaction, and career success [28]. Career adaptability is important. Currently, career development and career success look at an individual's ability to develop themselves, see the future, and adapt to various career options [29]. Self-development can take the form of adaptive professional development. The reason individuals undertake professional development is to improve professional competence, expand relationships with colleagues, and increase career opportunities [27]. Professional development is carried out on an ongoing basis. Continuous professional development is a dynamic process which is influenced by individual and environment factors and has a relationship with competence, motivation, and job satisfaction [20]. Professional development undertaken by the individual will enable work success [26], [20].

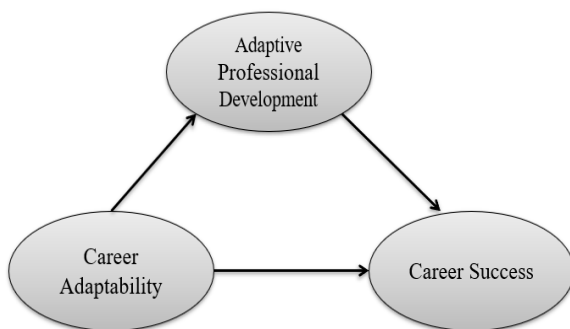


Figure 1. Conceptual framework

3. Methodology

Methodology explains the research design, data collection tools, and measurements. This section also explains the number and characteristics of respondents, as well as the analysis techniques used.

3.1. Design of Research, Data Collection, and Measurement

This is a quantitative study that tests the relationship between variables. The research is conducted by collecting data in the form of numbers to answer research questions scientifically. The study uses individual units of analysis.

This research uses primary data. This data was retrieved using a questionnaire as a research instrument. The statement items included in the questionnaire refer to research indicators that will be analyzed to solve research problems. The measurement scale used in this research is a semantic scale starting from the numbers 1 to 7. The number 1 shows the response that strongly disagrees and the number 7 shows the response that strongly agrees.

3.2. Respondent

The respondents in this research were 282 permanent lecturers at five state universities in Indonesia. The number of respondents was divided proportionally at each university. Respondents in this study had a doctoral educational background with the academic positions of assistant, assistant professor, or associate professor.

3.3. Data Analysis

This study uses structural equation models (SEM) analysis techniques. SEM analysis has two sub-models, the measurement, and the structural model. In the model of measurement there is confirmatory factor analysis (CFA). CFA is intended to see the validity and reliability of research indicators. Valid and reliable indicators can be seen from the loading factor, CR, and AVE values. Furthermore, to see whether a model is fit or not, the goodness of fit test is carried out. There are several index values that must be achieved for the model to be said to be fit, such as Chi-Square (X^2) and probability, CMIN/DF, GFI, RMSEA, TLI, and CFI. After the model is declared fit, then structural testing is carried out.

4. Results

This section describes the results of the study consisting of a description of the characteristics of respondents and structural equation models (SEM) analysis. SEM analysis has two sub-models, the measurement, and the structural model. In addition, this section also explains the mediation test conducted.

4.1. Respondent Characteristics

Respondents in this study were dominated by women at 51.8 percent. Respondents aged 40-50 years were 43.6 percent. Most of the respondents have worked as lecturers between 10-20 years with a percentage of 40.1 percent and 46.4 percent have the academic position of senior lecturer.

Table 1. Respondent characteristics

Category		%
Gender	Male	48.2
	Female	51.8
Age	<40	15.6
	40 – 50	43.6
	51 – 60	31.2
	> 60	9.6
Academic position	Lecturer	9.6
	Senior Lecturer	46.4
	Associate Professor	44.0
Tenure	<10	8.5
	10 – 20	40.1
	21 – 30	28.7
	> 30	22.7

4.2. Measurement Model

In the model of measurement there is confirmatory factor analysis (CFA) which will test the convergent validity and discriminant validity of each indicator. Convergent validity is indicated by the loading factor, AVE, and CR values. The loading factor and AVE values must be more than 0.5 and the CR value must be greater than 0.7 [30]. If the loading factor, AVE, and CR values meet the criteria, the convergent validity of the construct is achieved. Apart from convergent validity, a discriminant validity test was also done by seeing at the square root of AVE value. The square root of AVE value of each construct must be higher than the value of correlation between constructs. CFA results can be seen in Table 2.

Table 2. Confirmatory factor analysis step 1

Indicators	Loading Factor
AK-01	0.808
AK-03	0.831
AK-04	0.741
AK-05	0.829
AK-07	0.777
AK-08	0.831
AK-09	0.725
AK-010	0.831
AK-011	0.616
AK-012	0.566
PPA-01	0.626
PPA-02	0.552
PPA-04	0.737
PPA-05	0.833
PPA-06	0.711
PPA-07	0.754
PPA-08	0.704
PPA-09	0.643
SK-01	0.298
SK-02	0.540
SK-03	0.547
SK-04	0.620
SK-05	0.640
SK-06	0.549

Table 2 shows there is one indicator that is invalid because the value of loading factor is less than 0.5, so this indicator must be deleted. After deleting the indicators, the CFA test was carried out again and the results are shown in the following table. All indicators are declared valid because the loading factor value is more than 0.5.

Table 3. Confirmatory factor analysis step 2

Indicators	Loading Factor
AK-01	0.806
AK-03	0.832
AK-04	0.726
AK-05	0.841
AK-07	0.776
AK-08	0.833
AK-09	0.723
AK-010	0.833
AK-011	0.615
AK-012	0.564
PPA-01	0.630
PPA-02	0.529
PPA-04	0.733
PPA-05	0.836
PPA-06	0.712
PPA-07	0.753
PPA-08	0.705
PPA-09	0.644
SK-02	0.523
SK-03	0.536
SK-04	0.603
SK-05	0.651
SK-06	0.554

Table 4. Value of CR, AVE, Square Root of AVE

	CR	AVE	PPA	AK	SK
PPA	0,941	0,841	0,917		
AK	0,958	0,852	0,748	0,923	
SK	0,977	0,954	0,592	0,302	0,977

After calculating the loading factor value, CFA also calculates the CR, AVE, and square root of AVE values. Table 4 shows the CR value for adaptive professional development (PPA) of 0.941, career adaptability (AK) of 0.958, and career success (SK) of 0.977. The CR value of each construct is above 0.7. All constructs also have AVE values higher than 0.5. The AVE value of adaptive professional development (PPA) is 0.841, career adaptability (AK) is 0.852, and career success (SK) is 0.954. This means that the convergent validity of each construct has been fulfilled.

Discriminant validity is seen from the value of square root of AVE. Table 4 shows the square root of AVE value for adaptive professional development (PPA) of 0.917, career adaptability (AK) of 0.923, and career success (SK) of 0.977.

Meanwhile, the correlation value between constructs is shown by the value below the square root of AVE value of each construct. Based on the results, each construct has a square root of AVE value that is greater than the correlation value between these constructs. This shows that discriminant validity has been met.

Table 5. Goodness of fit model

Goodness of Fit Index	Index Values	Result	Criteria
Chi-Square (X ²) and Probability	Approach 0 and ≥ 0.05	362.102 and 0.00	Fit
CMIN/DF	≤ 2.00	1.661	Good Fit
RMSEA	≤ 0.08	0.049	Good Fit
GFI	≥ 0.90	0.897	Not Fit
TLI	≥ 0.95	0.939	Moderat Fit
CFI	≥ 0.95	0.947	Moderat Fit

After CFA, the goodness of fit model was carried out. Table 5 shows the model is not fit because the GFI value has not reached the limit value. Therefore, the model must be modified to obtain a fit model. Based on references from modification indices, there are several error variables that must be connected or covaried. After several error variables were covaried, the model fit results were obtained as in the table below. Table 6 shows the model is fit because all index values have reached the cut-off values, and meet the criteria.

Table 6. Goodness of fit model

Goodness of Fit Index	Index Values	Results	Criteria
Chi-Square (X ²) and Probability	Approach 0 and ≥ 0.05	345.398 and 0.00	Fit
CMIN/DF	≤ 2.00	1.607	Good Fit
RMSEA	≤ 0.08	0.046	Good Fit
GFI	≥ 0.90	0.905	Good Fit
TLI	≥ 0.95	0.944	Moderat Fit
CFI	≥ 0.95	0.952	Good Fit

4.3. Structural Model and Mediation Test

Table 7. Standardized regression weights

		Estimate	P
PPA	<--- AK	0.78	Sign
SK	<--- PPA	0.936	Sign
SK	<--- AK	-0.375	Sign

Table 7 shows the direct influence between variables. Career adaptability (AK) has a significant effect on adaptive professional development (PPA) of 0.78.

Adaptive professional development (PPA) has a significant effect on career success (SK) of 0.936. Career adaptability (AK) significantly effects on career success (SK) of -0.375. All direct effects between variables show a significant effect. This means that mediation testing can be carried out next. The mediation test can be seen from the magnitude of the mediation coefficient as in the following table.

Table 8. Standardized indirect effects

	Estimate	
	AK	PPA
PPA	0	0
SK	0,730	0
Probability	0,004 (Sign)	

Based on Table 8, the indirect effect of career adaptability (AK) on career success (SK) through adaptive professional development (PPA) is 0.730 and significant. This shows that adaptive professional development can mediate the influence between career adaptability and career success.

5. Discussion

The Influence of Career Adaptability on Adaptive Professional Development

The result states that career adaptability significantly affects adaptive professional development. Career adaptability is a psychological formation that involves a blend of competencies, behaviors, and attitudes used by individuals to match themselves with working condition [31]. Career adaptability relates to the resource’s individuals possessed that enable them to face current and future tasks. These resources will also assist individuals in forming strategies to direct behavior.

If related to adaptive professional development, career adaptability is associated with the competencies and behavior of how individuals adapt themselves to working conditions. Individuals can adapt themselves to their working conditions by carrying out adaptive professional development. Professional development is an activity that focuses on how a person builds a professional identity and adapts to job requirements [32]. In addition, individuals undertake professional development to improve their professional competence [27]. In this way, lecturers are expected to adapt themselves to the demands of their work environment. To adapt to job demands, a lecturer must improve their competencies through adaptive professional development activities.

The Influence of Career Adaptability on Career Success

Based on the results, career adaptability significantly affects career success. This supports some of the results of several previous studies which found that career adaptability influences individual career success. Career adaptability has an influence on subjective career success as indicated by career satisfaction [13], [22]. Career adaptability influences individual career success which includes salary and career satisfaction [15], [16].

Career adaptability is defined as psychological resource that allows people to overcome challenges in career development [19]. These psychological resources will help individuals in forming strategies to achieve career success. Individuals who have high adaptability to careers will achieve career success [13]. Career success shows an accumulation of work and psychological results from a person's work experience which are objective and subjective [33].

According to the traditional view, a person's career success is only seen in the vertical increase in success. Instead the modern view states that career success is more emphasized in the psychological area such as a sense of self-worth and happiness that a person obtains from achieving life goals [34].

A lecturer needs to achieve career success, both career success according to traditional views and career success based on modern views. Lecturer career success according to traditional views comprises increasing income and promotion to academic positions. Meanwhile, lecturer career success according to the modern view is seen through autonomy in work and gaining social status from work as a lecturer.

The Influence of Adaptive Professional Development on Career Success

The results show that adaptive professional development significantly effects career success. This results are in accordance with the results of [35] research which states that individuals who have the desire to adapt to tasks and work demands will achieve prosperity. Welfare is part of career success. The adaptation process can be carried out with adaptive professional development.

Professional development is an issue that is widely researched in several fields, one of which is education. One of the themes of professional development in the education sector discusses the active role of teaching staff in improving their professional development [36]. Lecturers as teaching staff require adaptive professional development where the professional development carried out refers to adaptation to the demands and changes that exist in the lecturer's scope of work.

Adaptive professional development is important to ensure a match between the goals to be achieved and the needs of a job.

The Role of Adaptive Professional Development as a Mediator in the Relationship between Career Adaptability and Career Success

Based on the results, career adaptability has a significant effect on career success with adaptive professional development as a mediating variable. Career adaptability is a person's readiness to face changes in working conditions [17]. The higher the career adaptability, the individual will be able to anticipate and prepare for challenges related to work tasks. On the contrary, the lower the career adaptability an individual has the more problems they will face in building a career. This is due to low competence in adapting to career challenges [19].

Low competency in adapting to career challenges can be improved by carrying out adaptive professional development. This development is adaptive because it is related to changes in work demands where individuals must be able to match themselves and the demands in their work environment. Individuals can perform professional development by identifying and mapping their strengths and weaknesses related to the job environment [20]. Individuals must carry out professional development required in today's jobs such as continuing to update knowledge and being able to use advanced technology [28]. Success in work will be obtained by individuals who carry out professional development [26], [20].

Based on the results, this research indicates that the adaptive professional development can mediate the influence between career adaptability and career success. Lecturers in their efforts to achieve career success, apart from carrying out career adaptability, also need to perform adaptive professional development which will bridge the achievement of career.

6. Conclusion

Referring to the research results and discussion, the conclusions of this research are career adaptability significantly affects adaptive professional development, career adaptability significantly affects career success, adaptive professional development has a significant effect on career success, and adaptive professional development can act as a mediator in the influence between career adaptability and career success. The practical implication of this research is that lecturers must take the time to analyze and understand their own behavior related to self-assessment. Lecturer career adaptability activities must be improved.

Lecturers must be able to explore themselves and their work environment. Lecturers must carry out adaptive professional development and be current by developing expertise, following the latest developments in their work, and utilizing information technology.

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