ICEBEF 2026 | RESEARCH PRESENTATION

# WORKING WHILE STUDYING, STAYING CONFIDENT

## The Role of Career Adaptability, Career Optimism, and Social Support

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# Background of the Study

## A changing world of work asks students to be academically prepared and psychologically ready for career demands.

### THE DOUBLE ROLE

- Working students divide time, energy, and attention between study and employment.
- Work can build experience, income, networks, and practical skills.

### WHY CONFIDENCE MATTERS

- Self-confidence supports decision-making and task completion.
- It helps students express opinions and face workplace challenges.

### THREE POTENTIAL RESOURCES

- Career adaptability and career optimism are internal resources.
- Social support provides an important external resource.

**RESEARCH FOCUS** **Do career adaptability, career optimism, and social support predict the self-confidence of working students?**

*Sources: Creed et al. (2023); Grozev & Easterbrook (2024); Soares & Taveira (2024).*

# Research Gap, Objective & Hypotheses



## WHAT PRIOR STUDIES HAVE EXAMINED

- Career certainty, academic wellbeing, and life satisfaction.
- Career optimism, professional identity, and employment confidence.
- Only some studies specifically focus on working students.

## THE GAP ADDRESSED

- Limited research tests the three predictors together.
- General self-confidence is less often used as the outcome.
- This study examines working students as a distinct group.

RESEARCH OBJECTIVE

**To examine the partial and simultaneous predictive roles of career adaptability, career optimism, and social support in working students' self-confidence.**

| | |
|---|---|
| H1 | Career adaptability → Self-confidence |
| H2 | Career optimism → Self-confidence |
| H3 | Social support → Self-confidence |
| H4 | X1, X2 & X3 jointly → Self-confidence |

# Conceptual Framework & Key Constructs

### Career Adaptability (X1)

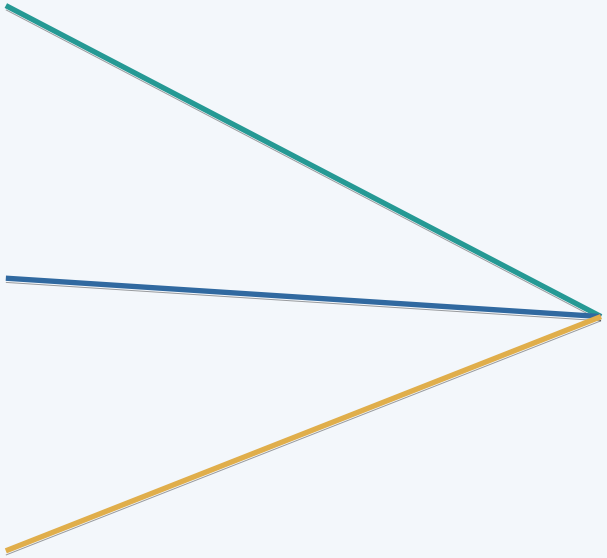
Concern • Control • Curiosity • Confidence

### Career Optimism (X2)

Positive expectations about career development

### Social Support (X3)

Emotional • Informational • Instrumental



### SELF-CONFIDENCE (Y)

Self-belief • Independent decisions
Self-acceptance • Courage to express opinions

*The framework is informed by Career Construction Theory (Savickas, 2005) and prior research on self-efficacy and career development.*

# Research Methodology



| 102 | 4–7 OCT 2026 | 28 | 1–5 |
|---|---|---|---|
| RESPONDENTS | DATA COLLECTION | QUESTIONNAIRE ITEMS | LIKERT SCALE |

## DESIGN & PARTICIPANTS

- Quantitative survey; associative causal design.
- Working students in the 2024 employee-class (CK/Thursday) cohort, Bachelor of Management, Universitas Pamulang.
- Eligibility: active students employed under PKWT or PKWTT.

## SAMPLING & ANALYSIS

- Voluntary response sampling (non-probability).
- Lemeshow minimum sample: 97; completed responses: 102.
- Online Google Forms questionnaire; IBM SPSS Statistics 26.
- Multiple linear regression; t-test, F-test, and $R^2$.

**The sample is voluntary and drawn from one cohort; findings are not intended for statistical generalization.**

# Respondent Profile & Descriptive Statistics

## RESPONDENT PROFILE (N = 102)

**Gender**



Male 55.9% | Female 44.1%

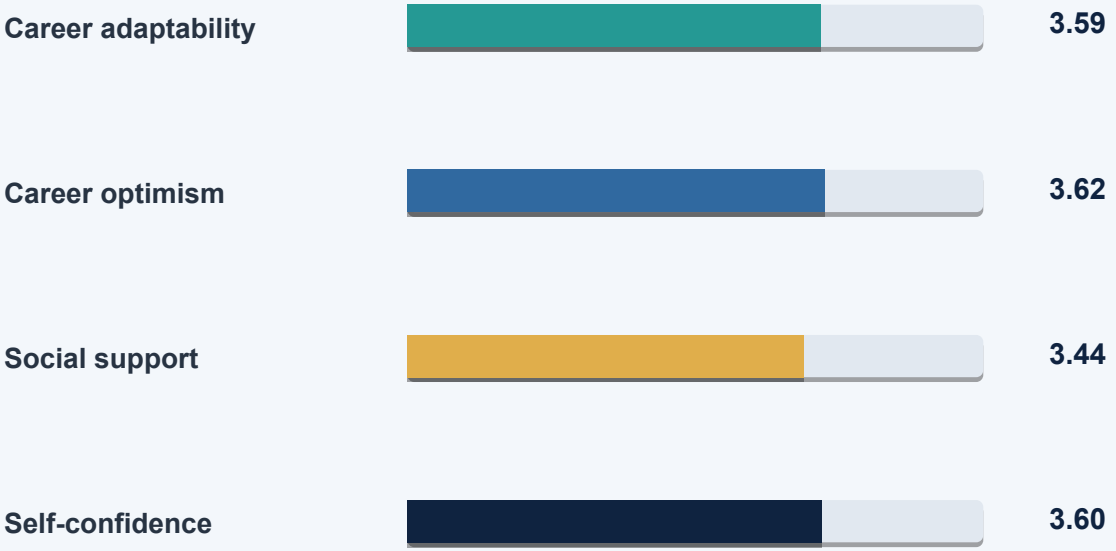
**Employment**



PKWT / freelance 52.9% | PKWTT 47.1%

Largest age group: 21–23 years (41.2%); ages were self-reported and unverified.

## MEAN SCORES (5-POINT SCALE)




**All four mean scores fall in the HIGH category (3.41–4.20).**

# Measurement Quality & Regression Assumptions



## VALIDITY & RELIABILITY

- All 28 questionnaire items were valid (r = 0.567–0.876; threshold = 0.195).
- All constructs were reliable (Cronbach's α = 0.872–0.958; threshold = 0.60).

## ISSUES IDENTIFIED

- Glejser test: heteroskedasticity for social support (Sig. = 0.034).
- Deviation from linearity: career adaptability (0.010) and career optimism (0.020).
- Social support was linear (0.209).

## ASSUMPTIONS MET

- Residual normality: K–S Sig. = 0.200.
- Multicollinearity: tolerance > 0.10 and VIF < 10 for all predictors.

**HOW RESULTS WERE CONFIRMED**

**Partial significance tests were checked using HC3 robust standard errors. Results should be interpreted with caution.**

*Note: The scatterplot appeared dispersed; the Glejser test identified heteroskedasticity for X3.*

# Regression Results & Hypothesis Testing



$$Y = -1.750 + 0.469X_1 + 0.437X_2 + 0.368X_3$$

| PREDICTOR | B | BETA | HC3 t | HC3 p | DECISION |
|---|---|---|---|---|---|
| Career adaptability (X1) | 0.469 | 0.471 | 8.118 | < 0.001 | ACCEPTED |
| Career optimism (X2) | 0.437 | 0.333 | 4.666 | < 0.001 | ACCEPTED |
| Social support (X3) | 0.368 | 0.250 | 2.987 | 0.004 | ACCEPTED |

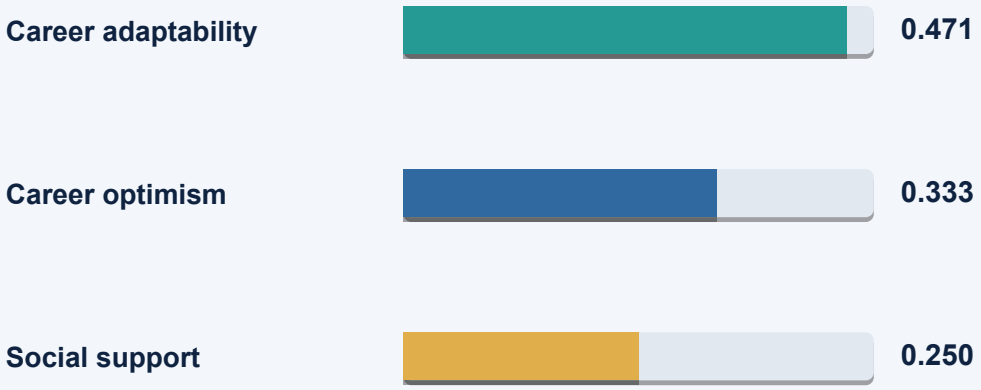
| 154.180 | < 0.001 | 0.908 | 0.825 | 0.820 |
|---|---|---|---|---|
| F-statistic | Model p-value | R | $R^2$ | Adjusted $R^2$ |

**The three predictors jointly explain 82.5% of the variance in self-confidence; 17.5% remains associated with other factors.**

# Discussion & Practical Implications



## STANDARDIZED COEFFICIENTS (BETA)




**KEY FINDING** **Career adaptability was the strongest predictor.**

## WHAT THE RESULTS SUGGEST

- Adapting to academic and work demands may strengthen students' belief in their abilities.
- Positive career expectations are linked with stronger self-confidence.
- Support from family, friends, and significant others also matters.

## PRACTICAL IMPLICATIONS

- Universities: strengthen career planning and decision-making programs.
- Career services: encourage realistic optimism and opportunity exploration.
- Students: build support networks with lecturers, coworkers, family, and peers.

*Interpretation is associative, not causal; overlap between adaptability confidence and self-confidence may affect the strength of X1.*

CONCLUSION & NEXT STEPS

# Building confidence requires internal resources and support.

Career adaptability, career optimism, and social support were all positive and significant predictors of working students' self-confidence. Together, they explained 82.5% of its variance.

### LIMITATIONS & FUTURE RESEARCH

Single cohort and university; voluntary, cross-sectional, self-reported data. Future studies can use broader samples, longitudinal or mixed methods, and add workload, academic self-efficacy, or work–study role conflict.

## SELECTED REFERENCES


- Savickas (2005). The Theory and Practice of Career Construction.
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# THANK YOU

Questions & Discussion