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**1. Bukti reminder submit artikel  
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ICPSY . <icpsy@unsyiah.ac.id>  
To: dian.r.sawitri@gmail.com

Wed, Jul 10, 2019 at 10:35 AM

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# **PATHS FROM PROACTIVE PERSONALITY AND FAMILY INFLUENCE TO EMPLOYABILITY: THE MEDIATING ROLES OF CAREER PLANNING AND EXPLORATION**

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## **ABSTRACT**

Employability has become an increasingly relevant construct in modern turbulent world economic markets especially in this industrial revolution 4.0 era. Perceived employability involves self-perceived ability to achieve sustainable employment appropriate to one's level of qualifications. Individual and family-related variables have been identified as predictors of employability in young people. However, the roles of career action behaviours of planning the future career and exploration for the world of work in these relationships are rarely known. This study aimed to examine the paths from proactive personality and family influence to employability via career planning and exploration. We collected data from 321 undergraduate students from a university in Semarang, Indonesia, *M* age = 19.89 years, *SD* age = 5.39, 67.3% female. We used scales of proactive personality, family influence, career planning, career exploration, and employability to collect the data. Structural equation modelling showed that the paths from proactive personality and family influence to employability were all partially mediated by career planning and exploration. Our results underline the roles of career planning and exploration as mechanisms by which proactive personality and family influence exerted their influences to employability in young people. The recommendations of the findings of this study are discussed.

*Keywords*— employability, career exploration, career planning, family, proactivity

## **INTRODUCTION**

'Emerging adulthood' is the period between adolescence and adulthood, approximately 18–25 years, and this period involves the transition from high school to work or further education and training (Arnett, 2000). During this phase, individuals manage their goals, plan their future career and life, and initiate actions to achieve them (Shulman & Nurmi, 2010). Proactive personality, family influence, career planning, and exploration become important as individuals develop goals and engage in actions relevant to shape a meaningful occupational future (Berg,

Grant, & Johnson, 2010). They also need to develop employability skills early on to help them gain employment and cope with labor downturns in the future (Praskova, Creed, & Hood, 2015a).

Perceived employability has become an increasingly relevant construct in the 21st-century (Rothwell, Herbert, & Rothwell, 2008). In turbulent world economic markets, individuals need to be able to cope effectively with career transitions (Wittekind, Raeder, & Grote, 2010) and be proactive and adaptable to realize their career goals (Fugate, Kinicki, & Ashforth, 2004). Furthermore Bridgstock (2009) argue that in the rapidly changing information era, employability involves more than possession of the generic skills but graduates must be able to proactively navigate the world of work and career.

To date, no research has assessed a comprehensive range of processes identified as crucial mechanisms in employability. To address this, we tested a cross-sectional model, where proactive personality and family influence were the meaningful internal and contextual antecedents; employability was the important outcome; and career action behaviours of planning and exploration mediated between antecedents and outcome. The study aimed to test whether career planning and exploration mediated the paths from proactive personality and family influence to perceived employability.

## LITERATURE REVIEW

Perceived employability is defined as “self-perceived ability to attain sustainable employment appropriate to one’s qualification level” (Rothwell et al., 2008). It reflects internal factors, such as confidence in one’s career-related skills and abilities, and external factors, such as positive perceptions about the labor market. In the context of goal-setting theory, perceived employability is a belief about future goal attainment (Wittekind et al., 2010) or career outcome expectation (Lent et al., 1994). Previous studies have examined various antecedents of perceived employability. For example, Praskova et al. (2015a) demonstrated that employability and life satisfaction in emerging adults were predicted by career calling was related positively to life satisfaction and employability, and these associations were mediated by the self-regulatory mechanisms of work effort, career strategies, and emotional regulation. Previous studies also demonstrated that the use of career self-management strategies of networking, self-control, and career knowledge) was associated with greater perceived employability among university students and employed young adults (De Vos et al., 2009; van der Heijden, 2002).

Praskova, Creed, and Hood’s (2015b) study in young adults demonstrated that career planning and exploration and were correlated with higher perceived employability. Career planning refers to a continuing activity to create future orientation and knowledge of what actions are needed in order to pursue career aspirations (Zikic & Klehe, 2006). It relates to thinking about and preparing for a career-related future (Sharf, 2010). Career exploration activities refer to the use of relevant resources which are triggered particularly during career-related transitions (Blustein, 1997). Career exploration involves activities of gathering information relevant to the individual’s career progress (Blustein, 1997; Stumpf, Colarelli, & Hartman, 1983) It captures self-exploration, i.e., the exploration of individuals’ own interests, values, and experiences in order to reflect on their career choice and to obtain a better understanding of themselves, and environmental exploration, i.e., individuals’ investigation of various career choices that leads to more well-informed career decisions, which includes collecting information on various jobs, organizations, and occupations (Zikic & Klehe, 2006). Career exploration allows individuals to better manage challenges associated with a transition (Savickas, 1997).

Previous studies showed that career planning and exploration were predicted by parent/family-related variables and also person factors. For example, Sawitri, Creed, and

Zimmer-Gembeck (2014) demonstrated that parental career expectations and adolescent-parent career congruence was associated with career planning and exploration via self-efficacy, outcome expectations, and career aspirations. Family influence refers to perceived informational support, financial support, values/beliefs, and expectations from the family (Fouad et al., 2010).

In other study, career exploration was also predicted by proactive personality (Seibert, Kraimer, & Crant, 2001). Proactive personality involves individual's capacity to identify opportunities, initiate change, and build external environments (Bateman & Crant, 1993; Crant, 2000). Therefore, proactive individuals are not passively take and agree with their current situation, as they are more likely to express adaptive actions (Cai et al., 2015; Guan et al., 2017).

To date, there is limited understanding of the development of individual's employability from the perspective of person factor (e.g., proactive personality) and contextual factor (e.g., family influence), and career action behaviours of career planning and exploration. To address this, we examine process individuals experience when they are proactive and perceived family influence, and the mediating roles of planning and exploration in these relationships. We expected that proactive personality and family influence would be associated with perceived employability indirectly via career planning and exploration (Figure 1).

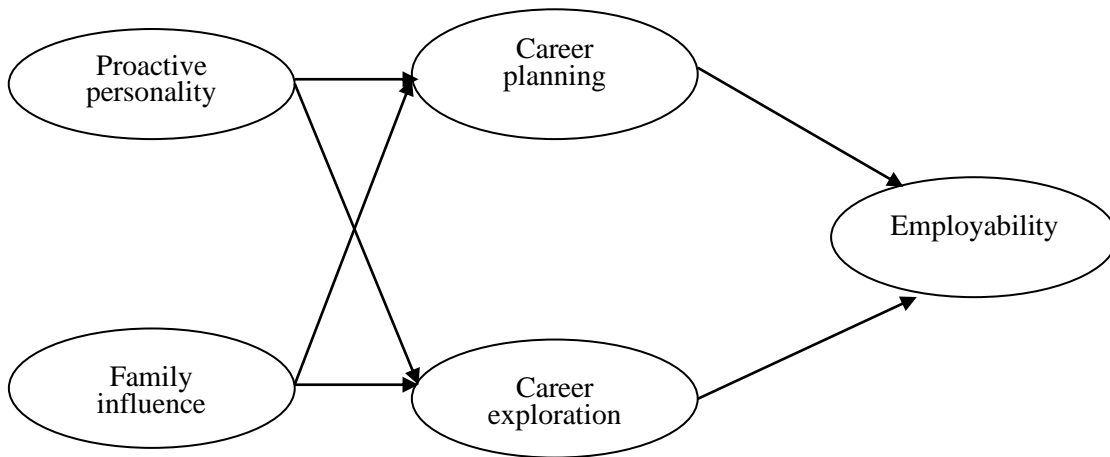


Figure 1. Hypothesized model

## RESEARCH METHOD

### Participants

We collected data from 321 undergraduate students from a university in Semarang, Indonesia, *M* age = 19.89 years, *SD* age = 5.39, 67.3% female, 23.4% From Fisheries and Marine Science, 20.9% Economics and Business, 17.8% Social and Political Science, 16.5% Medicine, 10.9% Animal Science, and 10.6% Science and Mathematics faculties. Of those, 57% were freshmen, 30.8% sophomores, 9.3% juniors, and 2.8% seniors. *M* GPA = 3.2

### Research procedures

First authors and research assistants administered the survey after class time. Three hundred and forty-one students agreed to participate in the survey. Twenty students were unable to complete the survey satisfactorily, therefore, we obtained 321 usable surveys.

### Measuring instruments

The survey packets contained measures of proactive personality, family influence, career planning, career exploration, and employability, and several questions about demographic variables such as age, gender, GPA, and faculty.

*Proactive personality.* Proactive personality was assessed using the 10-item shortened version of Bateman dan Crant's (1993) original 17-item Proactive Personality Scale (Seibert et al., 2001). Participants responded on a 6-point Likert-type scale, which ranged from 1 (*strongly disagree*) to 6 (*strongly agree*). Sample item: "If I see something I don't like, I fix it". Higher scores indicate higher proactive personality. Reliability coefficient of  $> .90$  have been reported, and validity was supported by expected relationships with STEM major commitment, active planning, and behavioural disengagement (Major, Holland, & Oborn, 2012).

*Family influence.* The 22-item Family Influence Scale (Fouad et al., 2010) was administered to examine the role of family influence on careers. The FIS is comprised of four subscales: (1) informational support, (2) financial support, (3) values/beliefs, and (4) family expectations. Sample item: "My family shared information with me about how to obtain a job," Convergent validity of the FIS was reported by finding expected correlations with Parental Attachment Questionnaire, Individualism/Collectivism Scale, the Career Decision-Making Self-Efficacy Scale, and Satisfaction with Life Scale (Fouad et al.).

*Career planning.* We assessed participants' engagement in career planning using the 8-item Career Thinking and Planning Subscale of the Career Salience Scale (Greenhaus, 1971). Responses were made by indicating participants' level of agreement along a 6-point Likert-type scale (1 = *strongly disagree* to 6 = *strongly agree*). Higher scores reflect higher involvement in career planning. Sample item: "Planning for and succeeding in a career is my primary concern." This scale showed internal consistency of  $.70$  (Sawitri et al., 2014), and demonstrated expected associations with parental career expectations and career outcome expectations (Sawitri et al., 2015).

*Career exploration.* We assessed participants' involvement career exploration activities using the 11-item Career Exploration Survey (Stumpf, Colarelli, & Hartman, 1983). Participants responded using a 6-point Likert-type scale (1 = *almost never* to 6 = *very often*). Sample item: "I have been contemplating my past life and experiences in relation to my career." Higher scores on the full scale indicate more involvement in career exploration. Internal consistency for the full scale has been reported as  $.83 - .85$  (Sawitri et al., 2015). Validity evidence was demonstrated by finding expected associations with parental career expectations and career decision-making self-efficacy (Sawitri et al., 2014).

*Perceived employability.* The 16-item Self-Perceived Employability Scale (Rothwell & Arnold, 2007) was used to assess individuals' perceptions of their value in the labor market. We used a 6-point Likert-type scale (1=*strongly disagree* to 6=*strongly agree*). Higher summed scores reflect higher levels of perceived employability. Sample item: "People who do the same job as me in this organization are valued highly". Cronbach's alpha for the original scale with employed adults was  $.83$ ; concurrent validity was supported by expected correlations with career success and professional commitment (Rothwell & Arnold, 2007).

## Methods of data analysis

We manage the data for model testing in order to achieve a ratio of 10:1 for sample size to parameters estimated in the latent variable analysis (Kline, 2011) by creating item parcels representing all scales (Landis, Beal, & Tesluck, 2000). We used item-to-construct balance procedure to create parcels for each latent variable (Hau & Marsh, 2004).

We then tested the model by examining the measurement model to ensure that all latent variables, i.e., proactive personality, family influence, career planning, career exploration, and



employability were represented by their parcels adequately. Subsequently, we assessed the hypothesized structural model. All analyses were conducted in AMOS using maximum likelihood estimation. We used  $\chi^2$ , Goodness of Fit (GFI), the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA) to assess the model fit (Hair, Black, Babin, & Anderson, 2010).

## RESULT

The fit statistics for the measurement model were good,  $\chi^2(124, N = 321) = 235.99, p < .001, \chi^2/df = 1.90, CFI = .95, TLI = .94, RMSEA = .05$ . Factor loadings ranged from .56 to .88. Table 1 reports summary data, zero-order correlations, and correlations among the latent variables.

The structural model demonstrated good fit statistics,  $\chi^2(127, N = 321) = 263.39, p < .001, \chi^2/df = 2.07, CFI = .94, TLI = .93, RMSEA = .06$ . All paths were significant. The model accounted for 33% of the variance in career planning, 44.4% in career exploration, 30.9% in perceived employability. See Figure 2.

We tested the mediation pathways in the final model (Shrout & Bolger, 2002). First, we tested if there was an indirect path from proactive personality to employability (via career planning and exploration). There was a direct effect for proactive personality to employability ( $\beta = .34, p < .001$ ), establishing the first criterion for mediation. Using 1,000 bootstrapped samples, we then tested the direct and indirect effects together. Here, There was a direct effect for proactive personality to career planning ( $\beta = .45, p < .001$ ) and to career exploration ( $\beta = .19, p < .05$ ), career planning ( $\beta = .17, p < .05$ ) and exploration ( $\beta = .19, p < .05$ ) predicted employability, showing all requirements for mediation were met. Proactive personality remained significantly associated with employability ( $\beta = .22, p < .05$ ), and as the indirect CI did not contain zero (CIs = .06 to .33), career planning and exploration partially mediated the effect for proactive personality to employability.

Using the same procedures, we tested the indirect effects for family influence to employability. We found partial mediation effect for family influence to employability via career planning; CIs = .04 to .17 and career exploration. In sum, our results demonstrated that the paths from proactive personality and family influence to employability were all partially mediated by career planning and exploration.

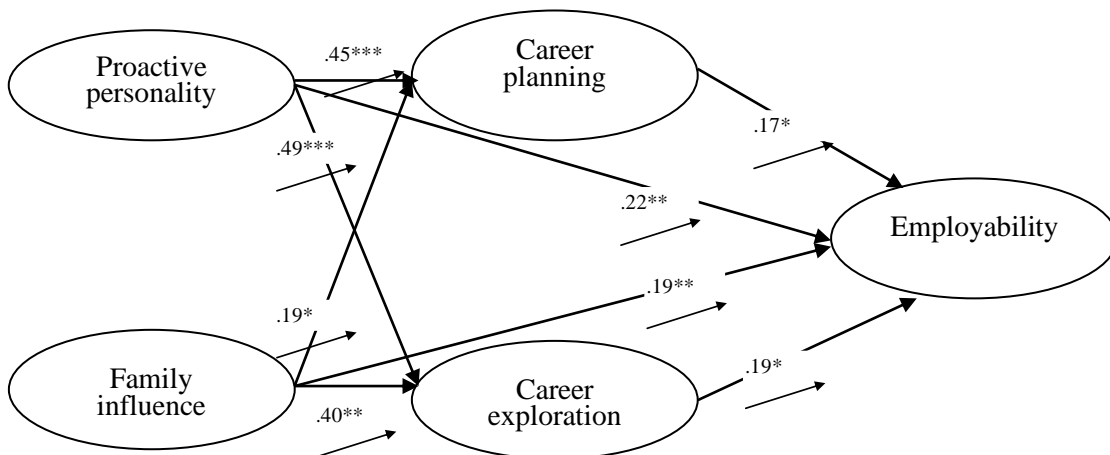


Figure 2. Final model

## DISCUSSION

We tested a mediation model, in which proactive personality and family influence were associated with a more positive perception of employability, and these associations were mediated by involvement in career planning and exploration. We found that the paths from proactive personality and family influence to employability are not only indirectly via career planning and exploration, but also directly.

Consistent with previous research of the association between proactive personality and between family influence and positive career outcomes (e.g., Ghosh & Fouad, 2016), both greater proactive personality and family influence were associated with more positive perceived employability. In addition, consistent with propositions that individuals with a higher proactive personality engage in more career action behaviours (Seibert et al., 2001), and in line with previous research of the relationship between family influence and positive career-related outcomes (Ghosh & Fouad, 2016), those with higher proactive personality and family influence reported more involvement in career planning and exploration activities. Consistent with Praskova, et al.'s (2015b) study in young adults that both career planning and exploration and were correlated with higher perceived employability, this study demonstrated the same results.

This study contributed to the literature in a number of important ways. First, we demonstrated that both person factor (i.e., proactive personality) and contextual factor (i.e., family influence) serve as predictors of perceived employability by ways of career planning and exploration. Second, career planning and exploration serve as mediators. As action behaviours, these two activities are prominent for individuals to link their personal capacity and family influence with their perceived employability.

## CONCLUSIONS

The relationships between proactive personality and family influence are positively associated with employability directly and indirectly by way of career planning and exploration. Our results suggest that, when assisting undergraduate students to develop perceived employability, counsellors need to be cognisant of students' levels of proactive behaviour and degree of family influence. They also need to be aware of students' involvement in career planning and exploration activities. In addition, those working with undergraduate students should help them: (a) to identify and to be aware of family influence and students' proactivity, and to understand how family influence and proactive personality can lead to students' career planning, exploration, and employability; and (b) to master the skills to make career plans and explore the world of work.

Additionally, the results suggest that parents and family should: (a) be aware of the effects of family influence on their children's career planning, exploration, and employability; (b) encourage students to be proactive in looking for current, relevant career information, so that this might inform their career planning, exploration, and enhance their employability.

Our study tested a model which consists of proactive personality, family influence, career planning, career exploration, and employability using a sample of undergraduate students from one university, and this condition limits the results' external validity. Therefore, we need to be cautious when generalising the findings to other subgroups, and future studies should involve students from broader samples. Finally, these data were obtained at one point in time, thus, future studies should use an across time design to assess the longitudinal associations among variables.

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**2. Bukti konfirmasi review  
dan hasil review pertama (2 Nov 2019)**

11/5/2020

Gmail - Paper's feedback from reviewer



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## Paper's feedback from reviewer

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ICPSY . <icpsy@unsyiah.ac.id>

Sat, Nov 2, 2019 at 6:21 AM

To: Dian Sawitri <dian.r.sawitri@gmail.com>


Dear Author,

We are pleased to inform you that your paper submitted to the 1st International Conference on Psychology (ICPSY) 2019, has been reviewed by ICPSy's reviewers (form reviewer as attached). We recommend you to rigorously proof-read your manuscript and please follow the feedback as requested by the reviewer, before final submission.

The revised manuscript must be sent to this email with the subject: **paper ID\_First Author in word document format (.doc or .docs)**. Due to the constraint of the time, we hope that the revised paper will be sent to us by November 8, 2019, at [icpsy@unsyiah.ac.id](mailto:icpsy@unsyiah.ac.id).

We look forward to your final paper. Thank you

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	<b>Yes</b>	<b>Partially</b>	<b>No</b>
<b>ARTICLE:</b> Are the concerns in this article important to the field considered in this conference?	V		
<b>TITLE:</b> Is the title clear and appropriate for the content of the manuscript?	V		
<b>ABSTRACT:</b> Does the abstract summarize the article clearly and effectively?		V	
<b>INTRODUCTION:</b> Does the introduction provide meaningful purpose to the manuscript?	V		
<b>LITERATURE REVIEW:</b> Is the literature review appropriate and adequate?	V		
<b>METHODOLOGY:</b> Are the objectives set clearly? Are the techniques used appropriate for the collection and analysis of the data?		V	
	V		
<b>FINDINGS:</b> Are the findings expressed clearly? Is the presentation of the findings adequate and consistent? Are the tables and figures, if any, arranged and explained well?	V		
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<b>DISCUSSION:</b> Are the suggestions meaningful, valid, and based on the findings?		V	
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<b>REFERENCES:</b> Are the references current and sufficient? Does the manuscript follow the APA (6 <sup>th</sup> Ed., 2009) citations and style guide?	V		
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<b>Revise (minor)</b>	V
<b>Revise (major)</b>	
<b>Accept as it is</b>	
<p><b>REVIEWER'S GENERAL COMMENTS (please write comments here):</b></p> <ul style="list-style-type: none"> <li>• Pada judul perlu ditambahkan karakteristik responden, juga pada keywords. Di abstrak disebut dengan "undergraduate students". Namun perlu juga menyebut subjek, karena di abstract disebut juga dengan kata "young people".</li> <li>• Pada research method dapat ditambahkan indikator atau aspek dari variabel proactive personality, career planning, career exploration, dan perceived employability.</li> <li>• Pada bagian discussion, pembahasan hasil analisa statistik belum mendalam.</li> <li>• Pada bagian Conclusions, hasil penelitian belum disandingkan dengan hasil penelitian lain.</li> <li>• Spasi 1,5 pada bagian Introduction sampai Conclusions</li> <li>• Pada bagian References, jarak antar referensi yaitu 2 spasi.</li> </ul>	

Keeping the audience in view the referees are requested to advice on the suitability of the enclosed work for publication in the (Please tick one of the following options):

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**3. Bukti konfirmasi submit revisi pertama,  
respon kepada reviewer, dan artikel yang  
diresubmit (3 Nov 2019)**

11/5/2020

Gmail - Paper's feedback from reviewer



Dian Sawitri <dian.r.sawitri@gmail.com>

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## Paper's feedback from reviewer

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Dian Sawitri <dian.r.sawitri@gmail.com>

Sun, Nov 3, 2019 at 6:20 PM

To: "ICPSY ." <icpsy@unsyiah.ac.id>

Dear committee,

Thank you for your suggestions. I am sending you the final version of the paper. Thank you.

Regards,

Witri

-----  
Dian Ratna Sawitri, S.Psi., M.Si., Ph.D  
*Associate Professor*

*Dean*

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*"Empowered Families, Empower Community"*

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Kerja Sama Luar Negeri (International Research Collaboration and Scientific Publication Project) - Sekarang menjadi Penelitian Dasar (Fundamental Research Project) - Diponegoro University and Griffith University Australia 2017 - 2019: *"Perceived discrepancies between individual career progress and parent-set career goals: How do discrepancies impede career development and well-being in Indonesian and Australian undergraduate students?"*

Penelitian Dasar (Fundamental Research Project) - Simlitabmas Kemenristekdikti 2019 - 2021: *"Indonesian parenting styles: Bagaimana pola asuh berbasis kearifan lokal memfasilitasi perkembangan karir dan kesehatan mental remaja?"*

[Quoted text hidden]

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 **3 Nov 2019 - Final paper - ICPsy2019 (Sawitri & Ratnaningsih).doc**  
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# **PATHS FROM PROACTIVE PERSONALITY AND FAMILY INFLUENCE TO EMPLOYABILITY: THE MEDIATING ROLES OF CAREER PLANNING AND EXPLORATION IN UNDERGRADUATE STUDENTS**

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## **ABSTRACT**

Employability has become an increasingly relevant construct in modern turbulent world economic markets especially in this industrial revolution 4.0 era. Perceived employability involves self-perceived ability to achieve sustainable employment appropriate to one's level of qualifications. Individual and family-related variables have been identified as predictors of employability in undergraduate students. However, the roles of career action behaviours of planning the future career and exploration for the world of work in these relationships are rarely known. This study aimed to examine the paths from proactive personality and family influence to employability via career planning and exploration. We collected data from 321 undergraduate students from a university in Semarang, Indonesia, *M* age = 19.89 years, *SD* age = 5.39, 67.3% female. We used scales of proactive personality, family influence, career planning, career exploration, and employability to collect the data. Structural equation modelling showed that the paths from proactive personality and family influence to employability were all partially mediated by career planning and exploration. Our results underline the roles of career planning and exploration as mechanisms by which proactive personality and family influence exerted their influences to employability in undergraduate students. The recommendations of the findings of this study are discussed.

*Keywords*— employability, career exploration, career planning, family, proactivity, undergraduate student

## **INTRODUCTION**

Emerging adulthood' is the period between adolescence and adulthood, approximately 18–25 years, and this period involves the transition from high school to work or further education and training (Arnett, 2000). During this phase, individuals manage their goals, plan their future

career and life, and initiate actions to achieve them (Shulman & Nurmi, 2010). Proactive personality, family influence, career planning, and exploration become important as individuals develop goals and engage in actions relevant to shape a meaningful occupational future (Berg, Grant, & Johnson, 2010). They also need to develop employability skills early on to help them gain employment and cope with labor downturns in the future (Praskova, Creed, & Hood, 2015a).

Perceived employability has become an increasingly relevant construct in the 21st-century (Rothwell, Herbert, & Rothwell, 2008). In turbulent world economic markets, individuals need to be able to cope effectively with career transitions (Wittekind, Raeder, & Grote, 2010) and be proactive and adaptable to realize their career goals (Fugate, Kinicki, & Ashforth, 2004). Furthermore Bridgstock (2009) argue that in the rapidly changing information era, employability involves more than possession of the generic skills but graduates must be able to proactively navigate the world of work and career.

To date, no research has assessed a comprehensive range of processes identified as crucial mechanisms in employability. To address this, we tested a cross-sectional model, where proactive personality and family influence were the meaningful internal and contextual antecedents; employability was the important outcome; and career action behaviours of planning and exploration mediated between antecedents and outcome. The study aimed to test whether career planning and exploration mediated the paths from proactive personality and family influence to perceived employability.

## **LITERATURE REVIEW**

Perceived employability is defined as “self-perceived ability to attain sustainable employment appropriate to one’s qualification level” (Rothwell et al., 2008). It reflects internal factors, such as confidence in one’s career-related skills and abilities, and external factors, such as positive perceptions about the labor market. In the context of goal-setting theory, perceived employability is a belief about future goal attainment (Wittekind et al., 2010) or career outcome expectation (Lent et al., 1994). Previous studies have examined various antecedents of perceived employability. For example, Praskova et al. (2015a) demonstrated that employability and life satisfaction in emerging adults were predicted by career calling was related positively to life satisfaction and employability, and these associations were mediated by the self-regulatory mechanisms of work effort, career strategies, and emotional regulation. Previous studies also demonstrated that the use of career self-management strategies of networking, self-control, and

career knowledge) was associated with greater perceived employability among university students and employed young adults (De Vos et al., 2009; van der Heijden, 2002).

Praskova, Creed, and Hood's (2015b) study in young adults demonstrated that career planning and exploration and were correlated with higher perceived employability. Career planning refers to a continuing activity to create future orientation and knowledge of what actions are needed in order to pursue career aspirations (Zikic & Klehe, 2006). It relates to thinking about and preparing for a career-related future (Sharf, 2010). Career exploration activities refer to the use of relevant resources which are triggered particularly during career-related transitions (Blustein, 1997). Career exploration involves activities of gathering information relevant to the individual's career progress (Blustein, 1997; Stumpf, Colarelli, & Hartman, 1983) It captures self-exploration, i.e., the exploration of individuals' own interests, values, and experiences in order to reflect on their career choice and to obtain a better understanding of themselves, and environmental exploration, i.e., individuals' investigation of various career choices that leads to more well-informed career decisions, which includes collecting information on various jobs, organizations, and occupations (Zikic & Klehe, 2006). Career exploration allows individuals to better manage challenges associated with a transition (Savickas, 1997).

Previous studies showed that career planning and exploration were predicted by parent/family-related variables and also person factors. For example, Sawitri, Creed, and Zimmer-Gembeck (2014) demonstrated that parental career expectations and adolescent-parent career congruence was associated with career planning and exploration via self-efficacy, outcome expectations, and career aspirations. Family influence refers to perceived informational support, financial support, values/beliefs, and expectations from the family (Fouad et al., 2010).

In other study, career exploration was also predicted by proactive personality (Seibert, Kraimer, & Crant, 2001). Proactive personality involves individual's capacity to identify opportunities, initiate change, and build external environments (Bateman & Crant, 1993; Crant, 2000). Therefore, proactive individuals are not passively take and agree with their current situation, as they are more likely to express adaptive actions (Cai et al., 2015; Guan et al., 2017).

To date, there is limited understanding of the development of individual's employability from the perspective of person factor (e.g., proactive personality) and contextual factor (e.g., family influence), and career action behaviours of career planning and exploration. To address this, we examine process individuals experience when they are proactive and perceived family influence, and the mediating roles of planning and exploration in these relationships. We

expected that proactive personality and family influence would be associated with perceived employability indirectly via career planning and exploration (Figure 1).

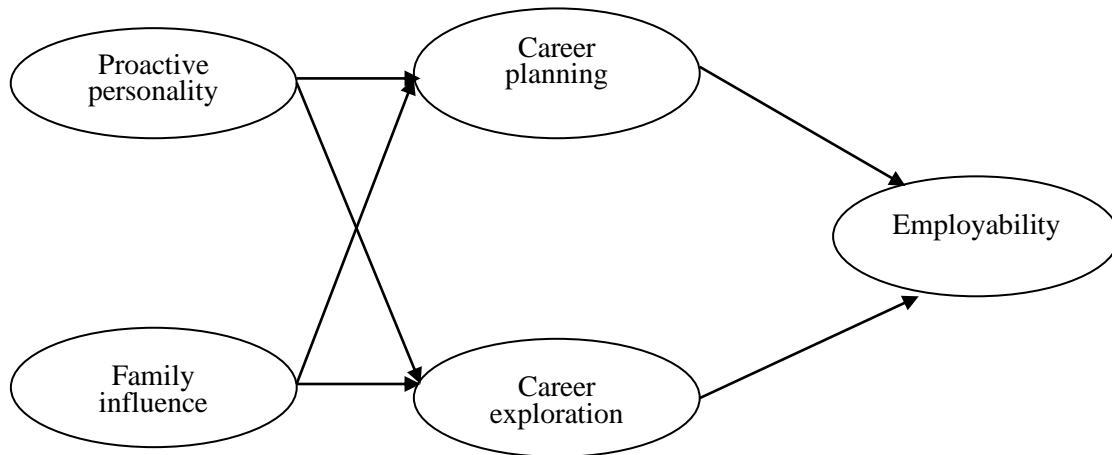


Figure 1. Hypothesized model

## RESEARCH METHOD

### Participants

We collected data from 321 undergraduate students from a university in Semarang, Indonesia,  $M$  age = 19.89 years,  $SD$  age = 5.39, 67.3% female, 23.4% From Fisheries and Marine Science, 20.9% Economics and Business, 17.8% Social and Political Science, 16.5% Medicine, 10.9% Animal Science, and 10.6% Science and Mathematics faculties. Of those, 57% were freshmen, 30.8% sophomores, 9.3% juniors, and 2.8% seniors.  $M$  GPA = 3.2

### Research procedures

First authors and research assistants administered the survey after class time. Three hundred and forty-one students agreed to participate in the survey. Twenty students were unable to complete the survey satisfactorily, therefore, we obtained 321 usable surveys.

### Measuring instruments

The survey packets contained measures of proactive personality, family influence, career planning, career exploration, and employability, and several questions about demographic variables such as age, gender, GPA, and faculty.

*Proactive personality.* Proactive personality was assessed using the 10-item shortened version of Bateman dan Crant's (1993) original 17-item Proactive Personality Scale (Seibert et al., 2001). This scale is a unidimensional scale (i.e., initiative to take action when seeing something improper). Participants responded on a 6-point Likert-type scale, which ranged from 1

(*strongly disagree*) to 6 (*strongly agree*). Sample item: “If I see something I don’t like, I fix it”. Higher scores indicate higher proactive personality. Reliability coefficient of  $> .90$  have been reported, and validity was supported by expected relationships with STEM major commitment, active planning, and behavioural disengagement (Major, Holland, & Oborn, 2012).

*Family influence.* The 22-item Family Influence Scale (Fouad et al., 2010) was administered to examine the role of family influence on careers. The FIS is comprised of four subscales: (1) informational support, (2) financial support, (3) values/beliefs, and (4) family expectations Sample item: “My family shared information with me about how to obtain a job,” Convergent validity of the FIS was reported by finding expected correlations with Parental Attachment Questionnaire, Individualism/Collectivism Scale, the Career Decision-Making Self-Efficacy Scale, and Satisfaction with Life Scale (Fouad et al.).

*Career planning.* We assessed participants’ engagement in career planning using the 8-item Career Thinking and Planning Subscale of the Career Salience Scale (Greenhaus, 1971). This scale is a unidimensional scale (i.e., thinking and planning). Responses were made by indicating participants’ level of agreement along a 6-point Likert-type scale (1 = *strongly disagree* to 6 = *strongly agree*). Higher scores reflect higher involvement in career planning. Sample item: “Planning for and succeeding in a career is my primary concern.” This scale showed internal consistency of  $.70$  (Sawitri et al., 2014), and demonstrated expected associations with parental career expectations and career outcome expectations (Sawitri et al., 2015).

*Career exploration.* We assessed participants’ involvement career exploration activities using the 11-item Career Exploration Survey (Stumpf, Colarelli, & Hartman, 1983). It consists of self-exploration and environmental exploration aspects. Participants responded using a 6-point Likert-type scale (1 = *almost never* to 6 = *very often*). Sample item: “I have been contemplating my past life and experiences in relation to my career.” Higher scores on the full scale indicate more involvement in career exploration. Internal consistency for the full scale has been reported as  $.83 - .85$  (Sawitri et al., 2015). Validity evidence was demonstrated by finding expected associations with parental career expectations and career decision-making self-efficacy (Sawitri et al., 2014).

*Perceived employability.* The 16-item Self-Perceived Employability Scale (Rothwell & Arnold, 2007) was used to assess individuals’ perceptions of their value in the labor market. It contains aspects of university’s reputation, individual self-confidence and proactivity, external labor market, and individuals’ engagement with study and academic performance. We used a 6-

point Likert-type scale (1=*strongly disagree* to 6=*strongly agree*). Higher summed scores reflect higher levels of perceived employability. Sample item: "People who do the same job as me in this organization are valued highly". Cronbach's alpha for the original scale with employed adults was .83; concurrent validity was supported by expected correlations with career success and professional commitment (Rothwell & Arnold, 2007).

#### Methods of data analysis

We manage the data for model testing in order to achieve a ratio of 10:1 for sample size to parameters estimated in the latent variable analysis (Kline, 2011) by creating item parcels representing all scales (Landis, Beal, & Tesluck, 2000). We used item-to-construct balance procedure to create parcels for each latent variable (Hau & Marsh, 2004).

We then tested the model by examining the measurement model to ensure that all latent variables, i.e., proactive personality, family influence, career planning, career exploration, and employability were represented by their parcels adequately. Subsequently, we assessed the hypothesized structural model. All analyses were conducted in AMOS using maximum likelihood estimation. We used  $\chi^2$ , Goodness of Fit (GFI), the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA) to assess the model fit (Hair, Black, Babin, & Anderson, 2010).

## RESULT

The fit statistics for the measurement model were good,  $\chi^2(124, N = 321) = 235.99, p < .001, \chi^2/df = 1.90, CFI = .95, TLI = .94, RMSEA = .05$ . Factor loadings ranged from .56 to .88. Table 1 reports summary data, zero-order correlations, and correlations among the latent variables.

The structural model demonstrated good fit statistics,  $\chi^2(127, N = 321) = 263.39, p < .001, \chi^2/df = 2.07, CFI = .94, TLI = .93, RMSEA = .06$ . All paths were significant. The model accounted for 33% of the variance in career planning, 44.4% in career exploration, 30.9% in perceived employability. See Figure 2.

We tested the mediation pathways in the final model (Shrout & Bolger, 2002). First, we tested if there was an indirect path from proactive personality to employability (via career planning and exploration). There was a direct effect for proactive personality to employability ( $\beta = .34, p < .001$ ), establishing the first criterion for mediation. Using 1,000 bootstrapped samples, we then tested the direct and indirect effects together. Here, There was a direct effect for proactive personality to career planning ( $\beta = .45, p < .001$ ) and to career exploration ( $\beta = .19, p < .05$ ),



career planning ( $\beta = .17, p < .05$ ) and exploration ( $\beta = .19, p < .05$ ) predicted employability, showing all requirements for mediation were met. Proactive personality remained significantly associated with employability ( $\beta = .22, p < .05$ ), and as the indirect CI did not contain zero (CIs = .06 to .33), career planning and exploration partially mediated the effect for proactive personality to employability.

Using the same procedures, we tested the indirect effects for family influence to employability. We found partial mediation effect for family influence to employability via career planning; CIs = .04 to .17 and career exploration. In sum, our results demonstrated that the paths from proactive personality and family influence to employability were all partially mediated by career planning and exploration.

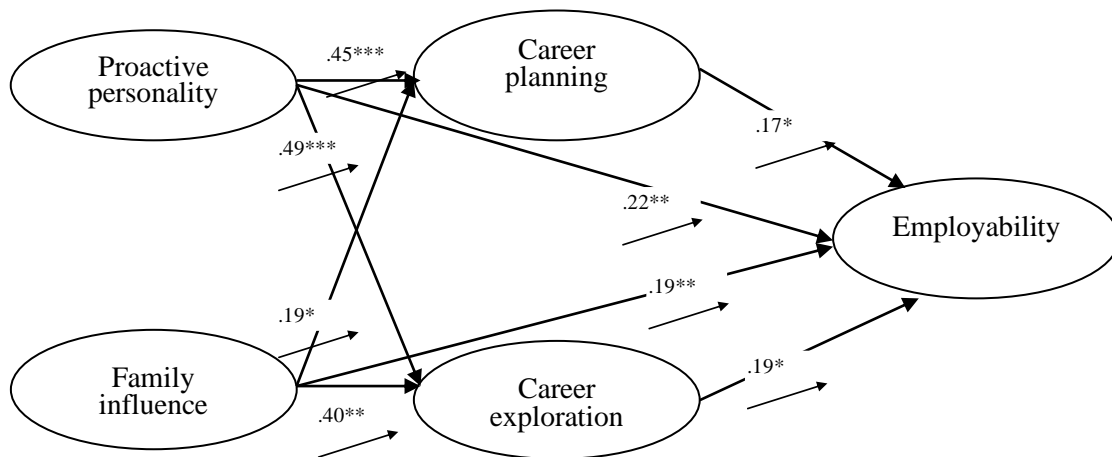


Figure 2. Final model

## DISCUSSION

We tested a mediation model, in which proactive personality and family influence were associated with a more positive perception of employability, and these associations were mediated by involvement in career planning and exploration. We found that the paths from proactive personality and family influence to perceived employability are not only indirectly via career planning and exploration, but also directly.

In this study, career planning and exploration served as partial mediators, suggesting that these career-related action behaviours served as one of the mechanisms by which proactive personality and family influence exerted their effects on perceived employability. Proactive personality and family influence were also directly and positively associated with perceived employability, suggesting that those who are more proactive and perceive greater family influence are more likely to report higher perceived employability.

The relationships between proactive personality and family influence are positively associated with employability directly and indirectly by way of career planning and exploration. Our results suggest that, when assisting undergraduate students to develop perceived employability, counsellors need to be cognisant of students' levels of proactive behaviour and degree of family influence. They also need to be aware of students' involvement in career planning and exploration activities. In addition, those working with undergraduate students should help them: (a) to identify and to be aware of family influence and students' proactivity, and to understand how family influence and proactive personality can lead to students' career planning, exploration, and employability; and (b) to master the skills to make career plans and explore the world of work.

Additionally, the results suggest that parents and family should: (a) be aware of the effects of family influence on their children's career planning, exploration, and employability; (b) encourage students to be proactive in looking for current, relevant career information, so that this might inform their career planning, exploration, and enhance their employability.

This study contributed to the literature in a number of important ways. First, we demonstrated that both person factor (i.e., proactive personality) and contextual factor (i.e., family influence) serve as predictors of perceived employability by ways of career planning and exploration. Second, career planning and exploration serve as mediators. As action behaviours, these two activities are prominent for individuals to link their personal capacity and family influence with their perceived employability.

## **CONCLUSIONS**

Consistent with previous research of the association between proactive personality and between family influence and positive career outcomes (e.g., Ghosh & Fouad, 2016), both greater proactive personality and family influence were positively associated with perceived employability. In addition, consistent with propositions that individuals with a higher proactive personality engage in more career action behaviours (Seibert et al., 2001). In line with previous research of the relationship between family influence and positive career-related outcomes (Ghosh & Fouad, 2016), those with higher proactive personality and family influence reported more involvement in career planning and exploration activities. Consistent with Praskova, et al.'s (2015b) study in young adults that both career planning and exploration and were correlated with higher perceived employability, this study demonstrated the same results.

Our study tested a model which consists of proactive personality, family influence, career planning, career exploration, and perceived employability using a sample of undergraduate students from one university, and this condition limits the results' external validity. Therefore, we need to be cautious when generalising the findings to other subgroups, and future studies should involve students from broader samples. Finally, these data were obtained at one point in time, thus, future studies should use an across time design to assess the longitudinal associations among variables.

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**4. Bukti konfirmasi artikel accepted  
(13 Des 2019)**

11/5/2020

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Dian Sawitri <dian.r.sawitri@gmail.com>

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## ICPSY Announcement

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**Marty Mawarpury Psikologi** <marty@unsyiah.ac.id>

Fri, Dec 13, 2019 at 9:54 AM

To: dian.r.sawitri@gmail.com

Dear Mrs. Dian Ratna Sawitri,  
Mrs. Ika Zenita Ratnaningsih

On behalf of the committee of The 1st International Conference on Psychology which was held in July 2019, we're thank you for participating in the event.

We are now in the process of publication, and we are please to inform that your article is chosen to be published in the Peuradeun Scientific Journal (indexed by SINTA 2, RISTEKDIKTI). For the journal requirement, the author must complete the author's agreement and statement, so that will be published in the 2020 edition (the form as attached).


We hope to receive this form no later than **December 15, 2019**.

Thank you.

Regards,  
Maya Khairani  
Chief Editor of ICPSY 2019

Marty Mawarpury  
Chairperson of ICPSY 2019

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 **Author's Agreement and Statement Form-1.pdf**  
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**5. Bukti konfirmasi agreement  
(15 Des 2019)**



11/5/2020

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Dian Sawitri <dian.r.sawitri@gmail.com>

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## ICPSY Announcement

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Dian Sawitri <dian.r.sawitri@gmail.com>

Sun, Dec 15, 2019 at 5:57 AM

To: Marti Mawarpury Psikologi <marty@unsyiah.ac.id>

Dear Chief Editor,

I am sending you the author's agreement and statement.

Regards,

Witri

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Dian Ratna Sawitri, S.Psi., M.Si., Ph.D  
*Associate Professor*

*Dean*

Faculty of Psychology, Diponegoro University  
Jalan Prof. Soedarto, S.H., Tembalang, Semarang 50275  
Central Java, Indonesia  
Email: [dian.r.sawitri@gmail.com](mailto:dian.r.sawitri@gmail.com)

*"Empowered Families, Empower Community"*

*Koordinator*, Forum Komunikasi Asosiasi Penyelenggara Pendidikan Tinggi Psikologi Indonesia (AP2TPI) Wilayah Jawa Tengah

*Head*, Center for Career and Capacity Development Studies (CAREERS)

*Editorial Board Member*, Australian Journal of Career Development  
<http://journals.sagepub.com/home/acd>

*Editorial Board Member*, Journal of Career Development  
<http://journals.sagepub.com/home/jcd>

Kerja Sama Luar Negeri (International Research Collaboration and Scientific Publication Project) - Sekarang menjadi Penelitian Dasar (Fundamental Research Project) - Diponegoro University and Griffith University Australia 2017 - 2019: *"Perceived discrepancies between individual career progress and parent-set career goals: How do discrepancies impede career development and well-being in Indonesian and Australian undergraduate students?"*

Penelitian Dasar (Fundamental Research Project) - Simlitabmas Kemenristekdikti 2019 - 2021: *"Indonesian parenting styles: Bagaimana pola asuh berbasis kearifan lokal memfasilitasi perkembangan karir dan kesehatan mental remaja?"*

[Quoted text hidden]

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 **15 Des 2019 - Author's agreement (Dian Ratna Sawitri).pdf**  
665K

**6. Bukti pemberitahuan informasi publikasi  
(29 Jan 2020)**



Dian Sawitri &lt;dian.r.sawitri@gmail.com&gt;

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**UPDATE: Informasi Publikasi ICPSY 2019**

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**Marti Mawarpury Psikologi** <marty@unsyiah.ac.id>  
To: dian.r.sawitri@gmail.com

Wed, Jan 29, 2020 at 3:32 PM

Yth. Bapak/Ibu Penulis,

Salam hangat dari kami, Panitia ICPSY 2019,  
Program Studi Psikologi, Fakultas Kedokteran  
Universitas Syiah Kuala

Kami mengirimkan surel ini untuk menyampaikan perkembangan terbaru dari proses publikasi the 1st International Conference on Psychology (ICPSY 2019).

Berikut adalah beberapa hal yang bisa kami sampaikan:

1. Panitia the 1st ICPSY telah mengirimkan manuskrip yang lolos seleksi panitia kepada Jurnal Nasional bereputasi Sinta 2, yaitu Jurnal Ilmiah Peuradeun (JIP).
2. Saat ini manuskrip masih dalam proses editing dan alokasi jadwal terbit oleh pihak JIP.
3. Sebagai mana telah disampaikan sejak awal pada proses publikasi, terdapat tiga poin yang penting yang perlu diperhatikan:
  - a. Publikasi membutuhkan waktu 6–18 bulan sejak berakhirnya kegiatan konferensi.
  - b. JIP memiliki hak untuk melakukan ulasan dan seleksi kembali secara independen terhadap manuskrip yang telah dikirimkan sesuai dengan standar publikasi yang mereka miliki. Panitia konferensi tidak memiliki kendali untuk campur tangan dalam proses ini maupun hasil dari seleksi tersebut.
  - c. Segala bentuk komunikasi dengan pihak JIP hanya dapat dilakukan oleh pihak panitia the 1st ICPSY 2019 dan proses submit manuskrip daring telah dilakukan oleh panitia.
  - d. Kami menghimbau kepada seluruh penulis untuk **TIDAK** secara langsung menghubungi pihak penerbit karena hal tersebut justru dapat berdampak buruk terhadap nama baik peserta dan institusi.

Kami harap informasi ini menjawab pertanyaan terkait waktu publikasi dan proses yang telah/sedang berjalan. Kami akan menghubungi Anda kembali jika terdapat perkembangan penting lainnya terkait proses publikasi prosiding ICPSY 2019.

Untuk saat ini, email resmi ICPSY inactive, namun kami secara regular mengecek surel, sehingga jika bapak/ibu berkomunikasi via surel, kami mohon maaf untuk keterlambatan respon.

Terima kasih atas kerja sama Anda.

Salam,  
Tim editorial

Maya Khairani, S.Psi., M.Psi., Psikolog  
Ketua Div. Publikasi ICPSY 2019

Dr. Marty Mawarpury, M.Psi., Psikolog  
Ketua Panitia ICPSY 2019

**7. Bukti pemberitahuan proses publikasi  
(20 Juli 2020)**

11/6/2020

Gmail - [peuradeun] Editor Decision



Dian Sawitri <dian.r.sawitri@gmail.com>

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## [peuradeun] Editor Decision

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**Tabrani ZA** <tabraniza@scadindependent.org>

Mon, Jul 20, 2020 at 9:14 PM

To: icpsy july <icpsy@unsyah.ac.id>, Dian Ratna Sawitri <dian.r.sawitri@gmail.com>, Ika Zenita Ratnaningsih <ikazenita@live.undip.ac.id>

*Ref: 514*

*Dear icpsy july, Dian Ratna Sawitri, Ika Zenita Ratnaningsih:*

The editing of your submission, " PATHS FROM PROACTIVE PERSONALITY AND FAMILY INFLUENCE TO EMPLOYABILITY: THE MEDIATING ROLES OF CAREER PLANNING AND EXPLORATION IN UNDERGRADUATE STUDENTS," is complete. We are now sending it to production. If you have any questions, please do not hesitate to contact us.

Submission URL: <https://journal.scadindependent.org/index.php/jipeuradeun/authorDashboard/submission/514>

*Best Regards,*

Tabrani ZA  
SCAD Independent Research Institute, Indonesia  
[tabraniza@scadindependent.org](mailto:tabraniza@scadindependent.org)

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Jurnal Ilmiah Peuradeun

Jl. Tgk. Pulo Dibaroh, No. 26, Kp. Baru, Kec. Baiturrahman, Kota Banda Aceh 23242, Aceh, Indonesia.  
E-mail: [info.jip@scadindependent.org](mailto:info.jip@scadindependent.org) | website: [www.journal.scadindependent.org](http://www.journal.scadindependent.org)

**8. Bukti pemberitahuan proses publikasi  
(20 Juli 2020)**

11/6/2020

Gmail - [peuradeun] Journal Registration



Dian Sawitri <dian.r.sawitri@gmail.com>

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## [peuradeun] Journal Registration

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**Zulfadli Zulfadli** <zulfadli@scadindependent.org>  
Reply-To: Ramzi Murziqin <info.jip@scadindependent.org>  
To: Dian Ratna Sawitri <dian.r.sawitri@gmail.com>

Tue, Sep 29, 2020 at 11:24 PM

*Dear Dian Ratna Sawitri*

You have now been registered as a user with Jurnal Ilmiah Peuradeun. We have included your username and password in this email, which are needed for all work with this journal through its website. At any point, you can ask to be removed from the journal's list of users by contacting me.

Username: dsawitri  
Password: dsawitri

Thank you,  
Ramzi Murziqin

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[Jurnal Ilmiah Peuradeun](#)

St. Tgk. Pulo Dibaroh, No. 26, Kp. Baru, Baiturrahman Sub-district, Banda Aceh City 23242, Aceh, Indonesia.  
Official E-mail: [info.jip@scadindependent.org](mailto:info.jip@scadindependent.org) | website: [www.journal.scadindependent.org](http://www.journal.scadindependent.org)

**9. Bukti pemberitahuan akses publikasi  
(1 Okt 2020)**



11/6/2020

Gmail - Follow up Publikasi ICPSY



Dian Sawitri <dian.r.sawitri@gmail.com>

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## Follow up Publikasi ICPSY

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**Marty Mawarpury Psikologi** <marty@unsyiah.ac.id>

Thu, Oct 1, 2020 at 9:00 AM

To: dian.r.sawitri@gmail.com

Dear Ibu Dian Ratna,

Melalui surel ini, kami selaku panitia ICPSY, khususnya bidang publikasi ingin menyampaikan bahwa artikel Ibu telah dipublikasi pada Jurnal Ilmiah Peuradeun (JIP), peringkat Sinta 2 di Indonesia. Artikel ibu dkk dapat di akses pada link : <https://journal.scadindependent.org/index.php/jipeuradeun>.

Terima kasih atas partisipasinya pada kegiatan kami, sampai jumpa di kegiatan lainnya. Mohon dimaafkan atas segala keterbatasan.

Salam,  
an. Divisi Publikasi ICPSY

Dr. Marty Mawarpury, M.Psi