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Nama jurnal   :   Journal of Educational, Health, and Community Psychology

Penulis   :   Dian R. Sawitri, Mirwan S. Perdhana, and Bambang Suryadi

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1.Bukti Konfirmasi Submit Artikel dan Artikel yang Disubmit (16 Feb 2019)

The role of individual goal clarity in the relationships between career goal discrepancies and distresses

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ABSTRACT

Discrepancies between individuals and their parents regarding career goals often present as inevitable conditions that have potentials to influence individual career distress and also parent career distress from the perspective of the individual. This study aimed to investigate the moderating role of individual goal clarity on the relationships between individual-parent career goal discrepancies and individual and parental career distresses. We collected data from 205 freshmen from a university in Semarang, Indonesia, M age = 18.35 years, SD age = .64, 68.3% female. We used the Individual-Parent Career Goal Discrepancies Scale (α = .93), Goal Clarity Scale (α = .84), Career Distress Scale (α = .87), and Parental Career Distress Scale (α = .81). Hierarchical regression analyses demonstrated that as discrepancies increased, individual and parental career distress increased for high and low goal clarity groups, but increased more markedly for the low goal clarity group. Our results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental distresses. Recommendations for students, parents, and practitioners are discussed.

Keywords : career, discrepancies, distress, goal clarity, parents

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INTRODUCTION

Career goals are an individuals' expressed career-related goals towards leadership positions, ambition to train and to manage others, and interest in continuing education (O'Brien, 1996). Career goal setting is important to study during adolescence because it is a crucial development task in career preparation and the development of individual vocational identity (Erikson, 1968). Older adolescents are expected to become increasingly realistic and adapted to their career goals over time (Armstrong & Crombie, 2000).

Individual-parent career goal discrepancies are often present as an inevitable situation that happens when individual perceived disparities between parent-set career goals and their own, self-set career goals, which incorporated discrepancies between the individuals' ability, choice, and enthusiasm and the career goals that their parents had for them (Sawitri, Creed, & Perdhana, 2018). Previous studies demonstrated that discrepancies between individual-set and parent-set career goals were associated with higher career distress (Sawitri et al., 2018). However, the effect of discrepancies on parent career distress from the perspective of individual has not been assessed. Additionally, the condition under which discrepancies will be more likely to increase individual and parent career distresses warrant further examination.

The central premise of Goal Setting Theory (GST) is that encouraging individuals to pursue clear and difficult goals yields greater performance benefits than encouraging them to pursue vague and easy goals, or to simply do their best (Locke et al. 1990). The management and applied psychology literatures generally define goal clarity as "the extent to which the outcome goals and objectives of the job are clearly stated and well defined" (Sawyer 1992). Individual goal clarity has been investigated in organizational setting, however it has not been assessed in the area of young people's career development.

We hypothesized that: (H1) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and individual career distress and (H2) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and parent career distress.

METHOD
Participants

We obtained data from 205 first year undergraduate students (M_{age} = 18.35 years, 68.3% female, M GPA = 3.32) who were recruited from a state university in Semarang, Central Java, Indonesia. Participants were obtained using convenience sampling, and were drawn from Psychology (43.9%) and Economics and Business (56.1%) disciplines.

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Data were collected using 6-point Likert like scale from (1 = *strongly disagree* to 6 = *strongly agree*). Higher scores indicate higher levels of each construct.

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was supported by finding expected correlations with measures of adolescent-parent career congruence and career distress (Sawitri et al., 2018). Cronbach's alpha for this study is .93.

Individual Career Distress. Individual career distress was measured using the 9-item Career Distress Scale (Creed, et al., 2016), which measures levels of subjective distress in relation to career decision-making and career goal-setting activities (e.g., "I often feel down or depressed about selecting a career"). Previous study has reported high internal reliability (.90), and support for validity by finding expected correlations with negative affect and positive affect (Creed et al., 2016). Cronbach's alpha for this study is .87.

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Scale items were translated from English to Bahasa Indonesia using the translation-back-translation procedure (Brislin, 1986): (a) two bilingual speakers translated the items into Bahasa Indonesia, (b) two monolingual speakers examined the readability of the translation versions, (c) two bilingual speakers blindly back-translated the items into English, (d) the back-translation was compared with the original version to check semantic accuracies, and errors were djusted, and (e) three Indonesian students checked the readability of the final items.

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The study was conducted with approval from the authors' university ethics committee. Written permission was obtained from the participating university departments and all students in the study. The survey booklets which contained the scales and demographic questions were administered to students in class time at campus.

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We used hierarchical regression analyses to assess whether individual goal clarity moderated the relationship between discrepancies between individuals and their parents regarding career goals and individual career distress and parent career distress. To the hypothesis 1, discrepancies was included at Step 1, individual goal clarity at Step 2, and the interaction term (i.e., discrepancies x individual goal clarity; Jose, 2013) at Step 3. To the hypothesis 2, we did the same thing.

RESULTS
Table 1
Summary Data and Bivariate Correlations; N = 205

Variable	*M*	*SD*	1	2	3	4

1. Discrepancies	36.05	13.62	-	.43***	.54***	-.23***
2. Individual career distress	24.49	7.98		-	.53***	-.58***
3. Parent career distress	24.42	7.07			-	-.29***
4. Individual goal clarity	25.74	4.82				-

Hierarchical regression analyses were conducted to determine the moderated effects. Discrepancies was entered at Step 1, and accounted for 18.3% of the variance in individual career distress, $F (1, 203) = 45.58$, $p < .001$. Individual goal clarity at Step 2 accounted for a further 24.3%, $F (1, 202) = 85.70$, $p < .001$. At Step 3, the interaction term was significant, $F (1, 201) = 10.01$, $p = .01$, and 44.6% of the variance in individual career distress was accounted for. See Table 2.

Table 2
Hierarchical regression analysis (N = 205)

Variables	Individual career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.18***	.66	.18	1.126
Step 2				
Individual goal clarity	.24***	-.22	.25	-.86
Step 3				
Discrepancies x individual goal clarity	.02**	-.02	.01	-.83

Results demonstrated that discrepancies were associated positively with individual career distress, however the association was stronger for those who have low individual goal clarity. See Figure 1.
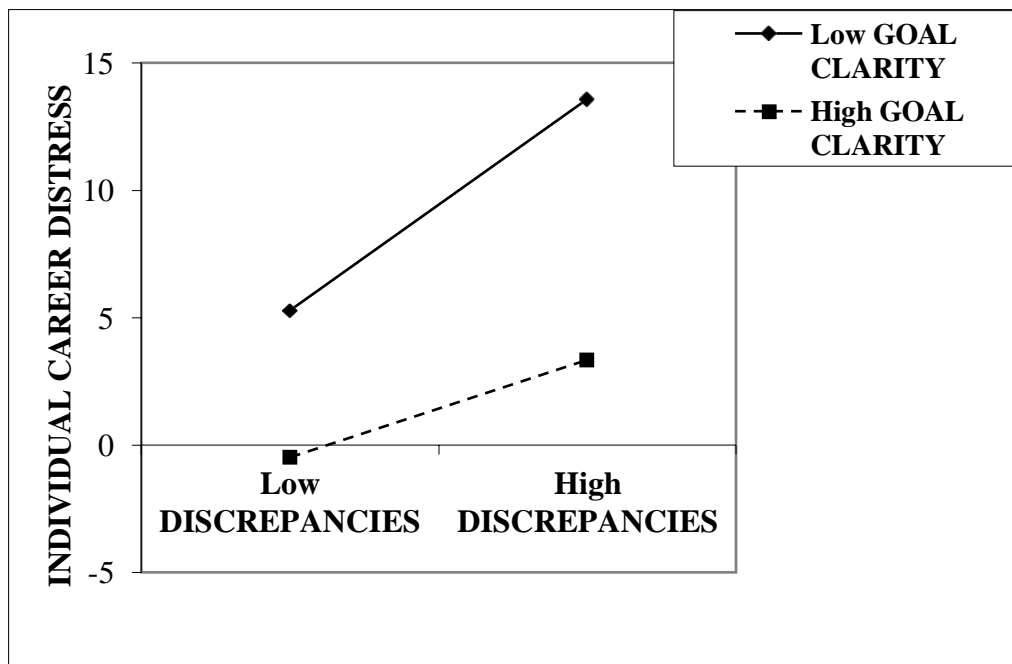

Figure 1. The moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress

To test hypothesis 2, discrepancies was entered at Step 1, and accounted for 29.6% of the variance in parent career distress, F (1, 203) = 85.37, $p < .001$. Individual goal clarity at Step 2 accounted for a further 3%, F (1, 202) = 85.70, $p < .001$. At Step 3, the interaction term was significant, F (1, 201) = 10.01, $p = .05$, and 34.2% of the variance in parent career distress was accounted for. See Table 3.

Table 3
Hierarchical regression analysis (N = 205)

Variables	Parent career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.29***	.65	.18	1.246
Step 2				
Individual goal clarity	.03**	-.24	.24	-.17
Step 3				
Discrepancies x individual goal clarity	.02*	-.01	.01	-.75

Results showed that discrepancies were associated positively with parent career distress, however the association was stronger for those who have low individual goal clarity. See Table 3.
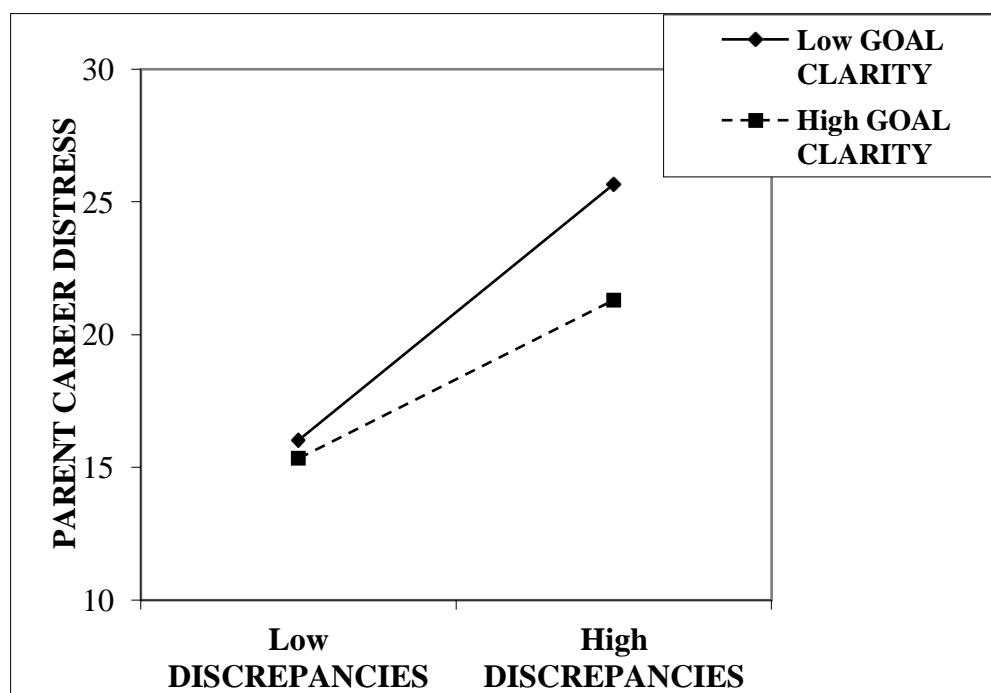

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DISCUSSION

The study was aimed to examine the moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress, and also in the association between individual career goal discrepancies and parent career distress. We proposed that individual goal clarity served as a moderator in the relationships between discrepancies and both individual and parent career distresses.

We found significant positive relationship between discrepancies and individual career distress, and found that the relationship was stronger when individual goal clarity was lower. This suggest that, those who have higher discrepancies are more likely to feel higher individual career distress, especially for those who have low individual goal clarity. We also found significant positive relationship between discrepancies and parent career distress, and found that the relationship was stronger when individual goal clarity was lower, suggesting that, those who have higher discrepancies are more likely to feel higher parent career distress, especially for those who have low individual goal clarity. These results are consistent with goal-setting theory (Locke et al., 1990), that clear goals lead to better performance. Our findings are also consistent with Van Dijk et al.'s (2014) study, which demonstrated that concurrent self-concept clarity was negatively correlated with both depressive and anxiety symptoms. In addition, lower self-concept clarity longitudinally predicted relatively higher levels of depressive symptoms and also higher anxiety levels.

Our findings have several implications. First, interventions aimed at assisting students to reduce individual and parent career distress might include a focus on reducing discrepancies between individual-set and parent-set career goal and increasing individual goal clarity, as lower discrepancies cannot stand alone. This intervention would allow students with unclear individual career goal to check their own aspirations and make sure that they have a commitment to achieve certain goals. Second, discrepancies between individual-set and parent-set career goals should be reduced by conducting effort to fine-tune their aspirations and parents' expectations.

As our study was conducted using a sample of students from one university in Central Java, Indonesia, the conclusions of this study need to be tested on other student populations. Additionally, the data were collected at one point in time, therefore, future studies could focus on testing across time associations among variables to get stronger causal conclusions. Last, although we found significant interaction effect, the variance explained was very modest. This suggests that contextual variables might play a role in moderating the relationship, and therefore, need to be investigated.

CONCLUSION

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2.Bukti Konfirmasi Review dan Hasil Review Pertama (14 Sept 2019)

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INTRODUCTION

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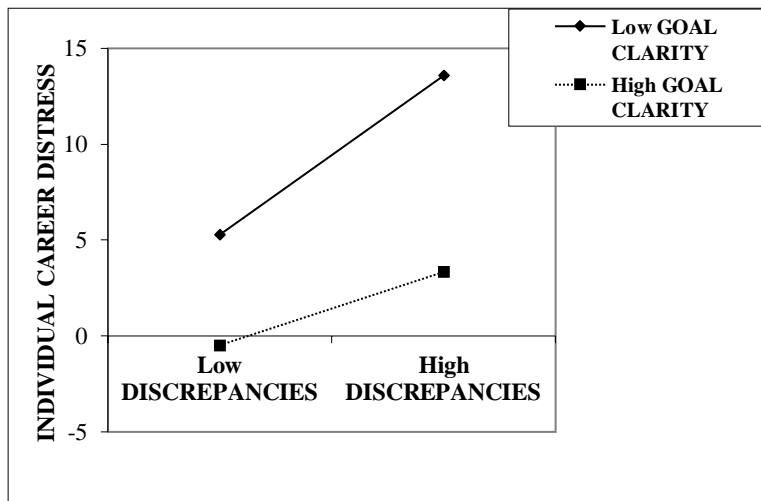
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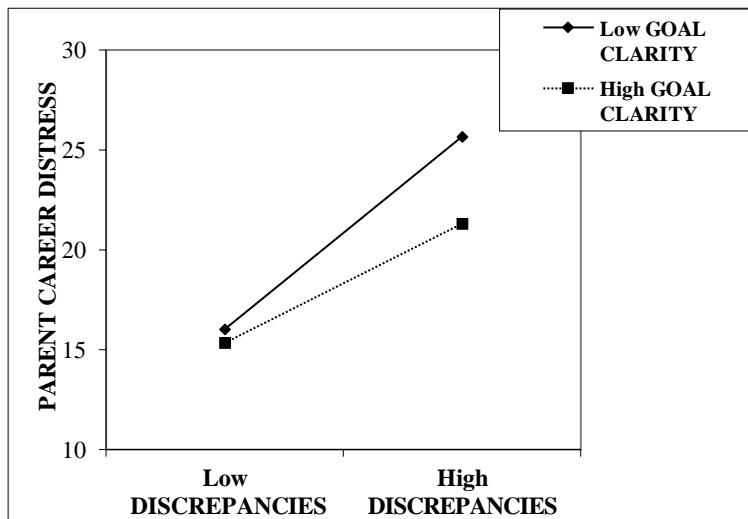
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Mohon jelaskan bagaimana dinamika hubungan antar variabel secara teoris. Mohon menjawab pertanyaan WHY?? Why goal clarity memoderasi hubungan variabel lainnya? Atau mengapa career goal discrepancies berkorelasi dgn career disstres.

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Sawyer, J. E. (1992). Goal and process clarity: specification of multiple constructs of role ambiguity and a structural equation model of their antecedents and consequences. *Journal of Applied Psychology, 77,* 130–42

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3. Bukti Konfirmasi Submit Revisi Pertama dan Artikel yang Diresubmit (20 Sept 2019)

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"Empowered Families, Empower Community"

Koordinator, Forum Komunikasi Asosiasi Penyelenggara Pendidikan Ting
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Kerja Sama Luar Negeri (International Research Collaboration and Scienti
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The moderator role of individual goal clarity in the relationships between career goal discrepancies and distresses

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Abstract

Discrepancies between individuals and their parents regarding career goals often present as inevitable conditions that have potentials to influence individual career distress and also parental career distress from the perspective of the individual. This study aimed to investigate the moderating role of individual goal clarity on the relationships between individual-parent career goal discrepancies and individual and parental career distresses. We collected data from 205 freshmen of an university in Semarang, Indonesia, M age = 18.35 years, SD age = .64, 68.3% female. We used the Individual-Parent Career Goal Discrepancies Scale (α = .93), Goal Clarity Scale (α = .84), Career Distress Scale (α = .87), and Parental Career Distress Scale(α = .81). Hierarchical regression analyses demonstrated that as discrepancies increased, individual and parental career distress increased for high and low goal clarity groups, but increased more markedly for the low goal clarity group. Our results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental distresses. Recommendations for students, parents, and practitioners are discussed.

Keywords : career, discrepancies, distress,goal clarity, parents

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INTRODUCTION

Individual career distress is a common outcome of many negative career experiences, such as career indecision, poor career preparation, and facing career barriers (Creed, Hood, Praskova, & Makransky, 2016). It is is a common cause of stress in educational settings, with up to 25% of students who are attending campus counseling services doing so for vocationally related issues (Benton, Robertson, Tseng, Newton, & Benton, 2003). Individual career distress is specific to the career domain and refers to a variety of devastating negative feelings, which includes helplessness, depression, lack of purpose, stress, anxiety, blame, and despair (Larson et al., 1994).

Parent career distress is individual's perception regarding the level of their parent's career-related distress. Identifying and understanding the underlying mechanisms that lead to career distress is important as this provides insight into how young people manage their career lives, and it opens the opportunities for developing interventions that can help those who struggle with their career life (Lent & Hackett, 1994).

Previous study showed that career preparatory activities (career exploration and planning) were associated with perceptions of future employability and career distress (Praskova, Creed, Hood, 2015). Previous research also demonstrated that career goal-performance discrepancy partially mediated the relationship between interpersonal rejection sensitivity and individual career distress and fully mediated between proactive orientation and employability confidence (Creed, Hood, & Hu, 2017).

Career goals are an individuals' expressed career-related goals towards leadership positions, ambition to train and to manage others, and interest in continuing education (O'Brien, 1996). Career goal setting is important to study during adolescence because it is a crucial development task in career preparation and the development of individual vocational identity (Erikson, 1968). Older adolescents are expected to become increasingly realistic and adapted to their career goals over time (Armstrong & Crombie, 2000).

Individual-parent career goal discrepancies are often present as an inevitable situation that happens when individual perceived disparities between parent-set career goals and their own, self-set career goals, which incorporated discrepancies between the individuals' ability, choice, and enthusiasm and the career goals that their parents had for them (Sawitri, Creed, & Perdhana, 2019). Previous studies demonstrated that discrepancies between individual-set and parent-set career goals were associated with higher career distress (Sawitri et al., 2019). However, the effect of discrepancies on parent career distress from the perspective of individual has not been assessed. Additionally, the condition under which discrepancies happen will be more likely to increase individual and parent career distresses, therefore warrant further examination.

The central premise of Goal Setting Theory (GST) is that encouraging individuals to pursue clear and difficult goals yields greater performance benefits than encouraging them to pursue vague and easy goals, or to simply do their best (Locke et al. 1990). The management and applied psychology literatures generally define goal clarity as "the extent to which the outcome goals and objectives of the job are clearly stated and well defined" (Sawyer 1992). Individual goal clarity has been investigated in organisational setting, however it has not been assessed in the area of young people's career development as a moderator.

Individuals with a clearer career goal and more well-established career identity should be better placed to manage these challenges and, benefit from enhanced well-

being and diminished distress (Porfeli, Lee, & Vondracek, 2013), as they have better frameworks and strategies for self-direction and problem solving. Previous studies with young people have shown positive associations between career identity and life satisfaction (Hirschi, 2011; Hirschi & Herrmann, 2012) and negative associations with career distress and dysfunctional career thoughts (Strauser, Lustig, Cogdal, & Uruk, 2006).

Therefore, we hypothesized that: (H1) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and individual career distress and (H2) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and parent career distress.

METHOD
Participants

We obtained data from 205 first year undergraduate students (semester 2, M_{age} = 18.35 years, 68.3% female, Mean GPA = 3.32) who were recruited from a state university in Semarang, Central Java, Indonesia. Participants were obtained using convenience sampling, and were drawn from Psychology (43.9%) and Economics and Business (56.1%) disciplines. Ethical clearance was obtained from the authors' university.

Data Collection Methods

Data were collected using a modified 6-point Likert like scale from (1 = *strongly disagree* to 6 =*strongly agree*). Higher scores indicate higher levels of each construct.

Materials

***Discrepancies* between individual and parent-set career goals.**Discrepancies between individual and parent-set career goals was assessed using the 15-items Individual-Parent Career Goal Discrepancies Scale (Sawitri et al., 2019). Sample item: "I don't think I can meet the requirements for the career my parents want for me". Previous research has reported an internal reliability of .95 and construct validity was supported by finding expected correlations with measures of adolescent-parent career congruence and career distress (Sawitri et al., 2019). Cronbach's alpha for this study is .93.

Individual Career Distress. Individual career distress was measured using the 9-item Career Distress Scale (Creed, et al., 2016), which measures levels of subjective distress in relation to career decision-making and career goal-setting activities. Sample items: "I often feel down or depressed about selecting a career", "I think that I should make a career decision as soon as possible, but I can't and this makes me anxious", "I feel stress or pressure to select a satisfying career". Previous study has reported high internal reliability (.90), and support for validity by finding expectedcorrelations with negative affect and positive affect (Creed et al., 2016).Cronbach's alpha for this study is .87.

Parent Career Distress. Parent career distresswas measured using the modified version of the 9-item Career Distress Scale (Creed, et al., 2016). We modified items, such as, "I don't have the special talents to follow my first career choice" to "My parents

think that I don't have the special talents to commit to their career preference"; "I often feel that my life lacks much purpose" to "My parents feel that I often feel that my life lacks much purpose"; "I feel stress or pressure to select a satisfying career" to "My parents think that I feel stress or pressure to select a satisfying career") Cronbach's alpha for this study is .81.

Goal Clarity.We created 6-item Goal Clarity Scale, specifically for this study to assess clarity of individual's own career goal. Sample items are: "I am really clear about the career I want"; "I am not sure about the career I really want to achieve (R)"; "I am still confused of the careers I really want to get (R)". Cronbach's alpha for this study is .84.

Translation Procedures

Scale items were translated from English to Bahasa Indonesia using the translation-back-translation procedure (Brislin, 1986): (a) two bilingual speakers translated the items into Bahasa Indonesia, (b) two monolingual speakers examined the readability of the translation versions, (c) two bilingual speakers blindly back-translated the items into English, (d) the back-translation was compared with the original version to check semantic accuracies, and errors were djusted, and (e) three Indonesian students checked the readability of the final items.

Data Collection Procedure

The study was conducted with approval from the authors' university ethics committee. Written permission was obtained from the participating university departments and all students in the study. The survey booklets which contained the scales and demographic questions were administered to students in class time at campus.

Data Analysis Technique

We used hierarchical regression analyses to assess whether individual goal clarity moderated the relationship between discrepancies between individuals and their parents regarding career goals and individual career distress and parent career distress. To the hypothesis 1, discrepancies was included at Step 1, individual goal clarity at Step 2, and the interaction term (i.e., discrepancies x individual goal clarity) (Jose, 2013) at Step 3. To the hypothesis 2, we did the same thing.

RESULTS
Table 1
Summary Data and Bivariate Correlations; N = 205

Variable	M	SD	1	2	3	4
1. Discrepancies	36.05	13.62	-	.43***	.54***	-.23***
2. Individual career distress	24.49	7.98		-	.53***	-.58***
3. Parent career distress	24.42	7.07			-	-.29***
4. Individual goal clarity	25.74	4.82				-

Hierarchical regression analyses were conducted to determine the moderated effects. Discrepancies was entered at Step 1, and accounted for 18.3% of the variance in individual career distress, $F(1, 203) = 45.58$, $p< 001$. Individual goal clarity at Step 2

accounted for a further 24.3%, $F(1, 202) = 85.70$, $p< .001$. At Step 3, the interaction term was significant, $F(1, 201) = 10.01$, $p = .01$, and 44.6% of the variance in individual career distress was accounted for. See Table 2.

Table 2
Hierarchical regression analysis (N = 205)

Variables	Individual career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.18***	.66	.18	1.126
Step 2				
Individual goal clarity	.24***	-.22	.25	-.86
Step 3				
Discrepancies x individual goal clarity	.02**	-.02	.01	-.83

Results demonstrated that discrepancieswere associated negatively with individual career distress, however the association was stronger for those who have lowindividual goal clarity. See Figure 1.

*Figure 1.*The moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress

To test hypothesis 2, discrepancies was entered at Step 1, and accounted for 29.6% of the variance in parent career distress, $F(1, 203) = 85.37$, $p< .001$. Individual goal clarity at Step 2 accounted for a further 3%, $F(1, 202) = 85.70$, $p< .001$. At Step 3, the interaction term was significant, $F(1, 201) = 10.01$, $p = .05$, and 34.2% of the variance in parent career distress was accounted for. See Table 3.

Table 3
Hierarchical regression analysis (N = 205)

Variables	Parent career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.29***	.65	.18	1.246
Step 2				
Individual goal clarity	.03**	-.24	.24	-.17
Step 3				
Discrepancies x individual goal clarity	.02*	-.01	.01	-.75

Results showed that discrepancieswere associated negatively with parent career distress, however the association was stronger for those who have lowindividual goal clarity. See Table 3.

Figure 2. The moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress
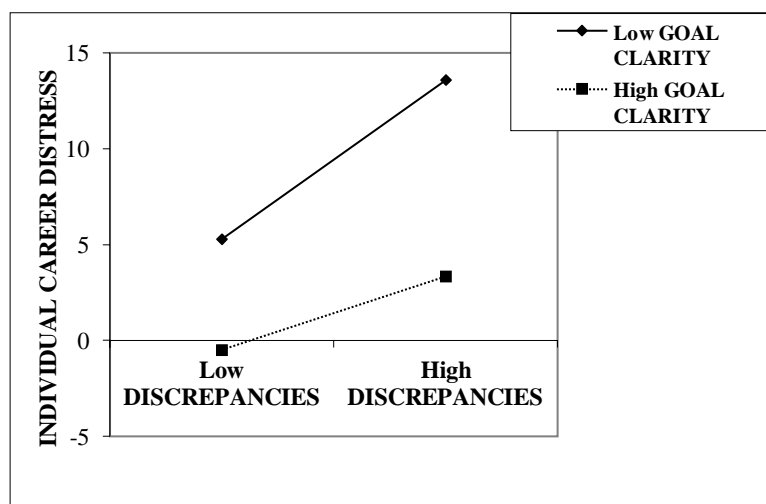
DISCUSSION

The study was aimed to examine the moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress, and also in the association between individual career goal discrepancies and parent career distress. We proposed that individual goal clarity served as a

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Mohon jelaskan bagaimana dinamika hubungan antar variabel secara teoris. Mohon menjawab pertanyaan WHY?? Why goal clarity memoderasi hubungan variabel lainnya? Atau mengapa career goal discrepancies berkorelasi dgn career disstres.

SUDAH KAMI TAMBAHKAN

moderator in the relationships between discrepancies and both individual and parent career distresses.

We found significant positive relationship between discrepancies and individual career distress, and found that the relationship was stronger when individual goal clarity was lower. This suggest that, those who have higher discrepancies are more likely to feel higher individual career distress, especially for those who have low individual goal clarity. We also found significant positive relationship between discrepancies and parent career distress, and found that the relationship was stronger when individual goal clarity was lower, suggesting that, those who have higher discrepancies are more likely to feel higher parent career distress, especially for those who have low individual goal clarity. These results are consistent with goal-setting theory (Locke et al., 1990), that clear goals lead to better performance.

This result confirms previous study which demonstrated that career compromise was associated positively with career distress and negatively with self-perceptions of employment demand. Individuals compromise on goals when they confront real or perceived barriers to achieving them; barriers can be external to the individual (e.g., family expectations that differ from individual's goals) or internal (e.g., lack of confidence to perform in prerequisite training (Creed & Gagliardi, 2015). This finding is also in line with Wang and Heppner's (2002) study, which demonstrated that individuals who were perceiving themselves as failing to live up to parental expectations rather than simply perceiving parental expectations, were more likely to report psychological distress.

Our findings have several implications. First, interventions aimed at assisting students to reduce individual and parent career distress might include a focus on reducing discrepancies between individual-set and parent-set career goal and increasing individual goal clarity, as lower discrepancies cannot stand alone. This intervention would allow students with unclear individual career goal to check their own aspirations and make sure that they have a commitment to achieve certain goals. Second, discrepancies between individual-set and parent-set career goals should be reduced by conducting effort to fine-tune their aspirations and parents' expectations.

As our study was conducted using a sample of students from one university in Central Java, Indonesia, the conclusions of this study need to be tested on other student populations. Additionally, the data were collected at one point in time, therefore, future studies could focus on testing across time associations among variables to get stronger causal conclusions. Last, although we found significant interaction effect, the variance explained was very modest. This suggests that contextual variables might play a role in moderating the relationship, and therefore, need to be investigated.

CONCLUSION

Results from our study demonstrated that as discrepancies increased, individual and parental career distress increased for high and low goal clarity groups, but increased more markedly for the low goal clarity group. These results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental career-related distresses.

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4.Bukti Konfirmasi Review dan Hasil Review Kedua
(21 Sept 2019)

The Moderator Role of Individual Goal Clarity in the Relationships between Career Goal Discrepancies and Distresses

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Abstract

Discrepancies between individuals and their parents regarding career goals often present as inevitable conditions that have potentials to influence individual career distress and also parental career distress from the perspective of the individual. This study aimed to investigate the moderating role of individual goal clarity on the relationships between individual-parent career goal discrepancies and individual and parental career distresses. We collected data from 205 freshmen of an university in Semarang, Indonesia, M age = 18.35 years, SD age = .64, 68.3% female. We used the Individual-Parent Career Goal Discrepancies Scale (α = .93), Goal Clarity Scale (α = .84), Career Distress Scale (α = .87), and Parental Career Distress Scale(α = .81). Hierarchical regression analyses demonstrated that as discrepancies increased, individual and parental career distress increased for high and low goal clarity groups, but increased more markedly for the low goal clarity group. Our results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental distresses. Recommendations for students, parents, and practitioners are discussed.

Keywords: career, discrepancies, distress, goal clarity, parents

Introduction

Individual career distress is a common outcome of many negative career experiences, such as career indecision, poor career preparation, and facing career barriers (Creed, Hood, Praskova, & Makransky, 2016). It is is a common cause of stress in educational settings, with up to 25% of students who are attending campus counseling services doing so for vocationally related issues (Benton, Robertson, Tseng, Newton, & Benton, 2003). Individual career distress is specific to the career domain and refers to a variety of devastating negative feelings, which includes helplessness, depression, lack of purpose, stress, anxiety, blame, and despair (Larson et al., 1994).

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goals, which incorporated discrepancies between the individuals' ability, choice, and enthusiasm and the career goals that their parents had for them (Sawitri, Creed, & Perdhana, 2019). Previous studies demonstrated that discrepancies between individual-set and parent-set career goals were associated with higher career distress (Sawitri et al., 2019). However, the effect of discrepancies on parent career distress from the perspective of individual has not been assessed. Additionally, the condition under which discrepancies happen will be more likely to increase individual and parent career distresses, therefore warrant further examination.

The central premise of Goal Setting Theory (GST) is that encouraging individuals to pursue clear and difficult goals yields greater performance benefits than encouraging them to pursue vague and easy goals, or to simply do their best (Locke et al. 1990). The management and applied psychology literatures generally define goal clarity as "the extent to which the outcome goals and objectives of the job are clearly stated and well defined" (Sawyer 1992). Individual goal clarity has been investigated in organizational setting, however it has not been assessed in the area of young people's career development as a moderator.

Individuals with a clearer career goal and more well-established career identity should be better placed to manage these challenges and, benefit from enhanced well-being and diminished distress (Porfeli, Lee, & Vondracek, 2013), as they have better frameworks and strategies for self-direction and problem solving. Previous studies with young people have shown positive associations between career identity and life satisfaction (Hirschi, 2011; Hirschi & Herrmann, 2012) and negative associations with career distress and dysfunctional career thoughts (Strauser, Lustig, Cogdal, & Uruk, 2006).

Therefore, we hypothesized that: (H1) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and individual career distress and (H2) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and parent career distress.

METHOD

Participants

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Data were collected using a modified 6-point Likert like scale from (1 = *strongly disagree* to 6 = *strongly agree*). Higher scores indicate higher levels of each construct.

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The study was conducted with approval from the authors' university ethics committee. Written permission was obtained from the participating university departments and all students in the study. The survey booklets which contained the scales and demographic questions were administered to students in class time at campus.

Data Analysis

We used hierarchical regression analyses to assess whether individual goal clarity moderated the relationship between discrepancies between individuals and their parents regarding career goals and individual career distress and parent career distress. To the hypothesis 1, discrepancies was

included at Step 1, individual goal clarity at Step 2, and the interaction term (i.e., discrepancies x individual goal clarity)(Jose, 2013) at Step 3. To the hypothesis 2, we did the same thing.

Results

Tambahkan kalimat pengantar sebelum tabel 1 di sini. ..... (misal menegaskan kembali tujuan riset)

Table 1
Summary Data and Bivariate Correlations; N = 205

Variable	M	SD	1	2	3	4
1. Discrepancies	36.05	13.62	-	.43***	.54***	-.23***
2. Individual career distress	24.49	7.98		-	.53***	-.58***
3. Parent career distress	24.42	7.07			-	-.29***
4. Individual goal clarity	25.74	4.82				-

Hierarchical regression analyses were conducted to determine the moderated effects. Discrepancies was entered at Step 1, and accounted for 18.3% of the variance in individual career distress, $F (1, 203) = 45.58$, $p< .001$. Individual goal clarity at Step 2 accounted for a further 24.3%, $F (1, 202) = 85.70$, $p< .001$. At Step 3, the interaction term was significant, $F (1, 201) = 10.01$, $p = .01$, and 44.6% of the variance in individual career distress was accounted for. See Table 2.

Table 2
Hierarchical regression analysis (N = 205)

Variables	Individual career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.18***	.66	.18	1.126
Step 2				
Individual goal clarity	.24***	-.22	.25	-.86
Step 3				
Discrepancies x individual goal clarity	.02**	-.02	.01	-.83

Results demonstrated that discrepancies were associated negatively with individual career distress, however the association was stronger for those who have low individual goal clarity. See Figure 1.

*Figure 1.*The moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress

To test hypothesis 2, discrepancies was entered at Step 1, and accounted for 29.6% of the variance in parent career distress, $F_{(1, 203)} = 85.37$, $p < .001$. Individual goal clarity at Step 2 accounted for a further 3%, $F_{(1, 202)} = 85.70$, $p < .001$. At Step 3, the interaction term was significant, $F_{(1, 201)} = 10.01$, $p = .05$, and 34.2% of the variance in parent career distress was accounted for. See Table 3.

Table 3
Hierarchical regression analysis (N = 205)

Variables	Parent career distress			
	ΔR^2	B	SE (B)	β
Step 1				
Discrepancies	.29***	.65	.18	1.246
Step 2				
Individual goal clarity	.03**	-.24	.24	-.17
Step 3				

Discrepancies x individual goal clarity	.02*	-.01	.01	-.75

Results showed that discrepancies were associated negatively with parent career distress, however the association was stronger for those who have low individual goal clarity. See Table 3.
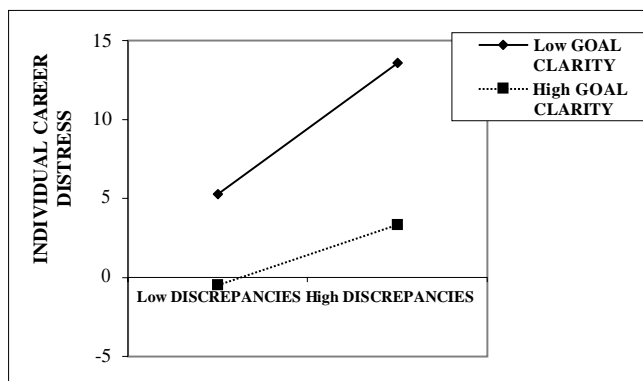

Figure 2. The moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress

Discussion

The study was aimed to examine the moderator role of individual goal clarity in the relationship between individual-parent career goal discrepancies and individual career distress, and also in the association between individual career goal discrepancies and parent career distress. We proposed that individual goal clarity served as a moderator in the relationships between discrepancies and both individual and parent career distresses.

We found significant positive relationship between discrepancies and individual career distress, and found that the relationship was stronger when individual goal clarity was lower. This suggest that, those who have higher discrepancies are more likely to feel higher individual career distress, especially for those who have low individual goal clarity. We also found significant positive

relationship between discrepancies and parent career distress, and found that the relationship was stronger when individual goal clarity was lower, suggesting that, those who have higher discrepancies are more likely to feel higher parent career distress, especially for those who have low individual goal clarity. These results are consistent with goal-setting theory (Locke et al., 1990), that clear goals lead to better performance.

This result confirms previous study which demonstrated that career compromise was associated positively with career distress and negatively with self-perceptions of employment demand. Individuals compromise on goals when they confront real or perceived barriers to achieving them; barriers can be external to the individual (e.g., family expectations that differ from individual's goals) or internal (e.g., lack of confidence to perform in prerequisite training (Creed & Gagliardi, 2015). This finding is also in line with Wang and Heppner's (2002) study, which demonstrated that individuals who were perceiving themselves as failing to live up to parental expectations rather than simply perceiving parental expectations, were more likely to report psychological distress.

Our findings have several implications. First, interventions aimed at assisting students to reduce individual and parent career distress might include a focus on reducing discrepancies between individual-set and parent-set career goal and increasing individual goal clarity, as lower discrepancies cannot stand alone. This intervention would allow students with unclear individual career goal to check their own aspirations and make sure that they have a commitment to achieve certain goals. Second, discrepancies between individual-set and parent-set career goals should be reduced by conducting effort to fine-tune their aspirations and parents' expectations.

As our study was conducted using a sample of students from one university in Central Java, Indonesia, the conclusions of this study need to be tested on other student populations. Additionally, the data were collected at one point in time, therefore, future studies could focus on testing across time associations among variables to get stronger causal conclusions. Last, although we found significant interaction effect, the variance explained was very modest. This suggests that contextual variables might play a role in moderating the relationship, and therefore, need to be investigated.

Conclusion

Results from our study demonstrated that as discrepancies increased, individual and parental career distress increased for high and low goal clarity groups, but increased more markedly for the low goal clarity group. These results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental career-related distresses.

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5.Bukti Konfirmasi Submit Revisi Kedua, Respon kepada Reviewer, dan Artikel yang Diresubmit (22 Sept 2019)

"Empowered Families, Empower Community"

Koordinator, Forum Komunikasi Asosiasi Penyelenggara Pendidikan Tingg
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"Empowered Families, Empower Community"

Koordinator, Forum Komunikasi Asosiasi Penyelenggara Pendidikan Tingg
Tengah

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2. The Moderator Role of Individual Goal Clarity_REV 1.edited.
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The Moderator Role of Individual Goal Clarity in the Relationships between Career Goal Discrepancies and Distresses

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Abstract

Discrepancies between individuals and their parents regarding career goals often present as inevitable conditions that have the potentials to influence individual career distress and also parental career distress from the perspective of the individual. This study aimed to investigate the moderating role of individual goal clarity on the relationships between individual-parent career goal discrepancies and individual and parental career distresses. We collected data from 205 freshmen of an university in Semarang, Indonesia, M age = 18.35 years, SD age = .64, 68.3% female. We used the Individual-Parent Career Goal Discrepancies Scale (α = .93), Goal Clarity Scale (α = .84), Career Distress Scale (α = .87), and Parental Career Distress Scale(α = .81). Hierarchical regression analyses demonstrated that as discrepancies increased, individual and parental career distress increased for high goal clarity and low goal clarity groups. However, those variables increased more markedly for the low goal clarity group. Our results highlight the important role of individual goal clarity in the consequences of individual-parent career goal discrepancies on young people's and parental distresses. Recommendations for students, parents, and practitioners are discussed.

Keywords: career, discrepancies, distress, goal clarity, parents

Introduction

Individual career distress is a normal consequence of negative career situations experienced by an individual, such as career decision-making difficulties, poor career preparation, and facing career-related barriers (Creed, Hood, Praskova, & Makransky, 2016). As one of the typical causes of stress in educational settings, up to 25% of students attended campus counseling services seeking vocational-related help (Benton, Robertson, Tseng, Newton, & Benton, 2003). Individual career distress is specific to the career domain and refers to a variety of overwhelming negative feelings, which include helplessness, depression, ambiguity, stress, fear, guilt, and hopelessness(Larson et al., 1994).

Parent career distress is an individual's perception regarding the level of their parent's career-related distress. Efforts to identify and understand the dynamics that lead to career distress is crucial, as this provides encouragement to young people to manage their career aspirations and planning, and it opens the opportunities for developing programs that can help those who experience career uncertainty (Lent & Hackett, 1994).

The previous study showed that career preparatory activities of exploration and planning were associated with perceived employability and stress regarding career matters (Praskova, Creed, Hood, 2015). Previous research also demonstrated that career goal-performance discrepancy was correlated significantly directly and indirectly with interpersonal rejection sensitivity and individual career distress, and it was indirectly associated with proactive personality and employability (Creed, Hood, & Hu, 2017).

Career goals are an individuals' expressed career-related goals towards leadership positions, motivation to train and to help and handle others, and interest in continuing schooling (O'Brien, 1996). Career goal setting is important to study during adolescence because it is a crucial development task in the process of career preparation and the individual's vocational identity development(Erikson, 1968). Older adolescents are expected to become increasingly adjust their goals and modify their career goals realistically over time (Armstrong & Crombie, 2000).

Individual-parent career goal discrepancies are often present as an inevitable situation that happens when individual perceived disparities between parent-set career goals and their own, self-set career goals, which incorporated discrepancies between the individuals' ability, choice, and enthusiasm and the career goals that their parents had for them (Sawitri, Creed, &Perdhana, 2019). Previous studies demonstrated that discrepancies between individual-set and parent-set career goals were associated with higher career distress (Sawitri et al., 2019). However, the effect of discrepancies on parent career distress from the perspective of an individual has not been assessed. Additionally, the condition under which discrepancies happen will be more likely to increase individual, and parent career distresses, therefore warrant further examination.

The central premise of Goal Setting Theory (GST) is that motivating young people to chase clear and challenging goals leads to more performance benefits than asking them to pursue unclear and easy goals or to do what they can do best (Locke et al. 1990). Literature in management and applied psychology define goal clarity as "the extent to which the outcome goals and objectives of the job are clearly stated and well defined" (Sawyer 1992). Individual goal clarity has been investigated in the organizational setting. However, it has not been assessed in the area of young people's career development as a moderator.

Individuals with a clearer career goal and more well-established career identity should be able to manage these challenges better and, benefit from higher well-being and lower psychological distress (Porfeli, Lee, & Vondracek, 2013), as they have better plans and strategies to direct themselves and to solve career-related problems. Previous studies with emerging adults have shown positive relationships between career-related identity and satisfaction with life (Hirschi, 2011; Hirschi & Herrmann,2012) and negative correlations with career-related distress and negative career thoughts (Strauser, Lustig, Cogdal, & Uruk, 2006).

Therefore, we hypothesized that: (H1) Individual goal clarity would moderate the relationship between individual-parent career goal discrepancies and individual career distress; (H2) Individual goal clarity would moderate the association between individual-parent career goal discrepancies and parent career-related distress.

METHOD

Participants

We gained data from 205first year undergraduate students (semester 2, M_{age} = 18.35 years, 68.3% female, *Mean* GPA = 3.32) who were recruited from a state university, in Semarang, Indonesia. Participants were obtained using convenience sampling and were drawn from Psychology (43.9%) and Economics and Business (56.1%) disciplines. Ethical clearance was obtained from the authors' university.

Data Collection Methods

Data were collected using a modified 6-point Likert like scale, from (1 = *strongly disagree* to 6 =*strongly agree*). Higher scores denote higher levels of each construct.

Materials

Discrepancies between Individual and Parent-Set Career Goals Scale

Discrepancies between individual and parent-set career goals were assessed using the 15-items Individual-Parent Career Goal Discrepancies Scale (Sawitri et al., 2019). Sample item: "*I do not think I can meet the requirements for the career my parents want for me.*"Previous research has reported internal reliability of .95, and evidence for construct validity was shown by finding expected associations with measures of congruence with parents regarding career issues and career distress (Sawitri et al., 2019). Cronbach's alpha for this study is .93.

Individual Career Distress Scale

Individual career distress was measured using the Career Distress Scale (Creed et al., 2016), which consisted of 9 items. It measures levels of subjective distress regarding career decision-making and career goal-setting activities. A sample of items is*"I often feel down or depressed about selecting a career,*" "*I think that I should make a career decision as soon as possible, but I cannot, and this makes me anxious,*" "*I feel stress or pressure to select a satisfying career.*" The previous study has reported high internal reliability (.90), and support for validity by demonstrating expected correlations with negative affect and also positive affect (Creed et al., 2016). Cronbach's alpha for this study is .87.

Parent Career Distress Scale

Parent career distress was measured using the modified version of the Career Distress Scale, consisting of 9 items (Creed et al., 2016). We modified items, such as, *"I don't have the special talents to follow my first career choice" to"My parents think that I don't have the special talents to commit to their career preference"; "I often feel that my life lacks many purposes"* to *"My parents feel that I often feel that my life lacks many purposes"; "I feel stress or pressure to select a satisfying career"* to *"My parents think that I feel stress or pressure to select a satisfying career"*). Cronbach's alpha for this study is .81.

Goal Clarity Scale

We created the 6-item Goal Clarity Scale, specifically for this study, to assess the clarity of the individual's own career goal. Sample items are: *"I am clear about the career I want"; "I am unsure about the career I really want to achieve (R)"; "I am still confused about the careers I want to get (R)."*Cronbach's alpha for this study is .84.

Translation Procedures

Scale items were translated from English to Bahasa Indonesia using the forward and backward translation technique(Brislin, 1986): (a) two bilingual speakers translated the items into Bahasa Indonesia, (b) two monolingual speakers examined whether the translation versions were easy to understand, (c) two bilingual speakers blindly translated the items in Bahasa Indonesia into English, (d) the back-translation was match up to the original version to check semantic accuracies, and errors were adjusted, and (e) three Indonesian students assessed whether the final items were easy to read.

Data Collection Procedure

The study was conducted with permission from the ethics committee in the authors' university. Written permission was obtained from the participating university departments and all students in the study. The survey booklets which contained the scales and demographic questions were administered to students in class time at the campus.

Data Analysis

We used hierarchical regression analyses to assess whether individual goal clarity moderated the relationship between discrepancies between individuals and their parents regarding career goals and individual career distress and parent career distress. To the hypothesis 1, discrepancies were involved at Step 1, individual goal clarity at Step 2, and then the interaction term (i.e., discrepancies x individual goal clarity), as suggested by Jose (2013) at Step 3. To the hypothesis 2, we did the same thing.

Results

Table 1 displays summary data, which includes means and standard deviations of each variable, and bivariate correlations among variables.

Table 1
Summary Data and Bivariate Correlations; N = 205

Variable	M	SD	1	2	3	4
1. Discrepancies	36.05	13.62	-	.43***	.54***	-.23***
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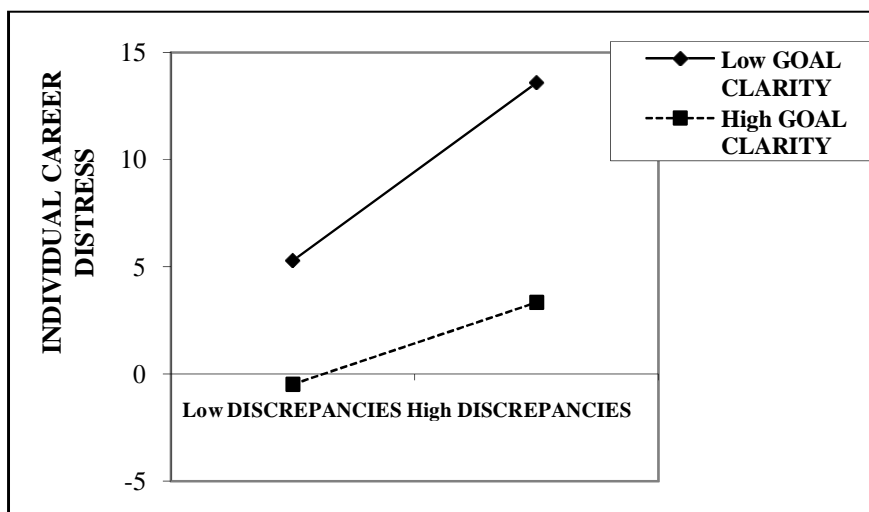

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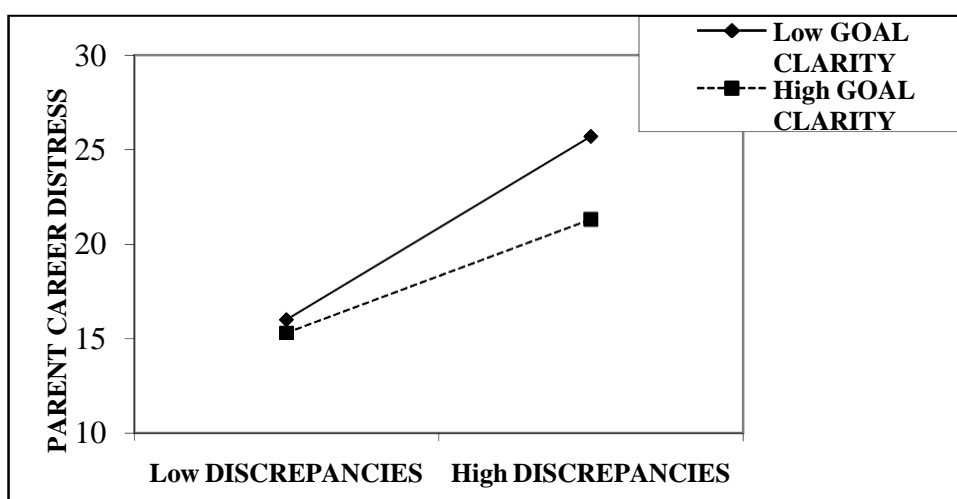

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Discussion

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2. On page 36
(Sawitri, Creed, &Perdhana, 2019)

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THANK YOU.

Regards,

Witri

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