

# The Impact of Social Support and Emotional Regulation on Career Adaptability: Exploring the Role of Self-Control as An Intervening Variable Among Final-Year Psychology Students at Tjut Nyak Dhien University

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## Abstract

*The aim of this study is to examine and analyse how social support and emotional levels influence career adaptability through self-control as an intervening variable. The study subjects are 100 students from the Psychology Department at Tjut Nyak Dhien University. The independent variables are social support and emotional levels, while career adaptability is the dependent variable, with self-control acting as the intervening variable. Data analysis was conducted using Structural Equation Modelling (SEM) with SMART PLS 4.0 software. Data collection techniques included questionnaires, observation, and document review. The research utilized a quantitative descriptive method, employing SEM for data analysis. The population and sample for this study consisted of 100 students, and sampling was conducted using a census method. The findings indicate that, partially, social control and emotional effectiveness have a significant influence on the career adaptability of Psychology students at Tjut Nyak Dhien University, and they also impact self-control. Simultaneously, social control and emotional effectiveness affect career adaptability through self-control as an intervening variable. The study concludes that increasing social support can enhance students' abilities at the Psychology Department of Tjut Nyak Dhien University. Furthermore, students' emotional regulation will improve, enabling them to better control their actions during the process of adapting to career development. This highlights the critical role of both social and emotional factors in shaping students' career adaptability, mediated by their ability to maintain self-control.*

**Keywords:** *Social Support, Emotional Levels, Career Adaptability, Self-Control.*

## Introduction

University students play a crucial role in every institution, as without them, a university's impact remains dormant. Universities thrive when students are actively engaged, improving their skills to produce graduates who can successfully adapt to their future careers aligned with their high school education (Yerken, Aigerim, & Nguyen Luu, 2022). Students who demonstrate strong career adaptability at the university level typically receive robust support from various sources, which facilitates their career growth. Social support plays a significant role in fostering career adaptability, enabling students to continuously develop their abilities, which in turn serves as a mechanism of self-regulation and skill enhancement for post-graduation career success (Azevedo, Ana & Shane, 2019).

Social support not only aids career adaptability throughout the learning process but also prepares students for the complex transitions they face post-graduation, from job searching to adjusting to their roles in various organizations (Raviv, Anat, Amasha & Bader, 2023). The social environment—both family and academic—helps guide students towards programs that align with their abilities, boosting their emotional resilience and motivation, which enhances their performance in academic and career development (Gloster, Andrew T., 2020). Effective emotional regulation, supported by a strong social environment, helps students avoid overconfidence, encouraging continuous improvement and ensuring long-term career adaptability (Wang, D., 2019; Dimov, Dimo & Pistrui, 2023).

At Universitas Tjut Nyak Dhien, however, some psychology students struggle with career adaptability, largely due to inadequate social and emotional support, which hinders their self-control and emotional regulation, ultimately affecting their career growth potential.

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## Literature Review

### *Social Support*

Social support refers to any form of assistance or care that an individual receives from others or their social network, whether from friends, family, colleagues, or the community. It serves as a resource that people can use to enhance their quality of life, manage their problems, and maintain their mental health. Social support can take the form of informational, practical, or emotional support (Gilbert, Guinevere, Turner, Michelle, and Haass, 2022). In other words, social support acts as a source of strength that enables individuals to feel more capable of overcoming life's obstacles (Burger, Julian, Bellhäuser, & Imhof, 2021).

The types of social support include:

*Emotional Support* involves tenderness, attention, understanding, and encouragement. A person feels liked, accepted, and appreciated when receiving this type of support. For instance, a family member providing comfort during tough times or a friend who listens when someone is dealing with a problem.

*Instrumental Support* refers to tangible and helpful assistance, such as cash, labor, or resources. For example, offering a ride, lending money, or helping with household chores.

*Informational Support* involves providing advice, information, or guidance that assists in decision-making or problem-solving. For instance, a friend offering advice on handling a challenging situation or a mentor providing career guidance.

*Evaluative Support* is where the environment provides validation or insight into someone's abilities. This can enhance self-esteem and a person's self-perception. For instance, a supervisor evaluating an employee's performance or a manager assessing a worker's contributions (Park, In Jo, 2018).

Indicators of social support for students in enhancing career adaptability include:

- Access to career resources
- Frequency and quality of career guidance
- Emotional support from family and friends
- Support in managing stress
- Motivation and positive reinforcement in career pursuits (Sipeki, Irén, Vissi, & Túri, 2022)

### *Emotional Level*

In the context of social support, emotional level refers to the extent to which an individual feels supported, nurtured, and motivated by their surroundings (Gati, Itamar, & Kulcsár, 2021). Emotional support is essential for students undergoing professional transitions, enabling them to remain calm, confident, and optimistic in facing uncertainties or challenges (Thornhill, 2020).

The impact of emotional level on career adaptability includes:

- Developing resilience, or the capacity to overcome obstacles and setbacks with the aid of emotional support, is crucial in the process of adjusting to a new job.
- Enhancing self-confidence, where students feel more comfortable making professional decisions and navigating the job search process when they feel emotionally supported and respected.

- Reducing stress and anxiety, as students who receive emotional support are better equipped to maintain focus and motivation while considering their future career, helping lower stress levels.
- Boosting motivation to act, where students receiving support from those around them are more likely to take initiative in their professional growth, such as seeking internships, attending workshops, or applying for jobs (Betke, Katarzyna, Basińska, Malgorzata Anna, & Andruszkiewicz, 2021).
- **Indicators of emotional level in career adaptability include:**
  - Emotional calmness and stability, where students handle career transitions and challenges, such as uncertainty about their first job or not securing a position, while maintaining emotional stability and calmness.
  - Confidence in making career steps, where students demonstrate confidence when applying for professional positions, internships, and other opportunities, as well as when making significant career decisions.
  - A stable level of motivation, where students persist in self-improvement despite obstacles and remain enthusiastic when facing career-related issues, continuing to pursue professional opportunities, including training, seminars, and internships.
  - Ability to make career decisions calmly, where students are free from unnecessary emotional pressure or uncertainty in making sound professional decisions (Hogg, Linda, Elvira, & Yates, 2023).

### *Career Adaptability*

Career adaptability refers to an individual's ability to adjust to the demands, changes, and challenges within a dynamic work environment. This capability includes the capacity to handle ambiguity, find creative solutions, and respond flexibly to emerging opportunities or challenges in a career (Ginevra, Maria Cristina, 2018).

Students must be able to adapt to various careers to be prepared for the transition from university to the workforce. Having skills such as resilience, adaptability, openness to opportunities, and the ability to learn from mistakes helps students navigate the complexities of the ever-evolving job market. These skills also make them more resilient and flexible in facing changes in their career paths (Ruiz Castro, Mayra, Van der Heijden, Beatrice, & Henderson, 2020).

The key components of career flexibility include:

- The ability to cope with change
- Openness to job opportunities
- Resilience and good mental health
- Confidence in one's abilities
- Motivation to grow (Nguyen, Huynh Trang, & Khau, 2022)

Indicators of career adaptability in students include:

- Confidence
- Readiness for change
- Self-control in career planning
- Adaptability (Anton, Nicholas E., 2021)

### *Self-Control*

In the context of career adaptability, self-control refers to an individual's capacity to intentionally manage their emotions, choices, and behavior to effectively regulate and direct their professional trajectory (Kiuru, Noona, 2021).

Self-control involves the ability to regulate impulses or emotions that might hinder career decision-making and execution, as well as the capacity to stay calm and focused under pressure (Fawehinmi, Olawole, 2020).

Self-control is one of the key components of students' career adaptability. This skill enables students to make thoughtful judgments, manage their emotions when faced with difficulties, and remain focused on their career goals. Students with high levels of self-control are better prepared to succeed in their career journey and face the uncertainties and pressures of the job market (Özkan, Osman Seray, Huertas-Valdivia, Irene, & Üzümlü, 2023).

Indicators of self-control in students' career adaptability include:

- Ability to control emotions under pressure
- Rational decision-making
- Ability to maintain emotional balance
- Independence (Sulistiobudi, Rezki Ashriyana, & Kadiyono, 2023).

## **Research Method**

The research method employed in this study is a descriptive quantitative approach using structural equation modeling (SEM) analysis. According to Guenther (2023), the partial least squares (PLS) statistical technique combined with SEM is used to examine relationships between latent variables and observed variables (indicators). SEM-PLS is particularly suitable for predicting and testing relationships within complex models, especially when the sample size is small or the data distribution is non-normal. The population of this study consists of 100 students from the Psychology Department of Universitas Tjut Nyak Dhien (UTND), and the sampling method used is the saturated sampling technique. As Guenther (2023) explains, in saturated sampling, every member of the population is selected as a sample. In this case, the entire population is used for analysis, with no components or individuals excluded. Thus, the sample size includes 100 UTND psychology students. The data collection techniques utilized in this study involve observation, administering questionnaires, and document analysis.

## **Result and Discussion**

### *Statistics Descriptive*

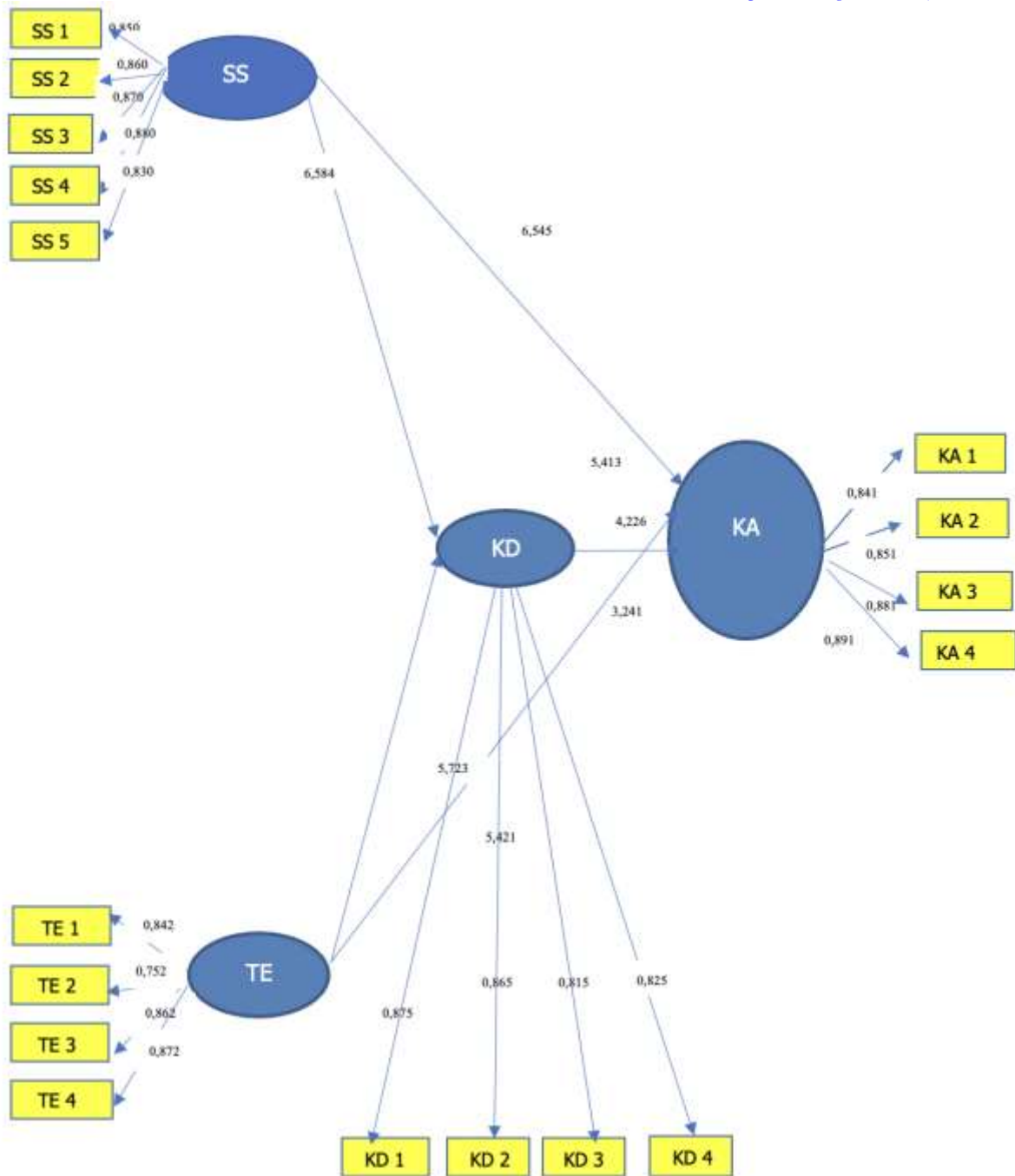
Descriptive testing was conducted by analysing the characteristics of 100 students from the Department of Psychology at UTND. The descriptive analysis of the respondents' characteristics is presented in the following table:

**Table 1.** Respondent Characteristics

Variable	Category	Frequency	Percentage (%)
Gender	Male	75	75
	Female	25	25
Age	20-22 Years	70	70
	23-25 Years	30	30

The table above shows that the majority of respondents who answered the questions were male, accounting for 75% or 75 respondents, while the least represented group was female respondents, comprising 25% or 25 respondents. In terms of age, the majority of respondents who answered were within the 20-22 age range, making up 70% or 70 respondents, while the smallest group was respondents aged 23-25 years, accounting for 30% or 30 respondents.

The output from the SEM test can be illustrated through the following Bootstrapping diagram:



**Diagram 1.** Bootstrapping Diagram

*Convergent Validity Analysis*

(Aghaei, Soolmaz, 2023) states that convergent validity analysis demonstrates the method of convergent validity, which is a psychometric term used to measure the actual correlation level between two or more indicators (or measuring tools) that are intended to assess the same construct. The results of the convergent validity test in this study are as follows:

**Table 2.** Convergent Validity Test

Variable	Indicator	Outer Loading
Social Support (X1)	SS 1	0.850
	SS 2	0.860
	SS 3	0.870
	SS 4	0.880
	SS 5	0.830
Emotional Level (X2)	TE 1	0.842
	TE 2	0.752
	TE 3	0.862
	TE 4	0.872
Career Adaptability (Y)	KA 1	0.841
	KA 2	0.851
	KA 3	0.881
	KA 4	0.891
Self-Control (Z)	KD 1	0.875
	KD 2	0.865
	KD 3	0.815
	KD 4	0.825

Source: Data processed using PLS 3.0, 2024

The table above indicates that the data from each variable has a significant correlation and is valid for use.

#### *Average Variance Extracted (AVE) Analysis*

(Aghaei, Soolmaz, 2023) explains that the AVE test is used to analyze confirmatory factor analysis (CFA) to evaluate the convergent validity of a latent construct in a measurement model. The results of the Average Variance Extracted (AVE) test are presented in the following table:

**Table 2.** AVE Test

Variable	AVE
Social Support (X1)	0.837
Emotional Level (X2)	0.875
Career Adaptability (Y)	0.842
Self-Control (Z)	0.850

Source: Data processed using PLS 4.0, 2024

The table shows that the Average Variance Extracted (AVE) values are greater than 0.5, indicating that the data distribution is appropriate, correlates significantly, and can be considered valid.

#### *Composite Reliability Analysis*

According to (Aghaei, Soolmaz, 2023), the Composite Reliability test is a metric used in statistical analysis to evaluate the internal consistency of a construct or latent variable, especially in the context of

measurement models and structural equation modeling (SEM). The results can be seen in the following table:

**Table 3.** Composite Reliability Test

Variable	Composite Reliability
Social Support (X1)	0.881
Emotional Level (X2)	0.822
Career Adaptability (Y)	0.756
Self-Control (Z)	0.877

Source: Data processed using PLS 4.0, 2024

The table above indicates that the composite reliability values are all greater than 0.6, demonstrating that the data distribution is appropriate and consistent.

#### *Discriminant Validity Analysis*

In Discriminant Validity analysis, it is essential to ensure that variables that are not expected to correlate, or only correlate slightly, indeed show such patterns. The results of the Discriminant Validity analysis are shown in Table 4 below:

**Table 4.** Discriminant Validity Analysis

Variable	Career Adaptability Moderating Effect 1	Career Adaptability Moderating Effect 2	Career Adaptability Moderating Effect 3	Career Adaptability Moderating Effect 4
Social Support	0.777	1.000	0.748	0.647
Emotional Level	0.667	0.748	1.000	0.777
Career Adaptability	0.756	0.777	0.849	0.748
Self-Control	1.000	0.748	0.638	0.638

Source: Data processed using PLS, 2024

Based on the table above, it can be observed that the AVE values of the constructs do not significantly influence one another, thus meeting the Discriminant Validity criteria.

#### *Path Coefficient Testing*

The results of the path coefficient test can be seen in the following table:

**Table 5.** R Square Test

Variable	R Square
Social Support (X1)	0.882
Emotional Level (X2)	0.856
Career Adaptability (Y)	0.867



Variable	R Square
Self-Control (Z)	0.866

Source: Data processed using PLS 4.0, 2024

From the table above, it can be seen that the R Square value for career adaptability is explained by the social support, emotional level, and self-control variables by 86.7%, while the remaining 12.3% can be explained by other variables not included in this study.

### *Hypothesis Testing*

The results of the hypothesis testing are as follows:

**Table 6.** Hypothesis Testing

Hypothesis	Effect	T-value	P-Value	Result
H1	Social support on career adaptability	6.545	0.001	Accepted
H2	Emotional level on career adaptability	5.421	0.000	Accepted
H3	Social support on self-control	6.584	0.002	Accepted
H4	Emotional level on self-control	5.723	0.003	Accepted
H5	Self-control on career adaptability	4.226	0.000	Accepted
H6	Social support on career adaptability through self-control (mediating variable)	5.413	0.000	Accepted
H7	Emotional level on career adaptability through self-control (mediating variable)	3.241	0.000	Accepted

Source: Data processed using PLS 3.0, 2023

Based on the table above, it can be concluded that the social support and emotional level variables partially influence the career adaptability of UTND Psychology students and affect self-control. Simultaneously, the social support and emotional level variables influence the career adaptability of UTND Psychology students through self-control as a mediating variable.

## **Discussion**

The findings of this study show that social support significantly influences the career adaptability of psychology students at UTND. This result is consistent with the research by Nadia, Riza, Ramdani, and Jaelani (2023), which argues that increased social support tends to provide motivation that fosters the ability to develop oneself and adapt, ultimately enhancing career progression. Social support creates an environment where students feel encouraged, valued, and confident in navigating their career paths. As a key enabler of career adaptability, social support allows students to be more open to new experiences, challenges, and opportunities, which are crucial for career development. Thus, this finding underscores the role of social environments, including friends, family, and academic networks, in supporting the capacity to adapt to career demands. The study also reveals that emotional levels significantly impact career adaptability. This aligns with the research by de Diego-Cordero (2022), which states that the more capable students are of managing their emotions, the better they can enhance their career development and adapt to career-related changes. Emotional regulation is critical in helping students maintain composure in the face of stress, uncertainty, or career obstacles. By managing emotions effectively, students are better positioned to make rational decisions, take calculated risks, and remain resilient, all of which contribute to career adaptability. Emotional stability ensures that students do not become overwhelmed by challenges and can respond to career dynamics in a constructive manner.

According to the results, social support also significantly influences self-control among psychology students at UTND. This finding supports the research by Agoes Salim and Rose Mini (2023), which suggests that increased social support enhances an individual's capacity for self-development and helps in regulating decisions and actions related to career progression. With strong social support, students are more likely to engage in self-reflective behaviors and exercise better judgment in handling career-related situations. This support can act as a buffer, allowing students to remain disciplined and focused, ultimately improving their self-control. Social support fosters a sense of accountability, where students feel guided and motivated to manage their actions and emotions in ways that align with their career goals.

The research also confirms that emotional levels significantly affect self-control. This finding corresponds to the research by Lehesvuori (2023), which emphasizes that the ability to maintain emotional stability enhances self-control, preventing actions that could hinder career development. Managing emotions effectively is key to fostering self-control, as it prevents impulsive decisions or reactions that may disrupt career-related plans. Students who can regulate their emotions are more capable of staying on track with their career objectives, showing persistence and maintaining focus, even under challenging circumstances.

The study shows that self-control significantly influences career adaptability. This is in line with the findings of Sullivan and Al Ariss (2021), who state that individuals who exercise good self-control can adapt more effectively to the demands of their career. Self-control allows students to regulate their behavior and emotions, which is critical in navigating career changes and challenges. By maintaining self-discipline, students are more likely to pursue long-term career goals without being derailed by short-term obstacles or distractions. Self-control thus acts as a foundation for adaptability, ensuring that students stay committed to their career paths while adjusting to new developments or opportunities.

The study further reveals that social support influences career adaptability through self-control as an intervening variable. This finding aligns with the research by Bayley (2022), which explains that social support enables individuals to better control their circumstances, thereby facilitating the process of adapting to career changes. The role of self-control as a mediator suggests that while social support provides external motivation, self-control internalizes this support, allowing students to make conscious decisions and adaptations to their careers. The interplay between social support and self-control enhances career adaptability by ensuring that students are both externally encouraged and internally disciplined in managing their career development. Lastly, the findings demonstrate that emotional levels influence career adaptability through self-control as an intervening variable. This is consistent with the research by Guo, Su, Guan, and Yan (2021), which argues that excessive emotional levels can hinder self-control, thus obstructing career adaptability. The study highlights the importance of emotional regulation in maintaining self-control, which, in turn, supports career adaptability. Students who cannot manage their emotions effectively are more likely to struggle with self-discipline, leading to difficulties in adjusting to career challenges. Conversely, those who maintain emotional balance are better equipped to exercise self-control, which facilitates smoother career adaptation.

In conclusion, this study underscores the critical roles of social support, emotional regulation, and self-control in shaping career adaptability. By enhancing these factors, students are better prepared to navigate the complexities of career development and achieve long-term success.

## Conclusion and Recommendations

Based on the research findings, the conclusion drawn is that, partially, social control and emotional effectiveness significantly influence the career adaptability of psychology students at UTND. These factors also impact self-control. Simultaneously, social control and emotional effectiveness influence career adaptability through self-control as an intervening variable. The Department of Psychology at Tjut Nyak Dhien University should ideally prepare individuals who understand emotional and psychological levels to guide students and provide them with stronger social support. This would help students maintain emotional stability and self-control, which in turn would enhance their adaptability to the growing demands of their skill development. Consequently, this would improve the reputation of Tjut Nyak Dhien University,

especially its Psychology Department, in producing high-quality and capable human resources for the workforce.

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