

Lecturer Career Adaptability: A Study of Millennial and Non Millennial Generations in Jakarta and Surrounding Areas

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Abstract—This study aims to compare the millennial and non-millennial generations in the teaching profession in Jakarta and surrounding areas. With a sample of 227 lecturers, in which 30% are millennial and 70% are non-millennial, the results obtained indicate that there are no differences in career goals for millennial and non-millennial lecturers. By using Hayes spss and macro software, the test results confirm the significant effect of career adaptation on the influence of work management on career success for both millennial and non-millennial. This influence appears to be stronger in the millennial lecturer group.

Index Terms—millennial, work engagement, career adaptability, career success

I. INTRODUCTION

In the world of work today there are four generations interacting with each other simultaneously, namely the Generation of Baby Boomers, Generation X, Generation Y or known as the Millennial generation, and Generation Z who just entered the workforce. The Millennials (Generation Y or Genme) were born around 1981 to 1999, namely the generation group that replaced the previous generation.

“Millennials have been characterized by economic prosperity, advances in instant communication technology through the internet, social networking and globalization. Like Gen Xers, Millennials value freedom and work life balance more than Baby Boomers” [1]-[3].

In the industrial revolution era 4.0, organizations need reliable Human Resources (HR) to survive in a dynamic and competitive business environment [4]. Workers must be able to adapt to careers on any changes that occur. Career adaptability is a positive behavior and one's ability to adapt more easily to the stress and uncertainty in the work environment.

Adaptability allows one to be able to survive the challenges of his/ her work [5], especially the ability to adapt to changes in workload, increased diversity, and changes in the work environment [6]. To be able to produce these resources, individuals need "positive, satisfying, and engaging work conditions that are characterized by strength, dedication and absorption" [7]. When employees are engaged, they feel compelled to

strive forward towards challenging goals and expect success [8]. In addition, work engagement reflects the energy that employees brought in at work. Therefore, the characteristics of engaged employees not only have the capacity to be energetic, but they enthusiastically apply the energy they have to their work. With this characteristics, every profession in the working world must be able to undergo a career in a changing environment that is also filled with diversity, one of which is from the differences in ages of various generations like today.

This research was conducted on one profession, namely lecturers, whose career success was determined by the ability to adapt and be able to commit to the profession's calling with high work attachments. The differences in the characteristics of millennial and non-millennial lecturers are interesting to analyze, considering the teaching profession is not in accordance with the characteristics of a dynamic millennial generation. Being a lecturer requires a high commitment to survive in certain organization to pursue career paths and ranks which is attained step by step. In the annual report issued by the Ministry of Research, Technology and Higher Education (Ristekdikti) [9], there are five functional positions of lecturers. The report in the 2017 period indicated the number of lecturers based on functional positions, there were 106,210 without position (other), 53,752 expert assistant lecturers, 49,625 lecturers, 29,479 head lecturers and 5,223 professors. From this data it appears that the composition of lecturers is still largely under the position of lecturer. This shows that the achievements of the lecturers' career ladder are relatively slow while one of the requirements of university accreditation is academic ranks.

Lecturer career success not only contributes to the progress of his/ her career, but also the performance of the organization (university) through the three obligations of higher education (teaching, research and social service). Thus, more effective HR management in academics may require changes in the practice of performance evaluation and in career management and promotion [10]. The lecturers' capability must be continuously updated so that they can keep abreast of the digital era especially for senior lecturers to adjust themselves to the increasingly varied processes and ways

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of learning, including publications and conducting administrative activities online. In this regard, how do millennial and non millennial lecturers respond to career adaptation and career success, are there differences between the two generations and does work engagement of these two generations influence perceived career success.

A. Millennial Generation

This study will examine the differences in responds on variable indicators between millennial and non-millennial generation lecturers. "They highly values leisure time, meaning that they prefer jobs that provide more vacation time than older generations" [3]. Apart from their lower job centrality, millennials have higher expectations about promotions and salary increases in the workplace [11]. Furthermore, Corporate Leadership Council [12] states "they place greater value on the meaning and satisfaction of work and are not tolerant of less challenging work"

Previous research has suggested that, based on personality traits in between generations, millennials tend to have different personality traits from previous generations [13], [14]. Facts are found that millennials show more narcissism, self-esteem, and firmness than the previous generations [14], [15]. This study will test if there are differences in perceptions about work engagement, career adaptability and career success in both generations.

II. LITERATURE REVIEW

Career adaptation is conducted by individuals in responding to the changing direction of the environment, accommodating and accepting challenges in changes, with new perspectives connected with seriousness in self-development [16]. Some writings indicate career adaptability as a treatment such as attitude, competence and behavior that facilitates employees to choose career development options and behaviors that are supported by people and environment adjustments and empowerment that are applied in a job [17], [18]. Career adaptation is carried out in relation to changing professional environments in dynamic ways that also demonstrate the ability to deal with change proactively and effectively regarding social-cultural and socioeconomic facts in the context in which they are located [19], [20]. Thus, career adaptation greatly determines one's future career by developing all possible career plans in the future [21].

Career adaptability is a concept of "meta-competency", because it can predict achievements in career development and professional effectiveness[6]. Savickas conceptualizes career adaptability as a collection of attitudes, behaviors, and competencies that a person uses when dealing with changes in the conditions and demands of work. Based on the concepts of Savickas and Porpheli, career adaptability is an ability that can be trained and acquired.

Career adaptability has an impact on work engagement and job satisfaction. In addition, career adaptability helps individuals build strong relationships with organizations, how they feel fit and responsible for the organization [5].

Career adaptability that comes from within an individual, is specifically related to the way in which he manages his career, makes career-related decisions, and, above all, adapts to the changing work environment [5].

Career adaptability positively predicts career satisfaction and self-rated career performance - indicators of subjective career success [22]. Other research by Guan et al. [23], resulted in career adaptability influencing salary and career satisfaction. These results show "the unique role of career adaptability in the success of individual careers and adds new evidence to the predictive validity of career adaptability. Career adaptability is an important construction to consider in understanding and predicting work-related outcomes, such as success in the workplace, job satisfaction, years of service, or work attachments" [21].

Another study conducted by Rossier et al. [21], found several CFA models confirming the factor structure of CAAS-International with factor loading which is very similar to the original research from Savickas and Porpheli [24]. Adaptability is related to different personality dimensions, especially neuroticism and conscientiousness, and work attachments. When predicting work attachment, career adaptability has significant additional validity derived from the personality dimension. Personality can be seen as a filter for individuals who help individuals to interpret the environment and to activate the process of "self-regulation" (in this case the adaptability in careers) to better adapt to their environment [21]. Additional validity of career adaptability in personality measurements confirms that it is an important construction to consider in understanding and predicting work-related outcomes, such as workplace success, job satisfaction, years of service, or work attachments [25]. In addition, the results of the study also show that employees with a high level of career adaptability have a tendency not to leave the organization because they have a high level of career satisfaction [23], has a positive influence on career success, both subjective and objective ones [6].

A. Research Model

Indirect effect of X on Y through $M_i = a_i b_i$
 Direct effect of X on $Y = c'$

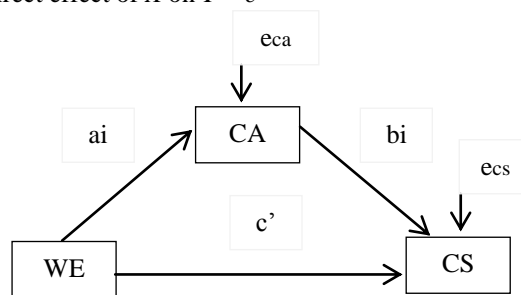


Figure 1. The mediation of career adaptability

B. Research Methods

The study uses a survey method to examine the success level of career work engagement and career adaptability. The distribution of questionnaires was conducted through

online systems (via google form links) and face to face. The respondent's assessment in the questionnaire is measured on an interval scale, ranging from 1 is Strongly Disagree to 6 is Strongly Agree.

C. Definition of Variables

Work engagement can be defined as a "positive, satisfying, and work related conditions characterized by strength, dedication and absorption" [7]. Engagement is measured by UWES - the Utrecht Work Engagement Scale [26].

Career adaptability is defined as a "psycho-social construct that reflects a person as a resource to manage obstacles in current work and career, which will affect one's integration in their social environment" [25]. In this study, career adaptability is measured by the Career Adapt-Ability Scale (CAAS), in which, there are four dimensions of career adaptability, namely: concern, control, curiosity, and confidence. "Career success is different for various components, internal (how one sees the development of one's own career in terms of values, goals, and aspirations), external (how career success is felt by the external environment, such as status, hierarchy, income, and power), organization (in terms of organizational strength and influence), and community level (labor market, professional development, globalization)" [27]. In this variable, career success is measured by Urs E. Gattiker & Laurie Larwood [28].

III. RESEARCH METHOD

A. Data Collection Technique

The sampling technique utilized was convenience sampling. **The population** in this study are lecturers who work in state or private universities in Jakarta and the surrounding areas. The population of lecturers in DKI Jakarta is 30,395 lecturers [29]. The number of samples in this study is referenced from Ghazali [30] who recommends sample sizes between 100 and 200 and must use the Maximum Likelihood estimation method (ML). Of the 250 questionnaires distributed, 227 questionnaires

were well usable. Sampling is based on the ease of reaching / accessing respondents, this is due to several obstacles encountered, including limited time and limited number of enumerators, permission to conduct research, willingness of lecturers to fill out questionnaires, and also limited funds.

B. Characteristics of Respondents

The respondents of this study consisted of approximately 70% non millennial and 30% millennial; female 42,7%; male 57,3%; >20years 8,8%; >30years 22,%; >40years 32,6%; >50years 26% and >60years:10,3%. This description shows that the teaching profession has not been dominated by millennial generation in contrast to other professions in the working world. This can be understood since to become a lecturer the minimum education is a master degree, and the retirement age of the lecturer is at the age of 65 years. The characteristics of respondents can be seen in Table I where 60% of the lecturers have worked more than 10 years, meaning that the lecturers undergoing careers have relatively high retention. However, in the career path, 67% of the lecturers are still in the level of expert assistant and lecturer.

C. Data Analysis Method

The data analysis technique utilized in this study is path analysis model using the 2013 macro Hayes statistical program software. Test the validity of the data with factor analysis was carried out before being analyzed by path analysis, the results of validity and reliability tests and the average score of responses in each dimension of variable items can be seen in Table I. From the test results of factor analysis, each variable item is valid and reliable with the highest mean score in life success. All answers are above the scale of 4 with the maximum of 6. This shows that the lecturers already have high work engagement, career adaptability and career success. The score for success is relatively the same for each dimension ranging from 4.9 and the lowest value for work engagement in the absorption dimension, while the lowest value for career adaptability is in curiosity.

TABLE I. VALIDITY & MEAN-SCORE

Item	Factor	Eigen Value	Variance Explained (%)	Realibility Alpha	Mean Score
Career Success		6.238	51.98	.955	4.94
Job Success	.811				4.95
Interpersonal Success	.558				4.84
Financial Success	.919				4.91
Hierarchical Success	.890				4.90
Life Success	.463				5.10
Work Engagement		1.609	65.386	.919	4.59
Vigor	.854				4.81
Dedication	.927				4.59
Absorption	.736				4.38
Career Adaptability		0.579	70.214	.934	4.74
Concern	.656				4.85
Control	.965				4.99
Curiosity	.671				4.26
Confidence	.765				4.86

Source: processed data

D. Independent Sample Test (The Difference Test of Sample)

Difference tests were conducted by grouping lecturers into millennial and non-millennial categories. From the results of difference tests, the statement on the three research variables both by millennial and non-millennial lecturers shows the same average score. The test results show the value of t which is not significant for the three variables. This shows that both millennial and non-millennial generations have the same perception of work engagement, career adaptability and career success. This result is different from the preliminary prediction, in which millennial lecturers were considered to have higher career adaptability than non-millennial lecturers. But, the results show that there are no difference between millennial and non-millennial lecturers both in career adaptation and work engagement. Considering the industrial revolution 4.0, which is much influenced by the advancement of information technology (IT), this finding illustrates that the millennial or non-millennial lecturers

have the same concern in the progress of their career, the ability to control, ability in responding to change, high curiosity and confidence. The next test will be conducted separately to see the effect of career adaptation in the influence of work engagement on career success.

IV. RESULTS AND DISCUSSION

From the results of path analysis as shown in Table II, the simple mediation path analysis model in this study is a model that is fit both in the test for millennial and non-millennial generations because the p value is very significant 0,000. It appears that the effect of work engagement on career adaptability is significant as do the effect of work engagement on career success. The next finding is the career adaptability has a significant effect toward the career success, so that the mediating effect of career adaptability on the influence of work management is significantly positive. The results of this study are relevant to the results of the research mentioned earlier [5], [6], [21], [22], [24], [25].

TABLE II. THE RESULTS OF SIMPLE MEDIATION TEST OF CAREER ADAPTABILITY

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Source: processed data

An important finding emerged that that all coefficients of influence are stronger on millennial than non-millennial. Although there are no differences in the three variables perceived in both generations, the effect of career adaptability as an intervening variable in millennial group is stronger than non-millennial, namely 0.416 for millennial and 0.172 for non-millennial. From the results of the study, it appears that the characteristics

of millennials that choose the profession of lecturer are somewhat different from the characteristics of millennials expressed in several previous studies which tend to shift jobs [13], [14]. Although it seems there are no too much different, millennial lecturers felt more success in work than non-millennial, while non-millennial felt more success in life than millennial. Being a lecturer, in carrying out a career is not only because he/ she wants to

succeed from a variety of criteria, both objective and subjective, but also a call so that both millennial lecturers and non-millennial lecturers have the same goal in deciding career choices to become lecturers. In this study millennials have a high work attachment and the results for Career Success (CS) in respondents' score compared to millennial and non-millennial are as follows Table III:

TABLE III. CAREER SUCCESS OF MILLENNIAL VS NON-MILLENNIAL

CS Dimensions	millennial	non-millennial
job success	5.16	4.90
Inter-personal	4.93	4.82
financial	5.07	4.86
hierarchical	4.97	4.89
life success	4.97	5.14

Source: processed data

The results of this study also showed that the lecturers are very aware of changes in the organizational environment and the working world. The two groups have the same opinion on the career adaptability dimensions that was responded to at a high level. Even though millennial lecturers are more accustomed to IT devices and their use, the career demands of running the three obligations of higher education make these two groups try to adjust their abilities with demands that cannot be avoided. Non-millennial lecturers also stated that they are responsive to changes in teaching and learning methods and are aware of the future of their careers.

Millennials, which in some previous studies were described as very dynamic, frequently changing jobs and tend to pursue financial satisfaction [11] were not proven in the results of this research. Millennial lecturers are proven to have high work attachments that can improve career adaptation and perceived job satisfaction, so that they also feel the success of work even with a relatively stable income or financial level and less in line with expectations (this appears in the lowest answer on salary items I am higher than my colleagues: 3.3 and I earn income according to my work and expectations: 3.9).

However, the success criteria stated by millennial and non-military lecturers are relatively the same and also expressed at the same level of success. In other words, the millennial lecturers in this study did not state financial size and hierarchy and the promotions they pursued were not yet appropriate, meaning millennial lecturers did not pursue positions in hierarchy and large financial rewards in stating the level of success they felt. Success can be expressed in the work itself, a good relationship and a harmonious life with a career. Thus, millennial and non-millennial lecturers have the same career goals with high work engagement, trying to adapt to the industrial era 4.0 which significantly increases career success.

V. CONCLUSION

In conclusion, millennial and non-millennial lecturers have high work engagement, high career adaptability and high career success. There is no difference between millennial and non-millennial lecturers in all dimensions

of the variable. Research shows that career adaptability has a significant mediating effect on the influence of work engagement in increasing career success. The test results show the effect of career adaptability on the success of career mediation is stronger in millennial lecturers.

A. Limitation

The population of the study was not calculated because of limitations in access and time. The study sample was not random so the results can not be generalized. The proportion of millennial and non-millennial lecturers is not calculated. The research was only conducted in Jakarta and its surrounding areas.

B. Suggestions

The research shows that career adaptability is very significant in mediating work engagement on career success both in millennial and non-millennial generations. Therefore, the university must be able to provide support for lecturers to improve their career adaptation through training and physical facilities. Given the characteristics of millennial lecturers were not in accordance with previous research on millennial generations, it is necessary to conduct further and in-depth research on the characteristics of millennial lecturers compared to other professions.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Sylvia Diana Purba conducted the research; Bella Carissa analyzed the data; together, all authors wrote the paper; all authors had approved the final version.

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