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# Shaping the Protean Career Orientation of Undergraduate Students: Does Academic Advisor Plays Role?

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**Abstract**
Undergraduate students who are in pre-employment conditions need to manage their career orientation from an early age. There are still few studies that explore protean career orientation at the pre-employment level (especially at the undergraduate level). This study was aimed to examine the factors that influence the protean career orientation of undergraduate students. It examines the impact of individual adaptability and internal locus of control on protean career orientation, as well as examines the role of academic advisory as a moderator. Data was collected by distributing questionnaires to 160 samples, which were undergraduate students in Indonesia. Data analysis was performed using the SEM-PLS method. There are several research results obtained: 1) individual adaptability has a positive effect on protean career orientation, 2) internal locus of control has a positive effect on protean career orientation, and 3) academic advisory has no moderating effect on both relationships. These results enrich the literature on the antecedents of protean career orientation. There are several implications of these results, including 1) this finding enriches the literature on the study related to the antecedents of protean career orientation, 2) enriches the literature on protean career orientation with individual objects that are still in preparation to enter the workplace (i.e., students), and 3) this finding can be a reference for higher education institution to facilitate students career planning early.

**Keywords**: Individual Adaptability; Internal Locus of Control; Protean Career Orientation; Academic Advisory; Undergraduate Students

## Introduction

Various changes caused by increasingly advanced technological developments marked by the Industrial Revolution

4.0 have disrupted the workplace. One of the impacts of the disruption is the loss of some old jobs and the emergence of new jobs. There will be an increase in demand for jobs such as data analyst, artificial intelligence expert, big data expert, digital marketing expert, information security analyst, and so on (World Economic Forum, 2020). Its challenges employees because there are wider opportunities to freely choose their job and career. However, it also forces them to deal with unstable labor market conditions and an unpredictable career environment (Chui et al., 2020).

In responding to changes in the future career landscape, employees need to build protean career orientation. Protean career orientation is the ability of an individual to adjust their career direction according to their values to deal with environmental changes (Holtschlag et al., 2020; Khan et al., 2016). It allows individuals to adapt to the social, political, technological, and economic changes he faces in his career life cycle (Hall et al., 2018). Individuals with a protean career orientation have a mindset that they are responsible for managing their career and determining their career based on self-values rather than on the standards and policies that have been set by the organization.

Individuals can start managing his career even before entering the workplace (Waters et al., 2015), such as undergraduate students. Student's protean career orientation has a different level from that of workers (Sargent & Domberger, 2007). Differences in the background context between workers and students may affect the level of protean career orientation, the factors that influence it, and the outcomes. In order to direct students' career success, universities need to provide guidance for them to conform to self-direction and value drive in planning their careers (Lee et al., 2018). Knowing more about protean career orientation at the student level will obtain information to formulate practical policies in directing career management for students appropriately. The importance of career

planning for students is not supported by sufficient literature on protean career orientation studies with the object of study at the student level. There is still little attention to the study of protean career orientation in supporting the students in managing their career orientation until they enter the really workplace (Cortellazzo et al., 2020). This study attempted to enrich protean career literature by focusing on undergraduate students as research objects.

The literature on protean career orientation are dominated by review of its outcomes (Hall et al., 2018), so it is necessary to investigate further the antecedents of protean career orientation. There are many of studies examined the effect of dispositional variables as predictors of protean career orientation, e.g education and work experience (Segers et al., 2008), age and vocational identity clarity (Steiner et al., 2019), gender differences (Hofstetter & Rosenblatt, 2017), proactive personality (Briscoe & Hall, 2006), employability and mentoring provided by seniors (Rodrigues et al., 2019; Wong et al., 2017). Most of the previous studies examined the effect of the protean career orientation antecedents with employees as research objects. However, there are still few studies that examine the factors that influence the protean career orientation of student groups Since the protean career orientation of workers has different levels from that of student groups (Sargent & Domberger, 2007), the effects of these various antecedents may have different results if tested on student groups. This study attempts to fill this gap by examining the antecedents of protean career orientation in Indonesian undergraduate students. We identify several factors that have the potential to influence a protean career orientation, i.e. individual adaptability and internal locus of control.

Individual adaptability are expected influences protean career orientation of undergraduates student, since it is needed to respond to disruptions in the work environment and overcome various obstacles in a career (Savickas, 1997). Individual's adaptability

allows them to be more flexible in adjusting his career management if there is a change in work. However, the literature on the impact of individual adaptability on protean career orientation is still lacking. As far as we know, there have been no studies examining the effect of individual adaptability to protean career orientation. For example, the study only examined adaptability as one of the competencies associated with protean career orientation. We also predict that the internal locus of control influence the formation of protean career orientation. Individuals with an internal locus of control assumes that ability and effort are factors that cause success (Rotter, 1966), so they will try to hold all circumstances, be responsible for his future, and actively overcome all obstacles (Kim & Lee, 2018). If an individual believes that they are the one who must be responsible for controlling his future, they are expected to have a higher level of protean career orientation. However, there are still few studies examining the influence of internal locus of control on protean career orientation (some of which i.e. Kim & Lee, 2018; Wong & Mohd Rasdi, 2015). Examining these two factors will contribute to enrich the literature on individual-related antecedents that influence protean career orientation.

The study of relational influences is a ripe area for research on protean careers as suggested by Hall et al. (2018); therefore, it is necessary to investigate what relational factors play a significant role in the formation of a protean career orientation for undergraduate student. The relational factor that are predicted to influence the student's protean career orientation is the relationship with their academic advisor. Apart from being mentors and directing the continuity of the student's academic learning process, academic advisors also play a role in supporting post-graduation career planning. Students' evaluation of their academic advisor's role is expected to moderate the relationship between individual adaptability and internal locus of control toward protean career

orientation. An academic advisor can play a role in strengthening the student's protean career orientation by directing career planning, demonstrating various career support activities and providing motivation to achieve career goals (Tudor, 2018). The guidance provided by academic supervisors with early career planning increases their chances of success after graduation (Williams, 2015). The support provided by the academic advisor will further strengthen other antecedents that come from within the individual (i.e. individual adaptability & internal locus of control) in shaping a student's protean career orientation.

The purpose of this study is to examine the impact of internal locus of control and individual adaptability on student protean career orientation. Moreover, it examined the moderating effect of the evaluation of the academic advisory on these relationships.

## Review of Literature

### *Protean Career Orientation and Individual Adaptability*

Protean career orientation is the belief that a person is responsible for planning his future career and moving his own career stage, characterized by self-direction and encouragement of intrinsic values (Briscoe & Hall, 2006; Hall et al., 2018). Self-direction can be interpreted as the extent to which a person is responsible for managing his career to enable him to be more active in planning the direction of his career in the future. The core of this career concept lies in the conception of success resulting from personal career management instead of career development carried out by organizations (Briscoe et al., 2006). Protean careers allow no boundaries for a person to be tied to a single organization's career management system (Waters et al., 2015). Individuals are free to plan and manage careers in their lives without depending on career management that applies in an organization. In this career concept, individuals have the responsibility to determine their future, not the

responsibility of the organization or other external factors (Hall et al., 2018).

Undergraduate students as individuals in the preparation stage to enter the workplace, need to prepare their future careers without being tied to career management that must be taken when working in a company. They can freely and independently design their future career orientation since they are still studying. Students can have a protean career orientation by setting values that serve as guidelines and measures of personal success when pursuing a career (Briscoe & Hall, 2006). Protean career orientation will allow them to be more flexible in designing and managing their career stages and paths and more easily adapt to various environmental changes. Based on the theory, someone who has a protean career orientation allows himself to adapt to the social, political, technological, and economic changes he faces in his career life cycle (Hall et al., 2018).

The emergence of protean career orientation can be influenced by several things, one of which is individual adaptability. Ployhart and Bliese (2015) define individual adaptability as an individual's ability, skill, disposition, willingness, and motivation to change or adapt to different tasks, social and environmental features. Hamtiaux et al. (2013) divided individual adaptability into eight dimensions, one of them is uncertainty dimension that related to the ability to deal with uncertain situations, rapidly changing and unpredictable. Adaptability is critical in achieving career effectiveness in a changing environment and in contexts where stability is uncertain (Cortellazzo et al., 2020). Students who have individual adaptability will find it easier to adapt to various situations of volatility, uncertainty, complexity, and ambiguity (VUCA) they face when pursuing their careers. His ability to adapt to uncertain situations allows a student to be more flexible in designing and managing his future career. In other words, students

who have high individual adaptability will have a strong protean career orientation.

Hypothesis 1: Individual Adaptability have positive Effects on Protean Career Orientation

***Internal Locus of Control and Protean Career Orientation***

Another essential characteristic of protean career orientation is intrinsic value driven. The value drive refers to the personal values that a person believes in guiding and measuring success in his career (Segers et al., 2008). This value becomes a kind of 'internal compass' that a person follows in pursuing his career rather than external factors such as money, promotions, and other job offers (Briscoe & Hall, 2006). Belief in the values that become the principle of life becomes a guideline for an individual to design and achieve the desired career goals. The values associated with a protean career orientation come from within (intrinsic) and are autonomous, full of meaning, and growth (Hall et al., 2018). Individuals with a protean career orientation directs their career freely and independently based on the principles they believe in, without being tied to a career management system in an organization or other procedures.

Protean career orientation can be influenced by various factors, including the tendency of a person's locus of control in looking at his future. Locus of control is a person's belief in his ability to control what happens in his life (Rotter, 1966). Locus of control is conceptualized as the extent to which a person believes that whatever is received in his life is due to control over their efforts or caused by forces originating from the external environment (Galvin et al., 2018). In simple terms, locus of control means perceiving that a person has control over their destiny (Ng et al., 2006). With this belief, a person will perceive his ability that can determine everything that happens in his life, including determining his future success.

The locus of control usually leads to two tendencies, namely the internal and external locus of control. Individuals with an internal locus of control believe that they are actors who actively control their destiny and try to control their environment and personal success (Devos & Bouckenooghe, 2006; Ng et al., 2006). Internal locus of control refers to a condition where a person relates what happens in his life to factors that come from within him (e.g., expertise and effort). In contrast, the external locus of control tends to associate whatever happens to him with external factors such as luck, opportunities, and the power of others. Conversely, individuals who have an external locus of control tends to be more passive and cannot determine his destiny because he feels that whatever happens in his life is due to external forces such as opportunity, luck, and the power of others (Ng et al., 2006).

Individuals who feel confident about events and outcomes related to their lives because they have power in determining them, will be confident that their efforts will produce the expected outcomes (Galvin et al., 2018). The output of a person's efforts can be in the form of material, ownership of something, knowledge, work, and career. With an internal locus of control, a person is encouraged to be confident in planning and controlling efforts to get the expected outcomes, including future career success. Students who have an internal locus of control will believe that they are actors who are responsible for their future career success as part of their destiny. The confidence in their ability to control all things in their life will encourage students to believe that the direction of their career must be managed from an early age for future success. A student is predicted to have a stronger protean career orientation with an internal locus of control. They believe that autonomy in determining the direction of his career is fully under his control, not fixated on external influences such as money, educational background, management, and career procedures in an

organization where they will work. Therefore, students who have an internal locus of control will have a strong protean career orientation.

Hypothesis 2: Internal Locus of Control have positive effects on Protean Career Orientation

**Moderating Effect of Academic Advisory**

In order to support success during studies, university institutions provide academic advising programs for students. Academic advising is a systematic process based on student-lecturer academic advisor relationships to help students achieve personal, learning, and career goals using the resources provided by the university (Reardon & Bullock, 2004). To support success during the study process, students will receive advice from an advisor who provides counseling related to academic and non-academic matters. Academic advising also helps students form meaningful learning experiences that encourage achieving their education, career, and life goals (Young-Jones et al., 2013).

The role of the academic advisor will determine the success of the academic advising process. The responsibility for academic advising is emphasized on the activeness of the advisor in providing direction and guidance to students, not limited to formal mentoring schedules. The relationship between academic supervisors and students can be more personal to create an engagement between them. With this engagement, the academic advisor will more easily recognize potential and provide students with academic advice and career guidance. Academic and career guidance can be done by encouraging students to be involved in learning opportunities inside and outside classes (Young-Jones et al., 2013).

The academic advising process can help students identify strengths and interests in their education and career (Young-Jones et al., 2013). Academic advisors play a role in helping students discover the potentials that exist within to be used to achieve

students' careers. In addition, they are also responsible for encouraging students to develop positive attitudes to carry out learning well. Academic supervisors play a role in strengthening each student's traits and attitudes that are relevant to student career achievements in the future. In the context of career planning, academic advisors play a role in providing direction regarding career orientation choices and how they impact students' future career stages (Ledwith, 2014). Academic advisors can help students develop post-graduation career plans and provide support and motivation for their career goals (Tudor, 2018). In addition to helping direct orientation and career targets, academic advisors will also provide feedback to help students identify the effort needed to achieve their career targets (Tudor, 2018).

The effectiveness of academic advisory is predicted to strengthen the influence of individual adaptability of students on protean career orientation. By recognizing students' strengths in the form of adaptability to rapidly changing and uncertain environmental conditions, lecturers can strengthen them to plan their future career orientation well. Students with good individual adaptability will have a stronger protean career orientation after receiving advice from their academic advisors. In other words, academic advising plays a role in moderating the effect of individual adaptability on students' protean career orientation.

Effective academic advising is also expected to play a role in strengthening the influence of the internal locus of control on the student's protean career orientation. The existence of academic advising allows advisors to reinforce the personality of students to be directed in planning their future career orientation. The internal locus of control as a positive personality will have a stronger influence in shaping the career orientation of students if the academic advising they receive runs effectively. We expect there is a moderating effect of academic advising on the influence of internal

locus of control on student protean career orientation. Based on the literature review and the built logic, hypotheses 3 and 4 are as follows.

Hypothesis 3: Academic advising moderates the effect of individual adaptability on protean career orientation, the more effective academic advising will strengthen the positive influence of individual adaptability on protean career orientation.

Hypothesis 4: Academic advising moderates the effect of internal locus of control on protean career orientation, the more effective academic advising will strengthen the positive influence of internal locus of control on protean career orientation.

**Research Method**

This study was designed as explanatory research aimed to test the effect of individual adaptability and internal locus of control on protean career orientation, while the role of the academic advisor is tested as moderating variable. The population is undergraduates student in Dian Nuswantoro University Indonesia. Hair et al. (2010) suggest that the minimum sample size is between 100 to 150 respondents to gain the statistical power testing. On this basis, the number of samples set in this study was 160 samples, who is a student at the University of Dian Nusawantoro Indonesia from various study programs. The data used was collected by distributing questionnaires to respondents. The questionnaire used is a self-administered survey distributed directly to respondents through an online form.

The internal locus of control variable was measured with an instrument developed by Presson et al. (1997) with a total of 8 statement items. An example of the statement is "My life is determined by my own actions." Individual adaptability is measured by an instrument developed by Ployhart & Bliese (2015) by taking the dimension of adaptability to uncertainty which

consists of 9 statement items. One of the statements is, "I can adapt to changing situations." The protean career orientation variable was measured by adopting the instrument developed by Baruch (2014), which consisted of 5 statement items, with one of the statements being "I am in charge of my own career." The effectiveness of academic advising process is measured by The Evaluation of Academic Advisors, developed by Severy et al. (1994). There are 11 items, including the statement "My advisor reviewed current academic status." All questionnaire instruments were measured with a Likert scale of 1-5, where 1 = strongly disagree and 5 = strongly agree.

The data was examined using validity and reliability tests to ensure that the instruments used are valid and reliable. Hypothesis testing is carried out using using Structural Equation Model (SEM) technique with the Partial Least Square (PLS) approach. PLS has several advantages compared to covariance-based SEM, including that it does not require testing the normality assumption (Achjari, 2004). Data processing in this study using the WarpPLS 6.0.

## Results

### *Validity and Reliability Test*

The validity test was carried out with convergent and construct validity. The convergent validity test is intended to measure the level of ability of the statement indicators to reflect the measured variables. A variable is declared convergently valid if a loading factor value is more than 0.4 (Hair et al., 2014). Table 1 shows the loading factor value of all variable items, so it can be concluded that all statement items are declared convergently valid. Items that do not meet the requirements (<0.4) are excluded from data processing.

Table 1. Loading Factor Value

| | | PCO | IA | ILC | AA |
|---|---|---|---|---|---|
| PCO1 | For me, career success is how I am doing against my goals and values. | 0.659 | | | |
| PCO2 | If I have to find a new job, it would be easy.* | 0.828 | | | |
| PCO3 | I am in charge of my own career. | 0.823 | | | |
| PCO4 | I take responsibility for my own development. | 0.761 | | | |
| PCO5 | Freedom and autonomy are driving forces in my career. | 0.782 | | | |
| IA1 | I need for things to be ''black and white''. | | 0.478 | | |
| IA4 | I tend to perform best in stable situations and environments. | | 0.523 | | |
| IA5 | When something unexpected happens, I readily change gears in response. | | 0.709 | | |
| IA6 | I can adapt to changing situations. | | 0.778 | | |
| IA7 | I perform well in uncertain situations. | | 0.795 | | |
| IA8 | I easily respond to changing conditions. | | 0.861 | | |
| IA9 | I can adjust my plans to changing conditions. | | 0.857 | | |
| ILC1 | Whether or not I get to be a leader depends mostly on my ability. | | | 0.619 | |
| ILC2 | Whether or not I get into a car accident depends mostrly on how good a driver I am. | | | 0.610 | |
| ILC3 | When I make plans, I am certain to make them work. | | | 0.650 | |
| ILC5 | I can pretty much determine what will happen in my life. | | | 0.525 | |
| ILC6 | I am usually able to protect my personal interests. | | | 0.609 | |
| ILC7 | When I get what I want, it is usually because I worked hard for it. | | | 0.788 | |
| ILC8 | My life is determined by my own actions. | | | 0.729 | |
| AA1 | My advisor was organized and prepared. | | | | 0.813 |
| AA2 | My advisor clearly explained university rules and regulations. | | | | 0.837 |
| AA3 | My advisor was friendly, courteous, and approachable. | | | | 0.808 |
| AA4 | My advisor helped me establish priorities. | | | | 0.859 |

| | | PCO | IA | ILC | AA |
|---|---|---|---|---|---|
| AA5 | My advisor reviewed current academic status. | | | | 0.853 |
| AA6 | My advisor identified potential obstacles to meeting my educational goals and discussed possible alternatives | | | | 0.901 |
| AA7 | My advisor howed an interest in me as an individual and was willing to discuss my personal concerns | | | | 0.841 |
| AA8 | My advisor encouraged me to achieve my educational goals | | | | 0.826 |
| AA9 | My advisor made me feel comfortable during the session | | | | 0.903 |
| AA10 | I would recommend her/him to other students | | | | 0.888 |
| AA11 | My advisor assisted me in course selection and the registration process | | | | 0.821 |

*Note: PCO= protean career orientation, IA= individual daptability, ILC= internal locus of control, AA= academic advising*

Discriminant validity testing is aimed to ensure that a variable is different from other variables. The discriminant validity required by the square root value of AVE for each variable is greater than the correlation value with other variables. All variables used in the study proved to have discriminant validity (Table 2).

Table 2. Square root of AVE

| | PCO | IA | ILC | AA |
|---|---|---|---|---|
| PCO | **0.773** | | | |
| IA | 0.480 | **0.729** | | |
| ILC | 0.559 | 0.607 | **0.652** | |
| AA | 0.346 | 0.338 | 0.457 | **0.851** |

**The value of the square root of AVE is indicated by a number in bold*

The reliability was measured using the value of composite reliability and Cronbach's Alpha. A variable is said to be reliable if the composite reliability value is 0.7 and Cronbach's Alpha value is > 0.7 (Hair et al., 2014). The value of composite reliability and Cronbach's Alpha all variables meet the minimum value

requirements for the reliability test so that all variables are declared reliable (Table 3).

Table 3. Reliability Test Result

| | PCO | IA | ILC | AA |
|---|---|---|---|---|
| *Composite reliability* | 0.881 | 0.884 | 0.836 | 0.966 |
| Cronbach's Alpha | 0.830 | 0.844 | 0.770 | 0.962 |

***Hypothesis Testing***

The model strength indicator is measured by the Average Path Coefficient (APC), Average R-squared (ARS), Average Adjusted R-squared (AARS), and Tenenhause GoF. Table 4 shows the APC, ARS, and AARS showing significant values with P < 0.001 and GoF = 0.482, so it can be stated that the model built is robust. In addition, a multicollinearity examination was carried out with the condition that the outstanding value of AVIF and AFVIF was < 3.3. In Table 4, it can be seen that the AVIF value is 1.402 and the AFVIF value is 1.760; it is stated that there is no multicollinearity problem between the independent variables in the model.

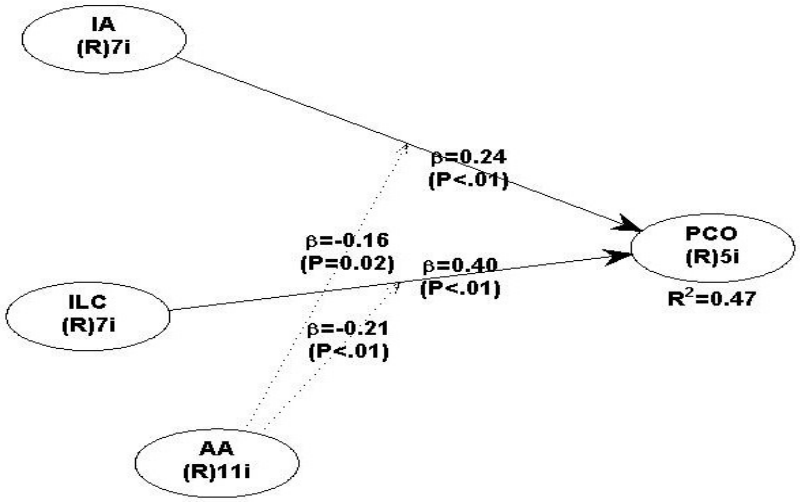


Figure 1. Full Model Testing Result

Table 4. Model Fit

| Indicator | Value | Requirements | Note |
|---|---|---|---|
| APC | 0.253*** | P sig. | Accepted |
| ARS | 0.467*** | P sig. | Accepted |
| AARS | 0.453*** | P sig. | Accepted |
| AVIF | 1.402 | Accepted if ≤ 5, Ideal value ≤ 3.3 | Ideal |
| AFVIF | 1.761 | Accepted if ≤ 5, Ideal value ≤ 3.3 | Ideal |
| GoF | 0.482 | *Small* ≥ 0.1, *Medium* ≥ 0.25, *Strong* ≥ 0.36 | Robust Model |

***P <.001, n= 160.

The direct influence hypothesis showed by the path coefficient ($\beta$) and P-value. A hypothesis is supported if the path coefficient value ($\beta$) follows the hypothesis and has a significant P-value. Figure 1 shows the full model testing and Table 5 summarizes the results of hypothesis testing.

*Table 5. Summary of Hypothesis Testing*

| Hipotesis | SE | β | Description |
|---|---|---|---|
| IA → PCO | 0.075 | 0.236* | Supported |
| ILC → PCO | 0.072 | 0.404* | Supported |
| IA x AA → PCO | 0.076 | -0.210* | Not Supported |
| ILC x AA → PCO | 0.076 | -0.162* | Not Supported |
| $R^2 = 0.47$ | | | |

** significant at 0.05*

Shown on Table 5, the direct effect of individual adaptability on protean career orientation has a path coefficient value ($\beta$) of 0.236 with a significance of 0.001. It proves a significant positive effect of individual adaptability on protean career orientation, so H1 is supported. The internal locus of control positively affects protean career orientation (indicated with a $\beta$ value of 0.404, P-value <0.001). It can be concluded that there is a significant positive effect between the internal locus of control on protean career orientation, so H2 is supported. Hypotheses 3 states that academic advising positively moderated the effect of individual adaptability on protean career

orientation. Hypotheses 4 states that academic advising positively moderated the effect of internal locus of control on protean career orientation. There is a significant effect of the moderating variable played by academic advising on the effect of individual adaptability and internal locus of control on protean career orientation. However, the results show evidence that contrasts with what was hypothesized, where the moderating variable negatively affects these relationships. Thus, hypotheses 3 and 4 are not supported. The test results show the R2 value of 0.47, meaning that the individual adaptability variables and internal locus of control influence students' protean career orientation by 47%.

## Discussion

### Individual Adaptability and Protean Carrier Orientation

This study enriches the literature that reviews protean career orientation at the level of higher education students, as has been done by Sargent & Domberger (2007). The support of Hypothesis 1 provides empirical evidence that the individual adaptability of students plays a role in influencing the formation of protean career orientation. This finding confirms the results of previous research conducted by Cortellazzo et al. (2020) which found a positive association between adaptability and protean career orientation. Adaptability plays a crucial role in achieving career effectiveness in changing situations and helps individuals direct the steps they must take in response to external environmental stimuli (Cortellazzo et al., 2020). Therefore, the individual's adaptability in dealing with uncertain situations (especially in changing future employment landscapes) makes it easier for them to adjust their career direction flexibly according to the principles and measures of career success they believes in. It can be said that students who have the ability to adapt to conditions of uncertainty will tend to have a more excellent protean career orientation.

*Internal Locus of Control and Protean Career Orientation*

With the support of Hypothesis 2, it indicates that the internal locus of control is one factor influencing the protean career orientation, especially for students. The results of this study support the proposition proposed by Waters et al. (2015) which states that the internal locus of control is one of the requirements to form the dimension of self-direction in the concept of protean career orientation. This finding is empirical evidence that the internal locus of control acts as an antecedent for protean career orientation. The study also aligns with previous results conducted by Kim & Lee, (2018), which stated that the internal locus of control is positively related to career decision-making and personal career maturity. This result is in line with Wong and Mohd Rasdi (2015) study that found a positive influence of an internal locus of control on a protein career. Individuals who have an internal locus of control tend to show maturity and self-directedness in their career attitude. Students who have an internal locus of control will have confidence that they are the determinants of their future destiny under any conditions. They will be confident in planning their career directions and stages that they must go through based on the fundamental values they want to achieve.

**Moderating Effect of Academic Advisory**

Hypotheses 3 and 4 were not supported in this study, where the results showed that the moderating effect of academic advising was negative, in contrast to the hypothesis. It means that the moderating effect of academic advising weakens the influence of individual adaptability and internal locus of control on protean career orientation. It happened presumably because the academic advising program at several universities in Indonesia was not running effectively, especially the performance of the academic advisors. The relationship between academic advisors and students seems to be only formal-academic, which is limited to the advising

schedule every semester, so providing guidance and counseling on academic and student careers is not carried out optimally. Many academic supervisors are passive and only suggest courses that must be taken according to the semester (Tudor, 2018). Passive advisors assume that sometimes students do not have a reason for choosing a scientific concentration and its relevance to future career orientation (Tudor, 2018), so they do not provide more in-depth advising and counseling. Under these conditions, students evaluate the poor performance of academic advisors, causing academic guidance to have a negative moderating effect.

## Conclusion

This study is aimed to examine the effect of individual adaptability and internal locus of control on career orientation with undergraduate student as the objects. The results showed evidence of a positive influence of individual adaptability on the career orientation of students. This positive influence indicates that the better the level of individual adaptability of students, especially in dealing with uncertain conditions, will strengthen their protean career orientation. The hypothesis about the influence of an internal locus of control on a protean career orientation is supported in this study, so it can be concluded that students who tend to have an internal locus of control will have a stronger protean career orientation.

The research results provide several theoretical and practical implications. First, the research results enrich the literature on the study of protean career orientation by providing evidence that individual adaptability and internal locus of control are antecedents that play a role in influencing protean career orientation. Second, this study also adds to the literature on protean career orientation with individual objects which are still studying in college to prepare for their careers. Third, for the practical world, the results of this

study can be used as a reference for university managers in managing career guidance programs for their students to reinforce the personality aspects of students, particularly by strengthening the ability to adapt and directing the locus of control.

This research is inseparable from several limitations, so the author provides several suggestions for future research that will explore the study of protean career orientation. First, researchers are advised to add a larger number of samples and expand the range of origin of students from various universities. It is intended to obtain a more robust generalization of research results. Second, it is necessary to explore other factors that may be antecedents in the formation of student career orientation originating from academic aspects such as career guidance programs, GPA, the influence of peer-study and so on.

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