Factors Identification of Undergraduate's Academic Career Development Readiness

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ABSTRACT

Personal traits and environmental circumstances of pupils are important influential factors for their academic career growth. The primary goal of this study is to find out career readiness indicators of undergraduate students and put them into the test and validate a reflective measurement model of students' academic career readiness. To achieve the research aims, a descriptive analytical study is employed to determine the students' learning activities and practices in connection to academic career readiness. A structured questionnaire was distributed to the respondents (100 students from the grade XI/XII management stream), and information from 97 legitimate respondents was gathered and evaluated. The measurement model assessment and hypothesis test results were analyzed and interpreted. The study revealed a valid model of an unobserved construct with seven observed elements in which study sincerity, health consciousness, free form mental stress, sufficient time for study, self-decision freedom, family support and wish to work in native land were approved as reliable and valid components of undergraduate students' academic career readiness in the institution. This study model has the potential to solve the difficulties in institutions in improving educational performance, and it provides a way to build a valid model for further research.

Keywords: Academic career, Personal traits, Learning support, Educational environment, Educational performance

JEL Classification: D81, G32, E5, E58, G24

1. Introduction

Students' academic career readiness is an important component of academic career

development. Academic career development refers to a student's academic performance at the institution. For academic careers, environmental circumstances are influenced by a variety of social, cultural, economic, technical, and environmental elements, including the influences of family, instructors and resources, technology, training possibilities, occupational factors, labor market, and so on (Siddiky and Akter, 2021). The external variables that influence a person's professional decisions are typically beyond the individual's control. However, learning experiences might include instrumental learning and associative learning, both of which have an impact on future professionalism (Siddiky & Akter, 2021).

Environmental and personal traits (Subotnik, Olszewski-Kubilius, & Worrell, 2019) are responsible aspects for students' preparation that interact to improve high performance and encourage academic career growth. Individuals are constantly interacting with their environments such as the womb, home, school, society (Bronfenbrenner, 2005), and other environmental factors such as emotional and financial support from family, specialized classes or coaching inside and outside traditional educational contexts, and access to opportunities and experts in the talent domain (Sosniak, 1985).

A lot of factors influence students' career choices in addition to their personal interests (Siddiky & Akter, 2021). In other words, career choice is decided by the interaction of several factors rather than by a single element. Self-efficacy refers to an individual's personal ideas about his or her ability to do specific behaviors or courses of action. Outcome expectations are views about the results or repercussions of specific acts (Siddiky & Akter, 2021).

It is critical for undergraduate students to have access to proper assistance and resources throughout this phase of academic and personal growth in order to succeed in the university environment (Han and Rideout, 2022). Successful students are interested in their studies, have good time management skills, are enthusiastic about their future, and are committed to make a positive difference in the world (Han & Rideout, 2022). In this context, it needs a deeper knowledge of what helps students succeed throughout their undergraduate studies so that it may effectively support their development and success at future study.

Students who express feelings of interest, usefulness, and relevance in their courses are more likely to adopt successful learning techniques such as connecting new knowledge to old concepts and self control (Han & Rideout, 2022). As a result, enhancing students' sincerity to the relevance and utility of course information might be an ef-fective method to help them prosper academically (Han & Rideout, 2022).

Likewise, personal growth, social support, course design, and university resources and opportunities are four significant factors to students' development and success. Personal development factors such as learning to prioritize health, increasing

time management skills, and developing self regulated learning abilities were highlighted as sig-nificant components in students' adaptation to institution learning settings (Han & Rideout, 2022).

Hence, family support, sincerity, freedom for choice, health consciousness-physical and mental, time management, positive thought to nation are the major indicators to assign academic career readiness.

2. Statement of Problem

Successful students are engaged in their academics, optimistic about their future, and determined to make a positive influence in the world (Han & Rideout, 2022). In this context, it is necessary to have a greater understanding of what helps students achieve throughout their undergraduate studies in order to properly support their development and success in future studies. When the kids' individual efforts, classroom environment, and family support are positive, they are more likely to attain career success. To support this approach, a latent construct for academic career development readiness (ACDS) as a reflective measuring model is presented and will be tested to advance further study.

3. Research Objectives

The primary goals of this study are:

1. To find out indicators for the student's academic career development readiness.
2. To put to the test and validate a model of academic career development readiness.

4. Research Questions

1. What are the student's academic career development readiness indicators?
2. What is the relationship of the indicators to contribute academic career progression readiness ?

5. Review of Literature

5.1 Academic Career Readiness

These factors include the amount of time dedicated to class preparation, arriving to classes with readiness, active participation by asking questions in class, providing tutoring to peers, timely feedback from faculty, and offering a positive assessment of their overall college learning journey. The studies analyzed technical, pedagogical, ICT infrastructure, Human Resource, Budget and finance, Psychological, Content, Attitude, Organizational culture, Organization and industry, Budget and Finance and Human Resource. After the smallscale literature review, it was found that technological readiness, attitudinal readiness and content/pedagogical readiness were the most frequent factors that were studied to know about the faculty members' readiness towards Elearning (Majid & Lakshmi, 2023).

5.2 Health Consciousness

To maximize their academic career preparedness, students' physical and mental healths are important factors. Superior functioning in terms of psychosocial functioning, academic and professional performance, and physical health is linked to mental health (Howell, 2009; Keyes, 2007; Moulin et al., 2017). According to the World Health Organization (2016), mental health is a condition of wellbeing that enables people to manage stress, work efficiently, and contribute to society. In line with contemporary viewpoints on student success that take into account student experiences, mental health measures how well students are thriving emotionally, psychologically, and socially. Stress, anxiety, despair, and burnout are examples of internalized behavior. These emotions and feelings have been linked to notable declines in teenage academic motivation and higher dropout rates (Liu, 2015; Pascoe et al., 2020; Walburg, 2014).

5.3 Study Sincerity

One of the most important factors influencing educational success is the student's sincerity in their studies. The students' preparation for e-learning improved their self-regulation abilities, contentment, and academic accom-plishment (Yavuzalp & Bahcivan, 2021). Students' willingness to participate in academic and extracurricular ac-tivities at school is related to their preparation for school. Several factors influence students' willingness to participate in school activities, both academic and extracurricular. According to the study's findings, social support, selfesteem, and conflict resolution abilities accounted for 92.5% of the characteristics that influence junior high school students' school preparation in Yogyakarta, Indonesia. Social support contributes more to school preparedness than conflict resolution skills or selfesteem (Wangid, Sutanti, Rachmawati, & Purwanti, 2024).

5.4 Free from Mental Stress

Poorly handled academic stress can negatively impact academic performance, motivation, dropout risk, and retention (Pascoe et al., 2020). Effective stress management is a key factor in student achievement, since it con-tributes to overall welfare and performance (De la Fuente, 2020). Another aspect of student life that is linked to academic achievement is mental health. Mental health is linked to superior functioning in relation to psychosocial functioning, work and academic performance, and physical health (Howell, 2009; Keyes, 2007; Moulin et al., 2017). Mental health is a broad and multifaceted construct that refers to optimal functioning and experience (Diener et al., 2017; Ryan & Deci, 2001). According to the World Health Organisation (2016), mental health is a condition of wellbeing that enables people to manage stress, work efficiently, and contribute to society. In line with contemporary views of student success that take into account student experiences in addition to outcome markers like GPA and retention, mental health measures how well students are thriving emotionally, psychologically, and socially (Louis & Schreiner, 2012).

5.5 Self –decision Freedom

Students' freedom to make their own decisions maximizes their academic careers and inspires them to make career choices. People make decisions on their careers, which is one of the most important stages of selection in their life (Yurdugul, 2024). Along with their family's support, the person's selfefficacy plays a significant role in this decision making process, which will impact their future social life and job satisfaction. The person who will choose a career is supposed to assess themselves, identify their hobbies, look for relevant professional information, and be capable of deciding on their own objectives (Yurdugul, 2024). According to their job plans, a sizable percentage of the students wish to work as teachers, researchers, academics, or scientists in the future, while others wish to pursue professional and personal growth (Yurdugul, 2024). Students can anticipate receiving social support in the workplace if they consider participating in academic courses to be more beneficial (Yurdugul, 2024).

5.6 Enough Time to Study

Students gain ample time by effectively managing their time, which leads to optimal academic success. Time management is a comprehensive process that entails carefully planning, organizing, and dividing one's time in order to fulfill specific tasks, goals, and objectives (Jalagat, 2016; Kaushar, 2013; Khanam, Sahu, Rao, Kar, and Quazi, 2017). Time management is a critical and transformative skill that can lead to success in both personal and professional life (Swart, Lombard, & Jager, 2010; Alyami, Abdulwahed, Azhar, Binsaddik, & Bafaraj, 2021). Time management is essential for college students who must balance personal and academic responsibilities (Ahmad, Batool, & Ch, 2020; Khanam, Sahu, Rao, Kar, & Quazi, 2017). Time management for college students includes planning and prioritising study time, class time, assignments, and extracurricular activities, as well as setting aside time for rest and leisure. To manage their time effectively, college students should set acceptable goals, create a planner or calendar, and acquire efficient study habits (Adams & Blair, 2019; Cyril, 2015). To concentrate on their academics, individuals should learn how to avoid distractions such as social media and use time management techniques (Ismail, Putri, & Noviyanti, 2022). Effective time management can help college students avoid procrastination, reduce stress, improve grades, and maintain a pleasant worklife balance. It is a crucial skill that will benefit students in both their future work and college (Jalagat, 2016; Alyami, Abdulwahed, Azhar, Binsaddik, & Bafaraj, 2021).

5.7 Family Support

According to Anderson Butcher et al. (2013), parental participation and support refers to kids' perception of their parents' involvement and support in their education.

The study found several variables for student academic career readiness that are internalized and externalized behavior, peer relationships, parental involvement and

support, and family/community connection are positively associated with increasing favorable perceptions of academic motivation and college and career readiness (Knox, 2023). Fan and colleagues (2012) investigated parental participation and engagement and their effects on teenage motivation. The study found that certain characteristics of parental participation, such as parental aspirations for their children and communication of these aspirations, had a favorable impact on student motivation (Fan et al., 2012). This study also discovered that parental participation and communication with educators about their ado-lescent's behavior or academic performance were connected with lower student academic motivation (Fan et al., 2012). This complements prior studies indicating that varied parental support or engagement has a differential impact on adolescent motivation, goal formulation, and attainment (Perna & Titus, 2005).

5.8 Wish to Work in Native Land

Many economic, political, social, demographic, cultural, technological, and climatic factors in the country where they currently reside or intend to do so may make people feel the need to relocate (Metin, 2023). In the event that students do not want to work in their home country, factors such as unemployment, mismatches in education or skills, a lack of career opportunities, a lack of facilities for research or work, political and legal uncertainty, and the prevalence of nepotism and cronyism in the labor market can all be considered push factors for the emigration of skilled workers (Metin, 2023). If the students want to develop career with high profession in future, obviously it impacts on academic career readiness of present.

Table 1. *Academic Career Development Indicators*

Indicators		Sources
1.	Health Consciousness	(Han and Rideout, 2022)
2.	Study Sincerity	(Han and Rideout, 2022)
3.	Free from Mental Stress.	(Han and Rideout, 2022).
4.	Self-decision Freedom	(Yurdugul, 2024), Siddiky and Akter, 2021)
5.	Enough Time to Study.	(Schreiner et al., 2009; Schreiner, 2010; Han and Rideout, 2022)
6.	Family Support	(Bronfenbrenner, 2005; Knox, 2023)
7.	Wish to Work in Native Land	(Metin, 2023)

5.9 Conceptual Framework: Academic Career Development

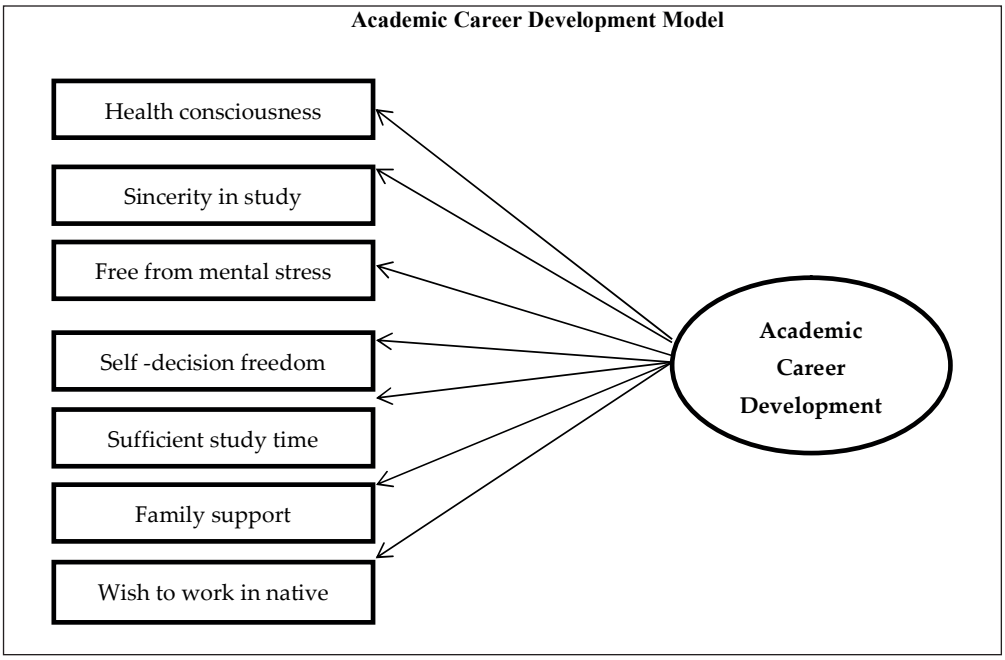

Figure 1: Conceptual Framework Academic Career Development

6. Research Method

This research was mainly based on primary data. The research design for this research was based on the quantitative approach to fulfill the research objectives. A descriptive survey analysis was selected because it accurately portrays or accounts the characteristics including behavior, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group. To achieve the research aims, a descriptive and casual/correlation study is employed to determine the students' learning activities and practices in connection to academic career development readiness.

A structured questionnaire was distributed directly to the respondents (100 students from the grade XI/XII management stream), and information from 97 legitimate respondents was gathered with purposive and convenient sampling technique and evaluated to identify the factors on their academic career readiness for higher education. For the measurement instrument, the first part of the questionnaire is set regarding the respondent's demographic data, gender. Next part, the questionnaire is organized on a Likert scale ranging from 1 to 5 (1=strongly disagree; 5=strongly agree) and consists of 7 items generated to test the model's development based on prior literature with fresh changes relating to the study purpose. SPSS and AMOS were used to test the model. AMOS was used to assess SEM analysis. This study tested a measurement model/ a common factor model with 7 indicators and analyzed the results.

• Reliability and Validity of the Study

The Composite Reliability and Cronbach Alpha Coefficients were utilized in the study to guarantee the consistency and stability of the instrument. SPSS 20 software was used to calculate Cronbach Alpha coefficients and the Composite Reliability. It is reliable when both are greater than 0.70 (Hair et al., 2014).

To determine the suitability of data for factor analysis, the sample size, correlation matrix, and Kaiser Meyer Olkin (KMO) Sampling Adequacy Check, or Bartlett's Sphericity Test are used (Hair et al., 2014). Principal component analysis (PCA) and varimax rotations were used. The factor loading criterion was set at 0.50.For the overall significance of the correlation matrix, Bartlett's Test of Sphericity was used to calculate the statistical like-lihood that the correlation matrix contains significant correlations among some of its components. Overall KMO values more than 0.70 are required for measurement. CFA (Confirmatory factor analysis) was conducted before meeting the SEM analysis criteria.

7. Data Analysis Results

7.1 Demography

For the study, data were gathered from the students of management subject grade 11 and 12 in the secondary schools. The total number of respondents was 100 and valid was 97. The data for the proposed study were collected from the secondary school level students of school management subject. Out of 97 respondents the number of male students was 56 (57.73%) and the females were 41(42.27%).

7.2 Measurement Model Assessment

Academic Career Development readiness a reflective measurement model was investigated. The reflecting measurement paradigm implies that the observable variables and their interrelationships are caused by a latent variable (Joreskog 1969). The sole explanation for the relationships between the observable variables is the latent variable (Schuberth, 2020). Academic Career Development Readiness (ACDR) was the latent variable only ex-plaining the correlation among the observable indicators.

Prior to measurement model assessment, the sample size, correlation matrix, and Kaiser Meyer Olkin (KMO) Sampling Adequacy Check, or Bartlett's Sphericity Test are used to evaluate the acceptability of data for factor analysis Hair et al (2014). Varimax rotations and principal component analysis (PCA) were utilized. The criterion for factor loading was set at 0.50. The statistical likelihood that the correlation matrix includes significant correlations among some of its components was calculated using Bartlett's Test of Sphericity for the overall significance of the correlation matrix. KMO value was 0.79 and p=0.000 what was greater than 0.70 approved while the factor total variance was explained by 41.35% with eigenvalue 2.895 (table 2).

Table 2. *Reliability and Validity of the Construct*

Cronbache's Alpha	KMO and Bartley	Total Variance Ex-plained	AVE	CR
0.74, N=7	0.79, P=0.000	41.35%, EV=2.895	0.76	0.58

Next, the examination of the measuring model is to check the construction's reliability and validity. Cronbach's Alpha and Composite Reliability (CR) are two methods for assessing reliability. The Cronbach's Alpha is 0.74, while the Composite Reliability is 0.58 (Table). Composite reliability is low for this model. A validity analysis was used to assess the convergent validity. The degree to which an approved item is measured is referred to as convergent validity. As shown in Table 1, convergent validity is investigated composite reliability, and average variance extracted (AVE). Hair et al. recommend that the value for all be larger than 0.7. Except composite reliability all met the required criteria.

7.3 Goodness of Model Fit

A model was fit when CMIN/DF ratio was <5, the goodness of fit indices – GFI, Tucker and Lewis, 1973) index (TLI), the confirmatory fit index (CFI) was >0.90 (Bentler. 1990), the standardized root mean square residual (RMR) was <0.08, and the root mean square error approximation (RMSEA) was less than 0.08 (Hair et al., 2016).

Table 3. *Academic Career Development Readiness a Common Factor/ Reflective Measurement Model Fit Indices*

Measure	Model Output Indices	Fitting Criteria	Interpretation
CIMIN	17.161		
DF	14		
CIMIN/DF	1.226	< 3	Excellent
P-Value	0.248	>0.00	Excellent
GFI	0.950	>0.90	Excellent
TLI	0.960	>0.90	Excellent
CFI	0.973	>0.90	Excellent
RMR	0.046	<0.08	Excellent
RMSEA	0.048	<0.08	Excellent
P-Close	0.464	>0.05	Excellent
Interpretation			Perfect Fit

The fit indices for this model were acceptable when the above table 3 showed Chi-square p value=0.248>0.000, CMIM/DF =1.226 <3, GFI= 0.950, TLI= 0.960> 0.90, CFI= 0.973>0.90, RMR= 0.046<08, RMSEA= 0.048<08, and P-close = 0.464> 0.05.

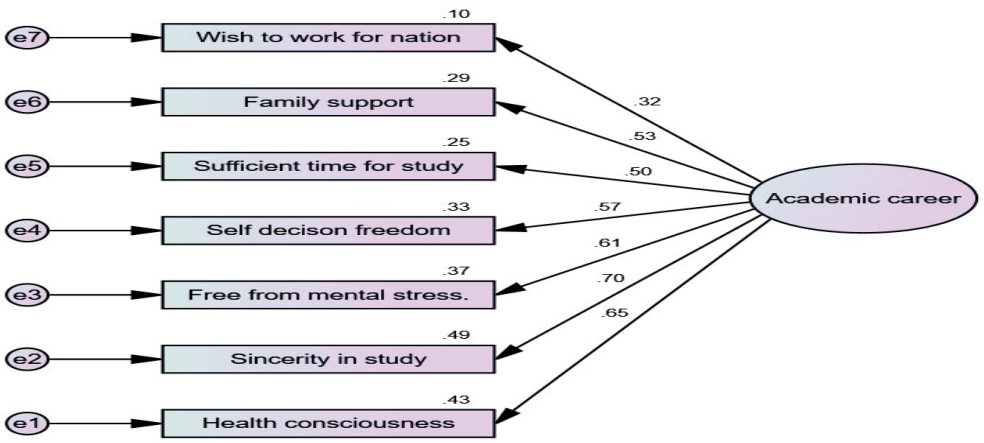

Figure 2. Academic Career Development Readiness a Common Factor Model by AMOS

7.4 Relationship between Variables: Hypothesis Test Results

Seven hypotheses were set and tested to explain inter-relationship between the indicators of the latent construct academic career development readiness.

Table 4. *Relationship between Variables in Academic Career Development Readiness-Reflective Measurement Model*

Relationships	Regres-sion Weight	T- value	Square Multiple Correla-tion	P-value	Interpretation
H1.HC<-ACDR	.654	5.452	0.428	0.000	Approved
H2. SS<-ACDR	.696	5.072	0.485	0.000	Approved
H3: FMS<-ACDR	.606	5.790	0.367	0.000	Approved
H4: SDF<-ACDR	.572	5.977	0.327	0.000	Approved
H5: STS<-ACDR	.502	6.274	0.252	0.000	Approved
H6: FS<-ACDR	.534	6.150	0.258	0.000	Approved
H7: WWN<-ACDR	.315	6.715	0.099	0.008	Approved

(Note: ACDR=Academic Career Development Readiness, HC= Health Consciousness, SS=Sincerity in study, FMS= Free from Mental Stress, SDF=Self-Decision Freedom, STS= Sufficient Time for Study, FS =Family Support, WWN= Wish to Work in Native Land)

8. Findings and Discussion

In this research, first, academic career development readiness (ACDR) of the student in the institute explained student's study sincerity (SS) by the highest 48.5% of the variance of the measures. The results in Table 4 showed that ACDR had the highest favorable and substantial influence on SS (Squire Multiple Correlation=0.485, b= 0.696, t= 5.072, p=0.000< 0.001). Then, academic career development readiness (ACDR) of the student in the institute ex-plained health consciousness (HC) by the 42.8% of the variance of the measures. The results in Table 4 showed that ACDR had the second highest favorable and substantial influence on HS (Squire Multiple Correlation=0.428, b= 0.654, t= 5.452, p=0.000< 0.001). Further, academic career development readiness (ACDR) of the student in the institute explained free from mental stress (FMS) by the 36.7% of the variance of the measures. The results in Table 4 showed that ACDR had the third highest favorable and substantial influence on FMS (Squire Multiple Correla-tion=0.367, b= 0.606, t= 5.790, p=0.000< 0.001). Similarly, academic career development readiness (ACDR) of the student in the institute explained the freedom for selfdecision (SDF) by the 32.7% of the variance of the measures. The results in Table 3 showed that ACDR had a favorable and substantial influence on SDF (Squire Multiple Cor-relation= 0.327, b= 0.572, t= 5.977, p=0.000< 0.001).

Academic career development readiness (ACDR) of the student in the institute explained the family support (FS) by the 25.8% of the variance of the measures. The results in Table 4 showed that ACDR had a favorable and sub-stantial influence on FS (Squire Multiple Correlation=0.258, b= 0.534, t= 6.150, p=0.000< 0.001). Academic career development readiness (ACDR) of the student in the institute explained sufficient time for study (STS) by the 25.2% of the variance of the measures. The results in Table 4 showed that ACDR had the second highest favorable and substantial influence on HS (Squire Multiple Correlation=0.252, b= 0.502, t= 6.274, p=0.000< 0.001). Academic career development Readiness (ACDR) of the student in the institute explained the wish to work in native land (WWN) by the 9.9 % of the variance of the measures. The results in Table 4 showed that ACDR had the lowest but favorable and significant influence on WWN (Squire Multiple Correlation=0.099, b= 0.315, t= 5.452, p=0.008< 0.05).

Thus, all proposed seven hypotheses of this study on academic career development readiness's indicators interrelationship were approved with significant results with valid predictive power. This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn. Authors should discuss the results and how they can be in-terpreted from the perspective of previous studies and of the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

9. Conclusions

Academic Career Development Readiness (ACDR) was a common factor model /the latent construct only explaining the correlation among the seven observable variables .The fit indices for this model were acceptable when the table showed Chi-square p value=0.248>0.000, CMIM/DF =1.226 <3, GFI= 0.950, TLI= 0.960> 0.90, CFI= 0.973>0.90, RMR= 0.046<08, RMSEA= 0.048<08, and P-close = 0.464> 0.05 (Hair et al., 2016). A goodness of fit for this model was approved.

First, Academic career development Readiness (ACDR) of the student in the institute explained student's study sincerity (SS) by the highest 48.5% of the variance of the measures. The results in Table 3 showed that ACDR had the highest favorable and substantial influence on SS (Squire Multiple Correlation=0.485, b= 0.696, t= 5.072, p=0.000< 0.001). Followed by heath consciousness (HS) by the 42.8%, free from mental stress (FMS) by the 36.7% of the variance of the measure, self-decision freedom (SDF) by the 32.7%, the family support (FS) by the 25.8%, sufficient time for study (STS) by the 25.2% and the wish to work in native land (WWN) by the 9.9 % of the variance of the measures respectively. Thus, six out of seven indicators of academic career development are significantly correlated with strong influence. However, wishing to work in native land (WWN) had a significant but weak component for this construct.

Thus, this study found a valid common factor model of academic career development readiness (ACDR) and it was proposed for further research. Seven valid indicators of student's readiness: Study sincerity, health conscious-ness, free form mental stress, sufficient time for study, self-decision freedom, family support and wish to work in native land are approved as reliable and valid components of the common factor, Academic Career Development Readiness.

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