

Personality, Work Values, and Adversity Quotient as Predictors of Career Adaptability among Final-Year Management Students

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ARTICLE INFO

Keywords:

career adaptability;
personality;
adversity quotient;
work values;
higher education students

Article history:

Received 2025-08-24

Revised 2026-05-22

Accepted 2026-06-30

ABSTRACT

Career adaptability has become an essential competency for university students preparing to enter an increasingly dynamic labor market. Although previous studies have identified personality as an important antecedent of career adaptability, limited evidence explains the psychological mechanisms through which personality influences career adaptability, particularly through the simultaneous roles of work values and adversity quotient. This study addresses this gap by examining the direct and indirect relationships among these variables. A quantitative cross-sectional design was employed involving 131 final-year management students from the Indragiri Institute of Technology and Business, Indonesia. Data were collected using validated Likert-scale questionnaires measuring personality, work values, adversity quotient, and career adaptability. Structural Equation Modeling–Partial Least Squares (SEM-PLS) with bootstrapping was applied to test the proposed hypotheses and mediation effects. Personality significantly influenced adversity quotient and work values but did not directly affect career adaptability. Work values significantly predicted both adversity quotient and career adaptability, while adversity quotient exerted a strong positive effect on career adaptability. Mediation analysis revealed that personality indirectly influenced career adaptability through adversity quotient and work values, whereas work values also affected career adaptability indirectly through adversity quotient. These findings indicate an indirect-only mediation model in which personality contributes to career adaptability through motivational and resilience-related mechanisms. This study extends career development literature by demonstrating that career adaptability is shaped primarily by developable psychosocial resources rather than stable personality traits. The findings highlight the importance of strengthening students' work values and resilience through career counseling, experiential learning, and curriculum-based career development programs to enhance graduate employability.

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1. INTRODUCTION

The transition from higher education to the labor market has become increasingly challenging due to rapid technological change, economic uncertainty, and evolving workforce demands. Although Generation Y currently represents a substantial proportion of employees, Generation Z has become the next cohort entering employment. Most current university students belong to Generation Z and are approaching the critical stage of moving from academic life to professional careers (Vávrová, Nacházellová, & Foltýnová, 2025; Knapp, S. J., VandeCreek, L. D., & Fingerhut, 2017). Young adulthood is considered an important developmental period because individuals begin making serious decisions regarding occupation, professional identity, and long-term career direction (Lopez & Abadiano, 2023; Santrock, 2015).

A preliminary survey involving 40 students revealed that 92.5% were still uncertain about the type of work they would pursue after graduation, while only 7.5% had clear career goals. This finding indicates that many students remain insufficiently prepared for employment transition and career decision-making. Such uncertainty may reduce graduate employability readiness, delay entry into the labor market, and weaken confidence in facing career competition (Ramadani, Fachrurrazi, & Hidayat, 2020; Aprianti, Suparman, & Hakim, 2023).

In higher education, career adaptability has become an essential competency for students preparing to enter the workforce (Mahfud et al., 2024). Career adaptability refers to an individual's psychosocial resources for coping with vocational tasks, career transitions, and workplace challenges (Savickas & Porfeli, 2012). Students with stronger career adaptability are generally better able to explore career opportunities, make career decisions, and respond positively to changing employment environments. Recent studies also confirm that career adaptability positively predicts job-search behavior, employability perception, and subjective well-being among university students (Ouyang, Shu, & Fu, 2025).

Therefore, this concept is highly relevant to educational guidance services, university career counseling programs, and institutional strategies for improving graduate employability. Universities that integrate career development support and experiential learning programs tend to produce graduates with stronger employability outcomes (Dluha, Retno Suminar, & Hendriyani, 2020).

Final-year management students are a particularly important sample because they are in the immediate transition phase from university to employment. They are expected to enter highly dynamic sectors such as business management, entrepreneurship, banking, marketing, and organizational services, where adaptability, resilience, and continuous learning are strongly required. As a result, understanding the determinants of career adaptability among this group has both academic and practical significance.

Previous studies have identified several antecedents of career adaptability, including personality, emotional intelligence, resilience, and social support (Hadi & Salim, 2024; Agustini, 2022; Azhar & Aprilia, 2018; Rudolph, Lavigne, & Zacher, 2017). However, most prior studies primarily focused on direct relationships between predictor variables and career adaptability, providing limited explanation regarding the underlying psychological mechanisms involved. Although several recent studies have begun to examine mediating models, these investigations largely emphasized variables such as work volition, self-efficacy, stress, and job-search behavior rather than integrating motivational and resilience-related variables within a single conceptual framework (Wan, Duffy, Xiong, & Wang, 2023; Zhuang, Jiang, & Chen, 2021; Ouyang et al., 2025).

Existing findings therefore remain fragmented in explaining how personality contributes to career adaptability through interconnected internal processes. In particular, limited attention has been given to the simultaneous roles of work values and adversity quotient as psychological mechanisms linking personality and career adaptability. This limitation is important because career preparation among university students is not solely influenced by dispositional traits, but also by the way individuals interpret work meaning, maintain career motivation, and respond to challenges and uncertainty during career transition.

From a theoretical perspective, personality traits may shape how students respond to uncertainty, evaluate opportunities, and prepare for future careers. Students with constructive personality characteristics, such as openness, conscientiousness, initiative, and emotional stability, are generally more capable of developing adaptive career behaviors. These personality characteristics may influence the formation of work values, including achievement orientation, responsibility, professional growth, and organizational commitment. In addition, personality traits may also contribute to adversity quotient, which refers to an individual's capacity to withstand pressure, overcome obstacles, and transform difficulties into opportunities. During the transition from higher education to employment, students frequently encounter academic pressure, career uncertainty, job competition, and fear of failure. Consequently, individuals with stronger adversity quotient are expected to demonstrate greater resilience and flexibility in managing career-related challenges.

Work values may function as an internal motivational orientation that guides students' career preferences, work expectations, and professional commitment. Students who possess stronger work values are more likely to engage actively in career preparation and maintain motivation during the employment transition process. At the same time, adversity quotient may serve as a resilience-related psychological resource that enables students to cope effectively with uncertainty, rejection, and competitive labor-market conditions. Therefore, both work values and adversity quotient are theoretically relevant in explaining the development of career adaptability among final-year university students.

The novelty of this study lies in the development of an integrated mediation model that examines the roles of work values and adversity quotient in the relationship between personality traits and career adaptability. Unlike previous studies that predominantly examined direct relationships or isolated mediating variables, this study simultaneously integrates motivational and resilience-related mechanisms within a single structural framework. In addition, the study focuses specifically on Indonesian final-year management students, a population that remains underrepresented in career adaptability research despite facing increasingly complex employment challenges in the contemporary labor market.

Based on the theoretical framework, the hypotheses are proposed as follows:

H1: Personality positively affects adversity quotient.

H2: Personality positively affects career adaptability.

H3: Personality positively affects work values.

H4: Work values positively affect adversity quotient.

H5: Work values positively affect career adaptability.

H6: Adversity quotient positively affects career adaptability.

H7: Personality positively affects career adaptability through adversity quotient.

H8: Personality positively affects career adaptability through work values.

H9: Work values positively affect career adaptability through adversity quotient.

Therefore, this study aims to analyze the direct and indirect effects of personality, work values, and adversity quotient on career adaptability among final-year management students.

2. METHODS

2.1 Research Design

This study employed a quantitative approach using a cross-sectional explanatory survey design. The quantitative approach was selected because the study aimed to test the direct and indirect relationships among personality, work values, adversity quotient, and career adaptability through hypothesis testing. A cross-sectional design was used because data were collected from respondents at a single point in time.

2.2 Research Participants and Sampling Technique

The population of this study consisted of 235 students in the Management Study Program, of which 131 students voluntarily participated in the survey. Therefore, this study employed a convenience sampling technique, as data were collected from respondents who were accessible and willing to complete the questionnaire. The use of convenience sampling is considered appropriate in this study for several reasons. First, the research focuses on examining relationships between variables rather than generalizing findings to a broader population. Second, the target respondents—final-year students preparing for career transition—represent a relatively homogeneous group in terms of academic background and career stage. Third, voluntary participation is consistent with ethical research principles and helps ensure that respondents provide more accurate and reliable responses.

Although convenience sampling may limit statistical generalizability, this technique is frequently applied in behavioral and educational research involving relatively homogeneous populations and theory-testing purposes. Since the present study primarily aims to examine structural relationships among psychological variables rather than estimate population parameters, convenience sampling was considered methodologically acceptable.

2.3 Participant Demographic Characteristics

Demographic information collected included gender, and employment status. Most respondents were within the typical emerging adulthood age range, which is considered a critical period for career exploration and occupational decision-making. The results of the analysis of respondent characteristics based on gender and employment status can be shown in Table 1.

Table 1. Respondent Identity			
Gender		Employment Status	
Male	Female	Employed	Unemployed
40%	60%	21%	79%

Table 1 shows that female respondents constituted the majority of participants (60%), while male respondents accounted for 40%. In terms of employment status, most respondents were unemployed (79%), indicating that the majority were still preparing for workforce transition at the time of data collection.

2.4 Research Instruments

Data were collected using a structured questionnaire. The questionnaire employed a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. All instruments were adapted from previous studies and adjusted to the context of university students. A pilot test was conducted to ensure clarity and readability of the questionnaire items. The measurement instruments consisted of the following constructs:

Personality traits were measured using indicators adapted from the Big Five personality dimensions, including neuroticism, extraversion, openness, agreeableness, and conscientiousness (John & Srivastava, 1999). The total number of items is 15 items, which are spread three items on each indicator. Neuroticism (e.g., I never/rarely feel anxious about small things), Extraversion (e.g., I feel excited when working together in a team), Openness (e.g., I like to learn things that broaden my horizons), Agreeableness (I avoid conflict with people around me), Conscientiousness (e.g., I always try to complete tasks on time)

Work Values – measured through indicators such as. intrinsic work value, extrinsic work value, social work value, and prestige work value (Ros, M., Schwartz, S. H., & Surkiss, 1999; Gesthuizen, Kovarek, & Rapp, 2019). The total number of items is 12, which are divided into three items for each indicator: Intrinsic (e.g., I want to work in a field that allows me to develop my skills) Extrinsic (e.g., I

prefer a job that offers financial security and stability) Social (e.g., I feel happy if my job involves active social interaction) Prestige (e.g., I want a job that makes me respected by others.)

Adversity Quotient – measured based on dimensions of control, origin and ownership, reach, and endurance (Stoltz, 2000). The total number of items is 12, spread across three items for each indicator: Control (e.g., I feel in control when facing difficulties), Origin and Ownership (e.g., I am able to distinguish between my responsibility and that of others in a problem), Reach (e.g., I can maintain a balance in my life even when facing major challenges), and Endurance (e.g., I have confidence that consistent effort will produce results).

Career Adaptability – measured using dimensions of concern, control, curiosity, and confidence adapted from the Career Adapt-Abilities framework (Savickas & Porfeli, 2012). The total number of items is 12, spread across three items for each indicator: Concern (e.g., I feel it is important to prepare myself for changes in the world of work), Control (e.g., I believe I can manage the challenges of my career development), Curiosity (e.g., I strive to understand the skills required in the field of work I am interested in), and Confidence (e.g., I am confident that I have the ability to achieve my career goals).

2.5 Data Analysis Technique

Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. SEM-PLS was considered appropriate for several reasons: the study examined multiple simultaneous relationships among latent variables; the model included mediation effects; the sample size was relatively moderate ($n = 131$); and SEM-PLS is suitable for prediction-oriented research and does not require strict multivariate normality assumptions.

2.6 Measurement Model Evaluation (Outer Model)

The measurement model was assessed through: Convergent Validity – using outer loading values (>0.70 preferred) and Average Variance Extracted ($AVE > 0.50$). Discriminant Validity – evaluated using the Fornell-Larcker criterion. Reliability – assessed using Cronbach's Alpha and Composite Reliability ($CR > 0.70$).

2.7 Structural Model Evaluation (Inner Model)

The structural model was evaluated using: Coefficient of Determination (R^2) to measure the explanatory power of endogenous variables. Predictive Relevance (Q^2) was applicable. Path Coefficients examine hypothesized relationships.

2.8 Hypothesis Testing and Mediation Analysis

Hypotheses were tested using the bootstrapping procedure in SmartPLS with 5,000 resamples. Path coefficients were considered significant when t -statistics > 1.96 and p -values < 0.05 . Mediation effects were tested through indirect effect analysis using the same bootstrapping procedure. Therefore, mediation in this study was analyzed using SEM-PLS. Significant indirect effects indicated the presence of mediation relationships among variables.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Evaluation of Measurement Model

The data analysis method used in this study is analysis using SmartPLS which is carried out in 2 stages, namely: the first stage is testing the outer model (testing construct validity, convergent validity, discriminant validity and construct reliability) and the inner model (seeing whether there is an influence between variables).

a. Structural Model Analysis (Inner Model)

Based on data processing with PLS, the coefficient of determination (R-Square) values is as follow:

Tabel 2. R Square

Aspect	R Square	R Square Adjusted
Adversity Quotient	0.505	0.498
Career Adaptability	0.686	0.628
Work Value	0.583	0.580

The structural model was evaluated using Smart-PLS. The results indicated that the model had substantial explanatory power. Personality, work values, and adversity quotient jointly explained 68.6% of the variance in career adaptability ($R^2 = 0.686$). Personality and work values explained 50.5% of the variance in adversity quotient ($R^2 = 0.505$), while personality explained 58.3% of the variance in work values ($R^2 = 0.583$). These values indicate moderate to substantial predictive capability.

b. Measurement Model Analysis (Outer Model)

Below we can see the results of the outer loading test for each indicator in the research model in Figure 1.

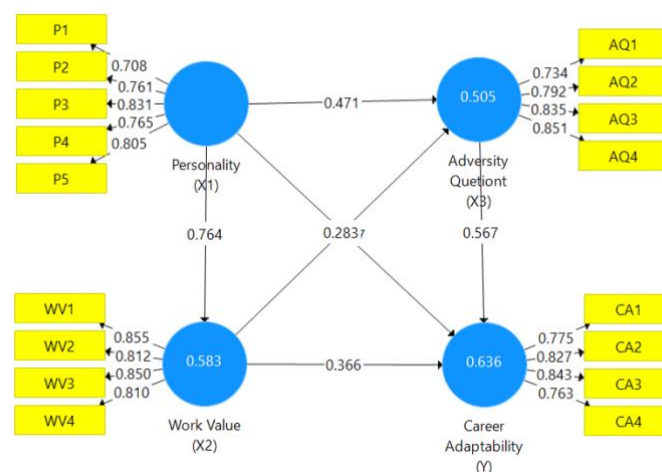


Figure 1. Outer Loading of Main Variable

Convergent validity can be seen from the outer loading value. The outer loading results show how well the indicators measure their latent constructs. A value > 0.70 proves that all indicators are valid and convergently reliable.

Table 3 shows that the Average Variance Extracted (AVE) value is above 0.5, indicating good validity. This means that the large variance contained by the latent construct of the variable is good.

Table 3. Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Adversity Quotient	0.818	0.828	0.880	0.647
Career Adaptability	0.815	0.816	0.879	0.644
Personality	0.834	0.843	0.882	0.601
Work Value	0.852	0.856	0.900	0.692

Discriminant validity testing is conducted to ensure that variables are not correlated and measure different constructs. To measure discriminant validity, calculations are performed using cross-loading values. The results of the discriminant validity test are shown in Table 4.

Table 4. Cross Loading

	Adversity Quotient (X3)	Career Adaptability (Y)	Personality (X1)	Work Value (X2)
AQ1	0.734	0.515	0.458	0.373
AQ2	0.792	0.593	0.561	0.515
AQ3	0.835	0.675	0.561	0.589
AQ4	0.851	0.635	0.618	0.564
CA1	0.566	0.775	0.477	0.533
CA2	0.620	0.827	0.457	0.549
CA3	0.599	0.843	0.529	0.569
CA4	0.637	0.763	0.470	0.528
P1	0.467	0.410	0.708	0.466
P2	0.477	0.457	0.761	0.488
P3	0.590	0.520	0.831	0.690
P4	0.516	0.438	0.765	0.602
P5	0.593	0.497	0.805	0.672
WV1	0.465	0.524	0.660	0.855
WV2	0.498	0.600	0.581	0.812
WV3	0.633	0.587	0.725	0.850
WV4	0.527	0.545	0.562	0.810

Table 4 shows that all variable indicators have a cross loading value above 0.5, meaning that each indicator loads higher on its intended construct than on other constructs.

Reliability testing in PLS can use two methods: Cronbach's alpha and composite reliability. Cronbach's alpha measures the lower limit of reliability, while composite reliability measures the true value of a construct's reliability. Composite reliability is considered superior in estimating the internal consistency of a construct. As a rule of thumb, Cronbach's alpha and composite reliability should be greater than 0.70, although a value of 0.60 is still acceptable.

The results of the Cronbach's alpha and composite reliability calculations for the research variables are presented in Table 5.

Table 5. Cronbach's alpha and composite reliability values

	Cronbach's Alpha	Composite Reliability
Adversity Quotient	0.818	0.880
Career Adaptability	0.815	0.879
Personality	0.834	0.882
Work Value	0.852	0.900

Table 5 shows that the Cronbach's alpha and composite reliability values for all variable constructs each have values greater than 0.70, the research model constructs consisting of adaptability quotient, career adaptability, personality, and work value are reliable.

3.1.2 Hypothesis Testing

After analyzing the coefficient of influence between variables, the next step is to test the hypothesis using the t-statistic value. The parameter of whether or not there is a partial influence can be determined based on the t-statistic value, which must be greater than 1.96, meaning there is an influence of the exogenous variable on the endogenous variable or the endogenous variable on the endogenous variable. Conversely, if the t-statistic value is less than 1.96, there is no influence of the exogenous variable on the endogenous variable or the endogenous variable on the endogenous variable. If the P value is less than 0.005, it means significant, and if the P value is greater than 0.005, it means insignificant. The following are the results of the direct influence hypothesis test in Table 6.

Table 6. Direct Effect Hypothesis Testing

Hypothesis	Relationship	Path Coefficient	t-statistics	P Values	Result
H1	Personality → Adversity Quotient	0.471	4.536	0.000	Supported
H2	Personality → Career Adaptability	-0.067	0.637	0.525	Not Supported
H3	Personality → Work Values	0.764	13.342	0.000	Supported
H4	Work Values → Adversity Quotient	0.283	2.512	0.012	Supported
H5	Work Values → Career Adaptability	0.366	4.147	0.000	Supported
H6	Adversity Quotient → Career Adaptability	0.567	5.935	0.000	Supported

Table 7. Indirect Effect Hypothesis Testing

Hypothesis	Indirect Relationship	Path Coefficient	t-statistics	P Values	Result
H7	Personality → Adversity Quotient → Career Adaptability	0.267	3.888	0.000	Supported
H8	Personality → Work Values → Career Adaptability	0.279	4.086	0.000	Supported
H9	Work Values → Adversity Quotient → Career Adaptability	0.160	2.317	0.021	Supported

The findings show that personality did not directly influence career adaptability. However, personality significantly affected career adaptability indirectly through adversity quotient and work values. This indicates the presence of indirect-only mediation.

3.2 Discussion

The findings demonstrate that personality significantly predicts adversity quotient but does not directly influence career adaptability. This result suggests that stable personality characteristics alone may be insufficient to enhance students' readiness to navigate the increasingly complex transition from higher education to employment. Instead, personality appears to operate through more proximal psychosocial resources that can be developed during the university years. Within the framework of Career Construction Theory, personality represents an adaptive readiness that predisposes individuals toward certain behavioral tendencies; however, career adaptability is more strongly shaped by adaptive resources that enable individuals to respond effectively to vocational transitions and labor-market uncertainty (Savickas & Porfeli, 2012). Consequently, personality contributes indirectly to career adaptability by strengthening students' resilience and motivational capacities rather than by directly determining adaptive career behavior. This finding is consistent with the meta-analysis conducted by Rudolph et al. (2017), which reported that although personality traits such as conscientiousness and openness are associated with career adaptability; their effects are frequently mediated by psychosocial variables. The absence of a direct relationship may also reflect the characteristics of Indonesian final-year students, whose career readiness is influenced more strongly by developmental experiences, career learning opportunities, and psychological resilience than by dispositional traits alone.

Personality was found to have a significant positive influence on adversity quotient, indicating that students possessing adaptive personality characteristics are more capable of maintaining emotional stability, persistence, and effective coping strategies when encountering academic and career-related challenges. Individuals with higher levels of conscientiousness, openness, and emotional stability tend to interpret difficulties as manageable challenges rather than insurmountable obstacles, thereby strengthening their capacity to overcome setbacks during career preparation. These findings are supported by Rodrigues et al. (2024), who demonstrated that emotionally stable and conscientious

students exhibit greater resilience when facing academic demands, and by Pong and Lam (2023), who emphasized that emotional competencies associated with personality facilitate the development of adversity quotient. The present findings therefore reinforce the argument that personality provides the psychological foundation upon which resilience-related competencies are developed.

The study also reveals that personality significantly predicts work values. Students with constructive personality characteristics tend to develop stronger intrinsic, social, and growth-oriented work values, suggesting that personality shapes not only behavioral tendencies but also individuals' perceptions regarding meaningful work and career success. This relationship is theoretically consistent with value development perspectives, which propose that dispositional characteristics influence the formation of occupational preferences and motivational orientations (Ros et al., 1999). Individuals characterized by conscientiousness generally prioritize achievement and responsibility, whereas those with openness value learning opportunities and personal development. Similarly, agreeable individuals tend to value collaborative work environments and interpersonal relationships. These findings support previous research indicating that personality influences the development of work values, which subsequently guide career decisions and professional aspirations (Judge et al., 2002; Sortheix & Lönnqvist, 2014). Thus, work values emerge as an important motivational mechanism linking personality to subsequent career development outcomes.

Another important finding is that work values significantly enhance adversity quotient. Students who highly value achievement, personal growth, responsibility, and meaningful work demonstrate greater resilience when confronting uncertainty and obstacles. From the perspective of Self-Determination Theory, individuals who internalize intrinsic work values are more likely to maintain autonomous motivation, persistence, and psychological well-being during difficult situations because their efforts are driven by personally meaningful goals rather than external rewards (Ryan & Deci, 2000). Consequently, students with stronger work values tend to perceive career challenges as opportunities for learning rather than threats to future success. Recent evidence likewise indicates that intrinsic motivational orientations contribute to resilience and adaptive functioning among university students (Lu et al., 2024). The present findings therefore suggest that work values strengthen students' psychological capacity to withstand setbacks during the school-to-work transition.

The results further indicate that work values exert a direct positive influence on career adaptability. Students who possess stronger work values demonstrate greater concern for future careers, stronger career control, increased curiosity regarding occupational opportunities, and higher confidence in managing career transitions. This finding suggests that career adaptability is not determined solely by personality but is substantially influenced by students' motivational orientation toward work. Individuals who attach greater importance to continuous learning, responsibility, and professional growth are more likely to invest effort in career planning and competency development. These findings extend previous research demonstrating that work values facilitate proactive career behaviors and employability by strengthening career motivation and long-term career planning (Porfeli & Savickas, 2012; Omar et al., 2023). In practical terms, universities seeking to improve graduate employability should therefore focus not only on technical competencies but also on cultivating positive work values through experiential learning, internships, mentoring, and career education.

Adversity quotient also emerged as a significant predictor of career adaptability, confirming that resilience represents one of the most influential psychological resources during career transition. Students with a stronger adversity quotient are better able to regulate emotions, maintain persistence, recover from failure, and remain flexible when confronted with uncertain labor-market conditions. Within Career Construction Theory, adversity quotient functions as an adaptive resource that enables individuals to translate career concerns into effective adaptive behaviors. This finding is consistent with Stoltz (2000), who argued that adversity quotient reflects individuals' capacity to transform obstacles into opportunities for growth, as well as with recent studies demonstrating that resilience contributes substantially to career readiness and professional adaptability among university students (Gou et al., 2024; Putri & Santoso, 2023). Accordingly, strengthening adversity quotient should become a strategic

priority for higher education institutions preparing graduates for increasingly unpredictable employment environments.

Perhaps the most important contribution of this study lies in identifying the indirect mechanisms through which personality influences career adaptability. The mediation analyses demonstrate that personality affects career adaptability through adversity quotient and work values, while work values also influence career adaptability through adversity quotient. These findings indicate an indirect-only mediation pattern, suggesting that personality contributes to career adaptability only after being translated into motivational values and resilience-related capacities. This result extends Career Construction Theory by demonstrating that adaptive readiness alone is insufficient to produce adaptive career behaviors without the support of developable psychosocial resources. Unlike previous studies that primarily examined isolated mediators, this research integrates motivational (work values) and resilience (adversity quotient) mechanisms within a single structural framework, thereby providing a more comprehensive explanation of how career adaptability develops among final-year university students. The findings imply that interventions aimed at strengthening career adaptability should emphasize not only personality assessment but also educational programs designed to cultivate work values, resilience, emotional regulation, and persistence. Career counseling, project-based learning, industry engagement, and experiential learning activities may therefore represent effective strategies for enhancing graduates' preparedness for increasingly dynamic and uncertain labor-market conditions.

4. CONCLUSION

This study demonstrates that career adaptability among final-year management students is influenced primarily by work values and adversity quotient, while personality does not exert a direct effect but operates indirectly through these variables. The findings indicate that although personality shapes individuals' tendencies, its contribution to career adaptability occurs through more proximal and developable psychosocial resources, particularly students' values toward work and their ability to cope with challenges. Adversity quotient emerged as a strong predictor, highlighting the importance of resilience, persistence, and the capacity to manage pressure in preparing students for the transition to the labor market. Similarly, work values play a crucial role in strengthening students' motivation, career orientation, and readiness to adapt to dynamic employment environments.

These results reinforce the view that career adaptability is not determined solely by stable individual traits but is more strongly influenced by internal capacities that can be developed through educational processes. Therefore, higher education institutions should prioritize the integration of career development initiatives that enhance students' resilience and work values. Practical efforts may include structured career counseling services, training programs focused on adversity quotient development, experiential learning such as internships and project-based learning, and curriculum designs that emphasize personal growth, adaptability, and career readiness.

This study is subject to several limitations that open opportunities for future research. The use of a single-institution sample and a relatively limited number of respondents may restrict the generalizability of the findings. In addition, the cross-sectional design limits the ability to capture changes in career adaptability over time. Future studies are recommended to involve larger and more diverse samples across multiple institutions, apply longitudinal designs to better understand the development of career adaptability, and incorporate additional variables such as self-efficacy, career decision-making, or labor market readiness to enrich the explanatory model.

Acknowledgments: The author would like to thank the ITB-Indragiri campus for facilitating this research and thank you to colleagues who provided valuable input during the discussion. We appreciate the valuable input from the editors and reviewers who helped improve the quality of this manuscript to make it suitable for publication.

Conflicts of Interest: The authors declare no conflict of interest.

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