

Antecedent Factors in Achieving Marketing Student Performance with a Career Construction Theory Approach

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Abstract

Career Construction Theory strengthens this research effort to build a model that can be a lever for improving Marketing Student Performance in higher education. Marketing Student Employability is developed as an intervening variable that bridges medially between variables with Marketing Student Performance. The study believes students still need the right hard and soft skills to deal with uncertainty with the certainty of dynamic labor market demand. This study obtained interval data from the answers of 225 respondents using a survey questionnaire with an interval scale of 1-10. Testing with AMOS 25.0 was selected in this study to test the feasibility of the model and hypothesis. The results of structural modeling show that testing of hypothesis 4 obtained specific soft-skill marketing results that are significantly unrelated to marketing student employability.

Keywords: Marketing Curriculum Resources, Marketing Hard-skill Specific, Marketing Soft-skill Specific, Marketing Student Employability, Marketing Student Performance, Career Construction Theory

INTRODUCTION

Colleges have responded by emphasizing the development of new employability skills deemed essential for graduates facing future employment challenges. It is still difficult for college graduates to find jobs for graduates. This gap has given universities the impetus to further enhance their learning programs with curricula and learning methods that synergize with the changing demands of the labor market (Bennett, Ananthram, Lindsay, Benati, & Jevons, 2022). Curriculum changes that can encourage increased student participation in lectures can



improve the development of critical thinking for students. The curriculum can adopt practice and theory content to have a positive impact on students' perceptions of their job readiness for the world of work. Changes in the business world are the cause of changes in universities in producing skilled and contemporary graduates. The marketing labor market has undergone tremendous changes, especially with the impact of COVID-19, and the use of digital marketing dominates business activities today. This condition causes a significant gap between the skills of graduates expected by employers and the skills possessed by students who have graduated (Khan & Ali, 2022).

There has been much research in the past that discusses employer or labor market perceptions of the employability skills of college graduates, but very limited research on students' perceptions of the value of job skills or their readiness for work that they have gained in the learning process at university. Unfortunately, there is very limited research that discusses the benefits obtained by students with mastery of hard skills and soft skills that will later get recognition from companies or industries (Chhetri & Baniya, 2022). Another gap that concerns researchers is how students assess their employability value to succeed in their studies and transition successfully to the world of work (Ahmad & Imam, 2022). Despite the ongoing debate about the characteristics of hard skills and soft skills, particularly marketing. Students still need the right hard skills and soft skills, especially in the field of marketing to give them the confidence to face uncertainty with certainty (Kwarteng & Mensah, 2022).

Career Construction Theory – CCT is the basis of our study, where the career of graduates begins from the achievement of their performance in the learning process as a result of the main resources of higher education (Carvalho, Mourão, & Freitas, 2023). Career Construction Theory emphasizes student performance as shown by their satisfaction in the learning process to encourage their commitment to being better in achieving future careers. To achieve the best career, students equip themselves with a variety of skills that aim to be better prepared and able to adapt and work in their work environment later (Ahmad & Imam, 2022)). Therefore, this study aims to describe the mechanism of how universities build a *marketing student employability* model that can be a trigger factor for increasing marketing student performance to be more able and ready to face the challenges of expertise and competency needs in the marketing labor market.

LITERATURE REVIEW

Marketing Curriculum Resources

Marketing curriculum resources are capital for universities that want to improve the





products and outcomes of their study programs, especially marketing study programs. Universities with a marketing curriculum resource model aim to be able to answer students' questions about what it means to be a professional marketer, and what they must be prepared to do. Another essence of marketing curriculum resources is resource capital for universities in developing their skills and knowledge in various marketing activities and tools related to marketing programs. The key basic elements in building Marketing curriculum resources are first, the curriculum that can help develop effective marketing skills and knowledge teaching strategies. Second, innovation in educational programs through practice patterns that are more challenging and provide experience for students. Third, the curriculum must be oriented toward market needs and marketing developments (Jeremia & Mwantimwa, 2022; Wu & Chen, 2021).

The argument of previous studies stated that marketing curriculum resources encourage the creation of employability because basically, workability is a result of active learning from students combined with work experience (internship) and non-academic student activities. Marketing curriculum resources create a marketing learning experience in the workplace, wherein, students increase skills and knowledge as a reflection of their development seems to be fundamental to developing employability competencies based on internship patterns in companies or marketing industries. Marketing curriculum resources based on reflective practice in the context of employability can be defined as a systematic process to monitor and evaluate success and explore the potential of students' competencies in working in companies or industries (Sotomayor, Tarhan, Vieta, McCartney, & Mas, 2022; Spada et al., 2022)

Marketing curriculum resources are described as production patterns in manufacturing that describe the mechanism of integration of all courses to be taught to support certain competency targets. Marketing curriculum resources are described in an optimal order or have procedures for implementation and quality control, and output achievement must have national standard benchmarks and be internationally oriented. Thus, Marketing curriculum sources can answer very specific stakeholder questions about the marketing curriculum of universities, such as what is taught by study programs, in the order of networking practical and theoretical courses, with any method (product-based learning and project-based learning) and how the curriculum is assessed by stakeholders, especially companies or industries. The answers to these questions determine how the elements of marketing curriculum resources relate to each other, and capture the dominant curriculum structure in supporting the achievement of Marketing Hard-skill Specific, Marketing Soft-skill Specific, and, marketing student employability objectives (Horng, Hsiao, Liu, Chou, & Chung, 2021). (Horng, Hsiao, Liu, Chou, & Chung, 2021)





Marketing Hard-skill Specific

The dynamics of competition in the industry both due to company provocations and market change factors encourage them to adapt to synchronize these dynamics. The key to winning the competition is the resource model approach, where people play an important role in the future of the company in the industry. The key to developing human qualities becomes the task of the college. The challenge of the existence of technology and machines is feared to occupy and replace humans in various job tasks in the company. Therefore, to achieve the goal of human quality development, universities must always improve the continuing education system that focuses on developing interpersonal and creative skills of graduates with national and international quality standards and is oriented to the needs of the labor market. Today, the labor market requires its employees to have a distinctive and qualified combination based on a combination of hard skills and soft skills, coupled with marketing knowledge and marketer talent (Feng & Ren, 2023; Joensuu-Salo, Peltonen, & Hämäläinen, 2023).

The concept of Hard-skill Specific Marketing is a very important asset for students, which plays a major role for them in achieving academic and non-academic performance. The concept of Hard-skill Specific Marketing becomes an entry resource for college graduates to enter the demands of complexity and competitiveness that arise between universities and the demands of companies or marketing industries. The role of companies and industry is to provide feedback to universities on whether the level of Marketing Hard-skill Specific is in line with their wishes. Many companies see humans as comparative resource capital that greatly helps companies achieve their performance and goals, so companies apply higher prerequisites such as employees must master technical and professional knowledge. In addition, companies consider humans as resource capital that determines the company's ability to face competition and consumer market demands, so for companies, the recruitment process becomes very decisive in selecting and hiring the best employee candidates (Inderanata & Sukardi, 2023; Mbiru, Ayentimi, & Wickham, 2023).

Marketing Soft-skill Specific

The concept of soft-skill specific marketing is a specific resource that refers to character and positive attitudes and behaviors to relate or interact with internal and external companies. The concept of soft-skill specific marketing is thought to be a factor that can improve the quality of interaction and employee performance. The concept of soft-skill marketing is considered by some researchers to be more needed today than the ability to hard-skill in achieving employee performance targets and company goals. Employees play the main character in companies,





where each individual is a leader, and there are times when they act as facilitators and mediators, as well as negotiators of seller-buyer relationships (Laspita, Sitaridis, Kitsios, & Sarri, 2023). The concept of specific soft-skill marketing has a broad meaning not limited to certain professions because the character and positive attitudes and behaviors must be inherent and demonstrated in all professions. The concept of soft-skill marketing specifically guides universities to prepare characters and attitudes and behaviors that are by current demands, where hard work alone is not enough to achieve superior human resource performance, but human resources are needed who can work smartly and adaptively and absorb competencies from various sources of knowledge and competencies (Ayodele, Oladokun, & Kajimo-Shakantu, 2020).

Several studies show the importance of employees having intelligence and adaptive abilities in supporting the completion of tasks and jobs to maintain career and employee performance. (Cheng, Adekola, Albia, & Cai, 2021; Sato, Kang, Daigo, Matsuoka, & Harada, 2021). Adaptive ability is shown by how university graduates can work by building strong communication with internal and external parties in the company. The concept of specific soft-skill marketing essentially shapes emotional intelligence for college graduates. The concept of soft-skill specific marketing is developed as a communication resource, which is the entry capital in building interpersonal relationships, outlining internal and external conflicts and successfully closing negotiations. The concept of soft-skill specific marketing emphasizing human interaction has become an important part of customer-oriented marketers. Therefore, the concept of soft-skill specific marketing is the main pillar for companies in building empathy, communication, and problem-solving, it needs to get the main attention of universities.

Marketing Student Employability

The concept of marketing student employability felt by students is a university achievement produced by the curriculum, hard-skill competence, and soft-skill marketing. The essence of marketing student employability is the performance of marketing skills that are multi-dimensional and competency-based on hard-skill and soft-skill marketing competencies (Gilbert, Turner, & Haass, 2022)(Gilbert, Turner, & Haass, 2022) Marketing student employability as multi-dimensional and competency-based reflects various factors considered by companies or the marketing industry in assessing the employability of marketing program graduates at universities. Another essence of marketing student employability is considered as the basis for exploiting graduate employability competencies with problem-solving abilities or task management and marketer work, to help graduates to manage the marketing skills they





have learned in college.

The concept of marketing student employability is built continuously starting from when individuals are still students in a study program at college until they graduate from the study program. The concept of marketing student employability is the result of an internal evaluation process by students and external graduate user companies, by comparing resource capital such as knowledge, abilities, skills, and traits obtained through curriculum and learning models with external conditions. This concept of marketing student employability increases the likelihood of being accepted or absorbed by the labor market after the student has completed their studies. The concept of marketing student employability affects students' preparation and also affects their employability, which in turn has a positive influence related to study performance and success in future careers (Bennett et al., 2022; Creed et al., 2022)

Marketing student employability is also understood as exploiting and exploring lifelong learning skills and the ability to adapt to changing marketing situations and work environments (Lu, 2021). Career Construction Theory encourages student employability as a series of stages of cognitive and affective processes and motor sensors that encourage the active involvement of students, triggered by the learning model and curriculum used to simulate situations or experiences real or real that graduates generally face and result in the integration of new understandings into one's experience as a marketer. The emphasis of marketing student employability is on the representation of classroom learning and practice in the field in collaboration with companies or marketing industries. Previous marketing student employability studies help students gauge their abilities and likelihood of getting a sustainable job that matches the qualifications desired by the company so that they can be accepted to work for the company. Marketing student employability is assumed by students as a form of subjective assessment of students' quality of capacity and skills in work so employability is very important for students in determining company targets after they graduate in the labor market (Fossatti et al., 2023; Okolie, 2022).

Marketing Student Performance

In general, the Grade Point Average (GPA) is a measure of student achievement from the time students start entering college until they finish college. This achievement also reflects the consistency of student achievement accumulated for all courses they have taken in their studies. In addition to academic achievement, students' final achievement in the study period is also measured by a non-academic approach. Non-academic restation can be seen from the active participation of students in various activity units in higher education (Deeva, De Smedt, Saint-





Pierre, Weber, & De Weerd, 2022). Student participation in various organizations on campus is an indication that the student has a positive desire to develop and actualize the development of his personality potential in higher education. Meanwhile, companies or the labor market measure students' abilities through their skills and skills in hard skills and soft skills. The company is a major customer of higher education. Career Construction Theory emphasizes the importance of graduate achievement in building their careers based on intelligent behavior and attitudes toward hard skills, as well as proficiency in soft skills through self-empowerment in higher education environments and practices in the community (Agu, Etuk, & Madichie, 2022; Haenggli & Hirschi, 2020). Career Construction Theory underlines the sustainable value of higher education is determined not only by the academic achievement of its students but also by their ability to accept the challenges of work and tasks from companies and society (Demirtaş & Türk, 2022).

Marketing student performance essentially refers to a person's belief in his ability to achieve certain performance level results in the learning process. Career Construction Theory in the learning process, emphasizes that students who have higher academic achievement are more motivated to learn than those who do not perform academically. Companies or the labor market use this logic to carry out a selection process in the selection, development, and placement of the right employees according to the company's needs. Marketing student performance is reviewed with a Career Construction Theory approach is a goal of higher education and students, so that students self-proof academically and non-academically consistently encourage student performance, which can be improved in various ways. Career Construction Theory provides the view that student performance can foster a growing positive belief in higher education to prepare graduates to become responsible managers and equip them with marketing hard-skill specific and marketing soft-skill specific that enables the creation of sustainable future Marketing student employability (Kader, 2022; Nasser Alsubaie, 2023).

METHOD

This study uses Career Construction Theory as a foundation for building factors that can leverage the level of Marketing student performance within the framework of the Marketing student employability model. This study examines how Marketing Curriculum Resources can play a better role in building higher education continuing education through hard-skill-specific marketing and soft-skill specific marketing. Thus, the purpose of this study can answer the role of marketing hard-skill specific and marketing soft-skill specific in developing Marketing student employability in universities. The final results of this study are expected to contribute to the



expansion of Career Construction Theory in increasing the level of Marketing student performance in higher education. The population of this study is Diploma III students of the Marketing Study Program at universities in Central Java. This study obtained interval data from the answers of 225 respondents using a survey questionnaire with an interval scale of 1-10. The process of testing the feasibility of models and hypotheses in this study was carried out with AMOS 25.0.

RESULTS AND DISCUSSION

This study examines the structural relationship between marketing curriculum resources, marketing hard-skill specific, marketing soft-skill specific, marketing student employability, and marketing student performance. The structural model yields: χ^2 (df) = 189.141 (163) ($p < 0.05$), GFI= 0.923, AGFI= 0.901, CFI= 0.983, TLI= 0.980, RMSEA= 0.027. The feasibility results of the model using AMOS 25.0 are declared to meet the specified standard elements. The following is a picture of the structural modeling of marketing student performance research based on Marketing student employability

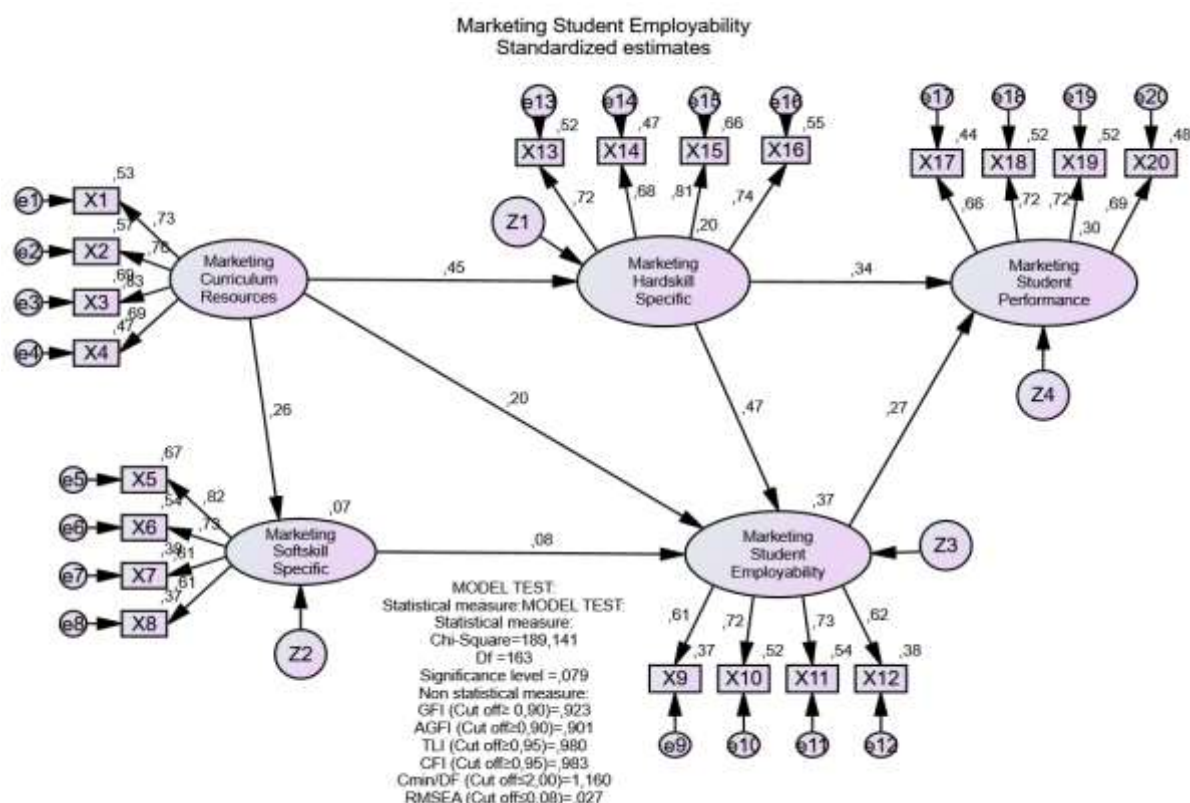


Figure 1 Model Marketing Student Employability

This study examines the influence between variables in marketing student performance modeling based on Marketing student employability. Testing of hypothesis 1 obtained results of marketing curriculum resources is a significant factor that makes up marketing hard-skill specific (C.R = 5.318, $p < 0.000$), while testing of hypothesis 2 obtained results of marketing curriculum resources proved to be a significant factor for marketing soft-skill specific (C.R = 3.122, $p < 0.002$). The results of structural modeling show that testing on hypothesis 3 obtained the results of marketing student employability significantly formed from contributions related to marketing curriculum resources, (C.R = 2.189, $p < 0.029$) and marketing hard-skill specific (C.R = 4.644, $p < 0.000$) (Hypothesis 5). Unsatisfactory results were shown by the relationship of marketing soft-skill specific not significantly with marketing student employability (C.R = 1.073, $p < 0.283$) (Hypothesis 4). In addition, the results of hypothesis 6 and hypothesis 7, where marketing hard-skill specific, (C.R = 3.257, $p < 0.001$), and marketing student employability (C.R = 2.520, $p < 0.012$), were significantly related to marketing students' performance. The following table of hypothesis testing results is presented

Table 1. Results of hypotheses testing

Path	C.R.	P	Label
Marketing Curriculum Resources → Marketing Hard skill Specific	5,318***	0,000	H1
Marketing Curriculum Resources → Marketing Soft Skill Specific	3,122***	0,002	H2
Marketing Curriculum Resources → Marketing Student Employability	2,189*	0,029	H3
Marketing Soft skill Specific → Marketing Student Employability	1,073 ^{ns}	0,283	H4
Marketing Hard skill Specific → Marketing Student Employability	4,644***	0,000	H5
Marketing Hard skill Specific → Marketing Student Performance	3,257***	0,001	H6
Marketing Student Employability → Marketing Student Performance	2,520***	0,012	H7

*Significant at the 0.001 level (two-tailed)

**Significant at the 0.01 level (two-tailed)

***Significant at the 0.05 level (two-tailed)

CONCLUSION

This study aims to identify antecedent factors of marketing student performance with Career Construction Theory. This research develops Career Construction Theory in the form of marketing curriculum resources, marketing hard-skill specific, marketing soft-skill specific, and marketing student employability. Among the four dimensions of marketing student



performance, as an initial antecedent, marketing curriculum resources are shown as the first factor that must be owned by higher education in building marketing student performance. Marketing student employability was chosen as an intervening variable that is expected to have a multi-player effect in improving student performance marketing. This means that higher education must apply more attributes related to marketing curriculum resources, marketing hard-skill specific, and marketing soft-skill specific to the process of marketing student employability. Marketing hard-skill specific is the second most important determinant of improving marketing student performance. Because hard-skill-specific marketing encourages mastery of basic marketing competency-based skills and the expertise of a marketer who can support a marketing-winning program. This study has not been able to prove the main role of soft-skill specific marketing, although Career Construction Theory has provided an overview of the importance of soft-skill specific marketing variables for prospective employees. The problem of student employability is a concern for all stakeholders to ensure marketing student performance, where higher education must have marketing curriculum resources, marketing hard-skill specific, and marketing student employability that is comparatively superior. This implies that marketing student performance considers whether marketing curriculum resources, marketing hard-skill specific, and marketing student employability lead to superior grades. Because Career Construction Theory aims to make marketing student performance achieved effective and superior through marketing curriculum resources, marketing hard-skill specific, and marketing student employability. Future studies need to examine specific soft-skill marketing within the framework of employability and performance research.

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