

**TECHNOLOGY READINESS, PSYCHOLOGICAL CAPITAL, AND
SOCIAL SUPPORT EFFECTS ON GENERATION Z CAREER
ADAPTABILITY IN MADIUN****Taufik Budi Nugroho¹⁾, Robby Sandhi Dessyarti³⁾.**¹ Management, Faculty of Economic and Business, PGRI University of Madiun
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email: robbeyvan@unipma.ac.id**Abstrak**

Penelitian ini bertujuan untuk menganalisis pengaruh *technology readiness*, *psychological capital*, dan *social support* terhadap *career adaptability* pada karyawan Generasi Z di Kota Madiun. Penelitian menggunakan pendekatan kuantitatif dengan metode survei terhadap 385 responden yang dipilih menggunakan teknik proportionate stratified random sampling. Data dikumpulkan melalui penyebaran kuesioner dan dianalisis menggunakan regresi linier berganda dengan bantuan IBM SPSS versi 25. Hasil penelitian menunjukkan bahwa *technology readiness*, *psychological capital*, dan *social support* secara parsial maupun simultan berpengaruh positif dan signifikan terhadap *career adaptability*. Hal ini menunjukkan bahwa kesiapan dalam memanfaatkan teknologi, modal psikologis yang positif, serta dukungan dari keluarga, rekan kerja, dan atasan mampu meningkatkan kemampuan karyawan Generasi Z dalam menghadapi perubahan, transisi, dan tuntutan perkembangan karier. Temuan penelitian ini diharapkan dapat menjadi masukan bagi organisasi dalam menyusun strategi pengembangan sumber daya manusia yang mampu meningkatkan adaptabilitas karier karyawan di era transformasi digital.

Kata kunci: *technology readiness*, *psychological capital*, *social support*, *career adaptability*, Generasi Z.

Abstract

This study aims to analyze the influence of technology readiness, psychological capital, and social support on the career adaptability of Generation Z employees in Madiun City. A quantitative approach was employed, utilizing a survey method with 385 respondents selected through proportionate stratified random sampling. Data were collected via questionnaires and analyzed using multiple linear regression with IBM SPSS version 25. The results indicate that technology readiness, psychological capital, and social support—both individually and simultaneously—have a positive and significant effect on career adaptability. This demonstrates that readiness to utilize technology, positive psychological capital, and support from family, colleagues, and supervisors can enhance the ability of Generation Z employees to navigate changes, transitions, and the

demands of career development. The findings are expected to provide valuable insights for organizations in formulating human resource development strategies that foster employee career adaptability in the era of digital transformation.

Keywords: *technology readiness, psychological capital, social support, career adaptability, Generation Z.*

A. INTRODUCTION

The evolution of digital transformation has fundamentally altered how organizations manage work activities. The implementation of digital technologies, the use of automation systems, and the integration of various applications into workflows require individuals to possess a high level of adaptability. This landscape indicates that professional success in the digital age no longer depends solely on technical competence; rather, it is determined by an individual's willingness to face change, adapt to the work environment, and effectively manage career transitions. According to Savickas and Porfeli (2012), career adaptability is a psychosocial resource that enables individuals to prepare for, respond to, and master career development tasks, work transitions, and the various challenges that arise throughout their careers.

This issue is particularly relevant for Generation Z as its members increasingly enter the labor market. This study focuses on Generation Z employees—aged 23 to 29—who are currently employed and have opportunities for career advancement. These characteristics make career adaptability crucial, as employees at this stage are required not only to perform their current roles but also to prepare for evolving responsibilities, skill development, and their future career progression.

The city of Madiun was selected as the study site because it is home to Generation Z employees working across various sectors in three districts: Kartoharjo, Manguharjo, and Taman. The survey covered a total of 385 respondents, comprising 202 men (52.5%) and 183 women (47.5%). The age distribution was nearly equal: 192 individuals (49.9%) were aged 23 to 25, while 193 (50.1%) were between 26 and 29 years old. Furthermore, the geographical distribution of places of residence was balanced, covering the districts of Kartoharjo (128 respondents, or 33.2%),

Manguharjo (137, or 35.6%), and Taman (120, or 31.2%). This composition demonstrates the sample's representativeness regarding Generation Z employees, as it encompasses diverse areas and industry sectors within Madiun, rather than being limited to a single organization.

Career Construction Theory

This study is based on Savickas's Career Construction Theory, which views a career as an evolving process requiring the individual to adapt to changes and the various demands encountered throughout their career journey. The theory provides the foundation for explaining the concept of "career adaptability"—an individual's capacity to effectively navigate career-related changes and challenges. Career adaptability comprises four dimensions—concern, control, curiosity, and confidence—reflecting an individual's ability to prepare for their career future, manage choices and decisions, explore possibilities, and maintain self-confidence in overcoming career obstacles.

Career Adaptability

According to Savickas and Porfeli (2012), career adaptability is built upon four key dimensions: concern, control, curiosity, and confidence. The concern dimension reflects an individual's capacity to prepare for and direct their future career; control indicates the ability to make decisions and take responsibility for career choices; curiosity relates to the exploration of various alternatives and professional development opportunities; and confidence reflects the individual's belief in their ability to overcome obstacles and resolve work-related challenges. In a labor landscape characterized by rapid technological changes and evolving organizational dynamics, these four dimensions are developed through resources derived from both internal factors and the work environment.

Technological Readiness

One internal factor considered to play a role in fostering career adaptability is technological readiness. According to Parasuraman (2000), technological readiness refers to an individual's propensity to adopt, use, and optimize new technologies as a means to achieve goals

in both personal life and the workplace. Furthermore, Parasuraman and Colby (2015) explain that this readiness is reflected through four psychological dimensions: optimism, innovativeness, discomfort, and insecurity. Individuals with high levels of technological readiness tend to be more open to digital innovations, more confident in using technology, and better able to adapt to changes in work systems. Findings by Kumi et al. (2024) also demonstrate that technological readiness contributes positively to greater career adaptability; consequently, employees who are prepared for technological advancements tend to adapt more easily to changing competency requirements and organizational transformations.

Psychological Capital

In addition to technological preparedness, psychological capital constitutes a fundamental psychological resource for navigating the dynamics of a professional career. Luthans and Youssef-Morgan (2017) define psychological capital as a positive psychological state composed of four key elements: hope, self-efficacy, optimism, and resilience. These four aspects enable individuals to maintain hope regarding their career goals, have confidence in their own capabilities, view the future with optimism, and bounce back after facing adversity or failure. Research by Safavi and Bouzari (2019) demonstrates that individuals with high psychological capital possess a greater capacity for professional adaptability compared to those with low psychological capital. Consequently, psychological capital acts as an internal asset that fosters an individual's readiness to cope with changes in the work environment.

Social Support

Career adaptability is also influenced by social support, which acts as an external resource. Schaefer et al. (1981) explain that social support is a form of assistance individuals receive from their environment—whether in the form of emotional support, esteem support, instrumental aid, or information that facilitates problem-solving. In this study, social support is measured through three primary sources: family, coworkers, and "significant others" who play a crucial role in the individual's life. Various previous studies—such as those by Wang and Fu

(2015), Hui et al. (2018), and Rençber and Paşaoğlu Baş (2023)—demonstrate that social support contributes positively to enhancing career adaptability by providing a sense of security and motivation, as well as access to information and assistance for career development.

Although research on career adaptability has expanded considerably, most prior studies have examined technological readiness, psychological capital, and social support as independent variables. Research integrating these three factors into a single empirical model—particularly regarding Generation Z employees in mid-sized cities like Madiun—remains relatively limited. However, the characteristics of Generation Z—a cohort that has grown up amidst rapid technological advancements while navigating shifting labor market dynamics—make the simultaneous analysis of these three variables highly relevant. Consequently, this study aims to analyze the influence of technological readiness, psychological capital, and social support on the career adaptability of Generation Z employees in the city of Madiun.

Conceptual Framework

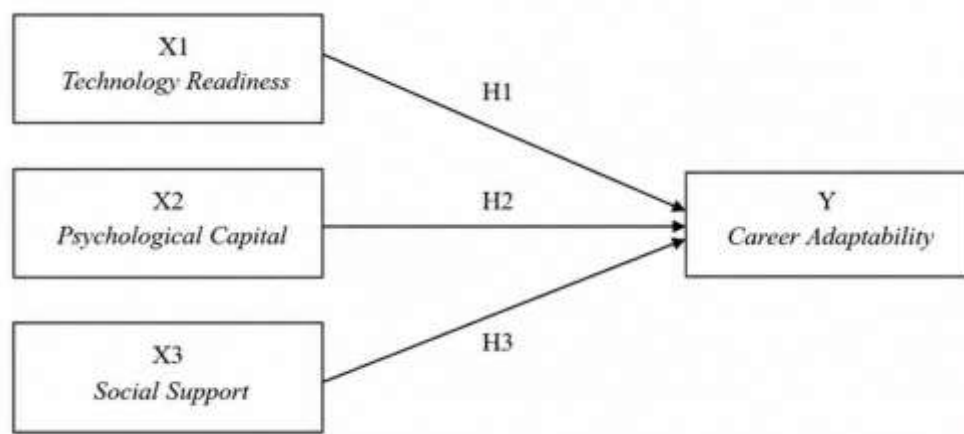


Figure 1 Conceptual Framework

Source : (Kumi et al., 2024) ; (Safavi & Bouzari, 2019) ; (Rençber & Paşaoğlu Baş, 2023)

Research Hypotheses

Based on the theoretical framework and the results of previous studies, the hypotheses of this research are formulated as follows:

H1: Technological readiness has a positive and significant effect on the career adaptability of Generation Z employees in the city of Madiun.

H2: Psychological capital has a positive and significant effect on the career adaptability of Generation Z employees in the city of Madiun.

H3: Social support has a positive and significant effect on the career adaptability of Generation Z employees in the city of Madiun.

B. METHOD

This study adopts a quantitative approach using a survey conducted in the city of Madiun between March and June 2026. The study population consists of Generation Z employees—aged 23 to 29 and residing in Madiun—who work in various sectors and have access to professional development opportunities at their workplaces. The sample comprises 385 respondents, selected through proportional stratified random sampling. Primary data were collected using a questionnaire featuring a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree).

The research instrument measures four variables—technological readiness, psychological capital, social support, and career adaptability—comprising a total of 45 items. Data analysis was performed using IBM SPSS Statistics 25 software and included tests for instrument validity and reliability, classical assumption tests, multiple linear regression analysis, partial tests (t-tests), and the calculation of the coefficient of determination (R^2). These analytical procedures were used to examine the influence of technological readiness, psychological capital, and social support on the career adaptability of Generation Z employees in Madiun.

C. RESULTS AND DISCUSSIONS

The participants in this study were 385 employees belonging to Generation Z. Regarding gender, 202 participants were men (52.5%) and 183 were women (47.5%). In terms of age, 192 individuals (49.9%) were between 23 and 25 years old, while 193 (50.1%) fell within the 26–29 age range. Based on their place of residence, participants were distributed across the districts of Kartoharjo (128 individuals or 33.2%), Manguharjo (137 individuals or 35.6%), and Taman (120 individuals or 31.2%). Regarding education level, the largest group consisted of individuals with a university bachelor's degree (239 individuals or 62.1%), followed by those holding a technical or short-cycle higher education diploma (69 individuals or 17.9%) and those with a secondary education or vocational training background (77 individuals or 20.0%). Furthermore, regarding job tenure, 133 participants (33.2%) had been working for between 3 and 5 years; 124 (34.5%) for between 5 and 10 years; and 128 (32.2%) for more than 10 years. All participants (100%) stated that they had access to professional development opportunities at their workplace.

Instrument and Classical Assumption Tests

All items were considered valid, as the item-total correlation values met the criteria established for the study. Additionally, reliability results indicated that all constructs demonstrated good internal consistency.

Table 1. Tests of classical assumptions

Variabel	Cronbach's Alpha	Keterangan
Technology Readiness	0,945	Reliabel
Psychological Capital	0,936	Reliabel
Social Support	0,897	Reliabel
Career Adaptability	0,937	Reliabel

source: output SPSS 25 (2026).

Tests of classical assumptions indicate that the model is suitable for use. No signs of multicollinearity were detected, as VIF values were 1.409 for technological readiness, 1.426 for psychological capital, and 1.239 for social support. The Glejser test yielded significance values greater than 0.05 for all variables, indicating the absence of heteroscedasticity. A Durbin-Watson value of 1.933 indicates the absence of autocorrelation.

Regression Analysis and Hypothesis Testing

Multiple linear regression analysis yielded the equation $Y = -5.273 + 0.343X_1 + 0.398X_2 + 0.552X_3 + e$. All three regression coefficients are positive, meaning that an increase in each independent variable is associated with an increase in career adaptability.

Table 2. Regression Analysis

Variabel	B	Beta	t	Sig.
Technology Readiness	0,343	0,328	9,355	0,000
Psychological Capital	0,398	0,371	10,539	0,000
Social Support	0,552	0,343	10,445	0,000

source: output SPSS 25 (2026).

The influence of technological readiness on career adaptability

It was determined that technological readiness exerts a positive and significant influence on career adaptability, with a coefficient of 0.343, a t-value of 9.355, and a significance level of 0.000. These results indicate that the greater an employee's readiness to accept and use technology, the better their ability to cope with changes in work systems, acquire new skills, and adapt to job demands. This finding aligns with the work of Kumi et al. (2024). From the perspective of the career construction and adaptation model, openness to technology can act as a resource that helps individuals respond to changes in their career trajectory. Thus, technological readiness reflects not only technical competence but also the psychological preparedness to embrace innovation and change.

The influence of psychological capital on career adaptability

It was determined that psychological capital exerts a positive and significant influence on career adaptability, with a coefficient of 0.398, a t-value of 10.539, and a significance level of 0.000. These findings indicate that the higher the employees' levels of hope, self-efficacy, resilience, and optimism, the more capable they are of facing obstacles and changes in their careers. Confidence in one's own abilities drives individuals to persevere in their efforts, while hope helps maintain focus on goals. These results are consistent with those of Safavi and Bouzari (2019) and demonstrate that psychological strengths constitute fundamental resources for navigating uncertainty and the dynamics of career development.

The influence of social support on career adaptability

Social support demonstrates a positive and significant influence on career adaptability, with a coefficient of 0.552, a t-value of 10.445, and a significance level of 0.000. This coefficient is the highest among the three variables, making social support the most decisive factor in this study. Family support provides motivation, colleagues offer information and experience, while significant others provide guidance and reinforcement. These results align with the findings of Wang and Fu (2015), Hui et al. (2018), and Rençber and Paşaoğlu Baş (2023), indicating that social support helps individuals cope with work demands and develop their career adaptability.

Coefficient of Determination

Table 3. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of Estimate
0,817	0,668	0,665	4,30909

source: output SPSS 25 (2026).

The adjusted R-squared value of 0.665 indicates that 66.5% of the variation in career adaptability can be explained by technological readiness, psychological capital, and social support. Conversely, 33.5% of the variation in career adaptability is explained by other factors not included in the research model. An R-value of 0.817 indicates a strong relationship between the three independent variables and career adaptability within the research model.

D. CONCLUSIONS

Based on the research findings, it was demonstrated that technological readiness, psychological capital, and social support exert a positive and significant influence on the career adaptability of Generation Z employees in the city of Madiun. The results indicate that employees who possess a readiness to use and interact with technological advancements, maintain a positive psychological state, and receive adequate social support tend to exhibit greater career adaptability. Consequently, these three factors constitute crucial elements in helping Generation Z employees cope with changes, job demands, and career development in an increasingly dynamic work environment.

E. SUGGESTIONS

Companies are advised to foster the professional adaptability of Generation Z employees by focusing on their readiness to handle technological advancements, their psychological well-being, and the support provided by the work environment. Companies can achieve this by offering continuous technology training and skills development, recognizing work achievements, and promoting effective communication between supervisors and employees. As a result, employees will be better prepared to manage change, overcome workplace challenges, and plan their professional development more effectively.

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