PIONEERING SUSTAINABLE CAREERS: STUDENT PARTICIPATION, UNIVERSITY IMAGE, AND INSTITUTIONAL SUPPORT AT SANATA DHARMA UNIVERSITY

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ABSTRACT

The objective of this research is to examine the correlation between student engagement, university prestige, and institutional assistance in relation to students' propensity to choose careers associated with sustainability at Sanata Dharma University. The research, conducted on a cohort of 210 students from several academic disciplines, employs the technique of multiple regression analysis for data examination. A questionnaire serves as the primary tool for gathering data. The research hypothesis consists of three statements. The data confirm the notion that the active involvement of students significantly influences their inclination to pursue careers in sustainability. Nevertheless, there is a lack of evidence to support the hypotheses pertaining to students' impressions of the university's reputation and the impact of institutional assistance. The findings of this study specifically demonstrate that the first hypothesis is supported, indicating that active student engagement has a considerable and favourable impact on students' inclination to pursue sustainability-related occupations. However, there is no statistically significant evidence to support the idea that students' perceptions of the university's reputation and the availability of institutional support affect their propensity towards sustainability-related jobs. Based on the aforementioned results, it is recommended that interventions targeting the improvement of student engagement be implemented.
Keywords: Pioneering Sustainable Careers: Student Participation, University Image, Institutional Support

1. Introduction

In the dynamic context of global sustainability (Assoratgoon & Kantabutra, 2023; Correia, 2019; Smith & Sharicz, 2011), the convergence of education and employment decisions assumes a prominent position (Azhar et al., 2022; Sanchez-Carrillo et al., 2021; Wamsler, 2020). This research conducts a comprehensive analysis of the intricate interactions among student engagement, university reputation, and institutional assistance, with the objective of understanding their combined influence on students' inclination towards careers connected to sustainability.

This study aims to investigate the attitudes and preferences of a sample of 210 students from various academic fields at Sanata Dharma University. The study utilizes a methodological approach that involves the use of multiple regression analysis to examine the complex connections between student engagement, university reputation, and institutional support. This analysis aims to gain a deeper understanding of how these factors collectively impact students' inclination towards pursuing sustainable professions. Within the framework of Sanata Dharma University, a significant issue arises: What are the determinants that either facilitate or hinder

students' propensity towards professions related to sustainability? The main question driving the investigation is how much student involvement, university reputation, and institutional support influence students' career aspirations in the field of sustainability.

In order to tackle this intricate issue, three hypotheses have been established. The initial hypothesis suggests that there is a significant relationship between active student involvement and their predisposition towards jobs relevant to sustainability. The logical basis for this claim is rooted in the premise that students who actively participate in sustainability projects are more inclined to have a strong interest in pursuing jobs within this subject (Azhar et al., 2022; Žalėnienė & Pereira, 2021). The second hypothesis posits that the manner in which students perceive the reputation of the university plays a role in shaping their career ambitions in the field of sustainability. This hypothesis is based on the logical assumption that a favourable perception of the university contributes to a feeling of prestige and confidence, hence pushing students to choose jobs that match with the institution's stated principles (Kusuma & Fridayani, 2022). The third hypothesis posits that the availability of institutional support plays a crucial role in influencing students' inclination towards pursuing professions related to sustainability (Fridayani et al., 2022). This expectation is based on the assumption that institutional support offers students the essential resources and motivation to establish enduring career trajectories.

Although previous research has not extensively examined the specific relationship between student participation, university image, and institutional support at Sanata Dharma University, there is a body of broader studies in the field of higher education and sustainability that can serve as a basis for understanding. Research has provided evidence that there is a noteworthy relationship between institutional support, a strong university image, and the career choices made by students. When students have a positive perception of their university, there is an increased likelihood that they will match their career choices with the ideals upheld by the school. Nevertheless, the intricate dynamics of this interaction, specifically within the context of Sanata Dharma University, have not been thoroughly examined and require a more detailed investigation.

The following sections of the paper will systematically explore the study methodology, do comprehensive data analysis, and go into a comprehensive discussion of the findings. This methodology guarantees a thorough investigation into the complex correlation between student engagement, the reputation of the university, the assistance provided by the institution, and the aspirations of students to follow environmentally conscious professions at Sanata Dharma University.

2. Literature Review

The global emphasis on the pursuit of sustainable careers has played a significant role for academic institutions in determining students' career expectations. In the present investigation, we will explore the distinctive milieu of Sanata Dharma University with the objective of elucidating the intricate interplay among student engagement, institutional reputation, and organizational backing and their collective impact on students' proclivity towards careers in sustainability.

2.1 The topic of discussion revolves around the correlation between student participation and the development of sustainable careers.

There exists a substantial body of scholarly literature that provides strong evidence to support the claim that the active engagement of students has a considerable impact on their career decisions, particularly in the context of sustainability-related areas. Chen et al., (2020) highlights the significance of student interaction in cultivating a feeling of accountability and ethical consciousness. Green et al., 2020; Van der Heijden et al., 2020) have conducted research that emphasizes the beneficial effects of student engagement in extracurricular activities on

both academic and personal growth, with potential implications for career decision-making. The relationship between university image and career choices is a topic of interest in academic research. Scholars have examined how the reputation and perception of a university can influence students' decisions regarding their future careers. This study aims to explore the connection between university image and career.

2.2 The second hypothesis suggests that the manner in which students perceive the reputation of the university plays a role in shaping their career aspirations in the field of sustainability.

The statement is in line with existing scholarly works in the field of marketing and branding in higher education, highlighting the significant impact of a favourable institutional reputation on student contentment and commitment. This phenomena has been supported by academic literature, as evidenced by the studies of (Purcell et al. (2019) and Yi (2021) .Numerous studies have repeatedly demonstrated that when students hold a positive perception of their educational institution, it plays a substantial role in enhancing their overall satisfaction and fostering loyalty. The study conducted by Purcell et al., (2019) aimed to provide a comprehensive understanding of the relationship between a favourable institutional image and student satisfaction. The researchers emphasized the significant influence of the institution's perceived reputation on shaping students' attitudes and views. In a similar vein, Yi, (2021) research explored the complex dynamics of marketing in the realm of higher education, revealing that the perception projected by an educational institution plays a substantial role in shaping students' overall experiences.

Furthermore, the findings derived from the study conducted by Sady et al. (2019) provide additional support for the notion that students have a tendency to match their job choices with the ideals and reputation connected with their educational institution. The alignment described here indicates a more profound correlation between the institutional image and the decision-making processes of students in the long run. This relationship goes beyond their academic experiences and influences their professional paths. The research conducted by Sady et al. (2019) sheds light on the concept that the image of an institution has a significant role in influencing students' job choices. This highlights the long-lasting effect of students' perceptions regarding the values and reputation of their educational institution. The correlation between job choices and institutional values underscores the significant impact that a favourable institutional reputation can have on both academic pursuits and students' decisions within their professional spheres. The similar findings observed in these research highlight the significance of developing and sustaining a positive institutional reputation. For institutions of higher education, this suggests that the resources allocated towards improving their reputation, values, and general image might result in benefits not only in terms of student happiness and loyalty, but also in influencing students' career choices and paths.

2.3 Institutional support influences students' intentions to pursue a career in the sustainable field

The hypothesis is grounded in the wider domain of higher education administration and support services, highlighting the notion that students tend to achieve favourable results when they receive substantial institutional support. The scholarly contributions made by Lu et al., (2021) and Su et al., (2021) enhance our comprehension in this area. The research highlights the concept that when educational institutions allocate resources and provide support services, students are more inclined to succeed both academically and in their overall well-being. The observed positive association implies that there is a tendency for students who perceive support from their educational institutions to exhibit a greater inclination towards exploring and pursuing jobs in the field of sustainability.

Yi, (2021b) research contributes to the existing discourse by emphasizing the favourable impact of institutional support on student involvement and academic performance, thus introducing a heightened level of intricacy to this narrative. In the present context, student engagement encompasses more than just academic achievement, since it includes participation in extracurricular activities, internships, and other experiences that contribute to comprehensive development. The suggestion is that educational institutions that offer complete support systems create a conducive environment in which students not only achieve academic success but also actively participate in activities that may influence their future job choices (Fridayani et al., 2022). The basic premise of the hypothesis centres around the possible influence of institutional support on individuals' decision-making about career trajectories, with a specific focus on the sustainable sector. The recognition of the favourable impact on student engagement and academic performance implies that institutional backing may have a significant influence on changing students' attitudes towards career decisions, guiding them towards sustainable professions.

3. Research methods

The current study used a quantitative research methodology to thoroughly examine the dynamics of pro-environmental behaviors among students who are currently enrolled at Sanata Dharma University. The aim of this study is to investigate the influence of three key factors, specifically student engagement, university reputation, and institutional support, on the formation of environmentally conscious attitudes and behaviors among students.

The study encompasses the entire population of currently enrolled students at Sanata Dharma University. A non-probability selection method is utilized to select a sample size of 211 students, ensuring representation of a wide array of academic disciplines offered by the university. The non-probability approach is employed due to its pragmatic and efficient characteristics in gathering responses from a diverse and inclusive group of students (Sugiyono, 2021). It is possible to get information by using a carefully thought-out survey to find out how involved students are in environmental projects, how they feel about the university's reputation, how much support they think the school gives them, and how they say they act in ways that are good for the environment. The implementation of electronic administration of the questionnaire aims to improve the efficiency and convenience of the data collection method.

Prior to formulating hypotheses, the study conducts a comprehensive review of the existing literature in order to establish the theoretical framework and contextualize the research within the current scholarly discourse. The hypotheses of this study are grounded in three primary assertions: firstly, the impact of students' engagement in environmental issues on their behavior is not substantial; secondly, the reputation of the university exerts a certain degree of influence on environmental behavior; and thirdly, the provision of institutional support holds some sway over environmental behavior. The analysis of the collected data in this study employs the methodology of multiple linear regression. The utilization of this statistical methodology allows for a thorough examination of the individual and collective effects of the independent variables on the dependent variable. Statistical software, such as SPSS, is utilized to conduct the analysis, aiming to derive meaningful insights from the gathered data.

4. Research Findings and Discussion
4.1 The process of evaluating instrument data
a. Validity Assessment

The purpose of the validity assessment was to determine the questionnaire's efficacy in assessing the specified constructs. The results presented in Table 1 indicate a statistically significant level below 0.05, suggesting that the acquired data is reliable and accurate. The findings of this study align with previous research that emphasizes the importance of

meticulously constructed questionnaires in accurately assessing the variables under investigation (Fridayani et al., 2023).

Table 1. Validity Test Results

Items	r value	Sig.	Items	r value	Sig.
X1.1	0,782	0,000	X3.1	0,867	0,000
X1.2	0,825	0,000	X3.2	0,851	0,000
X1.3	0,722	0,000	X3.3	0,813	0,000
X1.4	0,764	0,000	X3.4	0,874	0,000
X1.5	0,875	0,000	X3.5	0,856	0,000
X2.1	0,832	0,000	Y1	0,860	0,000
X2.2	0,880	0,000	Y2	0,806	0,000
X2.3	0,894	0,000	Y3	0,815	0,000
X2.4	0,850	0,000	Y4	0,860	0,000
X2.5	0,846	0,000	Y5	0,795	0,000

b. Reliability Assessment
    The examination of the reliability of a measurement instrument, which involves evaluating its consistency, is crucial in ensuring the credibility and dependability of the obtained results. According to research by (Fridayani et al., 2023) a Cronbach's alpha value greater than 0.60 is indicative of the dependability of the data. This aligns with established protocols in the field of survey research, wherein the paramount concern is to guarantee the consistency and dependability of results across various questions within the questionnaire. Building upon this point, a thorough examination of Table 2 reveals that each variable investigated in the study exhibits a Cronbach's alpha coefficient beyond the predetermined threshold of 0.60. The current finding enhances the reliability of the collected data, providing confirmation that the measurement instrument employed in this investigation demonstrates internal consistency. The study's findings are supported by the evaluation of dependability, which showcases the strength of the data and enhances trust in the research outcomes, thus strengthening the study's credibility.

Table 2. Reliablity Test Results

Variable	Number of Items	Cronbach Alpha
Student Participation (X1)		0,862
University Image (X2)		0,912
Institutional Support (X3)		0,905
Pioneering Sustainable Careers (Y)		0,886

4.2 Classical assumption testing
    Classical assumption testing refers to the process of evaluating the assumptions underlying statistical models or tests in a classical statistical framework (Fridayani et al., 2023)
a. Normality Test.
    The initial stage of data analysis involves doing a normalcy test. The first step in the data analysis process entails doing a normality test. The normality test is a statistical procedure utilized to evaluate the extent to which a given dataset adheres to a normal distribution. The normal distribution of the dataset can be inferred based on the results obtained from a one-sample Kolmogorov-Smirnov test. The statistical analysis produced a p-value of 0.200,

suggesting that there is not enough evidence to reject the null hypothesis at the predefined significance level of 0.05. This discovery suggests that the necessary requirements for normality are met, therefore affirming the appropriateness of employing parametric testing.

b. The multicollinearity test

The evaluation of multicollinearity inside a statistical model is a crucial investigation conducted through the use of a multicollinearity test. Multicollinearity is a phenomenon characterized by the existence of strong correlations among independent variables, which can create difficulties in the development of regression models. One aspect of this study examines multicollinearity by assessing the variance inflation factor (VIF) and tolerance values, which are presented in the coefficient table. In order to assess the presence of multicollinearity, it is recommended to examine the variance inflation factor (VIF) value, which ideally should not exceed 10, and the tolerance value, which ideally should not exceed 0.1. Upon review of Table 3, it can be observed that the variance inflation factor (VIF) values for all variables are below the established threshold of 10. This suggests the absence of multicollinearity. Moreover, it can be demonstrated that the tolerance values are constantly above the minimum threshold of 0.1, indicating a dearth of substantial correlation among the predictor variables. Hence, drawing upon the aforementioned criteria, the study's findings indicate a lack of factual substantiation for the presence of multicollinearity in the dataset.

Table 3. Multicollonearity Test Results

Variable	Tolerence	VIF
Student Participation	0,857	1,167
University Image	0,295	3,389
Institutional Support	0,287	3,478

c. The heteroskedasticity test

The heteroskedasticity test is an essential statistical procedure employed to evaluate the presence of heteroskedasticity within a given dataset. The concept of homoscedasticity, characterized by the presence of consistent variability, is of considerable importance in improving the dependability of regression models. Prior research has emphasized the significance of mitigating heteroskedasticity to prevent erroneous calculations and draw reliable conclusions. For more information on this claim, a close look at Figure 1 shows that the data points on the scatterplot show spread in both positive and negative directions with respect to the origin (0,0). The current visual analysis suggests that there is no discernible pattern in the variance, whether it is increasing or decreasing, when the independent variable undergoes changes. Hence, it may be inferred that the data presented in this study does not exhibit heteroskedasticity. The aforementioned observation aligns with the notion that homoscedasticity plays a crucial role in enhancing the reliability of regression models. This demonstrates the robustness of the dataset, hence supporting its suitability for future research endeavors.
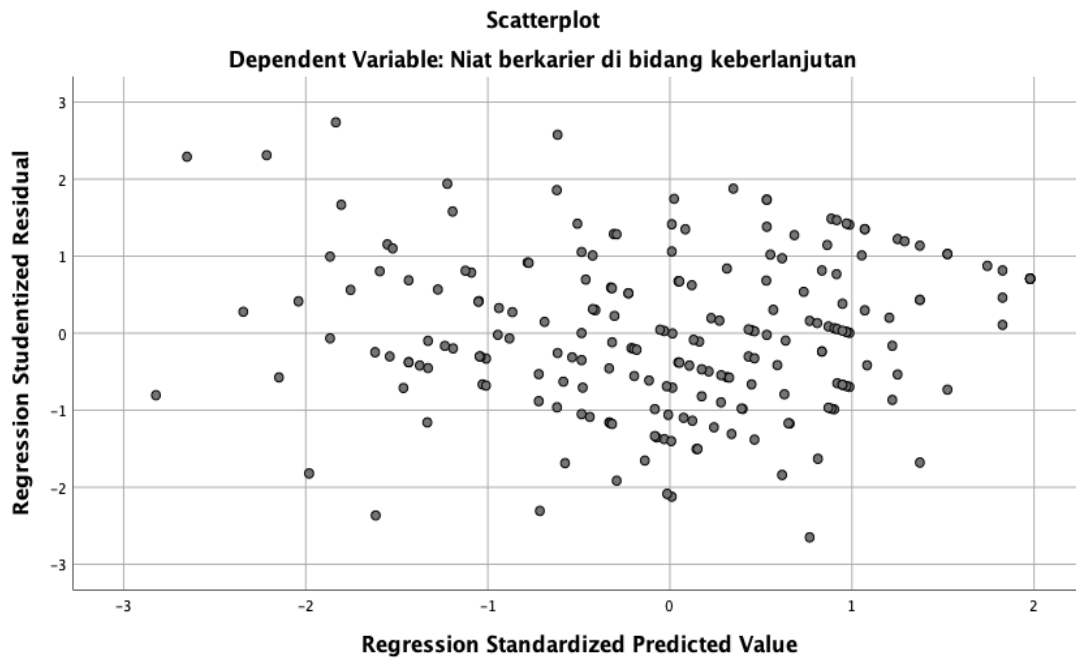
Figure 1. Scatterplot Graphic

4.3 Multiple linear regression analysis

The statistical method of multiple linear regression analysis is employed to investigate the association between a dependent variable and two or more independent variables. The methodology enables the discernment and measurement of the influence and magnitude of individual factors on the outcome variable while simultaneously accounting for the potential influence of other variables.

a. The goodness-of-fit test is a statistical technique employed to evaluate the extent to which actual data conforms to a particular theoretical distribution (Ferdinand, 2014) The new R-squared coefficient of determination, 0.327, shows that the explanatory variables can explain about 32.7% of the differences seen in people's actions that are good for the environment. The remaining 67.3% is attributed to supplementary variables that have not been comprehensively examined. The present discovery, substantiated by a statistically significant F-test ($p < 0.05$), aligns with prior studies emphasizing the significance of employing a well-calibrated model during regression analysis.

b. The process of hypothesis testing is a fundamental statistical technique used to make inferences about population parameters based on sample data.

Table 4. Multiple linear regression analysis

Variable	B	t	Significance
Student Participation	8	5,863	0,000
University Image	0,216	1,849	0,066
Institutional Support	)	1,573	0,117

Hypothesis 1 posits a relationship between student participation and career intentions in the field of sustainability.

The findings of the examination suggest that the level of student engagement has a constructive and statistically significant impact on students' aspirations to pursue professional paths in the field of sustainability. The obtained p-value of 0.00, which is below the

conventional threshold of 0.05 for statistical significance, indicates a noteworthy association between student engagement and career ambitions in the field of sustainability. Furthermore, the presence of a positive beta value and t-value suggests a favourable relationship between the level of student participation and their intention to pursue jobs in sustainability. This finding provides significant support for Hypothesis 1. According to studies by (Tarrant et al., 2021) and (Gupta & Nagpal, 2021) , which have shown that students who participate in sustainability activities exhibit a greater propensity to express strong inclinations towards pursuing employment in this field, the current findings are consistent with prior research.

Hypothesis 2 posits a relationship between university image and career intentions in the field of sustainability.

The aforementioned hypothesis is deemed invalid due to the lack of substantial evidence indicating that the university image has a noteworthy impact on students' aspirations to pursue sustainability-related occupations. A p-value of 0.066, which exceeds the significance threshold of 0.05, suggests that there is no meaningful relationship between the university image and students' intentions. The absence of statistical significance implies that the observed association lacks reliability despite the beta value and t-value indicating a positive direction. Prior studies have shown diverse findings. Several studies have provided evidence suggesting that the perception of a university's image can have an influence on the profession choices made by students (Anjum, 2020; Zhu et al., 2021) . Conversely, other research has indicated that elements such as practical experience may exert a more substantial influence on individuals' career intentions (Barba-Sánchez et al., 2022)

Hypothesis 3 posits a relationship between institutional support and career intentions in the field of sustainability.

The results indicate that there is no substantial impact of institutional support on students' inclination to pursue sustainability-related occupations, as the p-value (p = 0.50) exceeds the threshold of 0.05 (0,117). Put differently, the influence of institutional assistance should not be regarded as a decisive element in developing students' aspirations to pursue sustainability-oriented employment. Prior studies have yielded comparable findings, with certain investigations indicating that institutional support may not serve as a predominant driver for students' inclination towards sustainability-oriented professions (Agu, 2021; Papp-Váry et al., 2023). Various factors, such as the integration of sustainability into the curriculum and the availability of internship opportunities, could potentially exert a more substantial influence on students' intentions.

In its entirety, this study makes a substantial contribution towards enhancing comprehension of the impact of student engagement on the formation of aspirations to pursue sustainability-oriented occupations. Nevertheless, it is important to note that these findings underscore the intricate nature of the interconnections among these variables, hence suggesting the necessity for additional investigation to thoroughly explore these intricacies.

5. Conclusion

The research findings yield several significant conclusions.

a. The Importance of Student Participation in Influencing Career Intentions in Sustainability at Sanata Dharma University
The active involvement of students has a significant and favourable impact on shaping their aspirations to pursue professional paths in the field of sustainability at Sanata Dharma University.
The user's text does not provide any information. The results of the statistical analysis demonstrate a high level of statistical significance (p = 0.00), suggesting a strong

relationship between cultivating active engagement in sustainability-related activities among students and the shaping of their future aspirations. Additionally, the positive beta value further supports the importance of this engagement in influencing students' career goals.

b. Ineffectiveness of University Image

In contrast to initial assumptions, the research revealed that the university image does not exert a substantial influence on students' aspirations to pursue jobs in sustainability. The user's text does not provide any information to be rewritten. Despite the absence of statistical significance, it is advisable for institutions to not completely overlook the necessity of controlling and improving their image, as it may still have an influence on several facets of the student experience.

c. Limited Impact of Institutional Support

The study findings indicate that the presence of institutional support does not exert a substantial influence on students' inclination to pursue jobs connected to sustainability. The user's text does not provide any information to be rewritten in an academic manner. This discovery implies that simply offering assistance may not be satisfactory; educational institutions must investigate and adopt specific programs that align with students' professional goals in the field of sustainability.

The implications of the given situation are as follows:

a. Enhancing student engagement through active learning strategies

The findings underscore the need for actively engaging students in sustainability endeavours. It is imperative for educational institutions to develop and execute initiatives aimed at promoting and enabling student engagement in environmentally and socially conscious endeavours.

b. Revaluating Communication Strategies

Notwithstanding the constrained influence observed in this study, it is advisable for institutions to periodically evaluate their communication tactics in order to guarantee that the university's reputation is congruent with its dedication to sustainability. The implementation of a clear and consistent message has the potential to exert a favourable influence on students' perspectives.

c. Adapting Institutional Assistance Initiatives

It is recommended that institutions reassess the type of institutional assistance offered to students who express an interest in pursuing careers in sustainability. This could entail the implementation of customized mentorship initiatives, internship placements, or supplementary resources designed to provide specialized support for students pursuing careers in sustainability.

d. Prospects for Future Research

The present study highlights the necessity for more research endeavours aimed at investigating the complex interconnections among these variables and uncovering supplementary aspects that could potentially impact students' career aspirations in the field of sustainability. Further research might be conducted to examine the efficacy of targeted interventions designed to enhance student involvement and institutional support.

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