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Relationship between Career Self-Efficacy and Work Readiness among Undergraduate Student

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Abstract

Work readiness is important to every student, especially final-year students who will soon graduate and enter the work environment. Work readiness can facilitate other attributes that will be related to work later such as performance and job satisfaction, career paths, to reduce anxiety at work. The purpose of this study is to determine the relationship between career self-efficacy and student work readiness. The research subjects were 115 students who were students of the Faculty of Psychology class of 2019 at Satya Wacana Christian University, Salatiga, Central Java, Indonesia. Sampling technique using simple

random sampling, Data collection uses 2 scales, namely the Work Readiness Scale (WRS) and Career Decision Making Self-Efficacy- Short Form (CDMSE-SF) scale to prove the research hypothesis. The results of this study indicate that there is a positive and significant relationship between career self-efficacy and work readiness in undergraduate students. From these results, it can be said that the higher the career self-efficacy, the higher the student's work readiness, and conversely the lower the career self-efficacy, the lower the student's work readiness.

Keywords: Career Self-Efficacy, Work Readiness, Undergraduate Students

Introduction

Students as individuals who want to graduate and enter the labor market need good skills, abilities, and knowledge to be able to compete with other job seekers and get a job. One of the things that students need is their work readiness skills, especially students who want to graduate, enter the real work field, and compete with other job seekers. Supported by Goldin's statement (2015) ^[6] that work readiness has now become a topic of discussion on a global scale, especially in companies that are increasingly placing greater importance on work readiness as a requirement in the current labor market.

Based on the result of a survey with final-year students who were working on their theses at a university in Salatiga, it was found that 7 out of 12 students considered that they did not yet have sufficient skills, abilities, and knowledge to be able to enter the work field. Two students had not determined their career goals due to a lack of career development during their study. Meanwhile, three students felt unsure about getting a job because they were less active in socializing and did not take part in any student organization during their study.

Final-year undergraduate students are individuals who are in a phase of change from students to workers or job seekers. So, it takes abilities and skills from within students to be able to adjust to dealing with these changes (Sagita *et al.*, 2020) ^[15]. This is because it is not uncommon for there to be a gap in recruiters' expectations of the job-readiness of prospective employees, which often becomes a benchmark for prospective employees' acceptance (Priksat *et al.*, 2019) ^[13]. Some of these gaps include knowledge, skills, soft skills, and hard skills (Priyono & Nankervis, 2021). Work readiness should be owned by every student who will enter the real work field because it has many benefits. As explained by Baharin and Hanafi (2020) ^[11] and Nisa *et al.* (2021) ^[11], who explains that work readiness possessed by individuals can be a predictor of performance and career advancement and create a feeling of comfort with their work so they can achieve success at work.

Work readiness, according to Caballero *et al.* (2011) ^[2], is an attitude, knowledge, and skill possessed by individuals to be ready and successful in a work environment. It has four aspects. The four aspects are personal characteristics, organizational awareness and accumulation, work competence, and social intelligence. Aspects of personal characteristics are personal skills, direction and self-knowledge, and the adaptability and flexibility that a person has in doing work. Aspects of organizational awareness and acumen are general elements needed in a work environment, such as professionalism, ethics, global knowledge,

social responsibility, and lifelong learning processes. Aspects of work competence are the ability of individuals in organizations, critical thinking skills, creativity, and innovation. While aspects of social intelligence are individual abilities in a social life such as teamwork, interpersonal skills, adaptability, and communication with the surrounding environment.

Several factors can affect a person's work readiness. Magagula *et al.* (2020) ^[9] explained that several factors can affect a person's work readiness, including career self-efficacy, career exploration, and self-perceived employability. Career self-efficacy that exists within individuals can influence individual attitudes and behaviors toward decision-making, and high career self-efficacy can help individuals overcome obstacles in their careers. Usman and Sulistyowati (2020) ^[18] claim that individuals with high levels of career self-efficacy will have work readiness and confidence that they can complete a task well.

Career self-efficacy, according to Taylor and Betz (1983) ^[16], is an individual's view and assessment of his capacity to be able to do a job related to his career with the five dimensions contained therein. The five dimensions are self-appraisal, gathering occupational information, goal selection, planning, and problem-solving. The self-appraisal dimension is an individual's awareness of his abilities. The dimension of gathering occupational information describes the extent to which an individual seeks and collects information related to the career field of interest, which will then be considered as a measure of how confident the individual is to enter the career field he or she chooses. The goal selection dimension describes how an individual believes in goals in the career field of interest and how he or she will make them happen. The planning dimension describes the level of individual confidence in their future in the career they are interested in. The problem-solving dimension looks at how well an individual's ability to solve the problems they face is evaluated.

Judging from the impact on individuals, career self-efficacy and work readiness are important for individuals to have. As explained by de Villiers and Robertson (2022), an individual's career self-efficacy can increase their work readiness attributes. Supported by the statement of Nisa *et al.* (2021) ^[11] that a high level of career self-efficacy can assist individuals in having work readiness when making career choices, being able to survive in the face of challenges, and being willing to take risks from the actions they take. In contrast to individuals who have low career self-efficacy, they will also have a low level of work readiness and tend to avoid jobs that have many tasks, challenges, and risks.

Research related to career self-efficacy and work readiness has been carried out by several previous researchers. As was done by Baharin and Hanafi (2020) ^[1] and Fitriyana *et al.* (2021) ^[5], who in their research found that there was a significant positive relationship between career self-efficacy and work readiness. Individuals with a high level of career self-efficacy will also have a high level of work readiness. The results are also in line with research conducted by Tentama *et al.* (2019) ^[17] related to career self-efficacy and work readiness in vocational students, which shows that career self-efficacy has a positive influence on work readiness.

Based on the researcher's investigation of the results of the previous studies, research on career self-efficacy and work

readiness in undergraduate students is important to do. Work readiness has good benefits and needs to be owned by students, especially final-year students who will soon graduate and enter the real world of work. Work readiness can be a provision to enter the world of work, with career self-efficacy as a variable that can affect the level of individual work readiness. The hypothesis in this study is that there is a positive relationship between career self-efficacy and work readiness in undergraduate students.

Research Methods

Quantitative research methods were used in this study to determine the relationship between career self-efficacy and work readiness in undergraduate students. The research report uses a correlational design with two variables, namely career self-efficacy as the independent variable and work readiness as the dependent variable. The population determined was made up of students of the 2019 Faculty of Psychology at a private university in Salatiga. The population determination is based on the study process, where most of the 2019 class students are final-year students who are about to graduate and will enter the real world of work. The sampling technique used was simple random sampling, and the respondents were 115 students.

Data in this study were collected through questionnaires in the form of scales on Google Forms. There are 2 scales used, namely the Career Decision Making Self-Efficacy-Short Form (CDMSE-SF) scale adapted to Indonesian by Muthi'ah (2021) based on the CDMSE-SF scale developed by Taylor and Betz (1983) ^[16], to measure career self-efficacy with 5 aspects, namely self-appraisal, occupational information, goal setting, planning, and problem-solving. The CDMSE-SF scale has a total of 25 items, consisting of 20 favorable items and 5 unfavorable items. The reliability of the CDMSE-SF scale is 0,921. There are 5 categories of answers on this scale based on the Likert system: strongly disagree, disagree, neutral, agree, and strongly agree.

The work readiness scale in this study uses the Work Readiness Scale (WRS) adapted by Wijayanti (2019) based on the WRS scale by Caballero *et al.* (2011) ^[2] with 4 dimensions, namely personal characteristics, organizational awareness and acumen, work competence, and social intelligence, with a total of 27 item statements consisting of 19 favorable items and 8 unfavorable items. The reliability of the WRS scale is 0.905. There are 4 categories of answers in this scale, which is based on the Likert scale: strongly disagree, disagree, agree, and strongly agree.

Results and Discussion

Description of Research Respondents

Respondents in this study amounted to 115 students with the criteria for fourth-year psychology faculty students at a private university in Salatiga, Indonesia. The categorization of each variable is as follows:

Table 1

| S. No | intervals | Category | F | Percentage |
|-------------|---------------|-----------|-----|------------|
| 1 | $x < 108.9$ | Tall | 5 | 4.4% |
| 2 | 85.6 – 108.8 | Currently | 98 | 85.2% |
| 3 | $85.5 \leq x$ | Low | 12 | 10.4% |
| Total | | | 115 | 100% |
| Mean = 97.2 | | | | |
| SD = 11.6 | | | | |

Based on the table above, the lowest score is 39 and the highest score is 112 with an average of 97, 2 and a standard deviation of 11, 6. Thus the career self-efficacy owned by respondents tends to be "Moderate" category with a percentage of 85, 2%.

Table 2

| S. No | Intervals | Category | F | Percentage |
|-----------|---------------|-----------|-----|------------|
| 1 | $x < 93.4$ | Tall | 12 | 10.4% |
| 2 | $72.7 - 93.3$ | Currently | 90 | 78.3% |
| 3 | $72.6 \leq x$ | Low | 13 | 11.3% |
| Total | | | 115 | 100% |
| Mean = 83 | | | | |
| SD = 10.3 | | | | |

Based on the table above, the lowest score is 43, and the highest score is 100 with an average of 83 and a standard deviation of 10, 3. Thus the level of work readiness owned by respondents tends to be in the "Moderate" category with a percentage of 78, 3%.

Description of Research Data

The item discrimination power test was carried out by calculating the corrected item-total correlation on both scales twice. The first test on the career self-efficacy scale contained two items dropped, namely items 12 and 24. In the second test, there were no dormant items on the career self-efficacy scale. While the first test on the work readiness scale contained two items dropped, namely items 9 and 15. In the second test, there were no dropped items on the work readiness scale.

Based on the normality test using the Kolmogorov-Smirnov one-sample technique, it is shown that the career self-efficacy variable has a value of $p = 0,000$ ($p < 0,005$) and the work readiness variable has a value of $p = 0,000$ ($p < 0,005$). These results indicate that the two variables have an abnormal distribution of data. Therefore, the researcher tested the hypothesis using a non-parametric technique, namely the Spearman correlation technique. While the linearity test is known to have an F value of 1,287 with a sig. of 0,180 ($> 0,05$), it can be concluded that there is a linear and significant relationship between career self-efficacy and work readiness.

Spearman correlation analysis shows a correlation coefficient of 0,734 with a sig. (2-tailed) of 0,000 ($< 0,05$), which means that there is a very strong unidirectional relationship between career self-efficacy and work readiness. Meaning that the higher the level of career self-efficacy in students, the higher their work readiness. Conversely, the lower the level of career self-efficacy in students, the lower their work readiness.

Discussion

This study aims to determine the relationship between career self-efficacy and work readiness among undergraduate students. Statistical results show that there is a positive and significant relationship between career self-efficacy and work readiness in undergraduate students. The relationship between the two variables is expressed by a correlation coefficient of $r = 0,734$; $p = 0,05$, which means the higher the level of career self-efficacy, the higher the level of work readiness of students. Conversely, the lower the level of career self-efficacy, the lower the student's work readiness level. In other words, career self-efficacy plays a role in

increasing students' work readiness. This is caused by two factors: First, most students think that the presence of career self-efficacy can encourage them to have high work readiness. This statement is in line with the findings of Tentama *et al.* (2019) [17], who said that career self-efficacy has a positive and significant relationship with the work readiness of vocational school students. Second, most students understand that the career confidence that exists within them can increase their work readiness. This statement is in line with the findings made by Rahmadani and Mardinalis (2022), which showed that there is a relationship between career self-efficacy and work readiness in students of the Faculty of Economy and Business at the Muhammadiyah University of Surakarta, which means students with a high level of career self-efficacy tend to have high work readiness. The results of this study are also in line with the results of research conducted by Baharin and Hanafi (2020) [1], which said that there is a positive and significant relationship between career self-efficacy and work readiness in undergraduate students.

On one occasion, Magagula *et al.* (2020) [9] explained several factors that can affect a person's work readiness. One such factor is career self-efficacy. It is supported by Chan (2018) [3] that career self-efficacy is an important factor that influences career decision-making for students and is positively related to job satisfaction. This was explained by Li *et al.* (2019), who stated that career self-efficacies refer to the level of individual confidence with which individuals can do the tasks needed to make career decisions. Nisa *et al.* (2021) [11] also stated that individuals with high career self-efficacy tend to be more able to make decisions, face challenges, and take risks. Meanwhile, individuals with low career self-efficacy tend to avoid challenges and avoid tasks. This also happens if a psychology student has high career self-efficacies; he tends to have high work readiness because he has the confidence to make career decisions, face challenges, and be willing to take risks.

Work readiness, according to Cabellero *et al.* (2011), is an attitude, knowledge, and skill possessed by an individual to be ready and successful in the work environment. Work readiness has an impact on students, especially final-year students who will graduate. As explained by Magallanes (2022) [10], work readiness can increase a person's value because he has prepared for all possibilities. Specifically, Pratama and Magistarina (2022) [12] found in their research that work readiness has a negative and significant relationship to the anxiety of final-year students in facing the world of work. Lau *et al.* (2018) [7] explained that practical and academic readiness are needed to be able to improve performance and achieve success in the work environment. Not only that, Sagita *et al.* (2020) [15] also believe that work readiness can be used as an indicator to see long-term performance and career progress. To be able to achieve this, a student, especially a final-year student, is expected to have high career self-efficacy. This is because career self-efficacy is one of the individual factors that can increase student work readiness.

Taylor and Betz (1983) [16] explained that there are five dimensions of career self-efficacy, including self-appraisal, gathering occupational information, goal selection, making plans for the future (planning), and problem-solving. Students with high self-appraisal mean that the student already know and has a good assessment of himself. So

students with a high level of self-appraisal can determine a career that suits them. Unlike the case with students with low self-appraisal, they tend to lack understanding of their abilities, so they will have difficulty determining an appropriate career.

The second dimension of gathering occupational information means that individuals, especially students, are actively looking for the information they need regarding the type of work and career opportunities they are aiming for. Students with a high dimension of seeking occupational information have actively sought information about types of work and career opportunities that suit their abilities. Conversely, students with an occupational information dimension will tend to be passive and not even seek career-related information according to their abilities.

The third dimension of goal selection refers to how individuals, especially students, make career decisions based on their abilities, skills, and talents. Students with high goal selection tend to have mature career goals based on their ability to recognize their skills and talents. On the other hand, students with low goal selection tend to have difficulty making career choices.

The fourth dimension of making plans for the future (planning) describes the level of individual commitment to the future career they are interested in. Students with a high planning dimension tend to have planned and identified careers that suit themselves and have determined the right steps to be able to achieve these goals. On the other hand, students with low planning dimensions tend not to have career plans.

The fifth dimension is problem-solving skill, which refers to an individual's ability to deal with and solve problems. Students with high problem-solving dimensions tend to be more responsive when dealing with problems and have high problem-solving skills. In contrast, students with low problem-solving dimensions tend to find it difficult to survive in the face of problems and cannot solve them.

Based on the results of the categorization of each variable in students of the faculty of psychology at Satya Wacana Christian University who were respondents in this study, the results showed that respondents tended to have "moderate" career self-efficacy (85.2%), and some respondents still had a "low" level of career self-efficacy (10.4%), which means that some respondents do not have a good understanding of themselves, especially in matters related to career decision-making. However, some respondents already have a good understanding and have a "high" level of career self-efficacy (4, 4). The level of career self-efficacy in these students has an impact on the level of work readiness of students who tend to be in the "moderate" category (78.3%). Even though there are respondents with a "high" level of work readiness (10.4%), which means they already understand and have the attitudes, knowledge, and skills needed to be ready and successful in a work environment, However, there are still respondents with a "low" level of work readiness (11.3%), which means that respondents tend not to have the necessary attributes to be ready to enter the world of work. This is because students who already have high career self-efficacy already have an understanding and confidence in their abilities, so it will be easy for them to apply these abilities in the environment or working conditions later.

In the results of this study, it was found that the effective contribution of the career self-efficacy variable to work readiness in students of the Faculty of Psychology class of

2019 at Satya Wacana Christian University who were respondents was 74%, and the other 26% were influenced by other factors not examined in this study. This shows that career self-efficacy is a dominant factor that can increase work readiness in students, and other factors can increase work readiness in students, such as internships, self-regulation, motivation, career adaptability, and life satisfaction.

Conclusion

This study aims to determine the relationship between career self-efficacy and student work readiness. Based on the analysis that has been done, the researcher concludes that career self-efficacy and work readiness have a positive and significant relationship among undergraduate students. The higher the level of career self-efficacy possessed by students, the higher the level of students' work readiness. Conversely, the lower the level of career self-efficacy possessed by students, the lower the level of students' work readiness.

Based on these conclusions, it is important for students, especially final-year students who want to graduate and enter the world of work, to have good career self-efficacy and work readiness, Both of these are good to have because they can enhance other attributes that can be useful when entering the labor market later.

It is also important for educators to pay attention to career self-efficacy and the work readiness of their students who are about to graduate. Educators can develop students' career self-efficacy by providing means of communication, discussion, and counseling between students who will graduate and lecturers who have expertise in developing student careers.

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