

Self-efficacy and work readiness among vocational high school students

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ABSTRACT

This study aims to empirically examine the effect of self-efficacy on students' work readiness. The subjects in this study were students of class XII of State Vocational High School 1 Seyegan totalling 174 students which were obtained by cluster random sampling. The research method used is a quantitative method with work readiness scale and self-efficacy scale. Analysis of the data used in this study is a simple regression analysis technique. The results of data analysis showed a very significant effect of self-efficacy on work readiness, with the F test, namely: 22.768, with a significance level (p) of 0.000 ($p < 0.01$). The contribution of the effect of self-efficacy of 11.2% on work readiness and the remaining 88.8% was influenced by other factors outside the variables studied. It means that students' self-efficacy can predict their work readiness.

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1. INTRODUCTION

In facing challenges and competition in the world of work, individuals need to have work readiness [1]. Work readiness is an important attribute which needs to be improved, because it is one of the criteria to measure the feasibility of graduates with employers' needs [2]. In a study about work readiness, the researchers found that some graduates believed they had personal skills and attributes sought by employers such as work readiness, communication skills and teamwork [3]. However, the reality in the field shows that many entrepreneurs find that some graduates are lacking of work readiness for long-term success [4]. Impacts resulting from individuals who have work readiness will be encouraged to increase their mobility and to produce flexible, skilled, qualified and employable individuals who meet the requirements of modern European business [5]. With the availability of work readiness individuals tend to be more able to operationalize affective skills, utilize emotional and social attributes and join job-specific cognitive skills to help optimize individual workability [6].

Work readiness are the extent to which individuals are considered to have the knowledge and skills to work independently [7]. Work readiness can be said as an individual's readiness to adapt to the demands of culture and workplace [8]. According to Kwok, Gujral, and Chan [9] work readiness is the extent to which individuals have attitudes, skills, and knowledge that can prepare themselves for success in the workplace. Meanwhile according to Bandaranaike and Willison [6] work readiness is a bridge that connects work-oriented learning with the skills needed by the world of work.

One of the factors that influence work readiness is self-efficacy. Self-efficacy has been identified as a predictor of work readiness behavior that is quite strong. Higher levels of self-efficacy will have an impact

on the individual's work readiness, such as increased job seeking motivation, increased frequency of work seeking work, and increased perseverance for longer periods of time in job search activities when faced with repeated failures [10]. According to Freudenberg, Brimble, and Cameron [11] self-efficacy possessed by individuals can be a significant determinant of behavior such as work readiness. Meanwhile according to Makki, Salleh, Memon, and Harun [12] to obtain work readiness skills, one of the efforts that can be done is to improve self-efficacy so that individuals will be able to explore their career lives with more confidence.

Self-efficacy is a concept that explains human behavior and plays an important role in determining individual choice, level of effort, and perseverance [13]. According to Baron and Byrne [14] self-efficacy is an individual's assessment of his ability and competence in carrying out a task and in achieving a goal, or when overcoming a problem. Meanwhile according to Feltz and Magyar [15] self-efficacy is a belief about an individual's ability to learn or conduct behavior at a specified level, and the expected outcome refers to his beliefs about the possible consequences of his behavior. Self-efficacy is defined as a personal assessment of a person's ability to adopt certain behaviors and actions to achieve certain goals and expected outcomes [16]. The purpose of this study was to determine the effect of self-efficacy on work readiness in Vocational High School students.

2. RESEARCH METHOD

2.1. Research subject

The subjects in this study were 147 students of State Vocational High School 1 Seyegan, Sleman, Yogyakarta who were sitting in class XII. The selection of research subjects was randomized (clustered), with cluster random sampling technique.

2.2. Measuring instruments

In this study the scaling model used for the work readiness scale and self-efficacy is the Likert scale. Work readiness was revealed by using the work readiness scale that refers to the aspects of work readiness according to Brady [17], namely: responsibility, flexibility, skills, speaking ability, self-view, health and safety. Self-efficacy is revealed by the scale of self-efficacy that refers to aspects of self-efficacy according to Bandura [18], namely: believing in one's own abilities, acting independently in making decisions, having a positive sense of self, and daring to express opinions.

2.3. Validity and reliability of measuring instruments

On the work readiness scale with 58 test subjects the results of the reliability coefficient were 0.866. The index of item difference power (corrected item-total correlation) moves from 0.293 to 0.591. Valid and reliable items that are used for research are 24 items.

On the scale of self-efficacy with the test subjects 58 students obtained the reliability coefficient of 0.846. The corrected item-total correlation index moves from 0.301 to 0.672. Valid and reliable items that are used for research are 12 items.

2.4. Data analysis

The method for analyzing data uses parametric statistical methods. Data analysis was performed using SPSS 17.0 for windows, through simple regression testing techniques, namely a statistical analysis technique to determine the effect of independent variables (self-efficacy) on dependent variables (work readiness).

3. RESULTS AND ANALYSIS

3.1. Prerequisite test

3.1.1. Normality test

Table 1 presents the results of the analysis of the normality test. it is known that the significance values of self-efficacy and work readiness variables are 0.053 and 0.188 which have $p > 0.05$ so that each data is normally distributed meaning there is no difference between the distribution of sample scores and population scores. In other words the sample used is able to represent the population.

Table 1. Normality test

Variable	Score K-SZ	Sig.	Explanation
Work Readiness	1.346	0.053	Normal
Self-Efficacy	1.087	0.188	Normal

3.1.2. Linearity test

Table 2 presents the results of linearity test obtained F linearity on self-efficacy to work readiness of 25.077 with a significance level (p) of 0.000 ($P < 0.05$) which means linear or there is a line that connects between self-efficacy variables to work readiness.

Table 2. Linearity test

Variable	F	Significance	Criteria	Explanation
Self-Efficacy	25.077	0.000	$P < 0.05$	Linear

3.2. Simple regression test

Table 3 presents the results of the simple regression test analysis, it was found that the magnitude of the effect of self-efficacy on work readiness was $t = 22.768$ with a significance level of $= 0.000$ ($p < 0.01$), which means that there is a very significant effect of self-efficacy on work readiness in students in State Vocational High School 1 Seyegan. The magnitude of the contribution of the effect of self-efficacy on work readiness is indicated by the value of Adjusted R Square = 0.112, which means that the contribution of the effect of self-efficacy is 11.2% and the remaining 88.8% is influenced by other factors beyond the variables studied.

Table 3. Result of multiple regression analysis

Variable	Adjusted R Square	F	Sig	Criteria	Explanation
Self-Efficacy to Work Readiness	0.112	22.768	0.000	$P < 0.01$	There is a very significant influence

The results showed that there was a very significant effect of self-efficacy on the work readiness of students in State Vocational High School 1 Sayegan. This reinforces previous studies conducted by Edwards [19] that individuals with self-efficacy tend to be more confident with their ability to articulate and talk about their skills, which is part of the work readiness attribute. In line with the study conducted by Conkel-Ziebell, Turner, and Gushue [20] found that self-efficacy can predict positively the level of individual work readiness. Students who have good self-efficacy mean that students have a positive assessment of themselves and feel confident in their abilities so they are able to act independently in learning or practical tasks and are also brave in making decisions and expressing opinions. Thus the student will have a high responsibility in completing work, students become more flexible and skilled in completing field assignments and practices, students' speaking skills increase and are able to see themselves positively to get a job. According to Turner, Trotter, Lapan, Czajka, Yang, and Brissett [21] that the benefits generated from the development of self-efficacy for individuals are increased work readiness attributes such as skills, self-views, communication skills, and responsibilities.

Based on the results of the analysis also shows that the magnitude of the effect of self-efficacy on work readiness is 0.112, which means that the self-efficacy contributes 11.2% to work readiness, and the remaining 88.8% is influenced by other variables not identified in the study. Factors that influence work readiness outside the research variables include organizational acumen, social intelligence, characteristics, and personality and work competencies [22].

This research can provide insight and awareness to students, parents, and teachers. This study shows that students' self-efficacy has a role in preparing students to work after graduating from Vocational High School, so these variables must be considered in everyday life. Adolescents, parents and teachers must be able to create a positive environment that is able to provide opportunities for students to grow and develop their self-efficacy which is their own ability, act independently in making decisions, have a positive sense of themselves, and dare to express opinions. The results can also be used as a reference for preparing training modules to deal with problems in Vocational High School students, especially in training to improve vocational student work readiness.

4. CONCLUSION

Based on the results of data analysis, the conclusions that can be taken in this study are that there is a very significant influence on the role of self-efficacy on work readiness. This means that the high and low work readiness can be predicted based on the high and low self-efficacy of students.

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