

Motivation to learn and social support determine employability among vocational high school students

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Motivation to learn and social support determine employability among vocational high school students

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ABSTRACT

One of the factors that influence the level of employability is the motivation to learn and social support. This study aims to determine the effect of motivation to learn and social support on student employability. The participants in this study were 255 students of class XII in State Vocational High School 1 Kalasan Yogyakarta, obtained through random cluster sampling. The data collection was carried out by using an employability scale, motivation to learn scale and social support scale. The data analysis used in this study was multiple linear regression analysis. Our data analysis shows that motivation to learn and social support have a very significant effect on employability, seen through the F test that obtained a score of 44.798 and a significance level (p) of 0.000 (p < 0.01). In other words, the level of employability could be predicted based on students' level of motivation to learn and social support.

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1. INTRODUCTION

Employability is one of the criteria for measuring the workability of individuals with the needs of the workforce [1]. Employability of individuals can also affect individuals to be able to manage their work careers [2]. It is also used in various contexts concerning numerous meanings [3]. Employability has been used to describe the lives of economic strategies in the workplace at the national, regional and local level [4]. According to Gamboa, Gracia, Ripoll, and Peiró [5] employability is one's perception on his or her own opportunity to get a job of his/her choice, considering that these opportunities will depend on individual characteristics and behavior as well as contextual factors.

Jameson [6] emphasizes the importance of developing student employability on job seeking [7]. Employability is related to individuals' job seeking in a way that individuals with employability will try to improve themselves to get a job [8]. According to Fugate, Kinicki, and Ashforth [9] employability is very important for every individual because employability can increase the likelihood of individuals to get jobs. Employability helps individuals to understand the things needed to get a job [10]. The function of employability is to ensure that individuals have confidence in their abilities to get a job according to their goals [11].

Employability is a problem that often arises concerning job seeking, and low employability is a barrier for individuals to enter the workforce [7, 12, 13]. Benabou and Tirole [11] argue that lack of employability limits the actions and ambitions of individuals to enter the workforce. Low employability can make it difficult for individuals to get jobs [14].

Motivation to learn is believed to have the ability to predict the level of employability of an individual [15]. According to Thijssen, Van der Heijden, and Rocco [16] motivation to learn is a significant factor that influences the level of individual employability. In line with the opinion of Wittekind, Raeder, and Grote [17] which states that low level of motivation to learn affects level of employability. Motivation to learn acts as the drive to increase employability by setting learning goals, standard results to be obtained, and assessment of learning outcomes [18].

Motivation to learn is a belief held by individuals about their ability to learn, values related to an activity, and the level of interest they have in learning activities [19]. Schunk, Pintrich, and Meece [20] define motivation to learn as a complex concept involving various internal forces, such as instincts, impulses, habits, needs, and goals, often used to explain successes or failures in learning tasks. Motivation to learn can be defined as goal actualization of individual motives in certain situations where individuals emphasize readiness or willingness to change [21]. Meanwhile according to Ye [22] motivation to learn is the driving force for conducting learning activities, promoting spontaneous efforts and maintaining learning activities without orders from others.

Individuals will not necessarily have employability with no available social support. This is because social support is needed to have better employability [23]. Social support is a psychological resource that enhances the employability of individuals to deal with stress and the possibility of not getting a job [24]. The primary role of social networking is to provide social support for the members inside. Additionally, in the context of employability, the availability of social support can increase individual employability level [25]. Some researchers have shown that social support is an essential resource for individuals because it can help individuals to develop [26], achieve career plans, and improve employability [27].

Social support is defined as an understanding from other people that the person is loved, cared for, appreciated, valued, and also regarded as part of a communication network with mutual needs [28]. DiMatteo [29] defines social support as support or assistance that comes from other people (e.g., family, friends, or coworkers). Social support refers to comfort, care, appreciation, or assistance received by someone from another person or group [30]. Social support is the help we receive from other significant people such as family, friends, or coworkers in the form of emotional, informational, material or behavioral support [31].

The purpose of this study was to determine the effect of motivation to learn and social support on employability in vocational students. As an implication, we hope that this study could help inform schools to pay attention to several factors that can improve the employability of vocational students.

2. RESEARCH METHOD

The participants in this study were 225 students of class XII in State Vocational High School 1 Kalasan, Sleman, Yogyakarta. The selection of research participants was randomized with cluster sampling technique.

This study measured the variables using three Likert Scales, namely the employability scale, motivation to learn scale, and social support scale. Employability is measured using the employability scale which refers to aspects of employability according to Pool and Sewell [7], namely: skills, knowledge, understanding, and personal attributes. The motivation to learn scale by Sardima [32], measures the following aspects of motivation: diligence in doing school assignments, resilience in facing difficulties, showing interest in various problems, preference in independent work, getting bored quickly in routine tasks, ability to stick with his/her opinion, strongly holds his/her belief, and likes to solve social problems. Meanwhile, the social support scale by Smet [33], measured these aspects of social support: emotional attention, information, instrumental, and positive affirmation.

2.1. Instrument validity and reliability

On the employability scale, with 61 subjects, the result of the reliability coefficient was 0.821. The corrected item-total correlation index moves from 0.289 to 0.510. Twenty items were considered valid and reliable. On the motivation to learn the scale, with 61 test subjects, the reliability coefficient was 0.920. The corrected item-total correlation index moves from 0.258 to 0.711. Valid and reliable items that were used for research were 33 items. On the social support scale, with 61 test subjects, the result of the reliability coefficient was 0.857. The corrected item-total correlation index moves from 0.297 to 0.695. Valid and reliable items that were used for research were 20 items.

2.2. Data analysis

The method for data analysis used was parametric method. Data analysis was performed using SPSS 17.0 for Windows, through multiple regression technique, a statistical analysis technique to

determine the effect of two independent variables (motivation to learn and social support) on one dependent variable (employability).

3. RESULTS AND DISCUSSION

3.1. Normality test

Table 1 presents the results of the normality testing for all variables: Employability with a K-SZ score coefficient = 0.934 and $p = 0.347$; motivation to learn with a K-SZ score coefficient = 1.345 and $p = 0.054$; and social support with a K-SZ score coefficient = 1.034 with $p = 0.235$. This indicates that there is no difference between the sample and population score distribution. In other words, the sample is able to represent the population.

Table 1. Normality test

Variable	K-SZ score	Sig.	Notes
Employability	0.934	0.347	Normal
Motivation to learn	1.345	0.054	Normal
Social support	1.034	0.235	Normal

3.2. Linearity test

Table 2 presents the results of the linearity test that an F was obtained on motivation to learn towards employability with a score of 28.817 and a significance level (p) of 0.000. This suggests that the data is linear – in other words, there is a line that connects motivation to learn with employability. Meanwhile, the linearity test of social support towards employability results with an F that scores 72.474 and a significance level (p) of 0.000 which indicates a linear connection between social support and employability.

Table 2. Linearity test

Variable	F	Significance	Criteria	Notes
Motivation to learn	28.817	0.000	$P < 0.05$	Linear
Social Support	72.474	0.000	$P < 0.05$	Linear

3.3. Multicollinearity test

Table 3 presents based on the analysis that motivation to learn and social support each had a VIF value = 1.086 (VIF < 10) and tolerance 0.921 (tolerance > 0.1), indicating that there is no multicollinearity between motivation to learn and social support.

Table 3. Multicollinearity test

Variable	Tolerance	VIF	Notes
Motivation to learn	0.921	1.086	No multicollinearity
Social Support	0.921	1.086	No multicollinearity

3.4. Multiple regression test

Table 4 describes the multiple regression analysis. It shows $F = 44.798$ with a significance level (p) of 0.000 (< 0.01). The result means that motivation to learn and social support have a very significant effect on employability in vocational high school students. The magnitude of the contribution of the effect of motivation to learn and social support on employability is indicated by the Adjusted R Square value = 0.281, meaning that the influence of motivation to learn and social support contributes 28.1% while the remaining 71.9% is influenced by other factors beyond the variables studied.

Table 4. Multiple regression test result

Variable	Adjusted R Square	F	Sig.	Criteria	Notes
Motivation to learn and Social Support on Employability	0.281	44.798	0.000	$P < 0.01$	Both variables have a very significant effect on employability

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3.5. Analysis of relationships between variables

Based on Table 5, the results of the regression analysis show that the magnitude of the effect of motivation to learn on employability was $(t) = 3.452$ with a significance level of 0.001 ($p > 0.01$). It is indicating that there is a very significant effect of motivation to learn on employability in vocational high school students. Meanwhile, the regression analysis of social support on employability obtained $(t) = 7.486$ with a significance level of 0.00. The result means that there is a very significant effect of social support on employability in vocational high school students.

Table 5. Analysis of relationships between variables

Variable	t	Sig.	Criteria	Notes
Motivation to learn on employability	3.452	0.001	$p < 0.01$	There is a very significant effect
Social support on employability	7.486	0.000	$p < 0.01$	There is a very significant effect

The regression analysis results of the two independent variables, namely: motivation to learn and social support on students' employability, show that motivation to learn and social support simultaneously affect student employability. Based on these results, the first hypothesis claiming that employability can be predicted based on motivation to learn and social support is accepted. The two independent variables contribute 28.1% to employability, while the remaining 71.9% is influenced by other factors outside the scope of this study.

Various empirical studies have been carried out to determine the factors that influence employability, including employability activities [34], self-efficacy and employability culture [35], proactive personality, boundaryless mindset, identity awareness, social networks, social support, self-esteem, job search and re-employment [36], positive emotions and commitment [37], involvement and life satisfaction [38], health and well-being [39]. Partially, the results of this study indicate that motivation to learn contributes to employability by 7.4% and the contribution of social support to employability is 22.4%. The effect of social support on employability is more dominant than motivation to learn on employability students in State Vocational High School 1 Kalasan.

In the second hypothesis, we found that motivation to learn could also significantly influence student employability, indicating that the hypothesis is accepted. The results are in line with the findings of Raemdonck, Beausaert, Fröhlich, Kochoian, and Meurant [40] who also support previous research and broadened the understanding of the mechanism by which low motivation to learn is an obstacle to increasing employability. The results of the Wiers-Jensen study [41] also found that the impact that resulted from a high motivation to learn was the increase in individual employability.

According to Tymon [42] employability can be developed by increasing motivation to learn, in a broader sense, it will benefit individuals to engage with more open skill development activities which leads to more successful developments. By having the positive motivation to learn, individuals can achieve a systematic self-awareness to develop better employability [43].

In the third hypothesis proposed, it was found that there was an influence of social support on the employability of students, indicating that the hypothesis is accepted. The results obtained are supported by the assumed theory and also some other similar research results such as Eby, Butts, and Lockwood's research [44] which showed that individuals with more extensive social support network are believed to have higher employability. Social support can facilitate the development of career identity, provide support for learning, and convey relevant career knowledge [45]. In line with empirical studies conducted by McArdle, Waters, Briscoe, and Hall [36] showed that there was a bond between social support and employability.

The implications of this study can provide insight and awareness to students, parents, and teachers. This research shows that motivation to learn and social support, especially those from parents and teachers, have a role in preparing students to gain knowledge, skills, and good understanding in the school environment. Parents and teachers must be able to create a positive environment so that they can provide motivation and social support for students. Thus students will be better prepared to get a job and quickly adapt to their work after graduating from Vocational High School. The results of this study can also be used as a reference for developing training modules to solve problems for Vocational High School students, especially training to improve employability of Vocational students through training in motivation to learn and social support.

4. CONCLUSION

One of the factors that influence the level of employability is the motivation to learn and social support. The research found that there is a very significant effect of motivation to learn and social support simultaneously to the employability among students in State Vocational High School 1 Kalasan. Motivation to learn also determines employability among students as well as social support.

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