CHAPTER I

INTRODUCTION

1.1 Background

In this continual revolution, it has been a central concern of the importance of career readiness. Acknowledgement of career readiness is the first stage of Career Education. The current status quo is the lack of proper career guidance and information. Raising career readiness is an important element for improving degree completion (Departement of Education and Training, 2017)

According to (Daniels & Brooker, 2013), Career readiness is one aspect that should be nurtured since a student in higher education, and then higher education helps the readiness of graduates to switch roles from students to become workers/employees. Career readiness can be defined as the extent to which graduates are perceived to have the attitudes and attributes that make them ready to succeed in the work environment (Caballero & Walker, 2010). Individuals who are ready to work according to (Ward & Riddle, 2017) are individuals who can adjust to a new work culture, know the desired goals and skills, and have the capacity to learn something new. According to (Pool & Sewell, 2007) a student can be said to be ready to face the world of work if he has the following 4 aspects, namely skills, knowledge, understanding, and personality attributes.

Competing for career in this limited world of work is not easy. According to (Agusta, 2015) a graduate who is a graduate from a university is required and prepared

to have competence and be able to compete in the world of work. Therefore, it is necessary for students to have career readiness, especially final year students so that after graduation students will be able to compete in the world of work and be ready to get a job and be able to survive with the job. (Santrock, 2003)

Therefore, to have high career readiness, a student should have a plan regarding the field of work he is interested in so that the student can prepare and fulfil the required work requirements. Students who have specific plans regarding their work (Kostagiolas, Lavranos, & Korfiatis, 2019) and career will try to find information and fulfil the requirements needed by the desired company, choose a career field according to their interests and abilities, and can decide which career field they will choose (Seginer, 2009). This is also in line with (Caballero & Walker, 2010) statement which states that with planning regarding the desired field of work can help individuals in placing and directing actions to be taken to achieve goals.

Career readiness is considered as a feasible early preparedness of students before they explore on to career exploration. For this reason, educational institutions have to boost student enthusiasm to explore various career options (Feldhausen, Weese, & Bean, 2018). While raising career readiness, students should become reflective practitioners when considering their career aspirations. encouraging reflective practice in career readiness will promote a better understanding of the roles available in the workplace and incite question about self-efficacy and the need of change (Mezirow, 1991)

Self-efficacy are defined as confidence in one's ability to accomplish a task or achieve a goal. There are two factors that influence a person's decision to engage in a particular behavior: outcome expectancy and self-efficacy. Self-efficacy (SE) is one's belief in one's ability to perform a certain behaviour. SE differs from outcome expectancies, which are expected incentives and disincentives to perform a specific behavior (Bandura, 1997)

Study conducted by (Alfaiz & Hidayat, 2020) found that results from regression analysis suggest that self-efficacy is a good predictor of students' awareness of their career readiness. Student's perception of their self-efficacy in relation to their awareness of their career readiness give them good awareness of the need to be involved and active to improve their career readiness after they have completed their studies.

The major portion about readiness is often associated with the emotional intelligence of the student. The ability of the student to understand, use, and manage their emotions. Hence, when it comes to their preparation, is it somehow stressful because the student cannot choose which one is better and matches for them (Morales-Rodriguez & Perez-Marmol, 2019)

Emotional intelligence (EI) is the ability to recognize, assess and control one's emotions. It allows students to handle added pressure. (Sanchez-Ruiz, Perez-Gonzalez, & Petrides, 2010). (Lombardi, Seburn, & Conley, 2011) The purpose of this research was to examine EI as a possible tool to predict, identify, and improve students'

readiness and performance. EI was shown to generally improve for students and staff when training and workshops were implemented. EI education may benefit most individuals, however, specific research for EI improvement concerning students identified as lacking compassion was deficient (O'Connor et al., 2019)

Study conducted by (Saklofske & Parker, 2018) found that the relations of Emotional Intelligences with career readiness underlines the role of this promising variable for positive youth development. By the study of emotional intelligence and its relationship to student career readiness, intended to determine their ability as an accurate identifier, prediction, and tool to improve student readiness in career. Possessing emotional intelligence gives students the ability to make common-sense decisions, take calculated risk of their career options and navigate difficulties situations. it also allows them to handle the added pressures of setting and achieving golas in a career setting (Ghosh et al., 2019)

As it has been explained above, the career readiness and the emotional intelligence will be impossible to proceed by the student without the understanding of the self-efficacy. This research will also examine the identical relationship between self-efficacy and emotional intelligence towards student career readiness. self-efficacy is an overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are (Salami, 2010). The belief that an individual has to reference their-self.

Other factor is likely to influence career readiness is academic satisfaction. Academic Satisfaction is determined by whether student's expectations regarding their academic reality have been confirmed or not. Otherwise, academic satisfaction as the subjective evaluation of the whole educational experience. Research has found that satisfaction is conducive to both academic achievement and retention of the student. (Hassani & Mehrvar, 2020)) Conducted their own study focusing on the relationship between academic performance and satisfaction and stress among students.

Further investigation examining what other factors may influence academic satisfaction for student veterans is warranted (Franzen et al., 2021) Recent study conducted by (Ghosh & Kessler, 2019) found that career readiness studies the impact of academic coping or academic self-efficacy on academic satisfaction.

The research aims to predict the intention of university students toward career readiness. Intention predicts to be a career readiness using the SEM model which includes variables emotional intelligence and self-efficacy. SEM model is used in this current study because it has been tested and adopted by many previous studies in determining the self-efficacy and EI in the context related with career readiness. This study using descriptive analysis among university students to determine in build student's readiness to begin their career based on what they understand about emotional intelligence and self-efficacy.

The process of teaching, research and community service known as the Tridharma of Higher Education is an obligation that must be carried out by every

university in Indonesia, one of which is Universitas Andalas. Universitas Andalas as one of the universities in West Sumatra consists of 15 faculties with various departments in it. One of the goals of Universitas Andalas is "To produce graduates who are globally competitive, have an entrepreneurial spirit and have character" so that Universitas Andalas is believed to have facilities that can create graduates who have the abilities, skills and expertise which are further developed in accordance with with what they get from learning and can be applied when entering the world of work. The achievement of these goals can determine the success of Universitas Andalas as a quality higher education institution.

The current status quo happens among fresh graduates are the lack of understanding career readiness before graduated. The researcher conducted the initial preliminary study of Fresh Graduates from Management Department at Universitas Andalas to see the real case situations. The result signifies the alumni with less than one year of graduating are not understanding on how to make a great resume before graduate and preparing for all process into building career. Its indicate that the career readiness are not delivered well in the environment. Common else situations are currently in the workplace, a lot of organizations are having a new standard, regulations, and process. This is the situation that most people are actually able to get the information directly, but the ignorance is still high to start understanding while still pursuing a bachelor's degree. So, in conclusion it is more likely the uncertain time management that makes the career readiness of the student are still in a situation to find

out the reasons and how to manage it. This is also stated the phenomenon why the career readiness are important for undergraduates student so they not wasting any time after graduates to re-build their skills and interest.

Based on data from the Universitas Andalas Tracer Study in 2019, it was found that as many as 3.86% of graduates found jobs immediately after graduation. From the data from the Universitas Andalas Career Center, it is also known that the percentage of graduates who work immediately after graduating is around 48% from each faculty. According to tracer study data in 2017 the average waiting time for Universitas Andalas students to get their first job is 4.5 months. In the 2018 tracer study, it was found that on average it took 3 months for graduates to get a job. Then in the 2019 tracer study, on average, graduates need 6 months of waiting time before getting a job. The waiting time is normal and shows that Universitas Andalas graduates are able to compete in the world of work with their abilities and competencies. In addition, from the tracer study data, it is known that from a range of values of 1-5 the level of competence possessed by alumni at the time of graduation and the influence of universities in helping and forming alumni competencies has an average value above the value of 3 which means that the value of both can be said to be more than enough (Tracer Study Universitas Andalas, 2019).

This Phenomenon are most likely related with another indicator affected with the student career readiness. From the reason above and starting from the existence of existing phenomena, the author is interested in doing further research about: The

Influence of Emotional Intelligence, Academic Satisfaction and Self-Efficacy on Career Readiness for Undergraduates Management Student at Universitas Andalas

1.2 Problem Statement

Based on the background explanation of the research, four research questions can be formulated to guide the research. There are as follow:

1. How does emotional intelligence influence self-efficacy of student undergraduate management study programs at Universitas Andalas ?

2. How does emotional intelligence influence career readiness of student undergraduate study programs at Universitas Andalas?

3. How does academic satisfaction influence self-efficacy of student undergraduate study program at Universitas Andalas?

4. How does academic satisfaction influence career readiness of student undergraduates study program at Universitas Andalas?

5. How does self-efficacy influence career readiness of student undergraduate study program at Universitas Andalas?

1.3 Research Objective

There are seven main objectives that have been set up to guide the research. There are as follow:

1. To examine the influence of emotional intelligence towards self-efficacy of student undergraduate management study programs at Universitas Andalas.

2. To examine the influence of emotional intelligence towards career readiness of the student undergraduate management study program at Universitas Andalas.

3. To examine the influence of academic satisfaction towards self-efficacy of the student undergraduate management study program at Universitas Andalas

4. To examine the influence of academic satisfaction towards career readiness of the student undergraduate management study program at Universitas Andalas

5. To examine the influence of self-efficacy towards career readiness of student undergraduate study program at Universitas Andalas

1.4 Contribution of research

Based on the stated explanation above, the research is expected to contribute as follow:

1. The research is expected to give understanding factors influencing career readiness among university students

2. The research is expected to strengthen theory related to emotional intelligence, academic satisfaction, self-efficacy and career readiness.

3. This research is expected to contribute for subsequent researchers who are interested in examining a similar topic in the future.

1.5 Scope of the research

The researcher collected the data sample focus from the Undergraduate management study program at Universitas Andalas in 7th and 8th Semester (Third and

Fourth Year). This study refers on to examining career readiness among student within certainly encouraging variables. In scaling this present study, the model was estimated using Structural Equation Modelling (SEM) in providing certain tables to provide research result to be easily understood and this research data is in the form of primary data and secondary data sourced by using electronic questionnaire distribution technique.

**1.6 Systematic of The Research**

Systematics of writing in this study is made to provide an overall picture of the research. As for the systematics of this research, it consists of five chapters, namely as follows:

CHAPTER 1 : INTRODUCTION

This chapter describes the background of the problem, the formulation of the problem, the research objectives, the research utilization, the scope and systematics of the research.

CHAPTER 2: BASIS OF THEORY

This chapter discusses the theories related to the problems discussed in this study. This chapter will also discuss previous research, hypothesis development, and conceptual framework models that will be guided at the data processing stage.
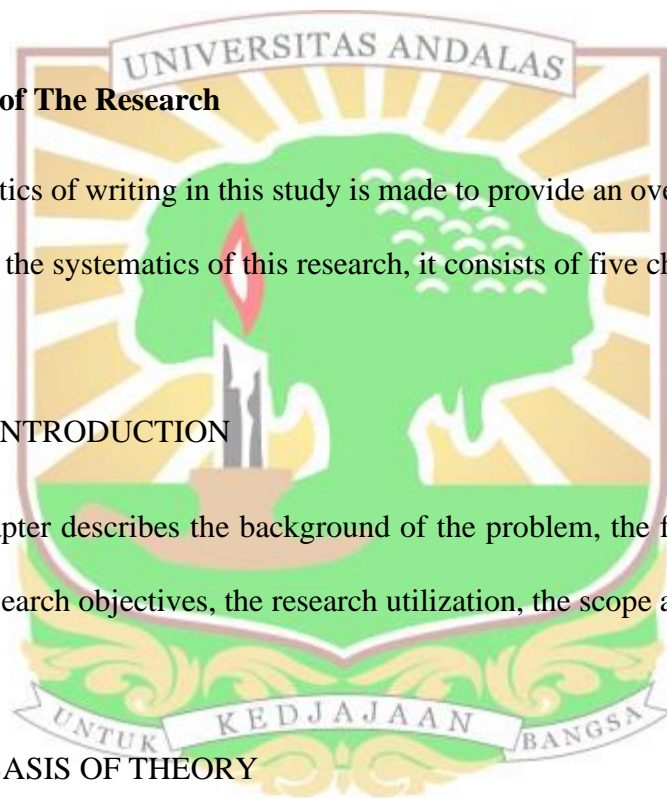
CHAPTER 3: RESEARCH METHOD

This chapter discusses population and samples, sampling techniques, types and sources of data, measurement scales, operational definitions, and variable measurements as well as data analysis methods used to prove hypotheses.

CHAPTER 4: RESULTS AND DICUSSION

This chapter discusses the results of the process of distributing research questionnaires, general descriptive of respondents, and data analysis used to prove hypotheses.

CHAPTER 5: CONCLUSION

This chapter contains the conclusions on the research that has been done, the implications of the research results, the limitations of the research, and suggestions