

Career Learning Self-Efficacy as a Mediator between Career-Training Mentorship and Vocational Identity

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Abstract. Current research is based on Universitas Negeri Semarang students when making vocational identities. The aim of this study was to investigate the direct and indirect effects of career-training guidance and vocational identity in terms of career learning self-efficacy as a mediator variable. Using the bias corrected bootstrap method $N = 5,000$ in PROCESS software shows career training mentorship is directly related to vocational identity ($\beta = 0.22$; $p < 0.01$), while Self-efficacy has proven mediating effects ($\beta = 0.21$; $p < 0.01$). These findings have implications for universities and counselors should provide learning experiences through career intervention and curriculum design.

Keywords: Career Learning Self-Efficacy, Career Training Mentorship, Vocational Identity.

1. Introduction

This research was conducted to reveal the mediating role of career learning self-efficacy in the relationship between career-training mentorship and vocational identity. A business that students choose while studying at a university, they do not necessarily reflect their positive vocational identity. Undergraduate students (18-25 yo) have primary career issues: (a) to explore self and work, (b) to enforce interests and establish vocational identity, (c) to develop educational and work aspirations, (d) to engaged in care planning, and (e) to specify the initial job of choice [1].

There is a tendency for students at risk of being expelled from the university and experiencing psychological problems in choosing future careers that occur in the exploration phase [2]. Approximately 78.1% of first-year students majoring in psychology need career counseling assistance [3]. In addition, 70% of Universitas Indonesia student needs assessment results to require career counseling services and career preparation workshops/seminars [4]. Thus, students are still having difficulty carrying out exploration and career commitments that lead to the need for a positive formation process vocational identity.

Formation of vocational identity part of development tasks that are important for adolescents, adults [5], and for individuals who pursue a bachelor's degree [6]. Vocational identity is demonstrated in self-exploration, evaluating work and being committed to career choices based on interests, skills, and values [7]. Individuals who are able to build a vocational identity benefit because they improve well-being [8, 9], mental health [10], and show transitions that succeed until adulthood [11].

Furthermore, a positive vocational identity cannot be formed if the individual has a lack of interest elevation; on the other hand, being interested in various fields makes it difficult to prevent premature foreclosure [8]. Those two discriminators (interest elevation and identity commitment) were a challenge in providing appropriate interventions. Requires a learning experience that can facilitate the role of the two discriminators and can explain the mechanism for forming a vocational identity.

Personal development, work performance, and self-change can be achieved by transformational activities that involve shared commitment (mentor-mentee) through the exploration of sharing values, knowledge, and experience [12]. Mentorship career training that aims to bring about change and career advancement [13]. In particular, mentoring activities are carried out to develop the social and vocational potential of students [14]; improve individual abilities, self-esteem, communication skills, career planning, career transition, self-efficacy level [15].

Helping students differentiate their interests and formulate congruent career goals based on their exploration of positive identity achievement and commitment [8]. This is in line with career self-management (CSM) models that support the social cognitive career theory (SCCT) framework, where self-efficacy explains the relationship between learning experiences and the development of career interests. SCCT can provide useful references to interest development, for example, by promoting specific self-efficacy beliefs [8]. The concept places individual career self-efficacy as a mediator of mentorship career training activities with vocational identity.

2 Method

2.1 Participants and Procedure

This study used 324 participants from Semarang State University students who were taken randomly from 8 faculties and various study programs. The average respondent is 19 years old. This study was analyzed using SPSS PROCESS software [16]. Steps to calculate the significance of indirect effects through the mediator variables are analyzed using the bootstrap method bias-corrected $N=5,000$ with 95% confidential interval at PROCESS software. Simple mediation in this study uses model template number 4, namely variable dependent is vocational identity (VI), independent variable is career training mentorship (CTM), and mediator variable is career learning self-efficacy (CSE).

2.2 Measures

Career Training Mentorship. Career-training mentorship is measured by mentorship function questionnaire [17,18]. This instrument consists of 15 items with 5-point Likert scale, from very inappropriate (1) to very suitable (5). Reliability Cronbachs' alpha 0.86.

Career Learning Self-Efficacy. The instrument is self-efficacy in upgrading skills [19] with 7 items. Respondents were asked to respond on 5-point Likert scale from strongly disagree (1) to strongly agree (5). Cronbachs' alpha reliability is 0.79.

Vocational Identity. To measure vocational identity, applying a vocational identity status assessment instrument [20] consisting of 20 items. The instrument points are built from the

construct of career exploration and career commitment. Respondents choose an answer on 5-point Likert scale from strongly disagree (1) to strongly agree (5). The reliability of Cronbach's alpha is 0.88.

3 Result and Discussion

The results in table 1 show the average score, standard deviation and correlation found among all variables. In accordance with the purpose of this study, all variables correlate significantly with one another. Thus, career-training mentorship shows a significant correlation with vocational identity ($p < 0.01$; $\beta = 0.41$). Career-training mentorship has a positive correlation with career learning self-efficacy ($p < 0.01$; $\beta = 0.36$). Likewise the relationship between career learning self-efficacy also correlates with vocational identity ($p < 0.01$; $\beta = 0.63$).

Table 1. Summary of intercorrelations, means, standard deviations, Cronbachs' alpha among the assessed constructs.

	Mean	SD	1	2	3
1. Career Training Mentorship	48.43	8.62			
2. Career Learning Self-Efficacy	14.22	2.44	.36**		
3. Vocational Identity	64.78	9.06	.41**	.63**	-

Note : N = 324, ** p < .01 (one tailed)

Table 2 presents the effects of direct and indirect relationships between variables. The direct effect between career-training mentorship and vocational identity proved to be significant ($p < 0.01$; $\beta = 0.22$). Likewise, the direct relationship between career learning self-efficacy and vocational identity shows a significant value of $p < 0.01$; $\beta = 2.05$. The total effect of the relationship between variables is statistically significant ($p < 0.01$; $\beta = 0.43$).

Table 2. Specific direct, indirect, and conditional indirect effects on vocational identity.

Predictor	Dependent variable model (specific direct effects)			
	B	SE	T	P
Outcome : Career Learning Self Efficacy				
Career Training Mentorship	0.10	0.01	7.03	0.000
Outcome : Vocational Identity				
1. Career Training Mentorship	0.22	0.04	4.65	0.000
2. Career Learning Self-Efficacy	2.05	0.16	12.33	0.000
Total Effect	0.43	0.05	8.11	0.000
Indirect effects				
	B	SE	Bootstrapping BC 95 % CI	
Mediator			Lower	Higher
Career Learning Self-Efficacy	0.21	0.04	0.04	0.29

Indirect effects can also be seen in table 2 which proved to be all statistically significant. Indirect effects between career-training mentorship and vocational identity mediated career

learning self-efficacy proved significant ($\beta = 0.21$, LL CI (95%) = 0.04, UL CI (95%) = 0.29) . Thus it can be concluded that this study supports the research objectives found in Fig. 1.

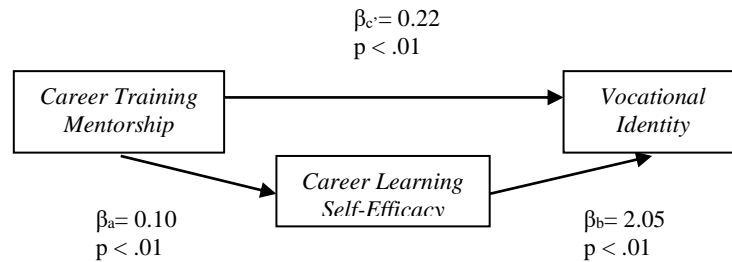


Fig. 1.
Mediation Model

These results show that a significant self-efficacy partially mediates between career-training mentorship and vocational identity. This finding explains the role of self-efficacy in mediating influence career-training mentorship consisting of role models and career support for individual vocational identity. This finding is in line with several previous studies [21, 22, 23] which shows that self-efficacy and goal capacity partial mediated between caring-engaging adult and vocational identity. Understandable, career-training mentorship important formation and change of vocational identity through self-efficacy.

Furthermore, the mechanism of formation vocational identity through self-efficacy this research is explained by interest model and choice model within the SCCT framework. Interest model explains if an individual career can grow in the field according to his talent, available learning environment that can reveal itself, vicarious experience and persuasive support that can strengthen self-efficacy beliefs and positive outcome expectation [24]. The choice model explains if individuals need to compromise their career interests (considering support, obstacles, opportunities) by making decisions that are influenced by social interaction and support, rather than making choices based solely on self-efficacy and outcome expectation [24].

In Figure 1 it can be observed that self-efficacy as a mediator in both models occurs in career-training mentorship. Mentoring process that facilitates individuals to learn in a work environment directly through modeling role, which gives a significant influence on career development, at where the attitude, values, and actions of the mentor become a blueprint for the mentee [25]. In addition, mentoring facilitates the compromise of career identity, where the interactions that occur during the process between mentors and mentees create a shared passion and understanding through the exchange of experiences that help mentee career development [25].

These findings contribute to understanding the direction of career interest and formulating career identity in career development. It is undeniable that the current state of disruption results in changing career dynamics as predictors of individual career development, where there are career conflicts that are linear and non-linear [26]. Counselors can try to improve vocational identity in individuals by introducing interest in various activities and fields of work to encourage identity exploration at the beginning of the process [8]. Therefore, needed design and intervention career high quality and counseling services in younger individuals in the development of the identity of his career [7], to anticipate the dynamics and career

development that are uncertain, as well as to anticipate the challenges that can be encountered in the development career.

4 Conclusion

To conclude, this research indicated resources to clearly that self-efficacy mediating the relationship between career-training mentorship and vocational identity. This result of this research supports the SCCT framework's good interest model and choice model. These results suggest that universities and campus counselors should give learning experience through career interventions and curriculum design that includes personal accomplishments, vicarious learning, social persuasion, and emotional arousal to deal with career development and dynamics.

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