SELF-EFFICACY ANTECEDENTS IN SHAPING CAREER MATURITY

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ABSTRACT

This study aims to determine the effect of self-efficacy, locus of control, and family social support on college students with the antecedent self-efficacy approach. This idea was tested using a quantitative methodology in this study. The research instrument was a questionnaire filled out by the respondents. The participants in this study were college students in Banten Province, Indonesia. For this study, 142 participants were selected using proportional stratified sampling, and data were analyzed using a structural equation model (SEM). The findings of this study are that performance experience, other people's experiences, and emotional states are supporting factors that statistically have a positive and significant effect on self-efficacy. Still, social persuasion is not a supporting factor for increasing self-efficacy. In addition, self-efficacy impacts the locus of control but does not affect increasing family social support. Then locus of control and family social support positively and significantly increase student career maturity. These findings contribute as additional literature for further research that self-efficacy and its antecedents can influence locus of control, which has implications for improving career maturity in college students in Indonesia.

Keywords: self-efficacy, locus of control, family social support, career maturity

INTRODUCTION

A job in today's globalized world is a significant issue for potential employees such as students. Because of the fast growth of economic, social, and cultural conditions in society, every component of society must race to enhance competency and adapt to the times' challenges. According to Slovensky & Ross (2012), students will confront various hurdles while deciding on a job, including vocational ambiguity, access to

information and career development programs, and economic and technical challenges. Furthermore, the rising prevalence of academic unemployment undoubtedly contributes to students' concerns about their future jobs (Chen & Zeng, 2021).

The current state of free competition necessitates students as potential workers needing help outperform their competitors to qualify for a firm or government organization (J. Kim, 2016). A company's application pool might sometimes be daunting, yet only a tiny percentage of those who apply get hired (Black & van Esch, 2020). Prospective workers with high quality have a reasonable possibility of qualifying and being engaged (Litman et al., 2017). According to Central Statistics Agency projections for 2022, 2 million new employments have been generated, with the current workforce growing at 2-2.4 million annually. As a result, the unemployment rate in 2022 will not be considerably lowered because the new force will also be more prominent. This data demonstrates that the degree of need for jobs in Indonesia is relatively high, although employment prospects for someone with a particular educational background still need to be increased. Given the tight competition, students have no excuse not to prepare for their careers as thoroughly as possible. This preparation can begin by locating sources of knowledge on jobs and the world of work via an effective research process so that when the individual is required to pick a career, he/she is prepared (Hortovanyi & Ferincz, 2015). This level of preparedness is referred to as career maturity.

Career maturity refers to an individual's capacity to complete tasks and transitions in their professional growth and their preparedness to pick the appropriate vocation for their age and degree of development (Li et al., 2022). Career maturity encompasses self-awareness, understanding of work, choosing a profession, and planning steps toward the desired career (Rubens et al., 2018). A person's inability in these areas suggests a lack of career maturity or immaturity. Low career maturity can also have negative repercussions, such as picking the incorrect job or working outside one's field of study and many graduates work or have jobs that do not correspond to their educational background (Rifki & Anisah, 2021). In addition to a lack of job openings relative to the number of job searchers, the mismatch of positions with educational backgrounds can be caused by institutions, offices, and government and commercial entities that post vacancies in one position but need to take educational background into account. The scarcity of job openings drives job searchers to take the available positions rather than become unemployed (Rifki & Anisah, 2021). As a result, maturity in career choices is a crucial stage because most of an individual's time will be spent at work (Betz, 2014). A profession can offer enjoyment, a sense of success, and peace but can also bring irritation and compulsion (Ulrichová, 2012). Low career maturity can lead to blunders in career decisions, especially judgments about additional education (Wang & Degol, 2013). As a result, educating prospective and even graduates about the world of work and future direction is critical (Mtawa et al., 2021).

Several studies have found that self-efficacy is a powerful predictor of job choices among high school and college students (Allen & Bradley, 2015; M.-R. Kim & Ha, 2018; Rahim et al., 2021; Sholikah et al., 2021). Hazel (2022) discovered that self-efficacy is one of the characteristics related to professional maturity in students in Turkey. Similarly, Qudsiyah et al. (2018) discovered that the contribution of self-

efficacy to career maturity increases trust in individual skills. This is consistent with Law & Guo's (2015) belief that persons with high self-efficacy will go to tremendous lengths to overcome barriers to achieve their goals. As a result, people with high self-efficacy are better equipped to decide which vocation is best for them (Carpi et al., 2017). Self-efficacy refers to an individual's confidence and belief in his capacity to succeed, which results in an action, exhibiting the required behavior, finishing the assigned task, and obtaining the intended goal (Handrianto et al., 2021; Ozyilmaz et al., 2018).

In this situation, the individual's talents and characteristics, such as self-efficacy and locus of control, must be preserved and enhanced to promote maturity and professional progression (Anderson et al., 2016; Rosique-Blasco et al., 2018). Individuals with career maturity are those who can pick a vocation (Nurani, 2022). On the other hand, individual conviction in one's ability to pick a vocation is a sign of solid self-efficacy. In other words, if students believe they can pick the right job, they will have high self-efficacy (Habsy & Suryoningsih, 2022). Meanwhile, locus of control refers to an individual's perspective on building self-confidence to advance in their careers (N. Kim & Lee, 2018). Individuals who are mature in their jobs tend to believe that advancing in their careers involves their efforts (Chory & Offstein, 2016). That is, if a student wants to advance in his profession, he will do it through his efforts, not fate, chance, or the efforts of others. In general, locus of control refers to an individual's sense of responsibility for occurrences in his life (Saragih et al., 2022). Nurani (2022) discovered that locus of control substantially impacts career maturity. Internal elements in professional maturity include self-efficacy and locus of control. Furthermore, other variables might impact it, such as family or social support (Lim & You, 2019). Individuals who receive social support from their families are more likely to think positively about challenging situations, allowing them to attain high levels of vocational maturity. As a result, the social support individuals receive from their families contributes to their career maturity. Various research has also been done on demographic characteristics such as gender, age, culture, and socioeconomic position, all associated with career maturity (Bae, 2017; Kurniawan et al., 2020).

This study aims to determine how self-efficacy, locus of control, and family social support increase student career maturity. In addition, the difference between this study and previous research is that locus of control and family social support is used as a moderator, and adding factors that influence self-efficacy.

Theoretical background

Career maturity

Career maturity is a psychological concept that evolves (Wehmeyer et al., 2019). Jackson & Wilton (2016) argues that career maturity is an individual's ability to succeed in conquering (passing through) tasks and transitions in career growth, as well as preparedness to pick the proper vocation based on age and degree of development. Meanwhile, Petitpas & France (2012) defines career maturity as an individual's capacity to prepare for and pursue career chances, as well as acquire knowledge about relevant career options. Zhang & Song (2021) states that the idea of career maturity includes various dimensions, which are as follows: 1) Career planning: This idea assesses how frequently people seek information about occupations and how much they know about various job categories. 2) Career exploration: we want to know how much

knowledge an individual wants to collect from various sources such as parents, other relatives, acquaintances, instructors, counselors, books, and even films; 3) Decision making: the capacity to use information and plan a career. In this circumstance, the individual is placed in a position where others must make the best professional selections. 4) Knowledge about the world of work: This idea includes two main components. The first is an individual's understanding of crucial developmental activities, such as when others should explore their interests and skills, how others learn about their employment, and why individuals change occupations. Second, it comprises understanding work assignments (job desks) in certain jobs. Super believes that individuals must understand the world of work before choosing a professional selection.

Self-efficacy

Self-efficacy is a person's conviction in their capacity to plan and carry out a sequence of tasks that need success (Arghode et al., 2021; Wright et al., 2016). Self-efficacy is an individual's belief in his capacity to execute certain activities without having to compare it to the skills of others (Bandura, 2012). Self-efficacy beliefs can be received, altered, enhanced, or lowered through one or more of four sources (Bandura, 2012): 1) performance experience: feats that have been achieved in the past. Past performance is the most powerful modulator of self-efficacy as a source. Past success enhances ability expectations, but failure decrease ability; 2) other people's experiences: when people whose talents are nearly the same as theirs fail, self-efficacy increases, but it decreases when they see others succeed. Individuals might boost their self-perceptions of success by observing (seeing or imagining) other people and believing they can carry out actions comparable to others; 3) social persuasion: may also be used to acquire, strengthen, or impair self-efficacy. This source has a minimal impact, but under the correct conditions, the persuasion of others can influence self-efficacy. That requirement is a sense of trust in the person giving the persuasion, as well as the actual character of what is being argued; 4) emotional state: fear, worry, and stress can all diminish self-efficacy. However, an increase in emotion (that is not extreme) might boost self-efficacy. If the source of self-efficacy expectations changes, changes in self-efficacy will occur, such that changes in self-efficacy are extensively utilized to overcome challenges and modify the behavior of individuals who suffer various behavioral problems.

Locus of control

The notion of locus of control is derived from Julian Rotter's concept theory, which is based on social learning theory (Tsuda et al., 2020). External reinforcement and internal cognitive processes influence an individual's behavior and personality (Nowicki et al., 2021). Locus of control differs from self-efficacy in that locus of control is primarily concerned with views about the likelihood of a specific activity influencing the end outcome (Anderson et al., 2016). In contrast, self-efficacy is an individual's opinion that he can behave properly. According to Galvin et al. (2018), a locus of control exists when individuals feel that their behavior reinforcement is controlled by other people or factors outside of themselves. The propensity to put views of an event or outcome acquired in an individual's life, whether as a consequence of himself or because of support from sources outside himself in which he has a very little part, such as luck, fate, or other people's help, is referred to as locus of control (Winnicott, 2018).

Family social support

Hennessy et al. (2022) states the family has the greatest influence on students' career maturity compared to other environments, such as society, work worldviews, efforts to seek information, teacher involvement in schools, infrastructure support, and attitudes toward the conception of work. Students who do not receive social support from their families tend to lack career maturity, making them unsuitable for the next stage of career growth (Lei, 2016). The earlier pupils reach professional maturity, the more prepared they will be to tackle the challenges of their future careers (Nilson, 2016). Meanwhile, House's (1985) proposed social support refers to the social support offered by the family (Reinke & Solheim, 2015). Family social support is aid provided to individuals through their parents and siblings for these folks to attain their goals ((Winkel & Sri, 2006). According to House (1985), social support has four dimensions: emotional support, appreciative support, instrumental support, and informed support. Informative support is assistance provided in the form of advice and recommendations from those close to the individual. Furthermore, emotional support encompasses empathy, compassion, and concern. Appreciative assistance can take the form of feedback from an appraisal of an individual's efforts and accomplishments.

Based on the description above, the hypothesis proposed in the study and a conceptual framework for this study can be made, as shown in Figure 1.

H1: Performance experience relates on self-efficacy

H2: Other's people experience relates on self-efficacy

H3: Social persuasion relates on self-efficacy

H4: Emotional state relate on self-efficacy

H5: Self-efficacy relate on internal locus of control

H6: Self-efficacy relate on external locus of control

H7: Self-efficacy relate on family social support

H8: Internal locus of control relates on career maturity

H9: External locus of control relates on career maturity
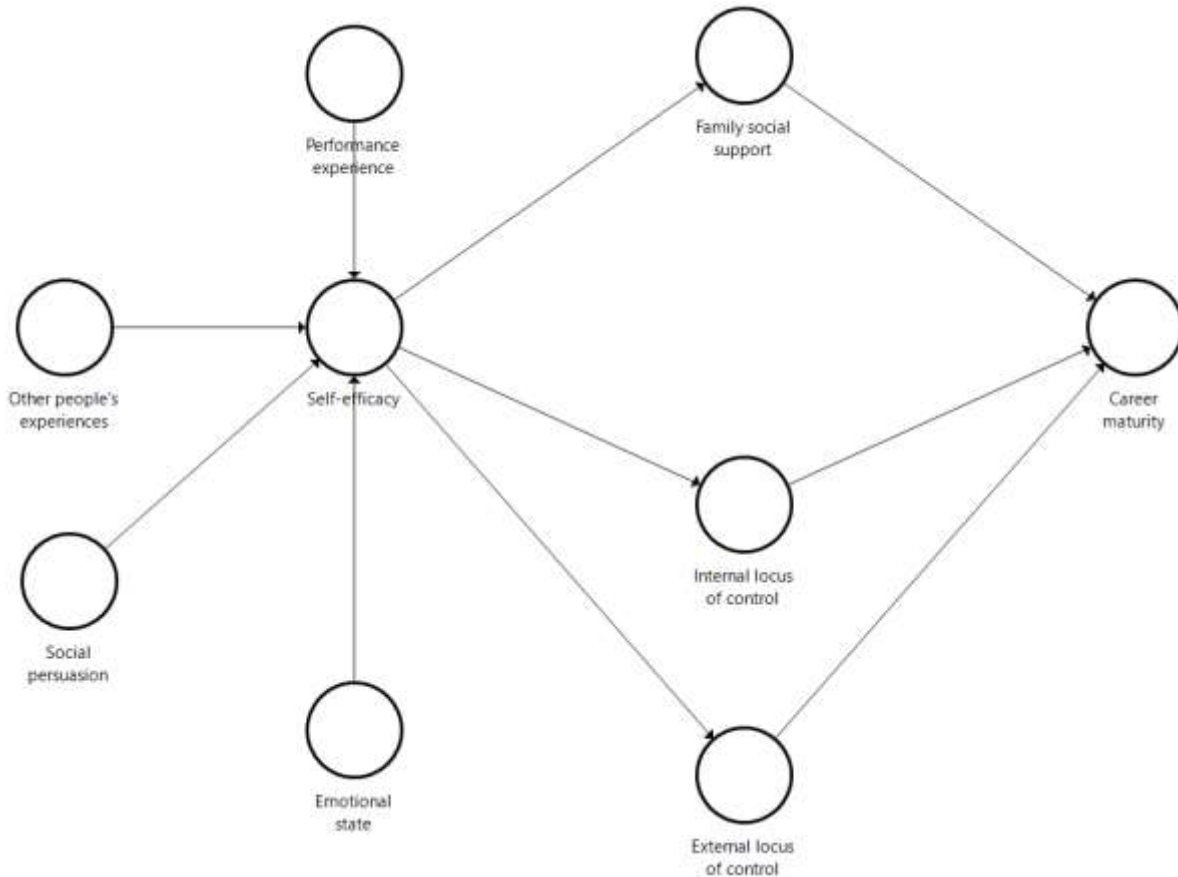
H10: Family social support relates on career maturity

Fig. 1. Conceptual framework.

Research method

This study uses a quantitative approach. The population in this study includes college in Banten Province, the sampling technique used in this study is purposive sampling and uses the Likert scale. The number of samples needed in this study was 142 respondents. Data collection is carried out by distributing questionnaires that have been compiled and refined. The data source used in this study is a primary data source. The questionnaires were distributed through social media such as Instagram, Twitter, WhatsApp, and Google Forms. Furthermore, online data collection is carried out to expand the data collection area. For data analysis techniques using multivariate analysis techniques. The measuring model contained 41 indicators, divided into four indicators for self-efficacy adopted by Wright et al. (2016), 6 indicators for performance experience, 3 indicators for other people's experience, 4 indicators for social persuasion, and 3 indicators for emotional state adopted from Bandura (2012), 10 indicators for internal and external locus of control adopted by Nowicki et al. (2021), 4 indicators for family social support adopted by House (1985) and Hennessy et al. (2022), and 7 indicators for career maturity adopted by Zhang & Song (2021). Information based on a Likert scale with five points was collected (1 means strongly disagree, and 5 means strongly agree).

Table 1. Measurement.

Variable	Item	Latent construct	Source
Self-efficacy	SE1	Individual conviction in his capacity to complete the work despite its difficulty	Wright et al. (2016)
	SE2	Behavior selection based on barriers or the amount of difficulty of a task or activity	
	SE3	The strength of an individual's views or expectations about their ability	
	SE4	Individual confidence in his capacity to do tasks in a variety of activities	
Performance experience	PE1	The higher the effectiveness, the greater the difficulty of the task	Bandura (2012)
	PE2	Compared to working in groups or with people, doing a task alone boosts efficiency	
	PE3	If the individual has given their all, failure might limit efficacy	
	PE4	If a person encounters emotional failure or stress but is in good health, it will not negatively influence him	
	PE5	If people fail after having significant efficacy, the impact will be less severe than if people fail before having strong efficacy	
	PE6	Individuals who typically succeed but occasionally fail will not be less effective	
Other people's experiences	OPE1	Seeing the achievement of others will boost your self-efficacy	Bandura (2012)
	OPE2	If you see someone with similar talents to yourself fail, your self-efficacy will suffer	
	OPE3	Individuals can improve their self-perception of success by performing activities comparable to those of others	
Social persuasion	SP1	behavior and opinion	Bandura (2012)
	SP2	Emotion	
	SP3	Involvement	

	SP4	Stance	
Emotional state	ES1	Fear, worry, and stress can all diminish self-efficacy	Bandura (2012)
	ES2	An increase in emotion (as long as it is not extreme) might boost self-efficacy	
	ES3	If the source of self-efficacy expectations changes, changes in self-efficacy will occur, and changes in self-efficacy will be extensively employed to remedy challenges	
Internal locus of control	ILOC1	Convinced that the horrors he witnessed were the result of his actions and behavior	Nowicki et al. (2021)
	ILOC 2	Has/she excellent control over his actions	
	ILOC 3	Possess the ability to persuade people	
	ILOC 4	They are certain that his efforts will be fruitful	
	ILOC 5	Actively seeking information and understanding the issue	
External locus of control	ELOC1	A strong conviction that the power, destiny, and chance of others are the primary variables influencing what is experienced	Nowicki et al. (2021)
	ELOC2	He/she has little control over his actions	
	ELOC3	Easily swayed by others	
	ELOC4	He/she frequently doubts the viability of his/her enterprise	
	ELOC5	Less engaged in acquiring information and understanding the current situation	
Family social support	FSS1	Emotional support	House (1985); Hennessy et al. (2022)
	FSS2	Appreciative support	
	FSS3	Instrumental support	
	FSS4	Informed support	
Career maturity	CM1	How frequently do people look for information regarding their jobs	
	CM2	How well the individual understands the various forms of labor	Zhang & Song (2021)

CM3	How strong is the individual's urge to investigate or seek knowledge about professional options from numerous sources
CM4	The capacity to apply knowledge to make sound career decisions
CM5	Individual understanding of critical career development responsibilities
CM6	Knowledge of work obligations on a certain job Knowledge of the job of interest's work tasks, work equipment, and physical needs
CM7	Capable of identifying those who are interested in the work

Results and discussion

The author was able to determine the validity of the indicator by utilizing the convergent method, and this was ultimately communicated as the value of the external loading factor. It specifies that the value range of 0.50 to 0.70 for the loading factor is still sufficient for exploratory investigations, which are the early phases of establishing a measurement scale. Exploratory investigations are the first steps in the construction of a measurement scale. Within the context of this specific inquiry, the outer loading value of each indicator was greater than 0.70, which meant that it was able to meet the criteria for convergent validity (see Table 2 and Fig. 2).

Table 2. Explanatory Data Result.

Constructs*)	Items	Outer loading	Cronbach's Alpha	rho_A	CR	AVE
Self-efficacy	SE1	0.854	0.874	0.883	0.913	0.725
	SE2	0.872				
	SE3	0.832				
	SE4	0.847				
Performance experience	PE1	0.891	0.965	1.042	0.971	0.849
	PE2	0.906				
	PE3	0.887				
	PE4	0.947				
	PE5	0.963				
	PE6	0.929				
Other people's experiences	OPE1	0.884	0.860	0.863	0.914	0.781
	OPE2	0.880				

	OPE3	0.886				
Social persuasion	SP1	0.908	0.939	0.940	0.957	0.847
	SP2	0.888				
	SP3	0.949				
	SP4	0.934				
Emotional state	ES1	0.871	0.787	0.788	0.876	0.703
	ES2	0.868				
	ES3	0.773				
Internal locus of control	ILOC1	0.883	0.943	0.944	0.957	0.815
	ILOC2	0.879				
	ILOC3	0.947				
	ILOC4	0.938				
	ILOC5	0.864				
External locus of control	ELOC1	0.885	0.950	0.953	0.962	0.834
	ELOC2	0.868				
	ELOC3	0.926				
	ELOC4	0.938				
	ELOC5	0.946				
Family social support	FSS1	0.930	0.957	0.989	0.968	0.885
	FSS2	0.937				
	FSS3	0.951				
	FSS4	0.945				
Career maturity	CM1	0.916	0.938	0.963	0.949	0.730
	CM2	0.936				
	CM3	0.777				
	CM4	0.810				
	CM5	0.797				
	CM6	0.917				
	CM7	0.810				

*): SE=Self-efficacy; PE=Performance experience; OPE=Other people's experiences; SP=Social persuasion; ES=Emotional state; ILOC=Internal locus of control; ELOC=External locus of control; FSS=Family social support; CM=Career maturity
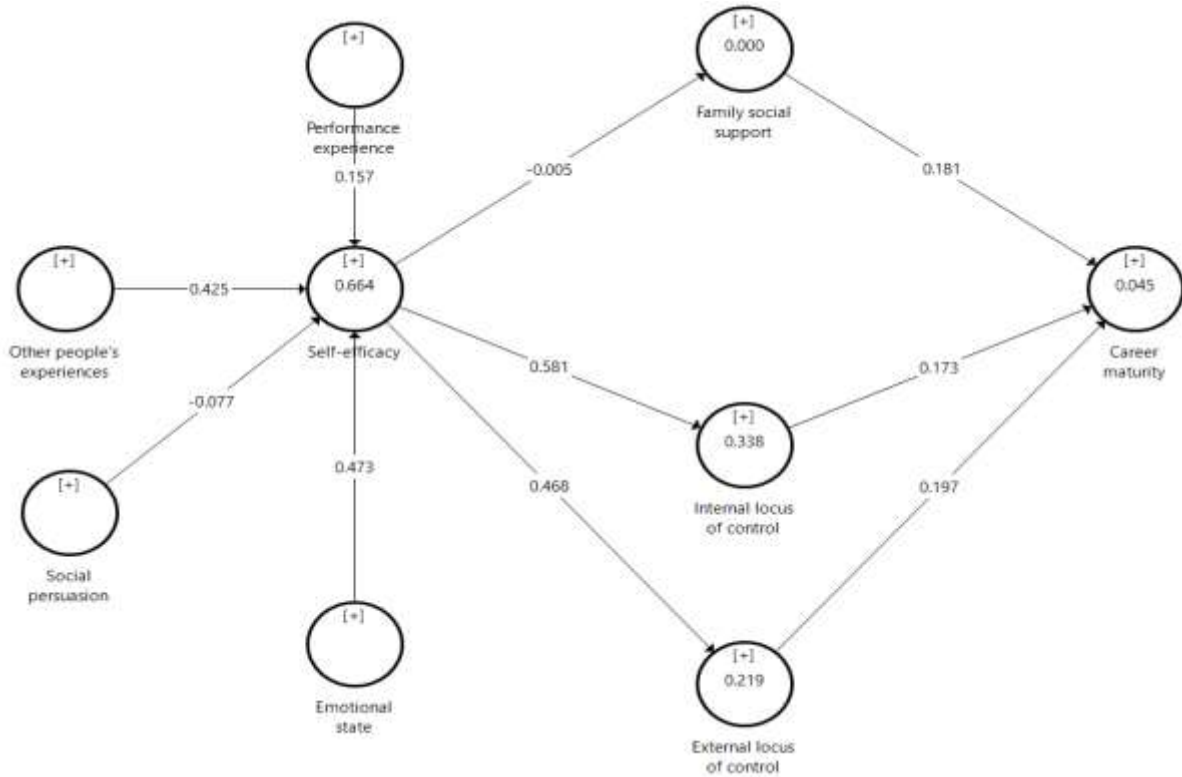
Fig. 2. Path Analysis Result

On the sample, each relationship is examined using a simulation based on the bootstrap approach. This test tries to reduce the incidence of anomalous research data. Test outcomes using the bootstrap approach (see Fig. 3).
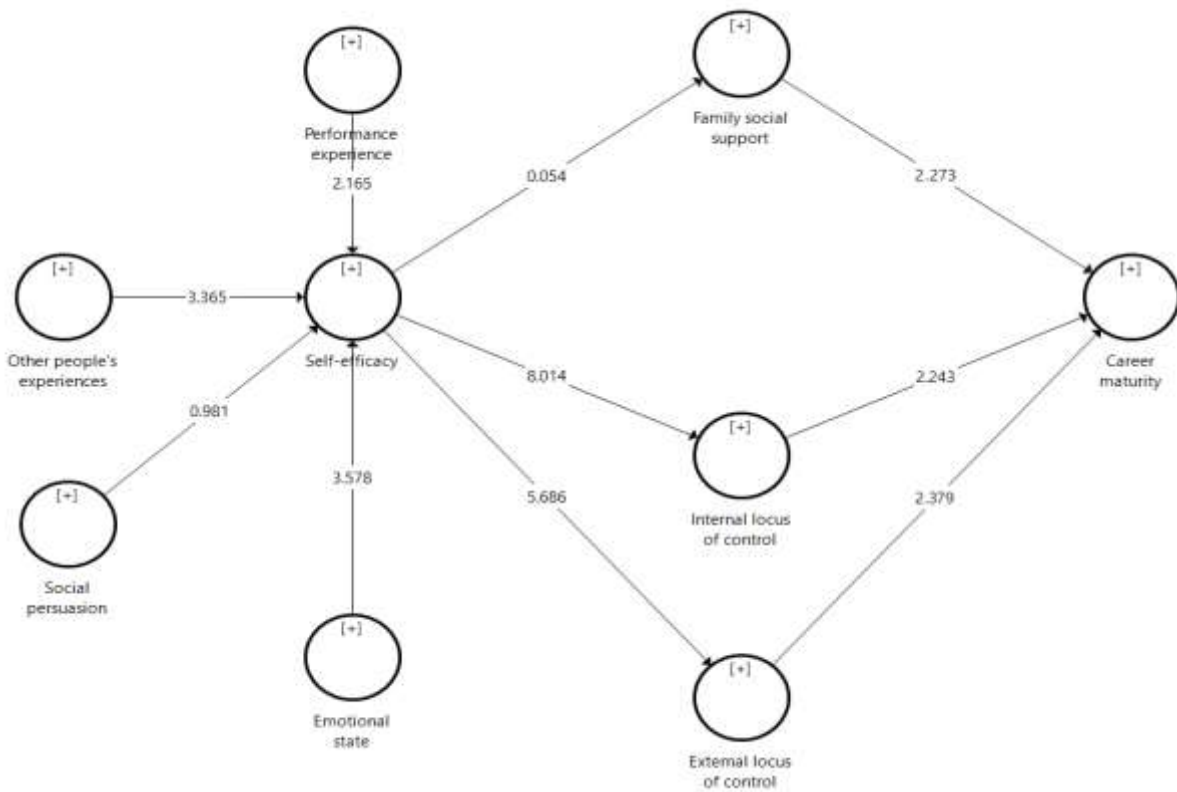
Fig. 3. Bootstrapping Inner Model.

The study hypothesis may be validated if the P-Values are less than 0.05. In SmartPLS, a bootstrapping procedure is performed on a model that is valid and trustworthy, and that satisfies the feasibility requirements in order to get the P-value of the model. It can see the results of bootstrapping are in the table that follows (Table 3).

Table 3. Path Coefficient Result

Hypothesis	Construct *)	Original Sample	Std Dev.	T Stat.	P Values	Remark
H1	PE -> SE	0.157	0.073	2.165	0.031	Supported
H2	OPE -> SE	0.425	0.126	3.365	0.001	Supported
H3	SP -> SE	-0.077	0.079	0.981	0.327	Rejected
H4	ES -> SE	0.473	0.132	3.578	0.000	Supported
H5	SE -> ILOC	0.581	0.073	8.014	0.000	Supported
H6	SE -> ELOC	0.468	0.082	5.686	0.000	Supported
H7	SE -> FSS	-0.005	0.088	0.054	0.957	Rejected
H8	ILOC -> CM	0.173	0.133	2.243	0.004	Supported
H9	ELOC-> CM	0.197	0.122	2.379	0.000	Supported
H10	FSS -> CM	0.181	0.130	2.273	0.000	Supported

*): SE=Self-efficacy; PE=Performance experience; OPE=Other people's experiences; SP=Social persuasion; ES=Emotional state; ILOC=Internal locus of control; ELOC=External locus of control; FSS=Family social support; CM=Career maturity

Most of the hypotheses in this study were accepted, namely hypotheses H1, H2, H4, H5, H6, H8, H9, and H10, whereas two hypotheses were denied, namely H3 and H7.

According to the research findings above, self-efficacy is positively impacted by performance experience, other people's experiences, and emotional state, which means that as these three factors grow, so will a person's self-efficacy. However, social influence has a small role in building self-efficacy. There are negligible elements that influence self-efficacy, as indicated by persons with high self-efficacy who affect locus of control (internal and external), even though the results of this study have no significant effect on family social support. The findings of this study support Bandura's (2012) belief that people with high self-efficacy will go to considerable lengths to overcome difficulties to achieve their goals. As a result, those with stronger self-efficacy will be more equipped to set appropriate objectives for themselves. Self-efficacy refers to an individual's degree of confidence and belief in their ability to initiate action, exhibit the required behavior, accomplish the assigned job, and achieve the intended result. However, it should be emphasized that a person's self-efficacy differs in each element or sector of work. Therefore, a person may have strong self-efficacy in one area of work and low self-efficacy in another. As a result, self-efficacy is not the sole element that influences professional maturity (Arghode et al., 2021).

Meanwhile, in this study, the internal and external locus of control variables were shown to have a substantial positive influence, implying that as the locus of control grows, so does career maturity. It is consistent with Anderson et al. (2016) and Rosique-Blasco et al. (2018) findings that locus of control has a beneficial influence on career maturity. People who are mature in their jobs often believe that reaching their desired career requires solely their efforts, not chance, fate, or the assistance of others. This finding proves the opinion of Galvin et al. (2018) that individuals with a strong internal locus of control, believe that their efforts will be successful, work harder by seeking knowledge, are more likely to influence others, and can accomplish tasks effectively because they have greater control over their actions. They hold themselves accountable for the events that occur in their life. Individuals with a higher external locus of control are less likely to participate in their activities and are unconcerned with their efforts.

This study's results also support previous studies' findings, which state that family social support can increase student career maturity (Hennessy et al., 2022; Lei, 2016). Individuals rely heavily on social support from their families. It is because family members have long-established interpersonal bonds. This interpersonal link can also form a tie of sentiments, such that family support and appraisal might affect future job selections. Families, particularly parents, offer children their first social experience, allowing social assistance to be provided, such as providing information, recommendations, and guidance, as well as expressing opinions when individuals are in difficulties. Furthermore, the family shares their ideas and perspectives on future education and individual employment preparation. These findings support a recent

study on vocational students by Lim & You (2019), which found that parental support is connected to student career maturity.

CONCLUSION

This study provides empirical evidence for a hypothesis identifying the link between self-efficacy, locus of control, and family social support in promoting student career maturity. This study addressed at least three research questions: (1) The major components that assist in improving self-efficacy in students are performance experience, other people's experiences, and emotional states. (2) Self-efficacy affects the locus of control. (3) Internal and external locus of control and family social support might improve vocational maturity. The application of self-efficacy, locus of control, and family social support to career maturity created for college students in Banten, Indonesia, was evaluated using valid and reliable measures. This instrument was thoroughly statistically tested utilizing an explanatory research technique. This study provides empirical evidence to support conceptual and prescriptive remarks in the literature on the influence of adopting self-efficacy and its antecedents, locus of control, and family social support. Based on the data analysis and discussion above, the researcher makes numerous practical and methodological suggestions that may be used in future studies that will look at the same factors.

First (methodological recommendation), there are still many factors associated with professional maturity in this study, such as self-awareness and if a person with high self-awareness will prepare himself as well as feasible. Then, talents may have an impact since having high skills can boost one's career maturity, as can personality, for example, introvert and extrovert personality types, whether extrovert types are better able to acquire knowledge. Hence, they are more mature, or vice versa. While age, if the older a person ages, the greater career maturity, academic success such as report cards and grade point averages (GPA), and whether someone who is academically brilliant will be mature in a career may also be noticed. As stated in Super's theory (see Jaycox et al., 1994), these individual variables can significantly impact professional maturity.

Second (practical recommendation). According to the findings of this study, self-efficacy is a powerful predictor of professional maturity. To promote student self-efficacy, educators such as lecturers and academic supervisors can provide knowledge and career advice through career counseling so that students can pick the correct job. The institution can also offer professional development events like seminars, talk shows, or workshops that include successful persons in various industries.

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