Jurnal Genesis Indonesia (JGI)
Vol. 2, No. 02, pp. 54-73
journal.iistr.org/index.php/JGI
DOI: 10.56741/jgi.v2i02.153

The Influence of Training, Motivation, and Self-Efficacy on Career Planning

[1]Sri Martini, [2]Waqar Akbar Khan, [1]Ani Muttaqiyathun*
Corresponding Author: *animtq@gmail.com
[1] Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[2] Shandong University of Finance and Economics, Jinan, China

ARTICLE INFO

Article history
Received 12 October 2022
Revised 15 April 2023
Accepted 24 April 2023

ABSTRACT

This research study was conducted to investigate the influence of training, motivation, and self-efficacy on career planning among final year students of the Management Study Program. The main purpose of this research was to determine whether these three variables had any significant effect on the student's career planning. The research design used in this study was quantitative and correlational. Purposive sampling was used to select the participants of this study, with a total of 128 students being selected. The statistical techniques used included multiple linear regression, T-test, and F-test. The results of the study showed that the variables of training, motivation, and self-efficacy collectively have a significant influence on the career planning of final year students in the Management Study Program. Additionally, it was found that the variables of training, motivation, and self-efficacy individually have a significant positive effect on career planning. These findings suggest that students who receive adequate training, have high levels of motivation, and possess a strong sense of self-efficacy are more likely to engage in career planning activities.

Keywords
Career Planning
Motivation
Self-Efficacy
Training

This is an open-access article under the CC–BY-SA license.

Introduction

Making judgments about one's career is a tough task. With the growth of information technology and work competencies, choosing a career has evolved into a psychological issue. The world is becoming a global community where career education calls for greater consideration than ever, and the process of coordinating career planning with educational requirements for students has grown more complex [1].

Training and motivation have duly remained interesting subjects for researchers as studies have shown that people who are well-trained and motivated, tend to perform significantly better [2]. Self-efficacy affects a person's emotional responses and mental processes and it is an indicator of how well people believe in their abilities. When compared to any similar motivating construct, self-efficacy has proven to be an effective tool that can be used to forecast behavioral results, particularly in the fields of education and psychology [3]. Final year students are those who are almost finishing their studies and are working on their thesis or final project. Besides the final project, final year students are often faced with career-related issues. It is not uncommon for final year students to have no definite plans regarding their career paths after graduation. Some even feel that they do not have enough skills and are in the wrong field of study, thus unsure of their interests and talents in their career field. Students are also required to acquire perspectives appropriate for their careers, interpersonal abilities, and the capacity to detect, evaluate, and gather knowledge in an array of circumstances. Such instruction offers them knowledge of their chosen fields and speeds up the process of adjusting to their professions once they graduate [4].

Thus, it is not surprising that data from the Central Bureau of Statistics of the university showed that graduates of higher education ranked second in the highest unemployment rates based on education level, as career planning issues may be one of the contributing factors. However, the majority of society assumes that higher education graduates are more prepared to enter the workforce and can obtain jobs more easily. Numerous individuals, as well as environmental variables, have been proven to have an impact on educational and professional aspirations and choices. Personal factors influence academic achievement and motivation, particularly the self-perceptions people have of themselves for career planning [5].

Moreover, the COVID-19 pandemic has made final year students increasingly uncertain, lacking in confidence, and overthinking in deciding their career plans. The pandemic has had a serious impact on the workforce, with one of the effects being layoffs. This will make job opportunities and competition in the job market in the future more difficult and intense, as the number of job seekers increases due to layoffs. Furthermore, the pattern of job market competition is no longer just apple to apple, but also apple to kiwi, meaning that competition

does not only occur among fresh graduates or inexperienced job seekers but also among those who have had previous work experience and were affected by layoffs and are now job hunting.

However, various career-related issues can be relatively easier to overcome when an individual has good career planning. This can be understood because good planning can make it easier for someone to achieve their goals. Someone needs to make a good career plan if they want to reach the pinnacle of their career. A solid plan is useful in minimizing the possibility of errors in choosing several available alternatives. This can be understood because, with planning, someone will be more directed and know what to do to achieve success in their career.

The planning referred to here is career planning, which is a step or series of processes for identifying self-capabilities and determining steps to achieve career goals. From this statement, we can know that students who have career plans usually understand information related to their capabilities and what needs to be done to achieve their goals in their careers. Additionally, self-efficacy and performance can grow or decrease as a result of early experiences, such as peer comparison and classroom dynamics. In reality, studies have demonstrated that students' levels of self-efficacy, especially in learning contexts, influence the academic activities they choose to engage in and their expectations for their future academic pursuits [6].

In practice, there are important points that every student must pay attention to, one of which is to ensure that their career goals are clear and in line with other roles in life. Additionally, career planning should not only be oriented towards finding or accumulating wealth, as a career is more than just a job to make a living. Therefore, the career plan created should not only focus on material or worldly goals but also include other goals in human life, whether in this world or the hereafter. As human beings, this is certainly important, considering that the purpose of human creation is to be servants who have to worship the God.

Training is one of the variables that is suspected to influence career planning. This can be understood because training is one of the activities or means of self-development that is closely related to career planning. Therefore, it is not surprising that knowledge and experience from training are often considered an advantage in the job market. The latest research has suggested a layered structure to gauge the success of training, along with a combined framework of markers for both macro and individual analysis [7].

According to multiple studies, career planning, training, and motivation go hand in hand. Even though motivation has been shown to aid in the development of a career, there is still uncertainty regarding how training and self-efficacy interact. Career planning and motivation are associated, but this finding varied from those of other studies. These discrepancies can be ascribed to additional factors influencing career planning. According to

studies, a person's understanding of external factors firstly affects how they think before reflecting on their behavior. As a result, while career planning is brought on by internal variables, motivation, and training play roles as external components [8]. Previous studies have suggested the availability of information service programs about future careers, and all parties, particularly students, desired it. This was because, up until this point, no teachers had specifically offered career planning initiatives, even though it is crucial for final year students. After all, it would help them to fulfill their developmental tasks by choosing a future career [9].

Under the aforementioned statements, efforts must be made to enhance the attainment of motivation and self-efficacy in career planning to give final year students the information and resources they require to develop plans for their professional lives in the future [10]. The research study aimed to investigate the relationship between training, motivation, and self-efficacy in career planning among final year students of the Management Study Program. The study sought to determine whether these three variables had any significant effect on the student's career planning. Training, motivation, and self-efficacy are considered important factors in career planning. Training helps individuals to acquire the necessary skills and knowledge to succeed in their chosen careers. Motivation is the driving force that enables individuals to pursue their goals and objectives. Self-efficacy is the belief in one's ability to perform a specific task or achieve a particular goal. By examining the relationship between these three variables and career planning, the study aimed to provide insights into the factors that contribute to successful career planning. The findings of the study could be used to develop strategies and interventions that would help students to plan their careers effectively and achieve their career goals.

Literature Review

A. Career Planning

Career planning is the procedure of selecting an occupation, establishing professional objectives, and choosing opportunities for learning and training to acquire the abilities required for achieving those objectives. People identify their career goals, or where they hope to go in their careers. He or she also evaluates their capability for achieving these aims. Finally, he or she chooses a path of action to carry out those objectives [11]. A person's advancement within a single or a group of vocations is referred to as their career. A career, nevertheless, is a lot more than an employment opportunity, a line of activity, or a profession. It also encompasses how far you've come in life, as well as how much you've grown and developed in your professional and recreational pursuits. A person engages in career planning on a personal level during their employment. A part of life planning is career planning. Although many of the same elements are at play, it concentrates attention on workplace duties and settings. The

process of career planning is sequential and continual. The majority of people in the labor force, according to data from the U.S. Bureau of Labour Statistics, will switch careers up to four times throughout their 35 to 45 years of working. Because we are complex beings, every one of us has our desires, targets, potential for development, and boundaries. The process can be the same, but the results of career planning need to be distinctive [12].

Career planning is a process that individuals actively go through to manage their careers, consider personal development needs, and decide on the best way to access development opportunities. This helps to identify important factors related to the chosen profession and build a picture of priorities in terms of skills, interests, and motivators. Equally essential as choosing a career is having a plan for it. Planning is important so that you aren't simply showing up at work every day without any reason and repeating the same action. It is more about becoming ready for the future and preparing yourself with the resources required to travel this path. The primary objective is to give you a future road map that will enable you to make educated decisions about your career and potential job transitions. You can keep your drive and focus by having effective career planning [13].

Making a career selection involves more than just considerations of incentives or pay. The values, skills, abilities, passions, possibilities, and personal limits of the individual must be taken into consideration while making career planning to achieve long-lasting fulfillment. Training, exploration of careers, and dedication are three essential decision-making tasks associated with the career planning process. Individuals get made aware of the necessity to make career-related decisions during orientation, and involvement in the process is encouraged [14]. Considering one's interests and circumstances in an attempt to find pursuits that will allow youngsters to learn more about a person's career is an aspect of exploring a career. While confidence in the career planning, that has been taken, demonstrates dedication. The process of choosing a career is quite flexible. The procedure does not have to conform to a set pattern. The successful completion of actions results in execution, which refers to the subsequent tasks that must be completed after the decision has been made [15].

The process of intentionally expecting an individual to become aware of their capabilities, tendencies, motivations, and other personal characteristics, accompanied by the establishment of action plans to achieve specific goals, is called career planning. In general, the activity that makes someone consistent in developing their career is called career planning. College students nowadays are no longer the social elites of the past, but rather an average talent, thanks to the widespread adoption of higher education. The dire economic situation has also contributed to a great deal of psychological stress and employment concerns among today's college students. College students must be aware of their professional interests, hobbies, and advantages as well as continually raise their level of professional performance to meet the

conflict between the current job demand and the employment pressures placed on them by colleges and universities. So, arrange your career rationally and scientifically [5].

Career planning is a highly specific and clear individualistic function that includes identifying opportunities, potential, and career-related goals. In practice, this involves the process of determining various initiatives needed to achieve goals, such as education and training. The gathering and utilization of different types of job-related data are commonly referred to as the gathering of employment-related data. The gathering of vocational data will have an immediate effect on students' understanding of various professional details as well as their career plans [16].

Five stages make up the planned process of career planning. The first stage is self-assessment, during which a person examines his or her objectives, passions, principles, and areas of vulnerability; the second stage involves investigating opportunities after having examined one's interests and goals; and the third stage involves assessing chances to succeed. The third stage is to make an agenda; at this point, the person separates all of the things they learned about themselves and their job options before organizing their career plan; the fourth stage is to take initiative; the created strategy needs to be carried out. The important thing to do is to find daily activities that support the objectives, to break down plans into every week tasks, and to keep seeking fresh possibilities; the fifth stage is to assess the results. After completing the aforementioned steps, the next step is to ask themselves how it feels after taking into consideration all of the possibilities and what actions have been done [17].

Meanwhile, career planning is a process where individuals can analyze and decide on the steps to take to achieve their career goals. Indicators of career planning generally include three main things: the ability to understand and assess oneself, the ability to gather information related to the world of work, and the ability to make decisions related to career goals.

B. Training

Training is very important to attend, especially if the knowledge and skills acquired in formal education are not sufficient or not suitable for the desired career demands. The training itself can be defined as a process of learning certain insights or skills to apply the results of learning according to job demands. Training is a short-term educational process with organized and systematic arrangements where employees learn technical knowledge or skills in a specific target.

Training serves as one of the key elements because it considerably influences the growth of a student's unique abilities and career growth. The connection between planned and well-designed training and development policies and business company profitability has been highlighted by numerous research. Training is an instructional method that includes

information acquisition, ability improvement, idea clarification, rule explanation, or behavior and mindset adjustment to improve worker efficiency. It is "the process that provides new staff members the fundamental abilities they need to succeed in their jobs," based on its description [18].

It is an institutional effort to help students gain insights, skills, abilities, and integrity that can be applied to their work. Along with additional aspects of participation, the effects of training and development follows and professional growth on students' complete involvement are related. These components include feelings of connection, representation, support, enthusiasm, desire to persist, and pleasure [19]. Meanwhile, Ref. [9] revealed that training is a process of guiding new or current employees regarding the basic skills needed to do the job. Training can be said to be a systematic process of changing someone's behavior to achieve organizational goals. It is closely related to an individual's skills and capabilities to perform the job. The indicators that can be used are material, method, instructor (trainer), participants, and evaluation. The importance of higher education in preparing students to find suitable jobs and students' awareness of the growing competitiveness of the job market, which is severely impacted by unstable situations like the COVID-19 pandemic, have drawn significant attention to employability from various stakeholders. Because unemployment frequently occurs from a mismatch between graduates' abilities and those required by businesses, an improved match among educational institutions and enterprises must be maintained to increase students' employability [20].

According to studies, career planning can be influenced by accelerating the process by which people develop their maturity, ability, skills, aptitude, and passions. According to these scholars, teen students should be able to achieve their long-term goals through training for career planning. As a result, career planning training should be implemented as soon as possible. Training in career planning has drawn increased attention recently since it can clarify difficulties relating to the psychological growth of future human resources [21]. Training the individual to develop career path skills, which are also referred to as awareness of oneself, exploration, and life strategy, is one of the most crucial objectives of career path training. People may advance in their professional lives and get beyond future challenges more quickly the earlier they start using these skills. Self-awareness is the ability to recognize and identify one's unique traits, such as interests, talents, values, and personality. A person's involvement and readiness to purposefully look for and gather information about their surroundings is referred to as their discovery skill, while planning is the process of expressing goals, finding solutions, and coming to decisions [22].

Students that undergo career planning training gain experience, which is a measurement of the amount of time or amount of labor it takes for an individual to comprehend and complete

a job's requirements. The decision to place someone in a position that is backed by experience can enhance their performance, which will inevitably have an impact on boosting the efficiency of the firm where they will perform later on in their lives. Experience is a talent that a person has learned and perfected as a result of actions or labor that has been done for a specific amount of time. which are significant including time spent working, the level of knowledge and abilities possessed, and expertise with a task or piece of equipment [16].

Studies have shown that students from reputable universities with the opportunity for career planning training are more inclined to get job opportunities, while those from institutions lacking such training have greater difficulty finding so. The adverse consequences of students' lack of training for career planning need to be taken into consideration when thinking about the betterment of the community at large [23].

C. Motivation

Psychology and sociology both heavily rely on the idea of motivation. On motivation, various schools of thought hold divergent views. The numerous human requirements that makeup motivation, according to Maslow's hierarchy of needs from 1966, are not universal for every individual. The personality of every individual evolves in line with their multiple needs and how well they are met. According to the organizational behavior concept, motivating people is a cognitive process. People can tap into a desire within to continue pursuing their planned goals by being motivated and encouraged [19]. According to Ref. [24], motivation is a collection of mindsets and convictions that persuade people to carry out particular tasks in line with their personal action objectives. To accomplish particular aims, several human behavioral processes need to be encouraged. Among the components of motivation are elements of producing, guiding, sustaining, exhibiting intensity, being regular, and possessing an end in mind. So "motivation refers to anything that generates excitement or inspiration for one to work" [16].

Motivation is a transformation within a person characterized by the emergence of emotions, psyche, and feelings that drive someone to take action due to needs, desires, and goals. Meanwhile, the origin of the word motivation is motive, which means drive, so motivation can be defined as a state that drives a person to consciously perform an action or activity. Motivation can be said as a condition that drives behavior toward a goal. There are three aspects of motivation: firstly, the driven condition, which is alertness due to needs. Second, the behavior that arises and is directed by the condition. Third, the target becomes the goal of that behavior. Therefore, motivation provides power to individuals to initiate activities. The need and drive that trigger the emergence of motivation enable someone to perform actions based on motives. Furthermore, motivation is closely related to emotions and can

encourage individuals to achieve specific goals. The level of motivation also determines the quality of the behavior demonstrated, and this applies to every aspect, both in learning and other aspects of life. Thus, an individual will work hard to achieve goals set by themselves rather than those set by others, as this is one of the fundamental principles of motivation.

Indicators of motivation can be used to evaluate or measure motivation. Motivational indicators can be seen from various factors that influence motivation itself. Based on the satisfaction theory, an individual's standard of needs and satisfaction will greatly affect their motivation to act in fulfilling their desired needs and satisfaction. One of the pioneers of this satisfaction theory is Abraham Maslow, who is famous for his hierarchy of needs theory. The hierarchy of needs consists of five levels: physiological needs, the need for safety, social needs, the need for esteem, and the need for self-actualization. Students' achievement in learning is greatly influenced by their motivation and learning habits. The learning patterns of students are impacted by their incentive to learn, both internally and externally. Studies indicate that the desire to accomplish particular objectives typically drives our conduct. According to Ref. [25], executing an activity that can lead to fulfillment is the final step in the motivational process. College students' diverse results are said to be influenced by their motivation and participation in their academic work. Academic motivation is characterized as a student's desire or interest in participating in their education and subsequent choice of profession. Academically motivated students tend to value education and learning, love acquiring knowledge, take pleasure in learning-related activities, and take interest in their prospects [15].

According to Ref. [26], personal interest and the perceived nature of the job is the motivation behind career planning, while past experiences and employment opportunities are the non-drivers. Additionally, while job choice motivation and academic accomplishment both have an impact on a student's academic resilience, academic achievement alone has little effect on motivation for career planning.

D. Self-efficacy

Self-efficacy affects a person's emotional responses and cognitive functions. Another way to think about self-efficacy is as a consequence of one's self-beliefs regarding a person's capacity to accomplish a task. When compared to any other motivational concept, self-efficacy has shown to be an effective tool that can be used to foresee behavioral results, notably in the fields of education and psychology [27]. Self-efficacy is closely related to an individual's belief and confidence in their capabilities, whether in carrying out tasks, solving problems, or facing certain situations and conditions.

In today's educational world, self-efficacy is a very important aspect, where students are required to have competencies that are appropriate to each individual as preparation for readiness to work. Individuals or students who do not have readiness when entering the

workforce tend to experience anxiety due to low mental and new environments. Further examining choices for careers, researchers looked into self-efficacy in making career decisions and discovered that students who were unsure of their careers also displayed lower levels of self-efficacy, declaring a lower trust in their capacity to carry out tasks that would enable them to make career decisions [28]. Individuals with high perceived self-efficacy are more likely to conduct their jobs creatively, while individuals who have low considered for self-efficacy are more inclined to perform their jobs plainly and lack much creative panache [29].

According to Ref. [14], self-efficacy, from the social cognitive viewpoint, is not a constant characteristic; rather, it is fluid, directly variable, and linked to specific performance dimensions. The four informational sources of performance achievement (personal successes), simulated experience (modeling), persuasive speech, and physiological conditions & reactions typically influence and modify self-efficacy beliefs. The theory of career decision self-efficacy was developed by researchers who argued that self-efficacy-related attitudes and behaviors can influence an individual's career choices and can both directly and indirectly explain why certain actions have a major impact on career development [27].

Self-efficacy is the "individual's belief in their ability that can influence the behavior or reactions of the individual in facing certain situations and conditions". Self-efficacy is the belief of an individual or student regarding the insights, skills, and capabilities they possess to seek jobs that can utilize their potential to the maximum. Meanwhile, an individual's confidence in analyzing their abilities to achieve goals, handle obstacles, and overcome specific tasks is called self-efficacy. State self-efficacy is an individual's feeling of confidence in the capabilities they possess to successfully cope with specific situations. Indicators of self-efficacy include Observing others or vicarious experiences, Experience, Social persuasion or verbal persuasion, and Physical and physiological factors. Studies on students' academic success and feelings of self-efficacy have shown that students don't have the self-efficacy they require to push through problems in the workplace failing to do so, they don't effectively engage in procedures of self-regulation [27]. Self-efficacy is one of the elements that might influence the results in terms of the efficiency of training and development. The development of academic skills is influenced by perceived self-efficacy. Students who have trust in their abilities tend to control their learning, master academic tasks, and set goals for and achieve their academic goals. As a result, the ones with confidence in their skill set tend to do better during training and growth [20].

E. Hypothesis

Training is a process of learning knowledge or skills to apply the learning outcomes to job demands. Meanwhile, training is an education process that is conducted within a short period with organized and systematic arrangements where employees learn specific knowledge or

technical skills. Training is an organization's planned effort to help employees gain insights, skills, abilities, and integrity that can be applied to their work. Training is the process of guiding new or current employees on the basic skills required to perform the job.

Other research proves that training has a significant effect on career planning for students. Similarly, the other one shows the influence of self-efficacy training on career decision-making self-efficacy (CDMSE) in high school students.

H1 = Training has a significant positive effect on the career planning of final-year students

Based on the satisfaction theory, an individual's need and satisfaction standards will greatly influence their motivation to act to fulfill their desired needs and satisfaction. This can be understood because the basis of the satisfaction theory approach is the individual's own needs and satisfaction. In line with this statement, motivation is a transformation in a person characterized by the emergence of indications in the form of emotions, psyche, and feelings that drive a person to take action due to the existence of needs, desires, and goals. The origin of motivation comes from the word motive, meaning drive, so motivation can be defined as a state that drives a person to perform an activity consciously. Meanwhile, motivation is a condition that drives behavior toward a goal. The emergence of motivation is initiated by the presence of needs that drive a person, resulting in their ability to take actions based on motives. Motivation is also related to emotions and can provide a push for individuals to achieve certain goals. The level of motivation also determines the quality of the behavior exhibited, and this applies to every aspect, whether it is learning or other aspects of life.

Concerning career planning, individuals will work harder and more enthusiastically in preparing and planning their careers when their motivation is high. Other researcher shows a significant relationship between student motivation in attending lectures and career planning.

H2 = Motivation has a significant positive effect on the career planning of final-year students.

Self-efficacy is a very important aspect of education today, where learners are required to have competencies that are appropriate to their individual needs as preparation for work readiness. Individuals or learners who are not prepared when entering the workforce tend to experience anxiety due to low mental readiness and a new environment. Self-efficacy is "an individual's belief in their ability to influence their behavior or reaction in facing certain situations and conditions." Meanwhile, self-efficacy is an individual's or student's belief in their insight, skills, and capabilities to find a job that can maximize their potential. An individual's confidence in analyzing their abilities to achieve goals, handle obstacles, and overcome specific tasks is called self-efficacy. Meanwhile, self-efficacy is an individual's feeling of confidence in their capability to succeed in dealing with certain situations.

Researcher shows that there is a significant negative correlation between self-efficacy and career decision-making. This means that high self-efficacy among students results in a low level of difficulty in making career decisions, while low self-efficacy among students results in a high level of difficulty in making career decisions.

Although career decision-making and career planning are two different terms, there is a relationship between the two. In addition, there is a positive correlation between self-confidence and career planning. Thus, although self-confidence and self-efficacy are different terms, the relationship between the two is quite close, where self-confidence is a combination of self-esteem and self-efficacy.

H3 = Self-efficacy has a significant positive effect on the career planning of final year students.

Referring to the theories developed by experts' views and previous research on training, motivation, and self-efficacy discussed above, the author formulates the hypothesis as follows:

H4 = Training, motivation, and self-efficacy together have a significant effect on the career planning of final year students.

Methods

The research method used in this study is quantitative research with primary data sources obtained through a questionnaire distributed to the entire population of 279 senior students in the Management Department of a private university in Indonesia. The sample size is determined using Roscoe's theory, which states that the appropriate sample size in research ranges between 30 and 500 samples. Since this study involves four variables (three independent variables and one dependent variable), the minimum sample size required is 4 × 10 = 40 respondents. The sampling technique used is purposive sampling.

The data obtained through the questionnaire is analyzed using the Pearson Product Moment correlation coefficient to test the validity of the questionnaire items. An item is considered valid if the value of the calculated r is greater than the table value of r or if the Sig. (2-tailed) value is less than 0.05. The reliability of the instrument is tested using Cronbach's alpha coefficient, with a value greater than 0.60 indicating reliability.

The data collected will be analyzed using multiple linear regression to determine the effect of the independent variables (training, motivation, and self-efficacy) on the dependent variable (career planning). The general equation of the regression is $Y = a + \beta1X1 + \beta2X2 + \beta3X3 + e$, where Y is career planning, a is the constant, β1, β2, and β3 are the regression coefficients of the independent variables (training, motivation, and self-efficacy), X1, X2, and X3 are the independent variables (training, motivation, and self-efficacy), and e is the error term.

To test the hypotheses, t-tests, and F-tests will be used. The t-test will determine the partial effect of each independent variable on the dependent variable, with a calculated t-value greater than the table value and a probability less than the significance level (sig < 0.05) indicating support for the alternative hypothesis. The F-test will determine the joint effect of the independent variables on the dependent variable, with a calculated F-value greater than the table value and a probability less than the significance level (sig < 0.05) indicating support for the alternative hypothesis.

Results

A. Item Validity and Reliability

The analyzed data show the results of validity and reliability tests for four variables, namely training, motivation, self-efficacy, and career planning. The validity test was conducted using the Pearson Product Moment correlation, while the reliability test was conducted using Cronbach's Alpha. From the validity test results, it can be seen that all items in each variable have a significant correlation (Sig. < 0.05) with each other, indicating that they are reliable measures of the construct being tested. The correlation coefficients (r) are all above the critical value (r tabel 5% (30)), indicating that the variables have good validity. Meanwhile, the reliability test results show that all variables have Cronbach's Alpha values above the acceptable minimum value of 0.70. This indicates that the variables have good internal consistency and can be considered reliable measures of the constructs being tested.

Overall, the validity and reliability tests indicate that the data are valid and reliable for the study. However, it is important to note that these results only apply to the specific sample and the specific measures used in this study. Further testing and validation may be necessary to generalize the results to other populations and contexts.

B. Linear Regression

In this study, the number of respondents used in multiple linear regression analysis was 128 respondents. The following Table 1 is the output of multiple linear regression analysis with the help of SPSS 20 software.

Based on the information provided, it seems that multiple linear regression analysis was conducted using data from 128 respondents. The output shows the coefficients for the independent variables (training, motivation, and self-efficacy) and the constant term in the multiple regression equation, which can be used to predict the dependent variable (career planning).

Table 1. Multiple linear regression analysis results

Model	Unstandardized Coefficient
	B
(Constant)	3.670
Training (X_1)	0.298
Motivation (X_2)	0.228
Self-efficacy (X_3)	0.528

The multiple regression equation is Y = 3.670 + 0.298X1 + 0.228X2 + 0.528X3 + e, where Y is the dependent variable (career planning) and X1, X2, and X3 are the independent variables (training, motivation, and self-efficacy, respectively). The constant term (a) represents the predicted value of Y when all independent variables are equal to zero.

The interpretation of the coefficients shows that training, motivation, and self-efficacy have positive effects on career planning. Specifically, for every 1% increase in the values of training, motivation, and self-efficacy, the career planning of final-year is predicted to increase by 0.298, 0.228, and 0.528, respectively.

C. Partial Test (t-test)

Based on the results of the partial test (t-test) analysis, the following conclusions can be drawn for each variable (see Table 2).

Table 2. Partial test result (t-test)

Variable	t	Sig.
Training (X_1)	3.933	0.000
Motivation (X_2)	2.040	0.044
Self-efficacy (X_3)	4.430	0.000

Training Variable. The t-value for the training variable is 3.933, which is higher than the t-table value (3.933 > 1.979). Meanwhile, the significance level is lower than 0.05 (0.000 < 0.05). Therefore, it can be concluded that the alternative hypothesis (Ha) is supported, indicating that the training variable has a significant positive effect on the career planning of senior students.

Motivation Variable. The t-value for the motivation variable is 2.040, which is higher than the t-table value (2.040 > 1.979). Meanwhile, the significance level is lower than 0.05 (0.044 < 0.05). Therefore, it can be concluded that the alternative hypothesis (Ha) is supported, indicating that the motivation variable has a significant positive effect on the career planning of senior students.

Self-Efficacy Variable. The t-value for the self-efficacy variable is 4.430, which is higher than the t-table value (4.430 > 1.979). Meanwhile, the significance level is lower than 0.05

(0.000 < 0.05). Therefore, it can be concluded that the alternative hypothesis (Ha) is supported, indicating that the self-efficacy variable has a significant positive effect on the career planning of senior students.

D. Simultaneous test (F-test) and Determination Coefficient (R-square)

Based on the data provided, the researcher conducted three types of analysis: partial regression analysis, simultaneous regression analysis, and coefficient of determination analysis. In the partial regression analysis, the researcher used a t-test to examine the significance level of each independent variable (training, motivation, and self-efficacy) on the dependent variable (career planning). The results show that all three independent variables have a significant positive effect on career planning, with t-values higher than the critical value of the t-table and significance levels lower than 0.05. Therefore, the researcher concludes that the research hypothesis (Ha) is supported.

In the simultaneous regression analysis, the researcher used F-test to examine the joint effect of all independent variables on the dependent variable. The result shows that the F-value is higher than the critical value of the F-table and the significance level is lower than 0.05. Thus, the researcher concludes that the research hypothesis is supported, indicating that the three independent variables together have a significant effect on career planning.

Lastly, the researcher calculated the coefficient of determination (R-squared) to measure the proportion of variance in the dependent variable that can be explained by the independent variables. The result shows that 70.3% of the variance in career planning can be explained by the independent variables (training, motivation, and self-efficacy), while the remaining 29.7% is explained by other factors that are not included in the model. Overall, the findings suggest that training, motivation, and self-efficacy are important predictors of career planning among final year students.

Discussion

A. Training in Career Planning

The research results show that the calculated t-value is higher than the table t-value (3.933> 1.979) while the significance value is lower than 0.05 (0.000 < 0.05). Therefore, the first hypothesis of this study is supported, indicating that the training variable has a significant positive effect on the career planning of final-year students. This finding is consistent with other researchers, which found that the training variable has a significant impact on the career planning of students.

Training can influence a person's career planning. The theory of human capital suggests that education and training are investments in an individual's human capital [7]. Human capital

can be defined as the knowledge, skills, and abilities that individuals possess, which enable them to create economic value. The theory argues that investing in human capital can increase productivity, and in turn, improve career opportunities and earnings potential. Therefore, participating in a training program can enhance a person's human capital and increase career opportunities [14].

Moreover, career development theory suggests that individuals engage in a continuous process of career planning and development throughout their lives. This process involves assessing one's interests, abilities, and values, and using that information to make decisions about education, training, and career opportunities [18]. Training can play a critical role in this process by providing individuals with new skills and knowledge, enhancing their abilities, and increasing their confidence to pursue new opportunities. Thus, participating in a training program can help individuals to better align their skills and interests with their career goals and improve their career prospects.

B. Motivation for Career Planning

The research findings indicate that the calculated t-value is higher than the table t-value (2.040> 1.979) and the significance value is lower than 0.05 (0.044 < 0.05). Therefore, the second hypothesis of this study can be confirmed, which means that the motivation variable has a significant positive effect on the career planning of final year students. This is consistent with other research, which proves the significant relationship between students' motivation in attending lectures and career planning.

Motivation is one of the important factors that can influence career planning and development [2]. According to the self-determination theory (SDT) in psychology, motivation is a key factor in driving human behavior and it plays a critical role in achieving success and reaching goals, including career goals [30]. SDT emphasizes that there are three basic psychological needs that individuals require to experience intrinsic motivation and growth, namely autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's life and decisions, competence refers to the need to feel capable and effective in one's actions, and relatedness refers to the need to feel connected and supported by others.

In the context of career planning, individuals who feel autonomous, competent, and related to their work are more likely to experience intrinsic motivation and engage in proactive career planning behaviors. This can include seeking out career development opportunities, setting career goals, and actively working towards achieving them. On the other hand, individuals who lack motivation or who feel demotivated in their work are less likely to engage in career planning behaviors, which can lead to stagnation or dissatisfaction in their careers [19],[24].

In the field of management, motivation is also considered a key factor in career development. The expectancy theory of motivation, for example, suggests that individuals will be motivated to engage in behaviors that they believe will lead to a desired outcome or goal [31]. This can include engaging in career planning and development activities if they believe that these activities will lead to career advancement or increased job satisfaction. Overall, research suggests that motivation is an important factor in career planning and development. Individuals who feel motivated and engaged in their work are more likely to engage in proactive career planning behaviors and achieve their career goals [28].

C. Self-Efficacy of Career Planning

The research results prove that the t-value is higher than the t-table (4.430 > 1.979) while its significance level is lower than 0.05 (0.000 < 0.05). Therefore, the third hypothesis of this research can be proven, meaning that self-efficacy significantly influences the career planning of final-year students. This is consistent with other findings that there is a positive relationship between self-confidence and career planning. In this case, self-confidence is a combination of self-esteem and self-efficacy. Self-efficacy is the belief in one's abilities that can influence a person's behavior or reaction to certain situations and conditions [10]. Therefore, based on this statement, it can be concluded that self-efficacy does indeed have a positive impact on career planning. Self-efficacy is an individual's belief in their ability to perform specific tasks or behaviors [20]. According to Social Cognitive Theory, self-efficacy is a critical factor in determining one's motivation and performance in achieving their goals. In the context of career planning, self-efficacy can be an essential predictor of one's ability to set and accomplish career goals [8],[14].

Research has shown that individuals with high levels of self-efficacy tend to engage in more active and effective career planning behaviors, such as seeking out career information, exploring different career options, and setting clear career goals [6]. They are also more likely to persist in the face of career-related obstacles and setbacks. On the other hand, individuals with low levels of self-efficacy may feel overwhelmed and discouraged when faced with career-related challenges, leading them to avoid career planning altogether or to settle for less challenging or satisfying career paths. Overall, the concept of self-efficacy is an important factor to consider in understanding how individuals approach to career planning and decision-making. By developing and enhancing their self-efficacy beliefs, individuals can increase their motivation and confidence in achieving their career goals.

D. Training, Motivation, and Self-Efficacy for Career Planning

The research findings indicate that the calculated F value is higher than the F table value (97.992 > 2.68) and the significance value is lower than 0.05 (0.000 < 0.05). Therefore, the

fourth hypothesis of this study can be proven, which suggests that the variables of training, motivation, and self-efficacy together have a significant impact on the career planning of senior students.

This finding can be supported by the Social Cognitive Career Theory (SCCT) which proposes that career development is influenced by a combination of personal factors (such as self-efficacy), environmental factors (such as training opportunities), and behavioral factors (such as motivation) [32]. SCCT also emphasizes the importance of considering the interaction between these factors in understanding career development. Moreover, self-efficacy theory also supports this finding. Self-efficacy beliefs have a powerful influence on human motivation, behavior, and performance. Individuals with higher self-efficacy are more likely to undertake difficult tasks and persist in the face of obstacles. Therefore, it is plausible to conclude that the combination of training, motivation, and self-efficacy could significantly impact an individual's career planning.

Conclusion

In conclusion, the results of the study have shown that the variables of training, motivation, and self-efficacy have a significant positive impact on the career planning of final year students. This finding is consistent with previous studies on the relationships between these variables and career planning. Therefore, it is recommended that universities and educational institutions provide adequate training and support in terms of motivation and self-efficacy to enhance students' career planning skills. The results suggest that training programs and motivational interventions can improve students' self-efficacy and increase their level of career planning. Universities and educational institutions can use these findings to develop effective career counseling programs that focus on enhancing students' skills, motivation, and self-confidence. It is important to note that this study has limitations. First, the sample size was limited to senior management students, which may limit the generalizability of the results. Second, the study relied on self-reported data, which may be subject to response bias. Future research should aim to address these limitations by using larger and more diverse samples and incorporating multiple data sources. Despite these limitations, the findings of this study make a significant contribution to the existing literature on career planning and provide valuable insights for universities and educators to develop effective career counseling programs.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

[1] Schein, Edgar H. Career anchors revisited: Implications for career development in the 21st century. *Academy of management perspectives* 10.4 (1996): 80-88.

[2] Rachel D, Tammy DA. The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior* 64 (2004): 72-91.

[3] RGN, Aisha Holloway, and Hazel E. Watson RGN. Role of self-efficacy and behaviour change. *International journal of nursing practice* 8.2 (2002): 106-115.

[4] Van Merriënboer, Jeroen JG, and Paul A. Kirschner. *Ten steps to complex learning: A systematic approach to four-component instructional design*. Routledge, 2017.

[5] Langyi W. & Fengtao C. Correlation between self-efficacy and college career planning. *Frontiers in Educational Research* 2 (2019): 54-60.

[6] Chen-Tsang T. Hsuan H. & Chun-Chin Y. Career decision self-efficacy plays a crucial role in hospitality undergraduates' internship efficacy and career preparation. *Journal of Hospitality, Leisure, Sport & Tourism Education* 21 (2017): 61-68.

[7] Shima P. & Mohammad R.A. Investigating the Effect of Training Career Path Skills based on Super's Career Development Theory on Academic Self-Concept of Students of Isfahan University. Propósitos y Representaciones. *Special number: Educational Psychology Practices in Europe and the Middle East* 8 (2020).

[8] Rose M.A.S. Mirna R.I. Nur A.R. Dominikus D.B.S. The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon* 9 (2023): 1-11.

[9] Erika H. Dr. Nono HY. & Psikolog. The Effectiveness of Career Planning Training on Career Decision Making Self Efficacy. *International Journal of Humanities Social Sciences and Education* 9 (2022): 73-87.

[10] Breanne E.F. & Laura N.M. Where there is a will, there is an A: examining the roles of self-efficacy and self-concept in college students' current educational attainment and career planning. *Social Psychology of Education* 16 (2013): 635-650.

[11] Roger, C. S. A Descriptive Study of Teens' Career Decision-Making Self-Efficacy. https:// digitalcommons.lsu.edu/gradschool_theses (2015).

[12] Career Development Office, State University of New York at Fredonia, NY (2023) https://www.fredonia.edu/student-life/career-development-office/successful-career-planning

[13] Career Masterclass Article (2023). Managing Your Career, Staying Productive, 6 Benefits of Career Planning. https://careermasterclass.com/6-benefits-of-career-planning-2/

[14] Eliane L.G. Alex S.Q.W. & Vilmar R.M. The influence of self-efficacy on Training effectiveness in cooperative Organizations. *Revista de Administração da UFSM (Brazilian Journal of Management - ReA UFSM)* 15 (2022): 331-353.

[15] Özdal Koyuncuoğlu. An Investigation of Academic Motivation and Career Decidedness among University Students. *International Journal of Research in Education and Science* 7 (2021): 125-143.

[16] Idham F. & Hapzi A. Determination of Career Planning and Decision Making: Analysis of Communication Skills, Motivation and Experience (Literature Review Human Resource Management). *Dinasti International Journal of Management Science* 5 (2022): 823-835.

[17] Medianta T. & Supra W. Career Planning Program to Increase Career Search Self Efficacy in Fresh Graduates. *Journal of Higher Education Theory and Practice* 11(2011): 75-87.

[18] Ahmed L.A.K. *The Role of Training, Development and Career Planning in Improving Productivity and Quality of Work*. Linkedin (2019) https://www.linkedin.com/pulse/role-training-development-career-planning-improving-ahmed/

[19] Nguyen T.H. & Kuo L.Y. The Role of Motivation and Career Planning in Students' Decision-Making Process for Studying Abroad: A Mixed-Methods Study. *Revista Argentina de Clinica Psicologica* 29 (2020): 252-264.

[20] Despina S.D, Kostas M. & Katerina A. Self-Efficacy in Career Planning: A New Approach to Career Exploration. *International Journal of Learning, Teaching and Educational Research* 11 (2015): 40-54.

[21] Jasmi A.T. Amla S. Salleh A. Simin G. & Azlinda M.A. Effect of career education module on career development of community college students. *International Journal for Educational and Vocational Guidance* 15 (2015): 37-55.

[22] Gopal M.P. & Prakash S. Impact of Training & Development and Career Planning on Employee Involvement. *Journal of Balkumari College* 10 (2021): 13-18.

[23] Xianhui G. Effect of Deep Learning on College Students' Career Planning. *Hindawi Mathematical Problems in Engineering*. (2022) Article ID 1573635.

[24] Uly P.I. Winny S. Erna R. The Influence of Career Choice Motivation and Academic Achievement on Academic Resilience. *Proceedings of the International Conference on Medical Education (ICME 2021)* Published by Atlantis Press 2021.
[25] Moses K.T. & Mbing M.I. The effect of motivation and learning behaviour on student achievement. *South African Journal of Education* 39 (2019): 1-8.
[26] Thuy T.H.H. Van H.L. Duong T.N. Chi T.P.N. Ha T.T.N. Effects of career development learning on students' perceived employability: a longitudinal study. *The International Journal of Higher Education Research.* Published Online (2012).
[27] Jacob C. & Jolly J. Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management* 8 (2013): 80-88.
[28] Sarah M. Hasnida & Lita H.W. Career Planning Training to Improve Career Decision Making Self Efficacy and Achievement Motivation in High School Students. *International Research Journal of Advanced Engineering and Science* 3 (2018): 119-123.
[29] Subhash S.K. A Study on Career Planning Aspect of Working Students Enrolled in Master of Commerce Course of Distance Education of University of Mumbai. *Journal of Positive School Psychology* 6 (2022): 3149-3155.
[30] Ryan, Richard M., and Edward L. Deci. "Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions." *Contemporary educational psychology* 61 (2020): 101860.
[31] Renko, Maija, K. Galen Kroeck, and Amanda Bullough. "Expectancy theory and nascent entrepreneurship." *Small Business Economics* 39 (2012): 667-684.
[32] Liguori, Eric W., Joshua S. Bendickson, and William C. McDowell. "Revisiting entrepreneurial intentions: a social cognitive career theory approach." *International Entrepreneurship and Management Journal* 14 (2018): 67-78.

Authors



Sri Martini is a dedicated alumnae of Management Department at the Faculty of Economics and Business at Universitas Ahmad Dahlan in Indonesia. She is actively involved in various extracurricular activities. She is also a volunteer at a local non-profit organization, where she helps to organize events and initiatives to benefit the community. She is always eager to learn and grow both academically and personally. (email: sri39297ni@gmail.com).



Waqar Akbar Khan is currently pursuing his PhD in Business Administration from the School of Business Administration at Shandong University of Finance and Economics in Jinan, China. His research interests lie in the areas of Human Resource Management (HRM), including Green HRM, Performance Management, Change Management, Training and Development, and Organizational Culture. (email: waqarakbarkhan@live.com).



Ani Muttaqiyatun is an accomplished senior lecturer at the Management Department of Universitas Ahmad Dahlan in Yogyakarta, Indonesia. With a wealth of experience in her field, she has published numerous articles in reputable journals and has become a respected authority in her area of expertise. Her work and research cover a wide range of topics, including management, leadership, entrepreneurship, and innovation. She is dedicated to sharing her knowledge and expertise with her students and colleagues, and is committed to advancing the field of management through research and education. (email: animtq@gmail.com).