

# The Influence of Self-Efficacy and Motivation to Enter the Workforce on Job Readiness: A Study of Fourth-Year Diploma Students in Hospitality Management at State University of Padang (Class of 2021)

Muhammad Hafizd<sup>1\*</sup>, Azmen Kahar<sup>2</sup>

<sup>1,2</sup>Hospitality Management, Universitas Negeri Padang

Copyright©2025 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution Licence 4.0 International License.

---

## Article Info

### Article history:

Received July 28, 2025

Revised July 29, 2025

Accepted July 31, 2025

---

### Keywords:

Self-efficacy, Career motivation, Job readiness, Hospitality Management, PLS-SEM

---

## ABSTRACT

This study examines the influence of self-efficacy and motivation to enter the workforce on the job readiness of final-year diploma students majoring in Hospitality Management at Padang State University, Indonesia. Adopting a quantitative and causal-associative approach, data were collected through structured questionnaires from 60 students and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The measurement model demonstrated strong reliability and validity, with all constructs satisfying convergent and discriminant validity criteria. The structural model results indicate that self-efficacy ( $\beta = 0.266, p < 0.01$ ) and motivation to enter the workforce ( $\beta = 0.649, p < 0.001$ ) significantly and positively affect job readiness, with motivation showing a stronger predictive effect. The model accounted for 58.1% of the variance in job readiness, confirming substantial explanatory power. These findings highlight the importance of psychological and motivational factors in shaping vocational students' employability and suggest the need for educational programs to foster both self-efficacy and career motivation as part of student development strategies.

---

### Corresponding Author:

Muhammad Hafizd

Hospitality Management, Universitas Negeri Padang

Email: [mhafizd277@gmail.com](mailto:mhafizd277@gmail.com)

---

## 1. INTRODUCTION

The transition from education to employment continues to be a critical challenge, particularly in developing economies like Indonesia. In the post-pandemic era, labor market instability has intensified, with the youth population—especially graduates—facing mounting barriers to employment. The Central Bureau of Statistics of West Sumatra reported that in August 2024, the Open Unemployment Rate (TPT) for vocational school graduates reached 9.18%, for diploma holders 7.60%, and for university graduates 6.73%, suggesting that formal education alone does not guarantee employment outcomes [1]. This misalignment between educational qualifications and job market absorption highlights the need to investigate the psychological and motivational factors underpinning graduate employability.

Job readiness, defined as an individual's preparedness to meet the demands of the workplace, encompasses cognitive, behavioral, and emotional competencies. Within this domain, self-efficacy and motivation have been widely acknowledged as pivotal predictors of employability. Self-efficacy, as conceptualized by Bandura, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments [2]. Empirical studies have demonstrated that students with high levels of self-efficacy exhibit greater adaptability, confidence in decision-making, and career resilience [3], [4]. For instance, Aeni and Rahmawati [5] reported that self-efficacy significantly contributes to job readiness among management students, indicating its foundational role in shaping graduates' ability to transition effectively into the workforce.

Motivation to enter the workforce, both intrinsic and extrinsic, also serves as a critical driver of employability. According to Deci and Ryan's Self-Determination Theory, motivated individuals are more likely to persist in the face of challenges and engage in behaviors that support career development [6]. In hospitality and tourism education, where practical experience is emphasized, motivation becomes a key determinant of proactive career preparation. Studies by Puspitasari and Fadhli [7], as well as Hasani and Alam [8], found a positive relationship between students' motivation and their job readiness, reflecting the role of psychological drive in building career orientation and professional behaviors.

Despite completing academic training and industry placements such as PLI 1 and PLI 2, preliminary interviews with final-year Hospitality Management students at Padang State University (UNP) revealed that many still lack confidence and feel unprepared to enter the workforce. Students expressed concerns over their skills, career clarity, and workplace adaptability—highlighting the gap between curriculum outcomes and labor market expectations. This suggests that psychological readiness, particularly self-efficacy and motivation, warrants further investigation as contributing factors to job readiness.

The existing literature presents mixed findings regarding these variables. While some research supports the positive influence of self-efficacy and motivation [3], [5], [7], other studies suggest that these effects may be context-dependent or moderated by institutional factors [9], [10]. Moreover, few studies have simultaneously examined both variables within the specific setting of Indonesian vocational higher education, particularly in hospitality management programs.

Thus, the present study seeks to explore the influence of self-efficacy and motivation to enter the workforce on student job readiness, using a sample of final-year Diploma IV students at Padang State University. By addressing this empirical gap, the research aims to contribute to a deeper understanding of graduate employability determinants and inform the development of targeted interventions in curriculum design, career services, and psychological support systems within higher education institutions.

## 2. METHOD

This study applied a quantitative, causal-associative design to examine the influence of self-efficacy and motivation to enter the workforce on student job readiness among 60 final-year Diploma IV Hospitality Management students at Padang State University, selected through simple random sampling based on the five-indicator-per-respondent rule in PLS-SEM [11]. Data were collected using a structured questionnaire consisting of 24 items measured on a 5-point Likert scale, adapted from validated constructs in self-efficacy and career readiness literature [12]–[15]. Validity and reliability of the instrument were tested using SmartPLS 4.0, with convergent validity confirmed by factor loadings  $>0.60$ , and discriminant validity assessed using the Fornell-Larcker criterion and HTMT ratio [16], [17]. Internal consistency was established with Cronbach's alpha and composite reliability  $>0.70$ , and AVE  $>0.50$  [11], [18]. Hypothesis testing was performed using bootstrapping with 5,000 resamples, where a t-statistic  $>1.96$  and p-value  $<0.05$  indicated statistical significance [19], following best practices for small-to-medium samples in SEM-based behavioral research [20].

## 3. RESULTS AND DISCUSSION

### 3.1. Result

#### 3.1.1. Demographic Profile of Respondents

The demographic profile of the study participants ( $N = 60$ ) shows that female students made up the majority, accounting for 58.3%, while male students represented 41.7%. This finding is consistent with prior studies in hospitality and tourism education, where female enrollment is generally higher due to the service-oriented and interpersonal nature of the industry, which is often perceived as more appealing or suitable for women [21]. In terms of age, the respondents predominantly fell within the 22–23 years range, with 43.3% aged 22, 38.3% aged 23, and the remainder aged 21 (10.0%) and 24 (8.3%), aligning with the typical academic progression of students nearing graduation in a four-year diploma program. This demographic distribution confirms that the respondents are at a suitable stage for assessing their job readiness as they approach entry into the workforce.

Overall, the descriptive findings indicate that while work discipline and productivity are well-maintained, work-life balance represents a notable area for managerial attention. Interventions such as flexible scheduling, shift rotation policies, and wellness support programs may help improve this dimension and, in turn, enhance long-term productivity.

Table 1. Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	25	41.7%
Female	35	58.3%
Total	60	100%

Table 2. Age Distribution of Respondents

Age (Years)	Frequency	Percentage
21	6	10.0%
22	26	43.3%
23	23	38.3%
24	5	8.3%
Total	60	100%

### 3.1.2. Measurement Model Evaluation

To evaluate the quality of the measurement model, convergent and internal consistency validity tests were conducted using PLS-SEM. Convergent validity was assessed by examining the standardized factor loadings for each item. As shown in Table 3, all indicators demonstrated acceptable loading values above the threshold of 0.60, confirming adequate item reliability. The construct of self-efficacy was measured using six indicators with loadings ranging from 0.715 to 0.866. Motivation to enter the workforce consisted of twelve indicators with loadings between 0.711 and 0.853, while job readiness included six indicators with loadings from 0.762 to 0.870. These results suggest that each observed variable adequately reflects its corresponding latent construct [22].

In terms of internal consistency, the constructs demonstrated high reliability. Cronbach's alpha values were 0.878 for self-efficacy, 0.947 for motivation, and 0.899 for job readiness. Additionally, composite reliability (CR) values exceeded 0.90 for all constructs, while Average Variance Extracted (AVE) values were all above the recommended threshold of 0.50 (self-efficacy = 0.620; motivation = 0.635; job readiness = 0.665), as detailed in Table 4. These findings indicate that the constructs exhibit both reliability and convergent validity, supporting the robustness of the measurement model [23].

Table 3. Outer Loadings of Indicators (Convergent Validity)

Construct	Indicator	Outer Loading	Validity Status
Self-efficacy	SE1	0.834	Valid
	SE2	0.715	Valid
	SE3	0.866	Valid
	SE4	0.750	Valid
	SE5	0.755	Valid
	SE6	0.792	Valid
Motivation to Enter the Workforce	MMK1	0.782	Valid
	MMK2	0.789	Valid
	MMK3	0.811	Valid
	MMK4	0.815	Valid
	MMK5	0.803	Valid
	MMK6	0.815	Valid
	MMK7	0.795	Valid
	MMK8	0.828	Valid
	MMK9	0.853	Valid

Construct	Indicator	Outer Loading	Validity Status
Job Readiness	MMK10	0.748	Valid
	MMK11	0.711	Valid
	MMK12	0.801	Valid
	KK1	0.848	Valid
	KK2	0.870	Valid
	KK3	0.773	Valid
	KK4	0.828	Valid
	KK5	0.762	Valid
	KK6	0.807	Valid

Table 4. Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability	AVE
Self-efficacy	0.878	0.907	0.620
Motivation to Work	0.947	0.954	0.635
Job Readiness	0.899	0.922	0.665

### 3.1.3. Discriminant Validity Assessment

To ensure that each construct in the model was empirically distinct from the others, discriminant validity was evaluated using two established approaches: the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT). According to the Fornell–Larcker criterion, the square root of the AVE for each construct must be greater than its correlations with any other construct [24]. As shown in Table 5, this condition was met across all constructs—self-efficacy, motivation to enter the workforce, and job readiness—thereby confirming discriminant validity.

Furthermore, HTMT values were assessed to cross-validate discriminant validity. As presented in Table 6, all HTMT values fell below the conservative threshold of 0.90 [25], with self-efficacy and motivation at 0.274, self-efficacy and job readiness at 0.470, and motivation and job readiness at 0.773. These results provide further evidence that the constructs are distinct and do not exhibit redundancy, supporting the structural model's validity.

Table 5. Fornell–Larcker Criterion Matrix

Variable	Job Readiness	Self-efficacy	Motivation to Enter the Workforce
Job Readiness	0.815		
Self-efficacy	0.718	0.797	
Motivation to Enter the Workforce	0.433	0.258	0.787

Table 6. Heterotrait–Monotrait (HTMT) Ratio of Correlations

Construct Pair	HTMT Value
Motivation to Enter the Workforce – Job Readiness	0.773
Self-efficacy – Job Readiness	0.470
Self-efficacy – Motivation to Enter the Workforce	0.274

### 3.1.4. Structural Model Evaluation

The quality of the structural model was assessed through the coefficient of determination ( $R^2$ ), which indicates the proportion of variance in the endogenous variable explained by its exogenous predictors. According to [26], an  $R^2$  value of 0.75 is considered substantial, 0.50 moderate, and 0.25 weak. In this study, the  $R^2$  value for the job readiness construct was 0.581, suggesting that 58.1% of the variance in job readiness can be explained collectively by self-efficacy and motivation to enter the workforce, while the remaining 41.9% is attributable to other variables not included in the model.

This level of explanatory power reflects a moderate to strong predictive capability of the model and supports the theoretical relevance of the selected constructs in influencing job readiness among final-year hospitality students. The adjusted R<sup>2</sup> value was also nearly identical at 0.580, indicating model stability and the absence of overfitting.

Table 7. R-Square and Adjusted R-Square Values

Endogenous Variable	R <sup>2</sup>	Adjusted R <sup>2</sup>
Job Readiness	0.581	0.580

**3.1.5. Hypothesis Testing**

To assess the significance of relationships between latent variables, hypothesis testing was conducted using the bootstrapping resampling technique with 5,000 subsamples in SmartPLS 4.0. The results were evaluated based on the t-statistic and p-value, with a t-value > 1.96 and p-value < 0.05 indicating statistical significance at the 5% level [27].

The analysis revealed that self-efficacy had a significant positive effect on job readiness, with a path coefficient of 0.266, t-statistic of 3.133, and p-value of 0.002. This supports the first hypothesis (H1) and confirms that students who believe in their capabilities tend to feel more prepared to enter the workforce. Additionally, motivation to enter the workforce also showed a significant positive effect on job readiness, with a path coefficient of 0.649, t-statistic of 6.581, and p-value < 0.001. This result supports the second hypothesis (H2), indicating that higher levels of career motivation are associated with higher levels of readiness for employment.

Together, these findings reinforce the theoretical framework that psychological constructs such as self-belief and motivation are key determinants of student employability in vocational higher education settings.

Table 8. Hypothesis Testing Results (Bootstrapping Output)

Hypothesis	Path Coefficient (β)	t-Statistic	p-Value	Result
H1: Self-efficacy → Job Readiness	0.266	3.133	0.002	Supported (Significant)
H2: Motivation → Job Readiness	0.649	6.581	<0.001	Supported (Highly Significant)

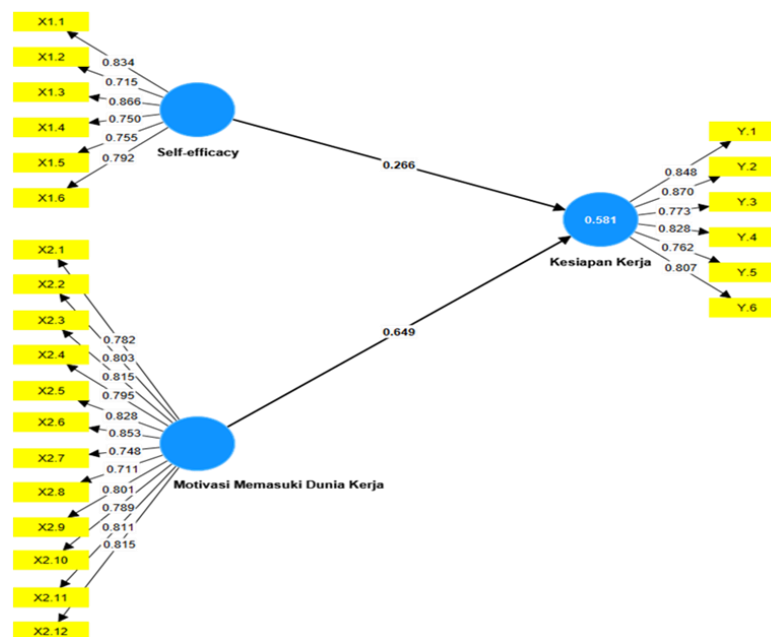


Figure 1. PLS Path Model with Outer Loadings and Path Coefficients

### 3.2. Discussion

The findings of this study confirm that self-efficacy and motivation to enter the workforce are both significant predictors of job readiness among final-year hospitality students. The significant positive effect of self-efficacy on job readiness ( $\beta = 0.266$ ,  $t = 3.133$ ,  $p = 0.002$ ) supports prior research asserting that individuals with a strong belief in their ability to perform tasks are more likely to exhibit proactive behaviors and psychological preparedness in entering the labor market [28], [29]. Bandura's social cognitive theory highlights that self-efficacy influences not only goal setting and perseverance but also how individuals manage stress and adapt to challenges in transition periods such as graduation and employment entry [30]. These results suggest that enhancing students' self-confidence and coping strategies may directly improve their readiness to perform in professional settings.

More notably, motivation to enter the workforce demonstrated a stronger effect on job readiness ( $\beta = 0.649$ ,  $t = 6.581$ ,  $p < 0.001$ ), indicating that students who are internally or externally motivated tend to be more prepared for career transition. This aligns with the Self-Determination Theory, which posits that motivation—particularly when autonomous—is associated with higher levels of engagement, effort, and persistence in career-related tasks [31]. Previous studies have also emphasized that motivated students are more likely to engage in internship programs, pursue certifications, and develop job-search skills, all of which contribute to enhanced employability [32], [33].

The explanatory power of the model, as indicated by the  $R^2$  value of 0.581, is considered moderate to strong [34], meaning that more than half of the variance in job readiness can be explained by self-efficacy and motivation. However, it also suggests that other factors such as career guidance, industrial experience, social support, and organizational readiness might also influence student job readiness, pointing to the need for more comprehensive models in future research.

Overall, this study contributes to the growing body of literature emphasizing the psychological dimensions of graduate employability. The findings have practical implications for curriculum developers and policymakers in higher education, particularly in vocational programs like hospitality management. Interventions that enhance students' confidence and foster intrinsic motivation—such as mentoring, personalized career coaching, and reflective learning practices—should be prioritized to prepare graduates for the increasingly competitive labor market.

### 4. CONCLUSION

This study empirically examined the influence of self-efficacy and motivation to enter the workforce on job readiness among final-year Diploma IV students in the Hospitality Management program at Padang State University. Using PLS-SEM analysis, the findings revealed that both self-efficacy and motivation significantly and positively affect students' job readiness. Motivation emerged as the stronger predictor, highlighting the critical role of internal drive and goal orientation in preparing students for labor market entry. Self-efficacy also contributed meaningfully, suggesting that students' beliefs in their capabilities influence their confidence and readiness for employment.

The results offer theoretical contributions by reinforcing the relevance of social cognitive theory and self-determination theory in the context of graduate employability. Practically, the study underscores the importance of incorporating psychological skill development into higher education curricula, particularly in vocational fields such as hospitality. Educational institutions are encouraged to implement interventions—such as career coaching, reflective learning, and industry mentoring programs—that strengthen students' motivation and self-efficacy. These strategies can help bridge the gap between academic learning and workplace expectations, ultimately enhancing graduate readiness and competitiveness in the job market.

### ACKNOWLEDGMENTS

The author gratefully acknowledges the academic support provided by the Department of Tourism and Hospitality, particularly the Hospitality Management Study Program, Faculty of Tourism and Hospitality, Universitas Negeri Padang. Special thanks are extended to Mr. Azmen Kahar, S.E., M.M., for his invaluable guidance, constructive feedback, and encouragement throughout the research process. The author also expresses sincere appreciation to all students who participated in this study and to the academic and administrative staff who facilitated data collection. Finally, heartfelt gratitude is directed to the author's family for their unwavering support and motivation.

## REFERENCES

- [1] West Sumatra Central Bureau of Statistics (BPS), "Open unemployment rate by education level (2024)," Badan Pusat Statistik Provinsi Sumatera Barat, Aug. 2024.
- [2] A. Bandura, "Self-efficacy: Toward a unifying theory of behavioral change," *Psychol. Rev.*, vol. 84, no. 2, pp. 191–215, 1977.
- [3] H. Wiharja, S. Rahayu, and E. Rahmiyati, "Self-efficacy and job readiness of vocational education students," *Vocatech: Vocational Educ. Technol. J.*, vol. 2, no. 1, pp. 11–18, 2020, doi: 10.38038/vocatech.v2i1.40.
- [4] A. Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall, 1986.
- [5] S. T. O. Aeni and S. Rahmawati, "The effect of self-efficacy on job readiness of economics and management students," *Judicious J. Manag.*, vol. 4, no. 2, pp. 180–187, 2023.
- [6] R. M. Ryan and E. L. Deci, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," *Am. Psychol.*, vol. 55, no. 1, pp. 68–78, 2000.
- [7] S. Puspitasari and K. Fadhli, "Self-efficacy and motivation to enter the workforce: Impact on work readiness," *JAE J. Account. Econ.*, vol. 9, no. 1, pp. 119–129, 2024, doi: 10.29407/jae.v9i1.22232.
- [8] R. Hasani and I. A. Alam, "The influence of motivation and soft skills on job readiness among management students," *ECo-Buss*, vol. 7, no. 2, pp. 1774–1785, 2025, doi: 10.32877/eb.v7i3.2047.
- [9] R. N. Alifah and Marsofiyati, "Career plan and self-efficacy on job readiness," *PENG J. Econ. Manag.*, vol. 2, no. 1, pp. 2188–2197, 2025.
- [10] K. Chotimah and N. Suryani, "The influence of internship, motivation, and self-efficacy on job readiness," *Econ. Educ. Anal. J.*, vol. 9, no. 2, pp. 391–404, 2020, doi: 10.15294/eeaj.v9i2.32079.
- [11] J. F. Hair et al., *\*Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R\**. Springer, 2021.
- [12] A. Bandura, *Self-Efficacy: The Exercise of Control*. New York, NY: Freeman, 1997.
- [13] M. D. Schunk and B. J. Pajares, "The development of academic self-efficacy," in *Development of Achievement Motivation*, A. Wigfield and J. S. Eccles, Eds. San Diego, CA: Academic Press, 2002, pp. 15–31.
- [14] L. M. Lent and S. D. Brown, "Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span," *J. Couns. Psychol.*, vol. 60, no. 4, pp. 557–568, 2013.
- [15] S. C. Dik and B. L. Duffy, "Motivation, meaning, and wellness: Research and clinical applications of the meaning in life literature to vocational psychology," *J. Career Assess.*, vol. 17, no. 1, pp. 27–35, 2009.
- [16] C. Fornell and D. F. Larcker, "Evaluating structural equation models with unobservable variables and measurement error," *J. Mark. Res.*, vol. 18, no. 1, pp. 39–50, 1981.
- [17] J. Henseler, C. M. Ringle, and M. Sarstedt, "A new criterion for assessing discriminant validity in variance-based structural equation modeling," *J. Acad. Mark. Sci.*, vol. 43, no. 1, pp. 115–135, 2015.
- [18] C. M. Ringle, S. Wende, and J.-M. Becker, "SmartPLS 4.0," SmartPLS GmbH, 2022. [Online]. Available: <https://www.smartpls.com/>
- [19] J. F. Hair, G. T. M. Hult, C. M. Ringle, and M. Sarstedt, *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*, 2nd ed. Thousand Oaks, CA: Sage, 2017.
- [20] P. J. Bickman and D. J. Rog, *The SAGE Handbook of Applied Social Research Methods*, 2nd ed. Thousand Oaks, CA: SAGE Publications, 2009.
- [21] M. A. Richardson and S. Butler, "Gender differences in hospitality higher education: Enrollment patterns and perceptions of career suitability," *J. Hosp. Tour. Educ.*, vol. 31, no. 2, pp. 59–70, 2019, doi: 10.1080/10963758.2018.1541843.
- [22] S. T. O. Aeni and S. Rahmawati, "The effect of self-efficacy on job readiness of economics and management students," *Judicious J. Manag.*, vol. 4, no. 2, pp. 180–187, 2023.
- [23] H. Wiharja, S. Rahayu, and E. Rahmiyati, "Self-efficacy and job readiness of vocational education students," *Vocatech: Vocational Educ. Technol. J.*, vol. 2, no. 1, pp. 11–18, 2020.
- [24] R. M. Ryan and E. L. Deci, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," *Am. Psychol.*, vol. 55, no. 1, pp. 68–78, 2000.
- [25] R. Hasani and I. A. Alam, "The influence of motivation and soft skills on job readiness among management students," *ECo-Buss*, vol. 7, no. 2, pp. 1774–1785, 2025, doi: 10.32877/eb.v7i3.2047.
- [26] S. Puspitasari and K. Fadhli, "Self-efficacy and motivation to enter the workforce: Impact on work readiness," *JAE J. Account. Econ.*, vol. 9, no. 1, pp. 119–129, 2024, doi: 10.29407/jae.v9i1.22232.

- [27] M. Yorke, "Employability in higher education: what it is – what it is not," *The Higher Education Academy*, 2006. [Online]. Available: <https://www.heacademy.ac.uk>
- [28] M. Fugate, A. J. Kinicki, and B. E. Ashforth, "Employability: A psycho-social construct, its dimensions, and applications," *J. Vocat. Behav.*, vol. 65, no. 1, pp. 14–38, 2004, doi: 10.1016/j.jvb.2003.10.005.
- [29] J. S. Eccles and A. Wigfield, "Motivational beliefs, values, and goals," *Annu. Rev. Psychol.*, vol. 53, pp. 109–132, 2002, doi: 10.1146/annurev.psych.53.100901.135153.
- [30] S. N. Datu, D. Yang, and C. Valdez, "Is gratitude a double-edged sword? Evidence from academic motivation and subjective well-being of Filipino high school students," *Psychol. Sch.*, vol. 56, no. 6, pp. 1010–1020, 2019, doi: 10.1002/pits.22244.
- [31] S. Robles, "Executive perceptions of the top 10 soft skills needed in today's workplace," *Bus. Commun. Q.*, vol. 75, no. 4, pp. 453–465, 2012, doi: 10.1177/1080569912460400.
- [32] T. W. Chamorro-Premuzic and A. Furnham, "Personality, intelligence and approaches to learning as predictors of academic performance," *Pers. Individ. Dif.*, vol. 44, no. 7, pp. 1596–1603, 2008, doi: 10.1016/j.paid.2008.01.003.
- [33] T. L. Tien, "The validation of the career decision-making difficulties questionnaire in a sample of Chinese high school students," *J. Career Assess.*, vol. 14, no. 1, pp. 114–126, 2006, doi: 10.1177/1069072705281363.
- [34] J. H. Moore, C. H. Lo, and T. C. Ku, "The effects of self-efficacy and career maturity on career decision-making readiness of hospitality students in Taiwan," *J. Hosp. Leis. Sport Tour. Educ.*, vol. 18, pp. 1–8, 2016, doi: 10.1016/j.jhlste.2015.12.001.