

The influence of self efficacy and motivation on work readiness among students in the office administration education program at Surabaya State University



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ABSTRACT

This study aims to analyze the role of self-efficacy and motivation in shaping students' work readiness. A quantitative approach with an explanatory design was used to test the causal relationships among the variables. The study population consisted of 189 students from the 2022 cohort of the Office Administration Education Program at Surabaya State University, with a sample of 128 respondents selected through proportional random sampling. Data collection was conducted using an online Likert-scale questionnaire, which was then analyzed using multiple linear regression with SPSS version 25. The results indicate that self-efficacy and motivation have a positive and significant effect on work readiness, both partially and simultaneously, with a combined contribution of 63.5%. These findings confirm that belief in one's own abilities and internal motivation play a crucial role in preparing students to enter the workforce. A limitation of this study lies in the limited scope of the respondents; therefore, further research is recommended to involve a broader sample and relevant additional variables.

Keywords: Self Efficacy; Motivation; Work Readiness; Students;
Office Administration Education



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INTRODUCTION

As globalization continues to reshape labor markets, the workforce demands not only individuals with academic qualifications but also skills, adaptability, self-confidence, and a strong motivation to continue growing (Bhashanjaly, 2024). However, rising unemployment rates among college graduates indicate that academic achievements alone are insufficient to guarantee successful integration into the labor market (Angiasari et al., 2025; Maharani et al., 2024). The transition from the educational system to the workforce presents a unique challenge for new graduates (Sinaga, 2023), especially when they lack adequate work readiness. Work readiness refers to personal competencies in identifying and solving problems, adapting, and demonstrating critical thinking skills in a professional environment (Muspawi & Lestari, 2020).

Higher education institutions have sought to enhance employability by aligning curricula with industry needs, providing skills training, and offering structured internship programs (Aman et al., 2023; Astuti & Amri, 2024; Pramesti et al., 2024). However, not all students are able to make the most of these opportunities. As reflected in 2024 Central Statistics Agency data, the open unemployment rate in August 2022 stood at 8% for university graduates and 1.89% for diploma graduates. These figures rose in August 2024 to 11.28% for university graduates and 2.29% for diploma graduates. This reinforces the view that intellectual intelligence and academic achievement alone are insufficient; rather, mental readiness, relevant skills, clarity of career interests, and social support are required (Masril et al., 2021).

Experience gained through MBKM programs such as internships, PLP, and student organizations has been shown to enhance communication skills, leadership abilities, and self-confidence (Harefa & Waruwu, 2025; Kuncoro et al., 2022; Nasukha et al., 2024). However, in practice, a gap still exists between expectations and the reality of internship implementation, such as a lack of clarity regarding tasks and minimal involvement in challenging work (Agustin & Dadan, 2024). Additionally, suboptimal mastery of soft and hard skills, including technical abilities, also affects students' self-confidence (Sari & Manunggal, 2023; Sitorus & Cahayani, 2024). This finding demonstrates that work readiness cannot be determined by educational attainment alone and is additionally shaped by psychological readiness and real-world experience (Nisa', 2023). High psychological capital has been shown to enhance work readiness (Azky & Mulyana, 2024), while confusion and pessimism regarding one's career can hinder professional adaptation (Amna et al., 2023).

One internal factor influencing students' work readiness is self-efficacy, which is the confidence in one's capacity to organize and execute actions to attain desired outcomes (Tasuib et al., 2024). People who possess strong self-efficacy are likely to demonstrate self-confidence, persistence, and the ability to overcome obstacles when dealing with workplace demands (Kristiana et al., 2025). It is important for students to recognize their own abilities so they can build confidence in facing various demands and challenges in the workplace. A strong sense of personal strengths helps individuals feel more confident in handling various work situations, while a sense of generalizability allows success in one area to boost confidence when facing challenges in other areas (Khairiah et al., 2023). However, interview results indicate that some students still experience a decline in self-confidence when facing significant pressure and responsibilities, such as leading a team or making decisions, which triggers excessive anxiety due to a lack of experience. This phenomenon aligns with the findings of Adzikri and Amalia (2025) that students participating in the MSIB program experience communication and adaptation challenges, as well as unstable emotional responses in

professional work environments, a finding reinforced by Ardinansyah et al. (2025), who state that many students are not yet able to control their emotions and often push themselves beyond their capacity, making them prone to anxiety, a finding that underscores the importance of strengthening self-efficacy as the foundation for more mature and professional work readiness.

Another internal factor influencing work readiness is motivation, which is the drive to join the labor market after graduation, and is shaped by career orientation, educational background, and expectations regarding jobs that align with one's interests and competencies (Hasani & Alam, 2025). Motivation is essential in encouraging individuals to prepare themselves with competencies relevant to the needs of the workforce (Sriulina & Anatan, 2025), including through participation in training that can enhance optimal performance (Khoirurrahman et al., 2022), as well as fostering more focused work readiness through the drive of hopes and aspirations (Folasimo et al., 2023). However, interview results indicate that some students experience a decline in motivation due to a lack of environmental support and access to information, resulting in suboptimal career preparation. This aligns with Zahrah (2024) findings that unsupportive parenting styles can reduce self-efficacy and hinder readiness for the workforce. Field observations indicate that excessive social pressure and the tendency to compare individual achievements trigger stress and erode students' self-confidence, leading to reduced motivation and suboptimal career readiness. As emphasized by Lispiana and Mayasari (2022), external pressures and stress not balanced by strong internal motivation can result in diminished motivation.

This issue is examined because it relates to the mental readiness, skills, and career direction of the younger generation; thus, an analysis of self-efficacy and motivation is relevant to fostering competitive work readiness. The mismatch between educational background and career choices also indicates potential issues regarding students' career readiness and interests. This study focuses on students facing career challenges in both the education and non-education sectors to contribute to the more optimal improvement of graduates' work readiness. Therefore, this research aims to examine both the individual and combined impact of self-efficacy and work motivation on the job readiness of students enrolled in the Office Administration Education Study Program of Universitas Negeri Surabaya.

LITERATURE REVIEW, RESEARCH FRAMEWORK, AND HYPOTHESES

Work Readiness

An individual's work readiness is the condition of being physically, mentally, and in terms of expertise and abilities, prepared to participate in the world of work (Khotimah & Wiyono, 2022). work readiness can be understood as an individual's capability to identify and solve problems that arise in the work environment, including the ability to adapt and think critically. Khotimah and Wiyono (2022) further argue that work preparedness is not limited to the acquisition of vocational competencies alone but also encompasses a professional attitude that meets the needs of the employment sector. Theoretically, the concept of work readiness can be explained through Brady's Work Readiness theory, which emphasizes that work readiness encompasses six main components: responsibility, flexibility, skills, communication, self-view, and occupational health and safety (health and safety) (Tentama & Riskiyana, 2020). These six aspects are key factors in assessing an individual's capability to secure and retain employment.

Self-Efficacy

Self-efficacy refers to a person's confidence in their capacity to plan and execute the actions needed to accomplish a specific objective (Tasuib et al. 2024). This concept is grounded in the Social Cognitive Theory proposed by Albert Bandura, which posits that individual behavior emerges from the reciprocal interplay of personal factors, behavioral patterns, and environmental conditions (Anggraini et al. 2025).

Bandura explains that self-efficacy determines how a person thinks, feels, motivates themselves, and acts when facing challenges and Individuals who have strong self-efficacy often exhibit possess resilience, are less likely to give up, and are better able to manage stress effectively (Anggraini et al., 2025). Regarding career preparedness, individuals who possess strong self-efficacy tend to demonstrate greater confidence in navigating the job selection process, make career decisions more assertively, and adapt effectively to professional demands.

Motivation

Motivation is a key factor in building self-confidence and inner strength. In the context of work readiness, motivation plays an important role in encouraging students to prepare themselves for entering the workforce through competency development, training, and organizational experience (Khoirurrahman et al. 2022). A relevant theory in explaining motivation is Abraham Maslow's Hierarchy of Needs, which states that individuals have five levels of needs: physiological, safety, social, esteem, and self-actualization (Muhfizar et al., 2021; Uno, 2016). The fulfillment of these needs drives individuals to continue developing and reach their full potential.

Students with high motivation whether driven by aspirations, the need for recognition, or future expectations tend to be more active in participating in self-development activities. Conversely, a lack of environmental support or excessive social pressure can reduce motivation and impact work readiness.

Hypotheses

Students' perceptions of self-efficacy regarding career readiness reflect their awareness of the need to actively develop the competencies required to enter the workforce (Alfaiz et al., 2021). Self-efficacy also helps individuals manage their emotions, making them more mentally prepared and able to view failure as a learning process rather than a major obstacle (Anisykurli et al., 2024). Furthermore, self-efficacy promotes skill mastery through the completion of tasks of varying difficulty levels, thereby strengthening confidence in handling work situations (Wiharja et al., 2020). Therefore, enhancing self-efficacy through training, self-reflection, and learning experiences is crucial to ensure students are better prepared to face professional challenges (Aeni & Rahmawati, 2023). Considering the conceptual perspectives and evidence-based findings reviewed, the following hypothesis is proposed

H1 : There is an effect of self-efficacy on work readiness among students in the Office Administration Education Program at Surabaya State University

The stronger students' drive to enter the workforce, the better prepared they are, as motivation serves as the primary driver in tackling professional challenges (Supriyanto et al., 2022). Highly motivated individuals tend to demonstrate greater readiness and better work performance after graduation (Al Hadi & Mariyati, 2024), especially when driven by hopes for the future and aspirations they wish to achieve (Khoiroh & Prajanti, 2018). Strong motivation also fosters internal readiness for work

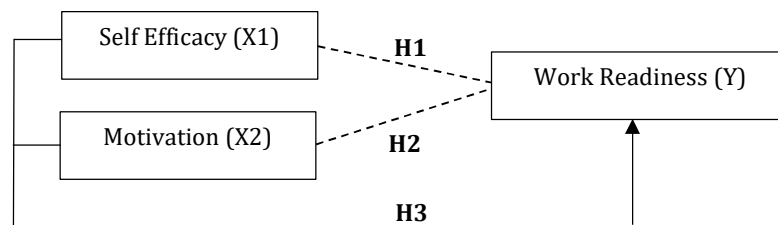
and enhances enthusiasm for pursuing the chosen field (Kurniatun et al., 2025). Therefore, it is crucial for students to cultivate motivation early on to prepare themselves optimally for the workforce. Considering the conceptual perspectives and evidence-based findings reviewed, the following hypothesis is proposed:

H2 : There is an effect of motivation on work readiness among students in the Office Administration Education Program at Surabaya State University

Self-efficacy and motivation are two interrelated factors in shaping work readiness, as both foster self-confidence, perseverance, and preparedness to meet professional demands (Astuti & Amri, 2024). High self-confidence and strong motivation make individuals more flexible, skilled, and competitive in a dynamic work environment (Tiyanti et al., 2025), and contribute to the development of competent graduates when supported by educational institutions (Nurrahman, 2021). Furthermore, high self-efficacy also strengthens motivation to develop competencies relevant to the workplace (Hariyati et al., 2022). Considering the conceptual perspectives and evidence-based findings reviewed, the following hypothesis is proposed:

H3 : There is an influence of self-efficacy and motivation on work readiness among students in the Office Administration Education Program at Surabaya State University

Figure 1 presents the conceptual framework illustrating the proposed relationships among the study variables and the hypotheses to be tested.



Source: Constructed by the author for this study, 2026

Figure 1
Research Framework

METHOD

The present study employs a quantitative research approach using an explanatory research design (Ghozali, 2016), to analyze the influence of self-efficacy and motivation on the work readiness of students in the Bachelor of Office Administration Education Program at the Faculty of Economics and Business, Surabaya State University. The study population consisted of 189 students from the 2022 cohort who were in the process of completing their theses, with a sample of 128 students selected using proportional random sampling.

The data used included primary data (a closed-ended questionnaire using a five-point Likert scale and unstructured interviews) as well as secondary data (books, journals, and documentation). The research instruments were tested for validity and reliability, and the data were analyzed using descriptive statistics and multiple linear regression (Sugiyono, 2019).

Prior to hypothesis testing, classical assumption tests were conducted, including tests for normality (Kolmogorov-Smirnov), multicollinearity (VIF and tolerance), and

heteroscedasticity (Park-Gleiser test). Hypothesis testing was performed using the t-test (partial), F-test (simultaneous), and coefficient of determination (R^2) to determine the magnitude of the independent variables' contribution to the dependent variable (Machali, 2018).

RESULTS AND DISCUSSION

This study involved 128 students from six different classes in the Office Administration Education program. The composition of respondents by class showed that PAP 2022 C had the largest number of students, with 25 students, equivalent to 19.5%. Meanwhile, the class with the fewest students was 2022 I, with a total of 10 students and a percentage of 7.8%. The composition of respondents by gender in this study was predominantly female, with 104 students (81.25%), while males numbered 24 students (18.75%).

Based on the results of the descriptive statistical analysis, the work readiness variable (Y) has a minimum value of 29 and a maximum of 45, with a mean of 38.50 and a standard deviation of 3.466. The self-efficacy variable (X1) shows a minimum value of 26 and a maximum of 45, with a mean of 38.20 and a standard deviation of 3.581. Meanwhile, the motivation variable (X2) has a minimum value of 45 and a maximum of 75, with a mean of 64.70 and a standard deviation of 5.544. In general, all three variables fall into the relatively high category, as indicated by means close to the maximum scores and relatively small standard deviations, suggesting a fairly stable data distribution

The validity test showed that all indicators had Pearson correlation coefficients above 0.349 and significance levels below 0.05, indicating that all instruments were valid. The reliability test using Cronbach's Alpha showed that all variables, including work readiness (0.733), self-efficacy (0.724), and motivation (0.841), had values greater than 0.70, meaning all variables are reliable.

The normality test was conducted using the Kolmogorov-Smirnov test and showed a significance value of (0.200 > 0.05), indicating that the data are normally distributed. The multicollinearity test showed that all independent variables had a tolerance value of 0.636 (above 0.10) and a VIF value of 1.573 (below 10). This indicates that there are no multicollinearity issues in the regression model. Meanwhile, the results of the heteroscedasticity test showed that all variables had significance values above 0.05, namely self-efficacy (0.515) and motivation (0.484). This means that no signs of heteroscedasticity were found in the model.

Multiple linear regression analysis is utilized to investigate how several independent variables affect a dependent variable and to evaluate the strength of the relationship between them (Machali, 2018). The outcomes of the multiple linear regression model are summarized in Table 1.

Table 1
Results of Multiple Linear Regression Analysis

Model		<i>Coefficients^a</i>		
		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3,743	2,333	
	SELF EFFICACY	0,342	0,065	0,353
	MOTIVATION	0,336	0,042	0,537

a. Dependent Variable: WORK READINESS

Source: Data Analyzed, 2026

The analysis of the multiple linear regression equation is as follows:

$$Y = \beta_0 + b_1X_1 + b_2X_2 + \varepsilon$$

$$Y = 3.743 + 0.342X_1 + 0.336X_2 + \varepsilon$$

The interpretation of this equation is:

- The constant value of 3.743 indicates that work readiness maintains a baseline value of 3.743 even when self-efficacy and motivation remain constant.
- The regression coefficient for self-efficacy of 0.342 (positive) indicates that every increase in self-efficacy is followed by an increase in work readiness; thus, the higher a student's self-efficacy, the higher their work readiness.
- The regression coefficient for motivation of 0.336 (positive) indicates that an increase in motivation will increase work readiness, meaning that the higher the students' motivation, the more prepared they are to face the working world.

From this, one can conclude that all independent variables demonstrate a positive influence on the dependent variable of students' work readiness.

The t-test serves to assess the effect of individual predictor variables on the outcome variable within a regression framework. This procedure is conducted to examine whether an independent variable exerts a statistically important influence on the dependent variable. The decision rule is that variables are said to have a partial influence on one another if the significance value is < 0.05 or the calculated t-value is > the critical t-value (Ghozali, 2018; Priyatno, 2016). The results of the t-test analysis are presented in Table 2.

Table 2
Results of the T-Test

Model		<i>Coefficients^a</i>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3,743	2,333		1,604	0,111
	SELF EFFICACY	0,342	0,065	0,353	5,251	0,000
	MOTIVATION	0,336	0,042	0,537	7,985	0,000

a. Dependent Variable: WORK READINESS

Source: Data Analyzed, 2026

According to the findings of the t-test, the variables of self-efficacy and motivation each had a significance level of 0.000 < 0.05, with calculated t-values of 5.251 > 0.0002 for self - efficacy and 7.985 > 0.0002 for motivation both greater than the critical t-value indicating that both variables have a significant partial effect on work readiness. This indicates that the higher the students' self-efficacy and motivation, the higher their work readiness. Furthermore, since the calculated t-value for motivation is greater than that for self-efficacy, motivation is found to have a more dominant influence on students' work readiness.

The F-test is conducted to determine the adequacy of the regression model and whether the independent variables collectively can explain the variability of the dependent variable. The purpose is to test the combined effect of the independent variables on the dependent variable. Decision-making: Variables are said to have a combined effect if the significance value is < 0.05 or the calculated F value is > the table F value (Priyatno, 2016). The results of the F-test analysis are presented in Table 3.

Table 3
Results of the F-Test

<i>ANOVA^a</i>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	978,332	2	489,166	111,647	.000 ^b
	Residual	547,668	125	4,381		
	Total	1526,000	127			

a. Dependent Variable: WORK READINESS

b. Predictors: (Constant), MOTIVATION, SELF EFFICACY

Source: Data Analyzed, 2026

The calculated F-value of 111.647 is greater than the table F-value of 3.07, with a significance level of $0.000 < 0.05$. This indicates that the variables of self-efficacy (X1) and motivation (X2) simultaneously have a significant effect on work readiness (Y).

R-squared (R^2) was applied to determine how much variation in the dependent variable is accounted for through the independent variables (Priyatno, 2016). An increased R^2 value reflects stronger explanatory capability of the independent variables, whereas a coefficient approaching zero indicates a limited capacity to explain variability in the dependent variable (Ghozali, 2018). The results of the coefficient of determination (R^2) analysis are presented in Table 4.

Table 4
Results of the Coefficient of Determination (R^2) Test

<i>Model Summary</i>					
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1		.801 ^a	0,641	0,635	2,093

a. Predictors: (Constant), MOTIVATION, SELF EFFICACY

Source: Data Analyzed, 2026

The adjusted R-squared value of 0.635 indicates that 63.5% of the variability in work readiness can be explained by the two independent variables (self-efficacy and motivation). The remaining 36.5% is explained by other factors not examined in this model.

The Effect of Self-Efficacy on Students' Work Readiness

The findings of this study reveal that self-efficacy has a positive and significant effect on work readiness, with a significance level of $0.000 < 0.05$ and a contribution of 34.2%. These findings suggest that students with stronger self-efficacy tend to exhibit higher levels of work readiness. This finding aligns with Hariyati et al. (2022) and Pratama et al. (2023), as well as Bandura's social cognitive theory, and is supported by Aeni and Rahmawati (2023) and various other studies Alfaiz et al. (2021); Audrey and Wahono (2024); Lavepian et al. (2023); Pramono and Palerangi, (2024); Tasuib et al. (2024), which state that self-efficacy is positively correlated with work readiness.

Nevertheless, there are differing findings from (Sumampouw et al., 2024; Violinda, et al., 2023) indicating that self-efficacy is not the dominant factor, as work readiness is also influenced by the Adversity Quotient (AQ). In this study, the highest indicator was observed in students' confidence in adapting to new challenges, consistent with Kristiana et al. (2025), while the lowest scores indicated that there are still limitations in competencies in certain fields. This finding reinforces the views of Adzikri and Amalia,

(2025) and Khairiah et al. (2023) that diverse experiences can enhance confidence in facing a dynamic work environment. Thus, H1 is accepted, and it is confirmed that self-efficacy is a crucial factor in enhancing students' work readiness.

The Effect of Motivation on Students' Work Readiness

Work readiness was found to be significantly and positively influenced by the respondents' level of motivation, as indicated by the research analysis results with a significance value of $0.000 < 0.05$ and a contribution of 33.6%. thus, the higher the students' motivation, the higher their work readiness. This finding corroborates the findings of Khoirurrahman et al. (2022), who assert that motivation drives individuals to enhance their competencies through various trainings, and is supported by Maulidiyah and Ubaidillah (2024) and Abraham Maslow's hierarchy of needs theory, as well as by several other studies Al Hadi and Mariyati (2024); Nada and Ubaidillah (2023); Septiana et al. (2024) indicating a positive influence of motivation on work readiness.

Nevertheless, there are differing findings from Haq and Adiwati (2024) and Mutiara and Sapruwan (2024), which assert that motivation based solely on basic needs or enthusiasm is insufficient to foster readiness without the reinforcement of competencies and psychological readiness, as well as Lispiana and Mayasari (2022), which indicates that environmental stress can reduce motivation. In this study, the highest indicator was found in the expectation of achieving success Folasimo et al. (2023), while the lowest scores indicated a lack of clear career planning, as emphasized by Nastiti et al. (2021) regarding the importance of career planning training. Thus, H2 is accepted, and it is confirmed that motivation is a key factor in enhancing students' work readiness.

The Effect of Self-Efficacy and Motivation on Students' Work Readiness

According to the F-test findings, self-efficacy and motivation simultaneously have a significant effect on the work readiness of Office Administration Education students at Surabaya State University (calculated $F = 111.647$; $p = 0.000 < 0.05$), thus H3 is accepted. The coefficient of determination value of 0.641 indicates that these two variables together can explain 63.5% of the variation in work readiness, while 36.5% is influenced by other factors outside the scope of this study. This finding is consistent with Sriulina and Anatan (2025) and supported by Hariyati et al. (2022); Rahmadani and Mardalis (2022); Tiyanti et al. (2025), who state that self-efficacy and motivation together enhance work readiness, and is relevant to Brady's (2010) work readiness theory, which emphasizes the importance of skills, character, responsibility, and self-perception.

Although Haq and Adiwati (2024) found that motivation based on basic needs is insufficient to shape work readiness and that self-confidence is not necessarily significant, this study confirms that self-efficacy and motivation are two complementary factors in shaping work readiness, as emphasized by Astuti and Amri (2024), and thus need to be strengthened through applied learning, internship experiences, and the development of soft skills to produce professional graduates (Nurrahman, 2021).

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that self-efficacy and motivation have a positive and significant effect on the work readiness of Office Administration Education students at Surabaya State University, both partially and simultaneously. Self-efficacy was found to enhance work readiness, with the most dominant indicator being the "strength" aspect (the firmness of belief), followed by 'magnitude' and "generality," indicating that confidence in one's abilities is the primary factor in addressing workplace

challenges. Motivation also exerts a significant influence, with the highest indicator being physiological needs, followed by expectations and aspirations, the need for self-esteem, interest in entering the workforce, and environmental incentives. Together, self-efficacy and motivation reinforce work readiness, where self-confidence fosters the courage to face opportunities and challenges, while motivation drives efforts to develop skills and gain experience.

For future researchers, it is recommended that subsequent studies expand the scope of the subjects to include not only students in the Office Administration Education Program at Surabaya State University, but also involve other programs, faculties, or universities to achieve broader generalizability. Additionally, future research is expected to include mediating or moderating variables to examine the relationship between self-efficacy, motivation, and work readiness more comprehensively, as well as consider other variables such as social support, work experience, aptitude, interests, digital skills, and organizational experience. The use of qualitative approaches or mixed methods is also recommended to provide a deeper and more comprehensive understanding of the factors influencing students' work readiness.

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