The Contribution of Undergraduate Students' Self-Esteem and Academic Achievement to Their Career Readiness

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Abstract: The study was conducted to determine the contribution of students' self-esteem and academic achievement towards their readiness in the pursuit of their careers. This study was conducted using a quantitative method which included a cross-sectional survey design. A total sample of 100 students who study at the English Tadris (TBI) Department of IAIN Imam Bonjol Padang, West Sumatra, were selected as respondents. The findings of the survey showed that the TBI students had high self-esteem, good academic achievement and medium career readiness career. The study also found that self-esteem and academic achievement each contributed partially to students' career readiness the implications of this research is to provide the valuable information for the university on the importance of students' self-esteem, academic achievement for career readiness. This finding can be used as a basis for designing an intensive program for career counseling for undergraduate students.

Keywords: Self-esteem, academic achievement, readiness for career, Undergraduate students.

INTRODUCTION

The ability of individuals to select the best career in their lives is very much influenced by several different factors. Two important factors that lead to career success are competence and networking. In the educational sector, however, self-esteem and academic achievement are two most important factors for making good career choices (Fairclough, 2005; Kharsah & Fatmawati, 2016; Nuthana, 2007; Srivastava & Joshi, 2011). In fact, self-esteem and academic achievement are two interrelated variables that lead to one's future career. Alves-Martins, Peixoto, Gouveia-Pereira, Amaral, & Pedro (2002; Eric Chukweru Amadi (2015); and Martín-Albo, Núñez, Navarro, & Grijalvo (2007) mentioned that self-esteem can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive and negative dimensions. This suggests that self-esteem is the individual's own appreciation of his/her own ability.

Self-esteem influences individuals of all backgrounds. For example, students in all levels of education are required to have a high level of self-esteem to enhance their academic achievement. (Bhagat (2016); Harris, (2009); Joshi & Srivastava (2009) found the correlation between the two variables. This is because self-esteem is seen as the value one places on one's own self, and thus a positive self-valuation will indeed help a student excel academically.

All students are required to reach certain levels of academic achievement, and it is seen as a key criterion to judge one's total potentialities and capabilities (Bergami & Bagozzi, 2000; Dahlbeck & Lightsey Jr, 2008; Joshi & Srivastava, 2009a). Thus, both self-esteem and good academic achievement are important factors that help students prepare for their work career upon their graduation from the university (S. J. Fairclough & Ridgers, 2010; Greenwald & Farnham, 2000).

There have been several studies conducted to explore the relationship between self-esteem and the enhancement of learning achievement. (Pullmann & Allik, 2008), for example, found that students who have high level of self-esteem tend to have a good critical thinking compared to those who do not have self-esteem. (Dahlbeck & Lightsey Jr, 2008; Greenwald & Farnham, 2000) also reached a similar conclusion, in which they suggest that students who have self-esteem will be more confident and are also positive that they will have a brighter future. In addition, (Okoko, 2012) also revealed that self-esteem has a significant correlation with students' achievement. He found that students with high self-esteem will tend to have better academic achievement, while the lower self-esteem one posses the lower their academic achievement will be. A research by (Kammeyer-Mueller, Judge, & Piccolo, 2008) found that self-esteem indeed helps someone pursues their bright future. However, good career does not necessary help increase one's self-esteem.

However, the study on the correlation between self-esteem, academic achievement and work career in combination has been lacking. This current study is also different from other previous studies in terms of the setting of the research and also variables tested. This study was conducted at Faculty of Education and Teacher Training, Imam Bonjol State Islamic Institute, Padang, West Sumatra, Indonesia. Two independent variables,

self-esteem and academic achievement, were used to measure a dependent variable, which is the readiness for career.

METHODOLOGY

This research was conducted using cross-sectional survey and analyzed using linear regression. The primary data were obtained through a survey using self-administered questionnaires. Self-esteem and readiness for career were measured based on the minimum score interpretation as shown in table 1.

Table 1. Interpretation of the mean score on self-esteem and readiness for career

Mean score	Interpretation of the mean score
<.20	low level
2.01-3.00	moderate level
3.01-4.00	high level

Meanwhile, for the students' academic achievement, the data were taken from documentation of students' achievement in the Engish Tadris Department, Faculty of Islamic Education and Teacher Training, IAIN Imam Bonjol Padang.

Two questionnaires were used to collect the data:
Self-esteem scale: This 40-item scale assesses respondents' self-esteem using a 4 Likert scale that ranged from (1) strongly disagree, (2) disagree, (4) agree and (5) strongly agree for positive statements respectively. By contrast, for negative statements, the questionnaire were organized in reverse, in which (4) strongly disagree, (3) disagree, (2) agree, and (1) strongly agree. The scale showed moderately high reliability with Cronbach alpha coefficient of 0.82.

Career Readiness: This 30-item scale measures levels of career readiness. This self-report questionnaire using a 4 Likert scale ranged from (1) strongly disagree, (2) disagree, (3) agree and (4) strongly agree. Meanwhile, in negative statement, the scale is ranged in which (4) strongly disagree, (3) disagree, (2) agree, and (1) strongly agree. The Cronbach alpha for the scale was 0.81, indicating a high reliability.

Hypothesis test: This test was conducted to prove the whether there is significant contribution of self-esteem (X_1), academic achievement (X_2) to readiness for career variable (Y), both simultaneously and partially. Simultaneous tests were done by calculating the value of F, if the F_{count} is greather than F_{table}, the results can be claimed that self-esteem and academic achievement simultanously correlate with students' career readiness. The partial influence of independent variables on dependent variable was determined by calculating the t value for each independent variable.

Population and Sample
The population of this research was the 168 students of the Department of English Education, Faculty of Education and Teacher Training, who entered during the academic years of 2008, 2009, 2010, and 2011. The following table shows details on the population of the research.

Table 2. Population

No	Students	Number
1	Students of 2008	7
2	Students of 2009	38
3	Students of 2010	59
4	Students of 2011	64
	Total	168

Source: Academic and student affairs. Faculty of Education and Teacher Training Imam Bonjol State Islamic Institute 2015

For the sample, 60% of the total population were chosed through proportional random sampling technique.

Table 3. Sampling of the respondents

No	Students	Number
1	Students of 2008	4
2	Students of 2009	23
3	Students of 2010	35
4	Students of 2011	38
	Total	100

Approximately 100 students filled in the self-esteem and career readiness questionnaire.

Data Collection

A pilot study was conducted before the data collection process began. Prior to the data collection process, written permission from the Faculty of Islamic Education and Teacher Training was sought by the researcher. In the permission letter, the research objectives, purposes and procedures were thoroughly explained. Once the permission was granted, questionnaires were then distributed to the selected participants. Researchers were assisted by the coordinators of the batch in distributing the questionnaires. All Batch coordinators involved in the study were briefed about the research objectives and procedures. All the data were then analyzed using descriptive and inferential statistics through the Statistical Package for Social Sciences (SPSS) Version 18.

Data Analysis

The data were anaylized by means of descriptive and inferential statistics. It describes the influence of independent variables on dependent variable, in which the mean scores were compared. The research also used Pearson correlation technique and the analysis of linear regression in data analysis (Creswell, 2002). The data were analysed using SPSS 18 for Windows. The instruments were validated, and the findings were tested for normality and homogeneity of data.

RESULTS AND DISCUSSIONS

Descriptive Findings

Self-esteem in this study refers to the the assessment of the students' attitude on their own achievement and qualifications. According to Huitt (2004) self-esteem is one's attitude on oneself, of how individuals respect and appreciate themselves. (Eric Chukweru Amadi, 2015; S. J. Fairclough & Ridgers, 2010; Kammeyer-Mueller et al., 2008) also emphasized that self-esteem is one appreciation of one's own qualification. In addition, Joshi & Srivastava, 2009b; Nyadanu, Garglo, Adampah, & Garglo, 2014) suggested similar tones on the nature of self-esteem, in which he states that self-esteem is developed through positive interactions between oneself and others in their surroundings.

Self-esteem was tested by 40 questions, in which the high score was 156, while the lowest score was 111. The data was analyzed to find mean, median, standard deviation and the level of achievement, as can be seen in the following table.

Table 4. The Frequency of Self-esteem

Interval	Tt	Frequency	total
150 -169	155	10	1550
140 -149	145	13	1885
130 – 139	135	38	5130
120 – 129	125	26	3250
110 119	115	13	1495
		100	13310

After the data was tabulated and analyzed, the findings of the study showed that the mean score of self-esteem was 133.10, with a standard deviation of 7.893 and median 134.190 and mode 134.870. Measuring the score distribution results in mean and median (133.10 and 134.190), which is not very different. It indicates that self-esteem score is normally distributed, which is about 83.125. This means that students' self-esteem can be considered high.
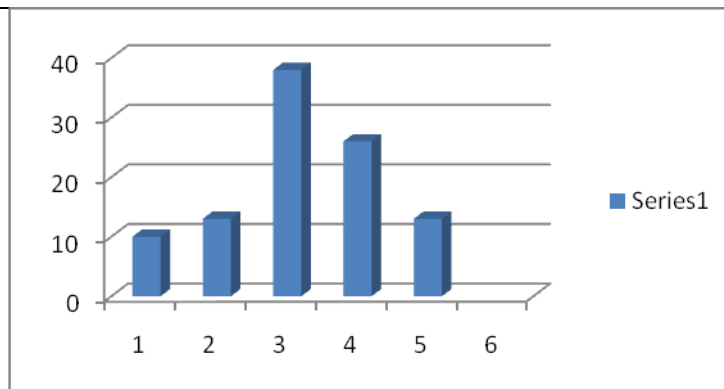
Figure 1: The distribution of self-esteem variable

Academic Achievement

Data on students' academic achievement is obtained from the archive of students' record in the department of English Language Education. The record shows that the highest GPA is 3.68 and the lowest is 2.22.

Table 5. Frequencies of academic achievement

Interval	Tt	Frequencies	Total
3.40 – 3.69	3.55	37	131.35
3.10 – 3.39	3.25	38	123.50
2.80 – 3.19	2.95	24	70.8
2.50 – 2.79	2.65	0	0
2.20 – 2.49	2.35	1	2.35
		100	3.28

Based on the measurement of students' GPA, we found that their mean GPA to be 3.28. This suggests that students' academic level is 82 % and can be considered good.
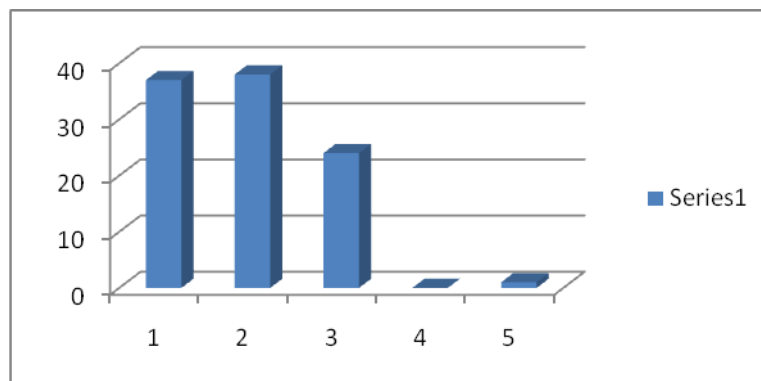

Figure 2. Student academic achievement.

The above findings are in line with Suryabrata (2001) who stated that the indicators for high academic achievement are seen through various respects, one of which is grade point average (GPA). The GPA is seen as a good success indicator. This is because GPA is the result of continuous, consistent and valid assessment of students' level of expertise.

1. Readiness to Pursue Career

To analyze this variables, we identify positive and negative response 4 – 3 – 2 – 1 for positive response and 1– 2–3 – 4 for negative response.

Based on the number of items and scoring of the three variables, scores were in the range of 34 -136, while in the research, we found that the range of score on students' readiness for career is between a low score of 82 and a high score of 126.

Table 6. The distribution on readiness for career

Interval	tt	Frekuency	Total
120 – 129	125	3	375
110 – 119	115	40	4600
100 – 109	105	39	4095
90 -99	95	15	1425
80 – 89	85	3	255
		100	10750

The analysis of score distribution, we found that the average score is (means = 107.50), with standard deviation 11.547, median 106.70, and 105.65. The finding shows that students' career readiness seems to be normally distributed. Further analysis suggests that students' readiness to pursue a career is 79.04%, meaning it at a good level.
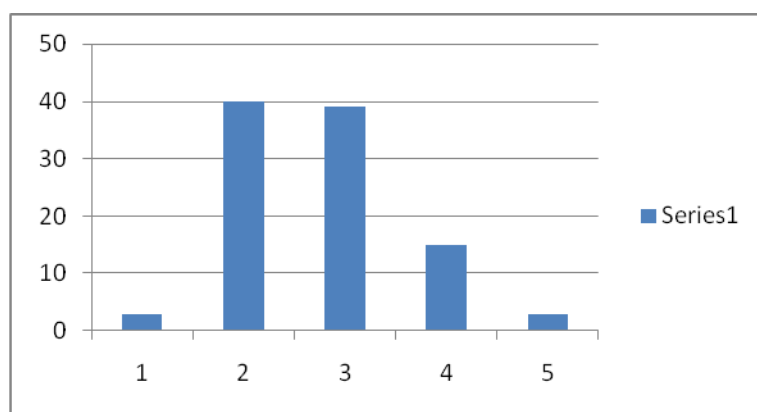

Figure 3. The frequencies of readiness for carreer.

The Contribution of Self-Esteem to Readiness for Career
The study found that there was a significant contribution between self-esteem to career readiness. The result of correlation can be seen in the following table:

Table 7. Correlation between self-esteem to readiness for carrier

		X1	Y
X1	Pearson Correlation	1	.478(**)
	Sig. (2-tailed)		.000
	N	100	100
Y	Pearson Correlation	.478(**)	1
	Sig. (2-tailed)	.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

The result of correlation ($r.x_1y$) between self-esteem (x_1) to readiness for career(y) is 0.478 and the determination coefficient (R^2) is 0.228 with $p < \alpha$ 0.05. It indicated that the contribution of self-esteem to readiness for career of TBI students was 22.8%. In other words, 77.2 % was influenced by other factors. Thus, students with high self-esteem can be considered to have good carrier readiness .

The Contribution of Academic Achievement to Career Readiness
The study found that there was a significant contribution of academic achievement to career readiness. The result of correlation can be seen in the following table:
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Table 8. Correlation between academic achievement to career readiness

		X2	Y
X2	Pearson Correlation	1	.425(**)
	Sig. (2-tailed)		.000
	N	100	100
Y	Pearson Correlation	.425(**)	1
	Sig. (2-tailed)	.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed).

The result of correlation (rx_1y) between academic achievement (x_2) to readiness for career(y) is 0.425 and the determination coefficient (R^2) is 0.180 with $p < \alpha$ 0.05. It indicated that the contribution of academic achievement to readiness for carier of TBI students was 18%. In other word, 82% was influenced by other factors. Thus, a student with high academic achievement would have a good career readiness.

The Contribution of Self-Esteem and Academic Achievement Simultaneously to Career Readiness
The study found that there was a significant contribution between academic achievement to career readiness. The result of correlation can be seen in the following table:

Table 9. The Correlation between self-esteem, academic achievement simultaneously to career readiness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	63.208	8.153		7.753	.000
	X1	.329	.061	.478	5.387	.000
2	(Constant)	42.941	10.428		4.118	.000
	X1	.252	.064	.366	3.914	.000
	X2	9.306	3.152	.276	2.952	.004

Dependent Variable: Y

The regression analysis is:
Y $= a + b_1X_1 + b^2 X_2$
Y $= 63,208 + 0,329 X_1 + 42.941 + .32.906 X_2$

The analysis of linear regression between self-esteem and readiness for career was 0.540 with determination coefficient $r^2 xy = 0.292$. Then, sig. F change was 29.022 at the level of <0.05. If, F_{count} was greater than F_{table} at the level $\alpha < 0.05$, the null hypotheses (Ho) was rejected. It means that self-esteem and academic achievement simultaneously contributed positively to students' career readiness. In other word, the TBI students' readiness for career were determined by self-esteem and academic achievement (29.2%) simultaneously.

The students who had high self-esteem would have a high readiness for carrier. While, the students' who got good academic achievement would have a high readiness for their careers. These findings supported (Ross & Broh, 2000; Salmela-Aro & Nurmi, 2007; Swann Jr, Chang-Schneider, & Larsen McClarty, 2007) who stated that the choice of career is the implementation of students' self-concept and self-esteem. He added that self-esteem is the main indicator for career choice. (Josiam et al., 2009) stated that self-esteem influenced the choice of career. Self-esteem becomes the cognitive and social aspects of people. It plays an important role in human life. If the students' self-esteem increases, their readiness for career increases as well. The study also proved the research which has been conducted by (Fairclough, 2005). He found that the students who have high self-esteem would have strong motivation to get good jobs and they also would have a positive attitude towards their career.

The second research finding showed that there was a significant contribution of academic achievement to TBI students' readiness for carrier. In other word, 18% of students' academic achievement contributed to career

readiness. Bhagat, 2016) statad as students' knowledge increase, they will have better motivation for their career in the future.

Similarly, findings of the research conducted by (S. J. Fairclough & Ridgers, 2010) showed that academic achievement is one of important aspects in preparing students' readinness for career. In the context of Indonesia, Grade Point Average (GPA) is one of requirements for getting a job.

The third research finding shows that there was a significant contribution of self-esteem and academic achievement simultaneously to the students' career readiness. It was 29.2% of the two variables contributed to students' readiness for carrier. This research has proved several research findings conducted by (S. L. Fairclough, 2005; Joshi & Srivastava, 2009b; Srivastava & Joshi, 2011). They have determined that both self-esteem and academic achievement influenced the students' readiness for carrier. Thus, programs like ours should design several programs that make their students become ready for their career in the future.

CONCLUSIONS AND IMPLICATIONS

The overall analysis of three research variables; self-esteem, academic achievement, and readiness for career concluded that the TBI students had high self-esteem (83,1%), the level of academic achievement was good (82 %), and the readiness for career is in medium (79.04%). Meanwhile, the study found also three statistically significant contributions that: 1). Self-esteem partially contributed to students' career readiness, 2). Academic achievement partially contributed to students' career readiness, and 3). The two factors contributed simultanously to students' readiness for their careers.

The results of the study implied that it is important for English Tadris Department at Faculty of Islamic Education and Teacher Training to prepare the graduates to be ready in doing their career as English teachers. The readiness for career is not only caused by students' self-esteem and academic achievement but also it should be supported by systematic career supervision throughout their studies at IAIN Imam Bonjol Padang. In other words, students' career readiness career cannot be fully achieved without providing them with an effective career counseling program.

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