



## **THE ROLE OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON THE CAREER READINESS OF MILLENNIAL STUDENTS**

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*This research aims to analyze the influence of self-efficacy and emotional intelligence on the career readiness of millennial students in Surabaya. The sample was 30 which was determined using accidental sampling technique. The data analysis technique uses SPSS 27. The research results show that self-efficacy and emotional intelligence have a significant positive effect on the career readiness of millennial students. Students who believe in their abilities adapt more easily to new work environments. They tend to feel more ready to adapt to organizational culture and job demands, so they are ready for a career. Students who have high emotional intelligence tend to be better at managing their emotions, both in pressure situations and when facing challenges at work. This can help them stay calm and think clearly, which is important in solving problems.*

**Keywords:** *Emotional Intelligence, Self-Efficacy, Career Readiness, Millennial Students*

### **A. INTRODUCTION**

Stability of decision making at work is a person's ability to make appropriate and effective decisions in the work context. This is important because the decisions taken can affect the performance of individuals, teams and the organization as a whole later. Likewise with millennial students, who will definitely continue into the world of work after graduating from college. The millennial generation is often referred to as Generation Y (Sabilah et al., 2021). A student's career decision is an important step that can influence their future. In making this decision, of course there are several factors that students need to consider, including passion and competence. Students need to understand what they are interested in and what makes them enthusiastic and satisfied in their work and consider the skills they have and how these skills can be applied in the world of work.

Apart from that, students also need to consider how the career they choose can affect the balance between personal and professional life. Some jobs may demand more time and energy than others. The world of work is always changing, so it is important for students to have a flexible and open attitude to these changes. With careful thought and good consideration, students can make career decisions that suit their aspirations, beliefs and life goals. Self-efficacy, or self-efficacy, is a person's belief in their ability to complete tasks and achieve certain goals. The influence of self-efficacy on a student's work readiness is very significant and can be seen from several aspects: Students with high self-efficacy are more confident in making career-related decisions, such as choosing a field of work, applying for a position, or negotiating a job offer. Students who are confident in their abilities tend to be more proactive in developing skills relevant to the world of work, either through work experience, internships or additional education. Self-efficacy also contributes to how students view themselves in a professional context.

Students who are confident in their skills and knowledge are more likely to feel ready to enter the world of work. Many studies show that students who have high self-efficacy tend to be more prepared and successful in entering the job market. Therefore, it is important to support and build students' self-efficacy during their studies, so that they can prepare themselves well for the world of work. There is a significant positive influence of self-efficacy on career decision making (Akbar, et al., 2024; Febriana and Masykur, 2021). Apart from self-efficacy, something that influences career readiness is emotional intelligence (Sabilah et al., 2021). Emotional intelligence has an important role in career readiness because it has a positive impact on implementing a better career. Based on this, it is important to do related research, "The role of emotional intelligence and self-efficacy in the career readiness of millennial students".

### **Self-Efficacy**

Self-efficacy is the drive that exists within an individual to achieve desired goals (Mufidah et al., 2022). There is a significant influence of self-efficacy on career readiness (Aprilita & Trisnawati, 2022); (Sholiha & Sawitri, 2021); (Baiti et al., 2017); (Baiti et al., 2017); (Rocmah et al., 2024); (Lavepian et al., 2024). Self-efficacy has several functions in individual activities, namely cognitive function, motivational function, affectional function and selective function. The cognitive function of self-efficacy is that it influences the cognitive goals of an individual's personality. The stronger your self-efficacy, the higher your desired goals will be. Motivational function, within an individual there is motivation that is useful for directing thoughts regarding the desired future. The affective function leads to the individual's coping ability to overcome the stress and depression they face. Selective function, refers to the individual's ability to choose the chosen activity or goal (Bandura, in Mufidah et al., 2022). According to Smith, (Sya'dullah in Wahyudin & Astuti, 2020) indicators of self-efficacy refer to the dimensions of self-efficacy, namely level, strength and generality. By looking at these three dimensions, indicators of self-efficacy are determined, namely:

- a. Confident can perform a specific task; Individuals believe they can carry out certain tasks, where the individual himself determines what tasks (targets) must be completed.
- b. Confident can motivate oneself to take the actions necessary to complete the task.
- c. Believe that individuals are able to try hard, persistently and diligently in order to complete tasks using all the resources they have.
- d. Confident that he is able to survive the obstacles and difficulties that arise and is able to recover from failure.
- e. Confident that he can solve problems in various situations or conditions.

**Emotional intelligence**

Emotional intelligence is a skill that is possessed to control oneself, one's emotions and feelings to lead to a positive impact (Sabilah et al., 2021). There is a positive and significant influence of one's emotional intelligence on career readiness (Aprilita & Trisnawati, 2022); (Harahap & Sagala, 2019); (Fitriani et al., 2021). If someone has a high level of emotional intelligence, then he or she will be better able to face challenges in the world of work and have a better level of work readiness (Nurjaman et al., 2023). Indicators of emotional intelligence are as follows (Sabilah et al., 2021):

1. It is not difficult to understand your own emotions.
2. Can be aware of the causes of triggered emotions.
3. Can change emotions (angry, bored, or surprised) easily.
4. Can display different emotions to different people or situations.
5. Can handle personal reluctance to achieve certain goals or objectives.
6. Believe that you have the opportunity to be even greater in the future.
7. Can understand other people's emotions or feelings.
8. Be willing to listen to friends and family who complain.
9. Enjoys making new friends by doing organizational activities.
10. Can make the meeting atmosphere more enjoyable

**Career Readiness**

Career readiness is the overall condition in which an individual is physically and mentally ready to carry out work-related activities. Each individual has different work readiness, therefore work readiness needs to be considered before the individual enters the real world of work so that the individual can adapt to the work environment well and get a job that suits their interests (Nurjaman et al., 2023). Indicators of work readiness according to Brady (in Ardias et al., 2020):

1. Responsibility. Has the desire to be responsible for his work (Responsible for working according to the specified time and responsible for everything until the work is completed).
2. Flexibility. A person's ability to place and adapt quickly and easily to their work environment. Someone who is able to adapt to changes and demands in the workplace environment, be it changes in work schedules, work assignments and working hours).
3. Skills. A person who is ready to work knows that the abilities and skills he has are his own strength to carry out tasks at work. A worker must also be willing to learn new skills to support better work results through various training and continuing education programs.
4. Communication. Able to interact with other people.
5. Self view. Have confidence in your abilities to carry out your work.
6. Health and Safety; (a) Have physical and mental health. (b) Willing to follow work directions and procedures to maintain work safety.

**B. RESEARCH METHOD**

This research method describes the types and. Data sources come from primary and secondary data. Primary data was obtained from questionnaires distributed to respondents.

The research sample was 30 which was determined using accidental sampling technique, namely students at STIESIA Surabaya who had completed their final semester. Data analysis techniques use SPSS 27 software. Several previous studies stated that self-efficacy and emotional intelligence influence career readiness. Based on these results, two hypotheses are proposed as follows:

- 1) There is a positive and significant influence between self-efficacy on the career readiness of millennial students.
- 2) There is a positive and significant influence between emotional intelligence on the career readiness of millennial students.

### C. RESEARCH & DISCUSSION RESULTS

In calculating the validity and reliability for the indicators for each variable, valid and reliable results were obtained. The results of the instrument reliability test for each variable have a Cronbach's Alpha value of 0.810 (career readiness variable); 0.858 (self-efficacy variable) and 0.869 (emotional intelligence variable). Thus, all instruments for each variable are reliable because the value is  $> 0.70$ . The data is presented in table 1 below:

Table 1: *Reliability Statistics*

<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
Self-Efficacy	0,858	5
Emotional Intelligence	0,869	10
Career Readiness	0,810	6

Source: Processed Primary Data (2024)

The results of the simultaneous test (F test) show that the SPSS output (shown in the sig. column) has a value of  $0.000 < 0.05$  (smaller than the significance level of 0.05). So the conclusion is that there is a significant influence between the variables of self-efficacy and emotional intelligence on career readiness simultaneously and the estimated regression model is suitable to be used to explain the influence of the variables of self-efficacy and emotional intelligence on career readiness. Table 2 below presents the results of the simultaneous test (F test):

Table 2: Simultaneous Test Results (F Test)

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	145.846	2	72.923	32.213	.000 <sup>b</sup>
	Residual	61.121	27	2.264		
	Total	206.967	29			

a. Dependent Variable: Career Readiness

b. Predictors: (Constant), Emotional Intelligence, Self-Efficacy

Source: Processed Primary Data (2024)

The calculation results show that the coefficient of determination (R Square) in table 3 is 0.705, indicating that the influence of the variables self-efficacy and emotional intelligence on career readiness is simultaneously 70.5%, while 29.8% is influenced by other variables. Table 3 is referred to as follows:

Table 3: Simultaneous Coefficient of Determination Results (R<sup>2</sup>)

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.839 <sup>a</sup>	.705	.683	1.505	2.089

a. Predictors: (Constant), Emotional Intelligence, Self-Efficacy

b. Dependent Variable: Career Readiness

Source: Processed Primary Data (2024)

The results of the partial test (t test) on the variables of self-efficacy and emotional intelligence have a significance value of 0.001 (<0.05). This states that partially the variables of self-efficacy and emotional intelligence have a significant effect on career readiness. This research supports the research results of Rocmah et al. (2024) & Lavepian et al (2024) which states that there is a significant influence of self-efficacy on career readiness, and supports the results of Aprilita & Trisnawati (2022) and Fitriani et al. (2021, who states that emotional intelligence influences career readiness. By looking at the coefficient values in the table, the regression equation in this research can be formulated, namely:  $Y = 4.153 + 0.503 \text{ Self-Efficacy} + 0.258 \text{ Emotional Intelligence}$ . The partial test results are presented in table 4 below:

Table 4: Partial Test Results (t)

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.153	2.733		1.520	.140		
	Self-Efficacy	.503	.140	.470	3.588	.001	.639	1.566
	Emotional Intelligence	.258	.072	.469	3.582	.001	.639	1.566

a. Dependent Variable: Career Readiness

Source: Processed Primary Data (2024)

Table 4 also shows that the VIF value for the self-efficacy and emotional intelligence variables is both 1.566, while the Tolerance value is 0.8639. Because the VIF value of both variables is <5, it can be said that there is no multicollinearity in the two independent variables. Then the results of the normality test (Normal P-P Plot) presented in Figure 1 show that the distribution of these points is relatively close to a straight line (diagonal). So it is concluded that the residual data is normally distributed. The Normal P-P Plot image is presented in Figure 1 as follows:

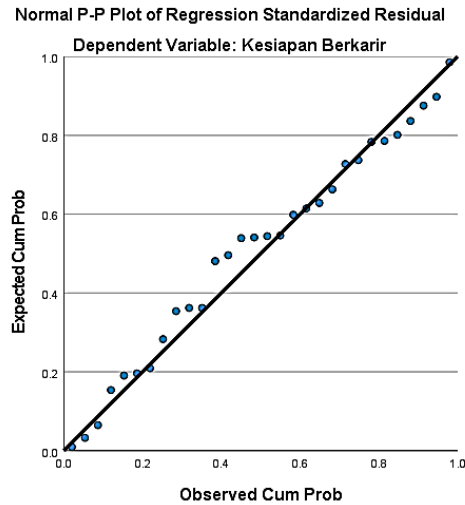


Figure 1. Normality Test (Normal P-P Plot)  
Source: Processed Primary Data (2024)

The results of the heteroscedasticity test show that the distribution of points does not form a particular pattern, so the conclusion is that heteroscedasticity does not occur (homoscedasticity occurs). The classic assumption about heteroscedasticity in this model is fulfilled, namely it is free from heteroscedasticity. The heteroscedasticity test image is presented in Figure 2 as follows:

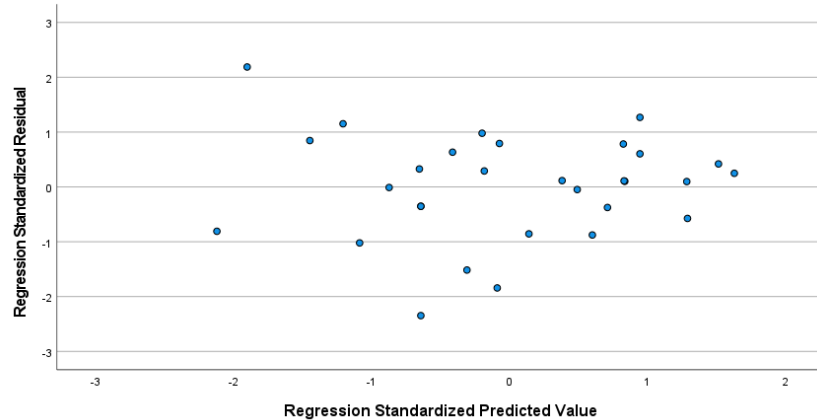


Figure2. Heteroscedasticity Test (Scatterplot)  
Source: Processed Primary Data (2024)

#### D. CONCLUSION

Based on the results of the data processing that has been carried out, it can be concluded that self efficacy and emotional intelligence have a significant effect on career readiness. In this case, self-efficacy plays an important role in preparing students to enter the world of work, helping them overcome the challenges they may face, and increasing their success in their future careers. Confidence in one's abilities can help students make better decisions regarding careers, find internship opportunities, or apply for jobs. Students

who believe in their abilities adapt more easily to new work environments. They tend to feel more ready to adapt to organizational culture and job demands, so they are ready for a career. Students who have high emotional intelligence tend to be better at managing their emotions, both in pressure situations and when facing challenges at work. This can help them stay calm and think clearly, which is important in solving problems. In the context of career preparation, educational institutions can help students develop emotional intelligence through training, workshops, and practical experiences that emphasize the importance of interpersonal skills and emotional management abilities. This will prepare them to face the dynamics and demands of an increasingly complex world of work.

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