


Self-Confidence and Career Development of Students Based on Geographical Background in the Context of Modern Industrial Counseling

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Article Information	ABSTRACT
Received: April 2025	<p><i>Background:</i> Readiness to enter the workforce in a dynamic industrial era is strongly influenced by individuals' psychological conditions, particularly self-confidence as an aspect of self-efficacy. <i>Aim:</i> This study aims to describe the level of self-confidence, the respondents' social relationship status, and to identify the association between these variables in the context of developing work readiness through industrial guidance and counseling. <i>Method:</i> This study employs a quantitative, descriptive design. <i>Results and Discussion:</i> The research subjects comprised 204 respondents, and data were collected using a closed-ended questionnaire on a categorical scale. Data analysis was conducted using descriptive statistics and cross-tabulation to identify patterns of relationships between variables. The results indicate that the majority of respondents have moderate to high self-confidence, with almost none falling into the low category. The respondents' marital status is predominantly unmarried; however, it does not appear to have a significant influence on self-confidence levels. <i>Conclusion:</i> These findings emphasize that strengthening self-confidence can be a primary focus of industrial counseling interventions to support readiness in facing the work environment. This study recommends expanding the range of variables in future research to include motivation, interpersonal skills, and social support to achieve a more comprehensive understanding of young people's work readiness.</p> <p>Keywords: Industrial Counseling, Self-Confidence, Self-Efficacy, Social Relationship Status, Work Readiness.</p>
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INTRODUCTION

The increasingly dynamic and competitive development of the industrial world requires graduates of vocational and technical education to possess well-developed career-readiness, not only in technical competence but also in psychological aspects such as self-confidence and career planning. However, in reality, many graduates are still not fully prepared to enter the workforce, as reflected in high unemployment rates or mismatches between competencies and industrial demands. This condition underscores the urgency for educational institutions and counseling services to understand the psychosocial factors that influence work readiness. In this context, examining self-confidence and career development becomes essential as part of preparation for the transition into the industrial world.

Several previous studies have examined the relationship between self-efficacy (career self-confidence) and various aspects of career planning or work readiness. For example, a study by Fatwa Tentama et al. (2019) found that self-efficacy significantly affects the work-readiness of vocational high school students. Furthermore, Diana Masturina (2025) reported that self-confidence, together with self-competence,

significantly contributes to university students' career planning. Nevertheless, the literature incorporating contextual variables, such as socio-geographical background (rural versus urban), remains relatively limited. Therefore, this study seeks to fill this gap by examining how place of birth or geographical origin relates to self-confidence and career development, and its implications for readiness to enter the industrial world.

Based on the above phenomena and literature, several research questions are proposed to explore key variables in the context of vocational education and industrial work preparation. These questions include: (1) Are there differences in self-confidence levels among students based on place of birth (rural versus urban)? (2) How do levels of career development differ among students based on place of birth? (3) To what extent is self-confidence related to career development ability as an indicator of readiness to enter the industrial world? These questions are expected to yield clear empirical insights into psychological and career-related variability across socio-geographical backgrounds.

In response to these research questions, this study aims to identify differences in self-confidence and career development by place of birth and to explore the relationship

between self-confidence and career development among students. The contribution of this study is expected to enrich the literature on industrial guidance and counseling by incorporating the contextual variable of socio-geographical background, thereby enabling the findings to serve as a foundation for counseling practices and career planning that are more responsive to individual characteristics. In addition, this study is expected to assist vocational education institutions in designing more targeted career guidance interventions to better prepare students for entry into the workforce.

METHOD

This study employed a descriptive, quantitative approach to objectively and quantitatively describe students' levels of self-confidence and career development by place of birth. The quantitative approach is recognized as being capable of providing a systematic depiction of psychological phenomena in educational and industrial contexts (Ivankova & Plano Clark, 2018). A descriptive research design was selected as it is appropriate for exploring the actual conditions of research subjects without applying treatment or manipulating variables (Sugiyono, 2019). Through this design, the study focuses on presenting empirical data as a basis for more in-depth analysis within the framework of industrial guidance and counseling services.

The study was conducted at a secondary school that applies a vocational orientation and maintains linkages with the industrial sector. The research site was chosen because vocational schools represent educational environments that directly prepare students to enter the workforce, making psychological variables such as self-confidence and career development highly relevant to measurement. The research subjects consisted of 204 students, categorized into two groups based on place of birth—rural and urban—thus enabling comparative analysis grounded in socio-geographical background.

Respondents were selected using a total sampling technique, whereby all students who met the inclusion criteria were included as research participants. This approach aligns with Creswell and Creswell (2018), who argue that full subject participation within a specific context can strengthen the external validity of descriptive research. Moreover, the demographic diversity of respondents supports a more comprehensive mapping of psychological conditions within the context of industrial work readiness.

Data were collected using a questionnaire instrument developed based on indicators of self-confidence and career development variables. Instrument development was guided by self-efficacy theory, which emphasizes individuals' beliefs in their ability to manage challenges (Bandura, 2016), and by career development theory, which highlights career exploration and planning beginning in secondary education (Savickas, 2019). The data collection procedure ensured confidentiality and respondent comfort, allowing students to

answer honestly about their actual conditions to minimize response bias.

The subsequent stage involved data processing, which involved categorizing respondents' scores into three levels: high, moderate, and low. This categorization structure was based on percentile analysis, commonly used in quantitative research in educational psychology, to facilitate the classification of respondents' characteristics into specific groups (Azwar, 2017). The data were then recategorized by place of birth to allow comparisons between groups to be conducted in a structured, measurable manner.

Data analysis was conducted using descriptive statistical techniques, including percentage calculations and frequency distributions, to assess trends in the research variables within each category. Descriptive statistics are considered effective in providing an initial empirical overview of psychological phenomena before further relational analysis (Field, 2018). The final data were presented in tables and narrative descriptions to ensure clarity and serve as a basis for consideration in the practice of industrial guidance and counseling services within schools and in business and industry sectors.

RESULTS AND DISCUSSION

Results

The results of the study indicate that students' levels of self-confidence generally fall within the moderate category (57%), with 43% in the high category and 0% in the low category. When examined by place of birth, students from rural areas show a higher percentage of high self-confidence (46%) than those from urban areas (34%). These findings illustrate that geographical background influences patterns of self-adaptation within educational and social environments, including adjustment to work culture in industrial contexts. The tendency of rural students to demonstrate higher self-confidence suggests a greater capacity to adapt to work demands that require independence and courage—key characteristics for readiness to enter the industrial workforce. Thus, self-confidence emerges as a relevant indicator in career guidance services within the setting of Industrial Guidance and Counseling.

In addition, students' career development abilities predominantly fall within the moderate category (52%), with the high category accounting for 48% and the low category remaining at 0%. When viewed from the perspective of place of birth, a notable difference is observed: students from rural areas show a higher proportion in the high career development category (51%) than urban students (39%). This finding suggests that students from rural backgrounds tend to exhibit stronger tendencies toward career planning, which may be related to a motivation to improve family economic conditions through employment opportunities in the industrial sector. In the context of Industrial Guidance and Counseling, strong career development skills reflect students' readiness to understand job competency requirements, demonstrate future

orientation, and establish realistic career goals. Therefore, these findings emphasize the importance of guidance services in facilitating purposeful self-development aligned with the needs of a dynamic and competitive industrial world.

Table I presents the frequency and percentage data on students' self-confidence levels by score category and place of birth. This table is used to strengthen the quantitative

understanding of the self-confidence distribution illustrated in the diagram.

Table II presents the frequency and percentage distributions of students' career development by score category and place of birth. The presentation of this table aims to provide numerical details that support the visual results shown in the preceding diagram.

Table I. Self-Confidence Categories Based on Place of Birth

Score Category	Place of Birth				Total	
	Rural		Urban		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage		
High	66	46%	21	34%	87	43%
Moderate	76	54%	40	65%	116	57%
Low	0	0%	1	2%	1	0%
Total	142	100%	62	100%	204	100%

The data in Table I show that out of a total of 204 respondents, the majority fall into the moderate self-confidence category (57%), followed by the high category (43%). Respondents from rural areas tend to have a higher

proportion of high self-confidence compared to urban respondents, while the low category is almost nonexistent in both groups.

Table II. Career Development Categories Based on Place of Birth

Score Category	Place of Birth				Total	
	Rural		Urban		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage		
High	73	51%	24	39%	97	48%
Moderate	68	51%	38	61%	106	52%
Low	1	1%	0	0%	1	0%
Total	142	100%	62	100%	204	100%

The results in Table II indicate that most students fall into the moderate (52%) and high (48%) categories of career development. Students from rural areas are more represented

in the high career development category, while urban students are more dominant in the moderate category, indicating differences in career orientation by place of birth.

Overview of the percentage distribution of self-confidence categories and career development categories based on place of birth.

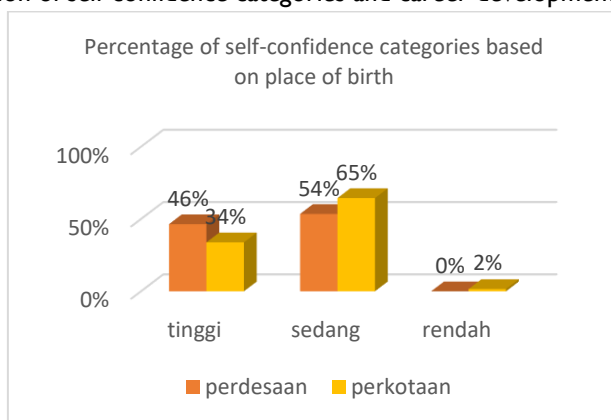


Figure I. Percentage of Self-Confidence Categories

Based on Figure I, students from rural areas have a higher percentage in the high self-confidence category (46%) than

urban students (34%). Meanwhile, the moderate category is more prevalent among urban students (65%), while the low

category is almost absent, indicating that respondents' self-confidence levels are generally moderate to high.

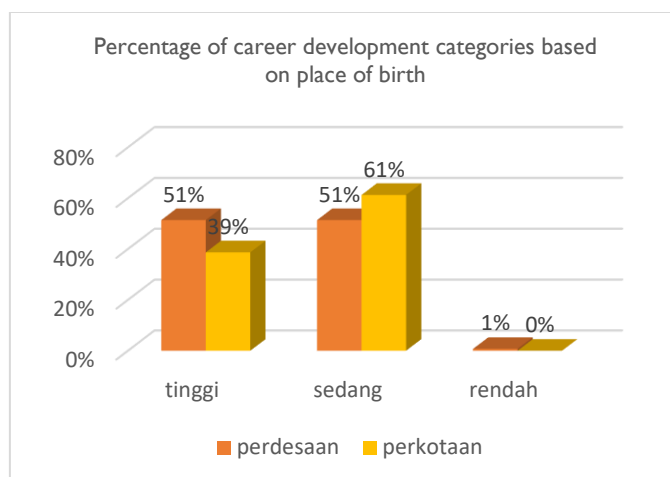


Figure II. Presentation of Career Development Categories

Based on Figure 2, students from rural areas have a higher percentage in the high career development category (51%) than those from urban areas (39%). Conversely, the moderate category is more prevalent among urban students (61%), while the low category is almost nonexistent, suggesting that overall career development tends to be moderate to high.

Discussion

1. Differences in Self-Confidence Based on Place of Birth

The results of the study indicate that respondents from rural areas tend to have a higher percentage of high self-confidence (46%) than those from urban areas (34%). This finding suggests that socio-geographical background—specifically rural versus urban settings—can influence the development of individual self-confidence. This phenomenon may be interpreted as an adaptation to rural environments, which may require individuals to develop greater independence and responsibility from an early age, thereby fostering stronger self-confidence. Several previous studies support a positive correlation between self-confidence and aspects of adaptation and personal readiness in educational and work contexts. For example, research on vocational high school students shows that self-confidence contributes to self-expression and the ability to adjust to the demands of industry-based classrooms. However, in career and future planning literature, most studies do not extensively differentiate participants based on place of birth. Therefore, this finding adds insight by highlighting that socio-geographical background should be considered a contextual variable in guidance and counseling services. This represents an important contribution to industrial counseling practice, particularly in designing interventions that are sensitive to students' or prospective workers' backgrounds.

2. The Relationship Between Self-Confidence and Career Development

In this study, career development was largely found to be in the moderate to high categories (approximately 48–52%). Respondents from rural areas had a higher percentage in the

high career development category (51%) than those from urban areas (39%). This finding suggests that higher self-confidence among rural participants is associated with greater motivation to plan and develop careers. In the context of Industrial Guidance and Counseling, this indicates that students or prospective workers from rural backgrounds may possess strong career potential, provided that they receive appropriate guidance.

These findings are consistent with recent studies examining the relationship between self-confidence and career planning. For instance, a study of junior high school students in Semarang found a significant positive correlation between self-confidence and career planning ($r = 0.588$). Similarly, research on vocational high school students has shown that self-confidence influences career planning. However, despite the emphasis on this positive correlation, relatively few studies have incorporated geographical background variables (rural vs. urban). Thus, the present findings enrich the literature by introducing a contextual variable that is relevant to industrial counseling practice, which is important for more accurately mapping career potential based on students' backgrounds.

3. Implications for Industrial Guidance and Counseling Services

According to guidance service definitions in the literature, guidance is a systematic, continuous process designed to help individuals understand themselves, direct their actions, and optimally develop their potential to adapt to their environment. In light of the present findings, disparities in self-confidence and career development by place of birth indicate that guidance and industrial counseling services should accommodate clients' socio-geographical backgrounds. Industrial counselors must recognize that students or prospective workers from rural areas may exhibit different levels of self-confidence and career development motivation compared to those from urban environments. Furthermore, the literature highlights that the development of psychological capital—such as career competence, social support, and self-efficacy—plays a crucial role in work

readiness and the transition into the workforce. Therefore, effective industrial counseling services should include efforts to build self-confidence, provide social support and career information, and systematically develop career competencies.

The findings of this study emphasize that counselors should avoid a "one-size-fits-all" approach and adopt contextualized strategies that account for individual backgrounds to ensure interventions are more effective and relevant.

Table III. Integration of Findings and Literature

Current Research Findings	Previous Research Findings / Literature	Implications for Industrial Guidance and Counseling
Higher self-confidence among students from rural areas compared to urban students.	Many studies show that self-confidence is positively related to self-expression and career readiness, but few differentiate geographical background.	Guidance and counseling interventions need to consider the geographical background and optimize the potential of rural students.
Career development among rural students tends to be higher than among urban students.	Correlational studies show that self-confidence is significantly associated with career planning/maturity.	Industrial guidance and counseling services should support career planning, career information, and the development of work competencies.
Variations in self-confidence and career development imply the need for contextual guidance and counseling services.	Counseling literature states that guidance is a systematic process to help individuals adjust to their environment.	Counselors/industry HR personnel need to identify specific needs and provide services tailored to individual backgrounds.

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CONCLUSION

The results of this study indicate that students' levels of self-confidence and career development generally fall within the moderate to high range, with a higher tendency among students from rural areas than among those from urban areas. These findings suggest that socio-geographical background shapes psychological independence and career orientation, thereby influencing students' readiness to meet the demands of the industrial world. Furthermore, there is an indication that self-confidence is positively associated with career development, underscoring the urgency of guidance and counseling services that support the strengthening of individual potential. The implications of these findings highlight the importance of an industrial counseling approach that is more contextual and adaptive, responding to the characteristics of students from diverse backgrounds. Thus, this study strengthens the understanding of the relevance of psychological assessment in preparing students to enter a competitive work environment.

This study has several strengths, including its contribution to the literature on industrial guidance and

counseling by incorporating place of birth as a differentiating variable in the development of self-confidence and career development. In addition, the study provides empirical data that can serve as a basis for developing more targeted counseling service interventions in vocational education or industrial settings. However, the study also has limitations, including a sample confined to a single region and the absence of other factors that may influence career readiness, such as family support, economic conditions, and work experience. These limitations may affect the broader generalizability of the findings and, therefore, require caution in interpretation.

Based on the findings and existing limitations, future research is recommended to expand the population and enrich research variables by incorporating more complex psychological aspects, such as career self-efficacy, career literacy, and social environmental support. Future studies are also encouraged to employ more diverse methodological approaches, such as mixed methods or longitudinal analysis, to obtain a more comprehensive picture of students' psychological development in facing the industrial world. Furthermore, collaboration with industry stakeholders is recommended to directly test the practical implications of guidance and counseling interventions in real-world settings. In this way, future research is expected to make a stronger contribution to the development of innovative, contextually relevant industrial counseling service models.

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