

Is Suitable for a Career? Views on Trends of Jobseekers in Vocational Education

(Literature Review)

Nadya*, D. Rohendi

Master Program of Technical and Vocational Education
Universitas Pendidikan Indonesia
Bandung, Indonesia

*nadyanura94@upi.edu, dedir@upi.edu

Abstract—How do young professionals understand their careers. Taking into account these constraints, extending interest match theory to recommend that job satisfaction relationships are sometimes asymmetrical or professionally unsuitable, subjective fit or "self-assessment accuracy" and levels of personnel and environmental variables increase from low to high job satisfaction. Researchers used a systematic literature review to determine developments in job seeker trends that have occurred until 2020. The results suggest that a non-conformity asymmetry is usually present in terms of interest and job satisfaction, and that the shape of the mismatch can change between the suitability and interest comparisons. In addition, job satisfaction is sometimes adjusted for low to high human and environmental variables. This finding is very different from the constraints imposed by many interest-related studies. Literature review is that examines literature to meet research criteria by reviewing academic ideas and knowledge. The nature of this research is narrative and descriptive based on an orderly analysis of the literature so that information can be decomposed accurately. In this research, it will be limited according to the research keywords, namely job search, career, social suitability, suitability, interest, and job satisfaction with the concept of TVET (Technical and Vocational Education Training) and Vocational Behavior. In a systematic literature review, a representation of the research flow is described which consists of planning, identification, conducting a literature review and conclusions. In the exploration of the data there are links that suggest that professionals participate in a dynamic process of building their career narratives and descriptive with emerging and often complex professional self-concepts. The concept of self-efficacy makes the job seeker process more stable and cohesive as well as when they are engaged in professional work. This study finds that there is an interaction between exploratory flexibility. Opportunity and adaptation to challenges, as well as a desire for stability and predictability, drive career development. The concept of self-efficacy makes the job seeker process more stable and cohesive as well as when they are engaged in professional work. This study finds that there is an interaction between exploratory flexibility. Opportunity and adaptation to challenges, as well as a desire for stability and predictability, drive career development. The concept of self-efficacy makes the job seeker process more stable and cohesive as well as when they are

engaged in professional work. This study finds that there is an interaction between exploratory flexibility. Opportunity and adaptation to challenges, as well as a desire for stability and predictability, drive career development.

Keywords—*job seekers, self-efficacy, career, job satisfaction*

I. INTRODUCTION

The current trend of job seekers shows that young professionals in building their careers show a dynamic and complex career process that is quite high. Cohesive competition when they get a job shows that every job can be quickly replaced and lost quickly according to industry needs, business needs and current trends.

The problem of job seekers is often a concern of experts, including vocational education experts [1] especially in terms of differences in the position of the new graduates. Generally they experience many obstacles in terms of roles, responsibilities, job satisfaction, soft skills and hard skills. Skills and self-efficacy for job seekers are the most important capital apart from their educational background. In the generation born in the 20th century [2–7] image the work of individuals who are more concerned with the principle of work life balance and work flexibility [8] which is inversely proportional to the traditional work era, which works on a full-time limitless basis and deals directly with the recruited company [9], with individuals who have organizational hierarchies within the company. This flexible career path has a high loyalty attitude so that the company prioritizes employees who are multi-skilled in their fields, one example is by exploring social media with profiling showing that young professionals are in a dynamic job search process by building their career narrative with skill achievement and social adaptation. as well as the environment. Leaving many traces of accomplished careers on social media will be easily trusted by recruiters [10] to recruit him.

Professional work according to the vocational career path with personal characteristics and a supportive environment can

form job satisfaction [11] in accordance with the suitability of careers and interests, talents possessed in addition to the education that was passed as an experience for the achievement of success. However, interests and talents that are not in accordance with the vocational education path or career path indicate a career transition [12] who are outside the initial career path due to environmental factors, career satisfaction, economic and social needs make a separate phenomenon among job seekers. Transitioning one's work and life to adapt to job success can be self-improvement [13] for career success and create career continuity for the next career [9].

II. METHODOLOGY

The research method used in this paper is a literature review [14,15] namely discussing national and international literature searches carried out using trusted websites such as ScienceDirect, IEE Xplorer, Springerlink, and Google Scholar. In the early stages of exploring TVET and related global issues[1]then a journal article survey obtained 370 articles with the help of Mendeley using keywords such as Self-Efficacy, Career, Job Satisfaction. Keywords identified and relevance to the article for compilation. Of these, only 250 related articles are considered relevant to the study based on the quality criteria of the journal according to the best citation recommendations.

III. RESULTS AND RECOMMENDATIONS

The process of job seekers [16–23] is more stable and cohesive as well as when they are engaged in professional work. This study found that there is an interaction between exploratory flexibility. Opportunities and adaptation to challenges, as well as a desire for stability and predictability, promote career development [7,17,24]. Rapid technological changes affect people's lives, including vocational learning. New media technologies are emerging and bringing about a transformation in the way people communicate. Better yet, technology provides access to education that is accessible to many individuals including workers. A quality TVET helps develop workers' knowledge and skills in a wide range of occupations that require specific technical competencies and job skills. Apart from these technical competencies, new skill sets have emerged and are needed such as entrepreneurial mind technology skills, thinking skills, and others [22,25,26]. These new skills are associated with sustainable development. In general, sustainable development is about collective economic, social and environmental progress and the involvement of TVET is important [27]. Considering how fast the workforce is growing, strengthening access, mobility and ability of TVET workers to adapt to changing markets will be a top priority. TVET must begin with a broad basic articulation within the education system and between learning institutions and the world of work. TVET will allow access to other aspects and areas of education at all levels, from primary education institutions to higher education. The adaptability of the TVET workforce should be encouraged through the practice of

transversal skills and competency-based through TVET programs that combine didactic and operatorship learning.

Given the rapidly changing and predictable career developments, job seekers usually plan their careers and develop skills and experience like a portfolio. When vocational graduates [28–31] start their careers, graduates are usually given job training experience or what is called an internship. Graduates in the apprenticeship and training process will experience a process of adding soft skills and hard skills that have been learned and mastered. This requires workers to benefit from training and skills upgrades that enable them to be more competitive in the global workforce. Holland (1997) proposed that workers seek an environment that allows them to use their skills and abilities, express their attitudes and values, and take on tasks and roles they find interesting. He outlines six interests (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) that describe individuals' preferences for work and the activities and characteristics of their work environment [32].

In Indonesia, the issue of the trend of workers that has penetrated in people's lives is one of the trends of remote work or work from home which has existed since 2012 using the latest technology. This career is often called a protean career, which is a process where a person who is not an organization has his own career choice which is an integral element in the life of the individual and the success achieved. After Covid-19 [8,15,33–36], the trend of remote work [8] become a necessity and a new habit in work. This threatens some old jobs to disappear. Changes after the covid pandemic have seen significant job changes and some jobs are being replaced by the most advanced technology such as programmers. The programmer's job can now be replaced with an AI pilot without the need to type manually which changes the habits of programmers at work. AI pilot is a technology that uses machine learning that has been developed since 2010 [12,14,37]. Judging from technological changes that are increasingly sophisticated, vocational education must be prepared more maturely to meet global challenges that change every year without a predictable direction. Sometimes vocational education learning becomes obsolete or unused after they graduate, so it takes innovation and a vision that can change contemporary learning and the ability of new vocational graduates to learn new things quickly and accurately.

Vocational fresh graduates in the job search process at least have self-efficacy in achieving their success. In this digital world, an important point apart from education and training is the ability to understand new technologies and learn marketing and business [25,38–41]as the initial foundation in finding a job that suits us. This technology and marketing business can be the basis for supporting self-efficacy that makes individuals recognize their own uniqueness [42,43].

Knowing self-efficacy according to Bandura [32,44] is an individual's belief about his ability to organize and complete a task needed to achieve a certain thing [44]. Alwilsol (2004)

also said the same thing, namely self-efficacy is a picture of self-assessment [45]. Self-efficacy refers to one's knowledge of one's own abilities as well as the abilities of others. Thus, self-efficacy is a form of a person's belief in his ability to overcome situations and take an action in completing certain tasks. According to Schweinle & Mims [46] Basically, self-efficacy refers to beliefs about capabilities that are more domain-specific. It can be concluded that self-efficacy is a person's belief in his ability to complete certain tasks in order to achieve a result and goal. New graduates who have high self-efficacy show their uniqueness in achieving fast in the career process than graduates who have low self-efficacy [7,11]. Self-efficacy with individual capabilities builds self-development in facing global challenges.

In terms of the suitability of interests and talents accompanied by efficacy [47–50] that supports making educational competence and economic progress this should be more advanced with existing innovations. At the same time improving the TVET curriculum in accordance with the world of work and industry with global competency standards that are not only national and ASEAN. With this more competitive standard, it can validate the performance and quality of workers by each country, compatible with other countries.

IV. CONCLUSION

In the study applying the literature review on the current trend of job seekers, whether there is a match and satisfaction in work. This career match may be in line with the educational path or undergo a career transition. In this self-development, self-efficacy is needed to find one's uniqueness and learn business as the first step in career development. In vocational education, there should be changes every year for the achievement of new graduates who can be directly accepted in the world of work.

In the exploration of the data there are links that suggest that professionals participate in a dynamic process of building their career narratives and descriptive with emerging and often complex professional self-concepts. The concept of self-efficacy makes the job seeker process more stable and cohesive as well as when they are engaged in professional work. The current trend of job seekers shows that young professionals in building their careers show a dynamic and complex career process that is quite high. Skills and self-efficacy for job seekers are the most important capital apart from their educational background. This flexible career path has a high loyalty attitude so that the company prioritizes employees who are multi-skilled in their fields, one example is by exploring social media [40,51–53] with profiling showing that young professionals are in a dynamic job search process by building their career narrative with skill achievement and social adaptation. Professional work according to the vocational career path with personal characteristics and a supportive environment can form job satisfaction [6] in accordance with the suitability of careers and interests, talents possessed in addition to the education that was passed as an experience for the achievement of success. However, interests and talents that

are not in accordance with the vocational education path or career path indicate a career transition [7] who are outside the initial career path due to environmental factors, career satisfaction, economic and social needs make a separate phenomenon among job seekers. The research method used in this paper is a literature review [9,10] namely discussing national and international literature searches carried out using trusted websites such as ScienceDirect, IEE Xplorer, Springerlink, and Google Scholar. In the early stages of exploring TVET and related global issues [1] then a journal article survey obtained 370 articles with the help of Mendeley using keywords such as Self-Efficacy, Career, Job Satisfaction. The process of job seekers is more stable and cohesive as well as when they are engaged in professional work. This study found that there is an interaction between exploratory flexibility. Given the rapidly changing and predictable career developments, job seekers usually plan their careers and develop skills and experience like a portfolio. Graduates in the apprenticeship and training process will experience a process of adding soft skills and hard skills that have been learned and mastered. In Indonesia, the issue of the trend of workers that has penetrated in people's lives is one of the trends of remote work or work from home which has existed since 2012 using the latest technology. This threatens some old jobs to disappear. Vocational fresh graduates in the job search process at least have self-efficacy in achieving their success. This technology and marketing business can be the basis for supporting self-efficacy that makes individuals recognize their own uniqueness [20,21]. Alwilsol (2004) also said the same thing, namely self-efficacy is a picture of self-assessment [23]. Self-efficacy refers to one's knowledge of one's own abilities as well as the abilities of others. In terms of the suitability of interests and talents accompanied by efficacy that supports making educational competence and economic progress this should be more advanced with existing innovations.

This study focuses on vocational job seekers in vocational education whether there is a match in career adaptation changes according to capabilities that can be equivalent between countries and other countries.

REFERENCES

- [1] M. O. Oketch, "To vocationalise or not to vocationalise? Perspectives on current trends and issues in technical and vocational education and training (TVET) in Africa," *Int. J. Educ. Dev.*, vol. 27, no. 2, pp. 220–234, 2007.
- [2] C. V. Priporas, N. Stylos, and A. K. Fotiadis, "Generation Z consumers' expectations of interactions in smart retailing: A future agenda," *Comput. Human Behav.*, vol. 77, pp. 374–381, Dec. 2017.
- [3] C. K. Gregory, A. W. Meade, and L. F. Thompson, "Understanding internet recruitment via signaling theory and the elaboration likelihood model," *Comput. Human Behav.*, vol. 29, no. 5, pp. 1949–1959, 2013.
- [4] D. M. Eveleth, L. J. Baker-Eveleth, and R. W. Stone, "Potential applicants' expectation-confirmation and intentions," *Comput. Human Behav.*, vol. 44, pp. 183–190, 2015.
- [5] J. A. Roberts and M. E. David, "Put down your phone and listen to me: How boss phubbing undermines the psychological conditions necessary for employee engagement," *Comput. Human Behav.*, vol. 75, pp. 206–217, Oct. 2017.

- [6] Y. Kim, D. Sohn, and S. M. Choi, "Cultural difference in motivations for using social network sites: A comparative study of American and Korean college students," *Comput. Human Behav.*, vol. 27, no. 1, pp. 365–372, Jan. 2011.
- [7] K. A. Hoff, Q. C. Song, C. J. M. Wee, W. M. J. Phan, and J. Rounds, "Interest fit and job satisfaction: A systematic review and meta-analysis," *J. Vocat. Behav.*, vol. 123, p. 103503, Dec. 2020.
- [8] D. Spurr and C. Straub, "Flexible employment relationships and careers in times of the COVID-19 pandemic," *J. Vocat. Behav.*, vol. 119, p. 103435, Jun. 2020.
- [9] S. E. Sullivan and Y. Baruch, "Advances in Career Theory and Research: A Critical Review and Agenda for Future Exploration," *J. Manage.*, vol. 35, no. 6, pp. 1542–1571, Dec. 2009.
- [10] J. K. H. Chiang and H. Y. Suen, "Self-presentation and hiring recommendations in online communities: Lessons from LinkedIn," *Comput. Human Behav.*, 2015.
- [11] R. W. Lent and S. D. Brown, "Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice," *J. Vocat. Behav.*, vol. 120, no. May, p. 103448, 2020.
- [12] M. El Ouiridi et al., "Predictors of job seekers' self-disclosure on social media," *Comput. Human Behav.*, vol. 4, no. 1, pp. 1–25, 2015.
- [13] N. A. Fouad and J. Bynner, "Work transitions," *Am. Psychol.*, vol. 63, no. 4, pp. 241–251, 2008.
- [14] R. S. Wahono, "A Systematic Literature Review of Software Defect Prediction: Research Trends, Datasets, Methods and Frameworks," *J. Softw. Eng.*, vol. 1, no. 1, pp. 1–16, 2007.
- [15] S. Pokhrel and R. Chhetri, "A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning," *High. Educ. Futur.*, vol. 8, no. 1, pp. 133–141, Jan. 2021.
- [16] G. Lee and W. J. Lee, "Altruistic traits and organizational conditions in helping online," *Comput. Human Behav.*, vol. 26, no. 6, pp. 1574–1580, Nov. 2010.
- [17] J. K.-H. Chiang and H.-Y. Suen, "Self-presentation and hiring recommendations in online communities: Lessons from LinkedIn," *Comput. Human Behav.*, vol. 48, pp. 516–524, Jul. 2015.
- [18] G. N. Howardson and T. S. Behrend, "Using the internet to recruit employees: Comparing the effects of usability expectations and objective technological characteristics on internet recruitment outcomes," *Comput. Human Behav.*, vol. 31, no. 1, pp. 334–342, Feb. 2014.
- [19] I. S. Chen, "Computer self-efficacy, learning performance, and the mediating role of learning engagement," *Comput. Human Behav.*, vol. 72, pp. 362–370, Jul. 2017.
- [20] L. F. Thompson, P. W. Braddy, and K. L. Wuensch, "E-recruitment and the benefits of organizational web appeal," *Comput. Human Behav.*, vol. 24, no. 5, pp. 2384–2398, Sep. 2008.
- [21] G. K. F. Tso, K. K. W. Yau, and M. S. M. Cheung, "Latent constructs determining Internet job search behaviors: Motivation, opportunity and job change intention," *Comput. Human Behav.*, vol. 26, no. 2, pp. 122–131, Mar. 2010.
- [22] L. Lim, Y. Wang, Y. Hoshino, and M. N. Islam, "Unveiling the Mysteries of the 'Black Hole' in Recruiting Systems: Connecting Recruiters and Job Seekers Like a Jigsaw Puzzle," *Procedia Manuf.*, 2015.
- [23] L. M. Kreemers, E. A. J. van Hooft, and A. E. M. van Vianen, "Dealing with negative job search experiences: The beneficial role of self-compassion for job seekers' affective responses," *J. Vocat. Behav.*, vol. 106, no. February 2017, pp. 165–179, 2018.
- [24] H. Xu, "Incremental validity of the career adapt-abilities scale total score over general self-efficacy," *J. Vocat. Behav.*, vol. 119, p. 103425, Jun. 2020.
- [25] M. Lensjø, "Grounded Theory Analysis of Work-based TVET and Intersectional Challenges Between Construction Workers," *Nord. J. Work. Life Stud.*, vol. 0, no. 0, Apr. 2021.
- [26] C. Ostroff and T. A. Judge, "Perspectives on organizational fit," in *Perspectives on Organizational Fit*, 2012, pp. 1–477.
- [27] K. M. Salleh and N. Sulaiman, "Reforming Technical and Vocational Education and Training (TVET) on Workplace Learning and Skills Development," *Int. J. Recent Technol. Eng.*, no. 5, pp. 2277–3878, 2020.
- [28] M. H. Kim and M. E. Beier, "The college-to-career transition in STEM: An eleven-year longitudinal study of perceived and objective vocational interest fit," *J. Vocat. Behav.*, vol. 123, p. 103506, Dec. 2020.
- [29] A. S. Modestino, K. Sugiyama, and J. Ladge, "Careers in construction: An examination of the career narratives of young professionals and their emerging career self-concepts," *J. Vocat. Behav.*, vol. 115, 2019.
- [30] K. Ramos and F. G. Lopez, "Attachment security and career adaptability as predictors of subjective well-being among career transitioners," *J. Vocat. Behav.*, 2018.
- [31] M. Mengistu, "Graduate employability as a function of career decision in the Amhara State TVET System | Ethiopian Journal of Education and Sciences." <https://www.ajol.info/index.php/ejsc/article/view/165006> (accessed Jul. 06, 2021).
- [32] F. Leong, "Holland's Theory of Vocational Personalities and Work Environments," in *Encyclopedia of Counseling*, 2014.
- [33] B. Zhong, Y. Huang, and Q. Liu, "Mental health toll from the coronavirus: Social media usage reveals Wuhan residents' depression and secondary trauma in the COVID-19 outbreak," *Comput. Human Behav.*, vol. 114, Jan. 2021.
- [34] J. Akkermans, J. Richardson, and M. L. Kraimer, "The Covid-19 crisis as a career shock: Implications for careers and vocational behavior," *Journal of Vocational Behavior*, vol. 119. Academic Press Inc., p. 103434, Jun. 01, 2020.
- [35] S. Pokhrel, R. C.-H. E. for the Future, and undefined 2021, "A literature review on impact of COVID-19 pandemic on teaching and learning," *journals.sagepub.com*, Accessed: May 02, 2021. [Online]. Available: <https://journals.sagepub.com/doi/abs/10.1177/2347631120983481>.
- [36] M. Giatman, S. Siswati, I. Y. Basri, and H. Article, "Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia," vol. 6, no. 2, pp. 168–175, 2020.
- [37] M. I. Jordan and T. M. Mitchell, "Machine learning: Trends, perspectives, and prospects," *Science (80-.)*, vol. 349, no. 6245, pp. 255–260, Jul. 2015.
- [38] K. Magsamen-Conrad, J. Dowd, M. Abuljadail, S. Alsulaiman, and A. Shareefi, "Life-span differences in the uses and gratifications of tablets: Implications for older adults," *Comput. Human Behav.*, vol. 52, pp. 96–106, Jun. 2015.
- [39] H. Bata, I. Pentina, M. Tarafdar, and E. B. Pullins, "Mobile social networking and salesperson maladaptive dependence behaviors," *Comput. Human Behav.*, vol. 81, pp. 235–249, Apr. 2018.
- [40] S. Lissitsa and S. Chachashvili-Bolotin, "The less you know, the better you'll sleep - Perceived job insecurity in the Internet age," *Comput. Human Behav.*, vol. 62, pp. 754–761, Sep. 2016.
- [41] H. Y. Suen, "How passive job candidates respond to social networking site screening," *Comput. Human Behav.*, vol. 85, pp. 396–404, Aug. 2018.
- [42] S. P. Vallas and A. Christin, "Work and Identity in an Era of Precarious Employment: How Workers Respond to 'Personal Branding' Discourse," *Work Occup.*, vol. 45, no. 1, pp. 3–37, Feb. 2018.
- [43] C. Fieseler, M. Meckel, and S. Müller, "With a little help of my peers. the supportive role of online contacts for the unemployed," *Comput. Human Behav.*, vol. 41, pp. 164–176, 2014.
- [44] A. Bandura, "Self-efficacy: Toward a unifying theory of behavioral change," *Psychol. Rev.*, vol. 84, no. 2, pp. 191–215, 1977.
- [45] G. E. Higgins, B. D. Fell, and A. L. Wilson, "Digital Piracy: Assessing the Contributions of an Integrated Self-Control Theory and Social Learning Theory Using Structural Equation Modeling," <http://dx.doi.org/10.1080/14786010600615934>, vol. 19, no. 1, pp. 3–22, Mar. 2007.

- [46] A. Schweinle and G. A. Mims, "Mathematics self-efficacy: Stereotype threat versus resilience," *Soc. Psychol. Educ.*, vol. 12, no. 4, pp. 501–514, 2009.
- [47] A. Moreno, C. Navarro, R. Tench, and A. Zerfass, "Does social media usage matter? An analysis of online practices and digital media perceptions of communication practitioners in Europe," *Public Relat. Rev.*, vol. 41, no. 2, pp. 242–253, 2015.
- [48] K. Y. Kwahk and D. H. Park, "The effects of network sharing on knowledge-sharing activities and job performance in enterprise social media environments," *Comput. Human Behav.*, vol. 55, pp. 826–839, Feb. 2016.
- [49] L. Wang, G. li Luo, A. Sari, and X. F. Shao, "What nurtures fourth industrial revolution? An investigation of economic and social determinants of technological innovation in advanced economies," *Technol. Forecast. Soc. Change*, vol. 161, Dec. 2020.
- [50] A. D. Cast and P. J. Burke, "A Theory of Self-Esteem," *Soc. Forces*, vol. 80, no. 3, pp. 1041–1068, Mar. 2002.
- [51] W. van Zoonen and J. W. Treem, "The role of organizational identification and the desire to succeed in employees' use of personal twitter accounts for work," *Comput. Human Behav.*, vol. 100, pp. 26–34, Nov. 2019.
- [52] E. Öztürk and S. K. Özmen, "The relationship of self-perception, personality and high school type with the level of problematic internet use in adolescents," *Comput. Human Behav.*, vol. 65, pp. 501–507, Dec. 2016.
- [53] G. Peng, "Do computer skills affect worker employment? An empirical study from CPS surveys," *Comput. Human Behav.*, vol. 74, pp. 26–34, Sep. 2017.