Are Satisfied Students can Develop Their Employability Better?

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Abstract

Unemployment rate of vocational high school graduates is a big problem in developing country like Indonesia, so they have to develop their ability to employ earlier. Schools become one of important factors to optimize employability development of the students.The more they are satisfied with the school, the more they have higher needs to grow, develop themselves to achieve their goal of work. This study aims to determine the contribution of school satisfaction and the dimensions to employability development of the students. The study was conducted to 368 vocational high school students in West Java, Indonesia. The result indicates that school satisfaction was positively contribute to employability development.Achievement, school management, teacher-student relationship, and academic learning were play significant role to employability development. Create the schoolto be more positive environment for student can make them develop optimally. Therefore, they can prepare their readiness better to work after graduate from vocational high school.

Keywords: School satisfaction, employability development, vocational high school

Introduction

In the the era of the knowledge-based economy and technology, labour market is changing rapidly, competetitive and increasingly globalizing. To adapt, the students should be given a variety of essential skills includingwork and career proficiency, self-learning and development (Ministry of Education and Culture, 2016). According to data from the International Labour Organization (2017), the level of unemployment young graduates inIndonesia at the ages of 15-24 years reaches 19.4%. This number is the highestamong country in Asia and the second largest number compared to other levels of education. To overcome this, vocational high school gets special attention from the government. Through a series of revitalization

program targeted to vocational graduates, it is expected to increase the workforce readinessentering the labour market, able to fulfill their life needs and contribute to support country development (Ministry of Education and Culture, 2016).

One characteristics of a good vocational school is put forward studentcapability.It can be achieved throughcapability development model (Indonesian Ministry of Education and Culture, 2016). It encourages the development of the students capability to workby continuous learning during life. Based on the goverment goals,it is clear that school must also equip students with the ability to develop themselves in work and career so that they are more adaptive toward the various changes.

Through continuous self-development, students will be increasingly steady to live the world of work after graduation. The ability to work (employability) becomes an important estuary of the educational process. Employability is simply defined as the capability to obtain and maintain a satisfactory job himself. It is the capability to move independently in the labour market in realizing potentials through sustainable employment (Coetzee, et al., 2012; Fugate, Kinicki, & Ashforth, 2004; Hillage. J. & Pollard, 1998; McArdle, Waters, Briscoe, & Hall, 2007; Pool & Sewell, 2007).

Further, Pool, Qualter, & Sewell (2014) develop employability model that is more oriented to the continuous development of the students earlier, since they start their school. This approach is based on the goal of development that pushes the individual to improve his work (employability) taking into account the strengths and areas of development. With this model students are able to plan their own actions to improve capabilities in employability in the increasingly challenging world.

To develop students employability, is important to pay attention to the surrounding environment. One of the most significant primary environment in the life of students is school (Huebner, 1994; Tian, Wang, & Scott, 2015). They spend much time in school and the school becomes a place where they have self-improvement. Student experience at school will have an impact on the development of their life and long term after they graduate (Park, 2004). This impact due to the learning structure at school as well as the

variety of exercises given to develop students' ability (Baker et al., 2003). For example, experiences in practical activities taken by students will increase the mastery of the skills. Mastering this ability becomes one of the important things that enables students at vocational schoolsto become more employable.

In addition, students' positive meaning and feeling concerning life also takes an important role. By having this, they tend to have more open thinking, act more flexible and efficient, and able to build resources for sustainable self-development (Frederickson, 2001; Dean, A., & Gibbs, 2015). Positive feelings such as satisfaction will serve as a good indicator for the effectiveness of development programs for young individuals as students. Through positive feelings, they will be more inclined to explore the world and challenged him to always grow (Park, 2004).

The concept of satisfaction is discussed in the more specific context in the school environmentas school satisfaction. Huebner (1994) defines school satisfaction as students' evaluation of the positiveness of their school experiences "as a whole." School satisfaction is the subjective, cognitive appraisal of the perceived quality of the school life. Because it is a subjective approach, school satisfaction accounts for individual differences in students' perceptions of their school experience (Baker et al., 2003). School satisfaction involves several sub domains of school life (e.g. achievement, school management, teacher-student relationship) and requires students to report their subjective evaluations regarding these specific aspects of their school life. Based on previous studies, it is mentioned that the positive experiences of students in the school will make students increasingly contentedof the school and make them have a better orientation through life (J. A. Baker, 1998; Baker et al., 2003; King, Huebner, Suldo, & Valois, 2007; Liu, Tian, Scott Huebner, Zheng, & Li, 2014; Tian, Yu, & Huebner, 2017; Whitley, Huebner, Hills, & Valois, 2012).

The function of the school is seen as a psychologically healthy environment if students perceive it as a fun environment as well as the presence of congruency between facilities, curriculum, and school management with their developmental needs (Baker et al., 2003). When they interact with the school setting, students build meaning about themselves, others, and the school environment. Students' definition affects their views as individuals and

as students about their goals. Students who are satisfied with the school are likely to have a strong target orientation and desire to develop (Tian et al., 2017). This willingness encourages them to achieve the goal to continue developing and setting a target to become employable graduates.

To the best to our knowledge, the role of school satisfaction towards students employability development has not been invesigated before. Most of the previous study have used the employability as skill or competencies i.e capability to get and fulfilling work (Fugate, Kinicki, & Ashforth, 2004a; Hillage. J. & Pollard, 1998; McArdle et al., 2007) and mostly focused on graduates in higher education (e.g Clarke, 2017; Holmes, 2011; Knight, P., & Yorke, 2004; Sewell & Pool, 2010). Less attention has been paid to determinants of employability development in vocational high school students such as their perception of school satisfaction.

The purpose of the present study is to investigate the role of school satisfaction to employability development of the student. By exploring it, this study extend previous research that examined employability development. Our aim is also provide the government with valuable information about how to enhance employability development of the student while they were studying at school.

Method

Participants

The number of respondents involved in this research was taken based on considerations of power analysis and criteria of significance (Cohen, 1992). With medium effect size, the number of respondents to be met was around the 91-645 people (Cohen, 1992). The sampling techniques used to assign respondents was via convenience sampling. It considered the accessibility and availability of a population that will be taken (Etikan, 2016). The respondents participated in this research were 368 students of grade 3 from 7 vocational high schoolsin Jatinangor, Sumedang, West Java.

Procedure

The data was collected by asking the willingness and the consent of each principal. Students who became the respondents were recruited based on a list obtained from the classroom teacher. Not all students were included as respondents considering most students were still at the field work practice and were not around during the period of data collection. These students were then asked their willingness to participate and provided the form of consent. Students who were not willing to participate were asked to wait in another room and worked on the activity provided by the classroom teacher. After that, we instructed them to fill the questionnaire in the classroom. Individual explanation given to respondent if required.

Instruments

The instruments used in this study had been adapted first. The process of adaptation of the instrumentswas done with evidence-based on test content and evidence-based on the internal structure (Goodwin, L. D., & Leech, 2003). Evidence based on test content was done through the forward translation and review of 3 experts who were in similar fields,while the evidence based on the internal structure was done through confirmatory factor analysis.

School Satisfaction

The researcherused a measuring instrument for School Satisfaction taken from the measuring instrument of *Brief Adolescent's Subject Well Being in School Scale (BASWBSS)* developed byTian, Wang, & Scott (2015). The part of instrument measuring the school satisfaction was adjusted with characteristics of Vocational High Schoolstudents. The result of DIF (Differential Item Function) through the test of the CFA show that the whole item has good differential ability with range valuesof 0.704 – 0.895. This measurement consists of 6 dimensions, i.e. achievement, school management, teacher – student relationships, peer relationships, teaching, and academic learning. Each dimension was represented by 1 item where the dimension of achievement was represented in the item of "I am doing good in school", the dimension of the school management with the item of "my school is equipped with the rules and good facilities", the dimension of teacher-student relationship with the item of "I have harmonious relationships with teachers", the dimension of peer relationships

with the itemof "I get along well with classmates", dimensions of teaching with the item of "Teaching methodsused by the teacher are good", and the interesting dimension of academic learning with item of "Curriculum and homework were given appropriately." The instrument used Likert scale presented in the scales of 1-6 with the range values of strongly agree to strongly disagree. The high score on these aspects indicate the positive experience of the students in the school. The reliability of the instrument has also been tested and resulted in =0,75.

Employability Development

Employability Development was measured using *Career EDGE Employability Development Profile* developed by Pool, Qualter, & Sewell (2014). This measurement tool consists of 5 dimensions which are factors of development that theoretically beneficial in encouraging the students' employability. Dimensions in the instrument include Emotional Intelligence & Self-Management, Academic Performance and Study Skills, Career Development Learning, Problem-solving Skills, Work & Life Experience. The instrument had been adapted by experts and resulted in 25 items categorized in 5 dimensions. Each item had a good DIF with the value range of 0.508 – 0.763. Examples of items on the dimension of emotional intelligence &self-management are "I easily fit in new situation" and "I can manage my emotions well."An example of items on the dimension of Academic Performance and Study Skills is "I was satisfied with my academic performance,"while an example of items on the dimension of Career Development Learning dimension is "I know what I want to do after finishing school," and an example of items from the dimension of the Problem Solving Skills is "I am satisfied with the skills that I have in the vocational field". Lastly, an example of items from the dimension of Work Life Experience is "I have a lot of experience dealing with my future work." After the test, the coefficient of reliability on measuring instrument was = 0,89. The Likert scale was presented in the scales of 1-6 ranging from strongly agree to strongly disagree. The higher the score on this aspect indicates the increasingly higher employability development owned by students. In addition, this aspect may also describe the development of each dimension of employability perceived by students.

Data Analysis

Lisrel and SPSS 23 were used in the data analysis. There are several stages performed in doing data analysis: first we used a confirmatory factor analysis using Lisrel with maximum likelihood to test the DIF of each items in both instruments used (school satisfaction and employability development). Second, a test of Cronbach Alpha coefficient was performed to check the reliability of the instruments. The third step was testing of the correlation between variables (Cohen & Cohen, 2009). Fourth, the regression analysis were performed in the prerequisite test to checkedthe normality, linearity, homoscesdasity, and autocorrelation (Hayes, 2018). Based on the test results of the entire regression analysis, the requirements were fulfilled. The data had normal distribution, data plot were spread,and did not produce a certain pattern so there was no heteroscesdaticity in this case, the value of VIF (Variance Inflation Factor) < 10 (the test result value of VIF = 1.0) and the value of tolerance > 0.01 (the test results was 1.0) indicating no multicollinearity. The value of Durbin Watson was 1.842 indicating the autocorrelation is not happened. Based on the results, the regression analysis could be performed at the next step. Regression analysis was accomplished in order to be able to predict the contribution of independent variables or in this case, every dimension in school satisfaction towards employability development.

Results

The background data of respondents who participated in this research is listed in table 1. Based on the table, most of the respondents were male and 48.4% of them were actively participating in school organizations. Respondents came from several different study program such asaccounting, administration, pharmacy, computer technology, and automotive. Students were mostly (62.2%) from accredited schools categorized as very good (A).

Table 1
The Background Data of Respondents

Aspects		Percentage
Gender	Male	55.7%
	Female	44.3%
Experiencein	Experienced	48.4%
organization	Not Experienced	51.6%
Study Program	Accounting	15.2%
	Administration	17.4%
	Pharmacy	8.4%
	Multimedia	5.2%
	Computer Networking	34.2%
	Motorcycle	14.9%
	Automobile	4.6%
School Accreditation	Rank A	62.2%
	Rank B	37.8%

Based on the results of descriptive statistics below (Table 2), there is not much difference between each dimension on variablesof school satisfaction and employability development. The highest maximum average value in school satisfaction was Peers Relation whereas the lowest average value was the School Management. While on the employability development, the highest average value was career development learning while the low average values were Academic Performance Study Skills and Problem Solving Skills.

Table 2
Results of Descriptive Statistics

	Variableand Dimension	Mean	Std. Deviation
School	Achievement	4.057	0.925
Satisfaction	School Management	3.965	0.066
	Teacher Student Relationship	4.478	0.882
	Peers Relation	5.09	0.825
	Teaching Environment	4.375	0.880
	Academic Learning	4.06	1.075
Employability	Emotional Intelligence	4.369	0.520
Development	Academic Performance & Study Skill	4.107	0.731
	Career Development Learning	4.66	0.718
	Problem Solving Skill	4.12	0.723
	Work Life Experience	4.189	0.887

In addition to the fulfilment of regression assumptions, the correlation test was also carried out to ensure the correlation between variables. Based on the results of Pearson Correlation test, it is determined that all the variables except gender correlated positively with employability development. Therefore, gender was not included in the analysis of regression test.

Table 3
Results of Correlation Test of Variables

	1	2	3	4	5
Gender	1				
Experience in Organization	.119*	1			
School Accreditation	.129*	.052	1		
School Satisfaction	-.004	.166*	.099	1	
Employability Development	.004	.127*	.245**	.454**	1

*p < 0.05** p < 0.001

As shown in table 4, backround that predictsthe increase in employability development is the accreditation status of the school. On the other hand, based on the independent variable of the dimension of school satisfaction, it is indicated that student achievement and school management have the greatest predictive value compared to other dimensions. In addition, the dimension which does not have significant affects is the dimension of peer relationship and teaching.

Table 4

Results of Analysis of Multiple Regression

Independent Variables		T value	Standardized Coeff. Beta
Demographics	Experience in Organisation	.790	.037
	School Accreditation	4.540	.206**
School Satisfaction	Achievement	4.602	.232**
	School Management	2.818	.128**
	Teacher–Student Relationships	2.532	.131*
	Peer Relationships	1.830	.088
	Teaching	1.944	.108
	Academic Learning	2.217	.121*
R	.532		
R^2	.283		
Adjusted R^2	.287		

*p < 0.05** p < 0.001

Discussion

Based on the results statistical analysis, at least there are 2 new findings obtained. The first findingis that school satisfaction and some of the dimensions as primary variables contributed significantly to employability development of students. It means the higher the positive experiences felt by students towards the school environment, the better the ability to develop themselves becoming employable. It eventually improvesthe readiness to enter the world of work.

School satisfaction along with its dimensions predicted the strength of different significance. The first dimension is achievement. It was describing students' satisfaction towards his achievements in school found to have an impact on students' employability development. The findingis in line with several previous studies that investigated the contribution of school satisfaction as well as the dimensions associated with the ability of the students to be able to develop himself both of academic and other performance (Park, 2004; Tian et al., 2017; Whitley et al., 2012).

When students have a strong orientation towards objectives in their life, they would be easier to be able to set what will be accomplished in future working days so that they are more encouraged to perform the steps to improve competencies. This is as part of stages in employability development. Related to the finding, Yorke (2004) states that employability is the series of achievement gained by individualsmaking it is easier to get a job and be successful in the chosen profession. It is also closely related to the goal orientation, given that every individual has a strong desire to learn new skills, strong will to find alternative strategies to deal with difficult tasks, and eager of challenges affecting their own perception of employability (Lin, 2015).

Second dimension, school management reflects the student's perceptions regarding satisfaction on the rules and available teaching equipment at the school. This dimension is also related to academic learning which describes academic learning curriculum provided by the school (Liu, Tian, Scott Huebner, et al., 2014). Both dimensions were found to be predicting the ability of individuals to develop their working abilities (employability). When a student perceives that rules are implemented well, the curriculum is evenly administered and oriented to the student's development, supporting teaching equipment is available,they would find it easier to improve their working skills in a particular domain in the school. Such findings are relevant to some previous research (Gu, Zhao, & Wu, 2018; Knight, P., & Yorke, 2004; Knight & Yorke, 2002; Yorke, 2004) stating that employability and graduates' career success will depend on the structure of the curriculum set by each institution. The curriculum includes factors related to the appropriate amount of load and the level of difficulty of learning materials (Scully & Kerr, 2014). Through a series of materials that must be mastered, the curriculum would facilitate students to reach academic achievement,

master the generic skills, and enhance the creativity of students (Scager, Akkerman, Pilot, & Wubbels, 2014). Therefore, evaluating curriculum is the fundamental step to improve students' employability and is indeed, a crucial note for the Government and the school.

Third dimension, the teacher-student relationshipillustrates how the perception of students on the harmony of the relationship with the teacher. It is related to how comfortable they feel with the supportive relationship with the teachers that allows gaining more space to enhance their capabilities. According to Hogan, Chamorro-Premuzic, & Kaiser (2013), at school, the teacher is the supervisor paying attention to the performance and development of the students. Therefore, teachers and students should know what the specific goals to be achieved by the students clearly are (Watts, 2014) so that the guiding process could be given in line with what working skills that must be mastered by students after completing the process of education. In vocational schools particularly, teachers'behavior perceived by students would also affect the level of mastery of students' competencies (Misbah, Gulikers, Maulana, & Mulder, 2015). Teachers' relationship with students putting more emphasis on tolerance, cooperation as well as having a dominant attitude towards students in schools in Indonesia would make students more engaged in learning (Maulana, Opdenakker, den Brok, & Bosker, 2011) making students' skills getting better and improving their flexibility in dealing with problems in related field skills explored during school.

The second finding is the status of school accreditation. Schools that have the higher accreditation status are able to predict the development of students' employability better. School accreditation based on the national standards of education such as competence, educators, management, infrastructure and others based on Vocational Accreditation Instruments (Badan Akreditasi Sekolah/Madrasah, 2017). Objectively, when all the standards set by the government are fulfilled by the school, it means the school has had a good management allowing better abilities to facilitate the students' development so that they are able to deal with competition for jobs after being graduated from school.

Satisfaction toward experiences at school determines how optimal students' behavioris and how easy their achievement of academic success is (Baker, 1998). When students perceive school environment as fun, they would be more involved in the lessons and such

involvement makes them obtain a better mastery of knowledge. Mastery of knowledge and academic areas of expertise on vocational education is crucial in providing students with adequate working skills. When this aspectis obtained, one part of the employability development i.e., depth of students' knowledge and skills in the field (degree of subject knowledge and skills) is also fulfilled (Pool & Sewell, 2007; Rothwell & Arnold, 2007).

In some studies it is found that school satisfaction is closely related to the maturity of emotion or feeling (Liu, Tian, Huebner, & Zheng, 2014; Tian et al., 2015; Wijayanti & Sulistiobudi, 2018). Even school satisfaction, positive affects, and negative affects became a model of students' wellbeing (Tian, 2018; Tian et al., 2015). This infers that when students have positive emotion, they will be able to muster the internal motivation to do the steps of development that will be beneficial for their future work (Pool & Sewell, 2007; Tucker, Sojka, Barone, & Mccarthy, 2010).

Therefore, developing the students' employability should be earlier. There should be a set ofpreparation for them to becomemore competitive in the working world (Vanhercke, De Cuyper, Peeters, & De Witte, 2014). The preparation needs to be considered more thoroughly, considering also factors in students' satisfaction towards his school environment that will affect the development of employability.

Practically, these findings can be used by various parties such as governments, schools, and educational psychologists. Pay attention to the school environment so that students feel comfortable with it and turning out to be able to make them more optimally prepared as graduates who are ready to work. Buildinga supportive climate is to encourage the students' willingness to excel in various fields in school.In doing so, it is important to strengthen the students' self-development to prepare them to face competition in the working world. In addition, other attempts to do are encouraging harmonious and cooperative relationship between teachers and students, setting the rules, and managing school equipment in order to adapt the development of students' skills. Through these efforts, positive experiences are expected to cultivate the students' desire to further engage in the attempts of the school environment that would impact their readiness for future work.

The present study is limited in terms of sampling patterns which used convenience sampling according to data provided by the classroom teacher. It basically could have biased results because there was no equal opportunities for the population to participate in this research. Further research is expected to use the method of probability sampling to have more precision for hypothesis testing. In addition, present research did not include potentially variablesthat could bridge school satisfaction with employability development,such as goal orientation. Variables that explores how schools play a role based on objective approach such as school climate also need to explore so that there will be more comprehensive models obtained for the development of students at school.

Conclusion

School satisfaction as the students' perception regarding their content towards the school environment contributes to the level of development of the students' employability. To make graduates optimally develop their self to employ, there is need to review the positive feelings of the students formed over the important elements in the school environment including the students' satisfaction toward achievement-the competition at school, rules and curriculum set by the school, as well as the partnership between teachers with students. When the students were satisfied the situation will be more challenged to do a self-development on their readiness to work.

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