

Impact of School Career Assistance on Improving Self-efficacy: Moderating Effects of Grit and Regulatory Focus

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Abstract

Self-efficacy is a major factor related to performance and needs to be improved in business and education field. This study explains the effectiveness of school career assistance to improve college students' self-efficacy. Furthermore, it demonstrates the moderating effects of grit and regulatory focus (promote and prevention). School career assistance is based on group support, and moderating variables in this paper are individual characteristics. In these group and individual dimensions, if the effectiveness of school career assistance varies depending on individual characteristics, schools will be able to establish self-efficacy improvement strategies more appropriate for individual students. School would understand individual characteristics such as grit and regulatory focus, then could make individual strategy for enhancing self-efficacy and performance. Hence, it is expected that the performance of school and student will improve through the self-efficacy improvement plan presented in this study.

Keywords: School career assistance, self-efficacy, grit, prevention, promotion

1. INTRODUCTION

Self-efficacy is the degree to which an individual believes in his or her own ability to complete a task [1]. Individuals with high self-efficacy can create higher performance. These relationships can be applied to students [2]. Students with high self-efficacy can improve their academic performance and are more advantageous in planning their future careers [3]. Various studies are being conducted to improve self-efficacy [4, 5]. This study focuses on individual characteristics and the role of school support as a way to improve students' self-efficacy. First, if the school provides appropriate assistance, students will be able to gain more confidence in their studies [6]. The main condition for improving self-efficacy is the experience of success [1]. If schools provide appropriate assistance for students' career development, their self-efficacy can improve. Second, this study focuses on individual characteristics in the relationship between school career assistance and self-efficacy. In order for school support to be more successful, individual efforts or characteristics may play a supporting role. Although personal characteristics cannot improve self-efficacy by themselves, if there is a stimulus such as school career assistance, personal characteristics may interact [7]. In particular, factors

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such as grit, which is related to performance and effort, will have a major impact on improving self-efficacy. In addition, behavioral characteristics that individuals possess to achieve results may also affect the relationship between school career assistance and self-efficacy. These characteristics have a lot to do with performance, tasks, and success. Therefore, these individual characteristics of students receiving support may be able to increase self-efficacy.

This study demonstrates that self-efficacy, a performance-related factor, can be improved through appropriate career assistance of school. Furthermore, it demonstrates which student characteristics can improve this performance. Through these attempts, this paper emphasizes the importance of grit as a necessary personal characteristic for students. The purpose and significance of the study is to reveal that school career assistance can be more effective depending on individual tendencies. Through these methods, schools will be able to improve student performance by creating more appropriate guidelines for improving student performance.

2. LITERATURE REVIEW

2.1 School career assistance

People feel satisfied when the organization they belong to is considerate and treats them fairly. Organizational support is related to members' sense of belonging, commitment, satisfaction, and performance [8, 9]. Therefore, if students perceive that they receive support related to their careers from school, their expectations and confidence regarding their careers may improve.

Regarding career development, students' sense of efficacy in career development increases when they are supported by important groups such as school and parents. Students influenced by these groups can all improve their professional abilities, exploration, commitment, and career self-efficacy [10]. School career assistance means that schools are interested in students' careers and make efforts to support them from a career perspective. This school's assistance will have a positive effect on students' better expectations for the future, such as self-efficacy and career efficacy.

2.2 Regulatory focus

Regulatory focus explains the fact that people have different ways of pursuing pleasure, and that differences may arise when they choose specific behaviors based on this trait. People with a promotion tendency are characterized by taking on new things, taking on challenges, and taking risks to increase performance. People of this type aim to improve their current situation for their own satisfaction. Also, they take risks for the results they want and do not find it difficult, but they become frustrated when they do not achieve the results they want. In contrast, people with prevention tendencies are sensitive to the presence or absence of negative outcomes and tend to avoid risks. These people are frustrated when they have bad results and are more concerned with maintaining what they have [11, 12].

Therefore, people of the promotion and prevention types described in regulatory focus have differences in performing specific actions and may have different preferred work methods [13].

2.3 Grit

Grit can be said to be the degree of perseverance and passion an individual has for a long-term goal. Perseverance is the degree to which you endure and do not give up on a challenge even if you fail or encounter difficulties in the process of achieving your goal. It also means working hard and maintaining interest for years to achieve your goals. This kind of perseverance and passion has long-term characteristics, like a marathon.

Individuals with high grit move toward their goals with determination even if they feel bored or disappointed in the process of achieving them [14].

Grit is a concept of maintaining interest in a specific goal and continuing efforts without giving up. Gritty individuals show behavior of continuous effort and are more suitable for achieving goals [15].

2.4 Self-efficacy

Self-efficacy is the belief in one's own capabilities and the expectation that one can solve a specific process. People have expectations about the future, which can include expectations about outcomes and expectations about themselves. Self-efficacy means having confidence in yourself because you have the ability to accomplish tasks based on expectations of yourself [1]. Individuals with high self-efficacy have confidence that they can successfully complete their tasks. They believe that they can perform well the tasks expected of them [16]. Therefore, people with high self-efficacy can perform their work more successfully. Furthermore, people can have self-efficacy not only for tasks, but also for future plans such as careers.

2.5 Effect of school career assistance on self-efficacy

Career is a concept about the future, and career assistance helps learners have positive expectations about the future [17]. Career support will have a positive impact on self-efficacy by helping learners perform their current and future tasks better and gain confidence [18]. In general, it has been proven that support from an organization or school improves an individual's self-efficacy [19]. Support from organizations such as schools can increase work performance and improve self-efficacy [20]. Accordingly, the following hypothesis was established.

H1. School career assistance will have a significant positive effect on self-efficacy.

2.6 Moderating effects of regulatory focus and grit

Grit involves effort. People who try harder have more positive expectations about their future results. He makes efforts because he believes that the results will be worth the effort he puts in. Therefore, individuals with high grit can have more confidence in their work results and improve self-efficacy. This phenomenon also appears in educational outcomes such as students' presentation performance [21]. Therefore, if students with high grit receive school career assistance, they will perceive a greater sense of competence in academics and their self-efficacy will improve. Based on this evidence, the following hypothesis was established.

H2. Grit will positively moderate the relationship between school career assistance and self-efficacy.

Regulatory focus is an individual's characteristic, and attitudes, behaviors, and preferences can all be influenced by the individual's characteristics. Depending on prevention and promotion, which are subdimensions of regulatory focus, people may have different preferred work methods, behaviors, and ways of pursuing pleasure [11]. Therefore, self-efficacy is also affected depending on the characteristics of regulatory focus [22]. In a more stable situation, people in prevention will have a greater sense of efficacy, and vice versa, people in promotion will have improved self-efficacy. This phenomenon was also proven in a study targeting students that self-efficacy can vary depending on regulatory focus [23]. Therefore, self-efficacy may be further improved depending on the regulatory focus of students receiving school career assistance. Based on this theoretical background, the following hypothesis was established:

H3. Prevention will positively moderate the relationship between school career assistance and self-efficacy.

H4. Promotion will positively moderate the relationship between school career assistance and self-efficacy.

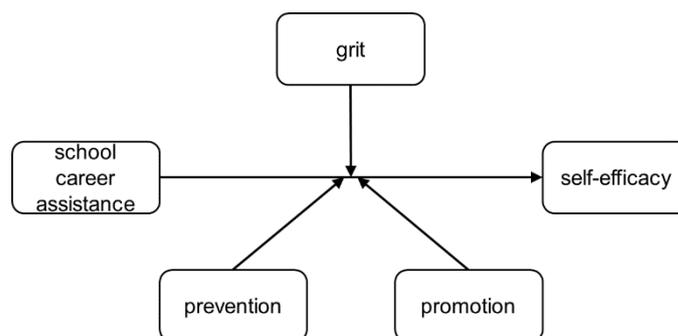


Figure 1. Research model

3. RESEARCH DESIGN

3.1 Measurement

As for the composition of the survey, all questions were measured on a Likert-5 point scale.

As an operational definition of the variable, the independent variable of the study is school career assistance. This variable is about specific support and refers to students' perception of the school's assistance in students' career development. When students perceive school career assistance, it means that the school is interested in their careers and provides help in various ways. In this regard, we used six questions developed in previous research [10].

The first moderating variable in the study is grit. This concept means having patience and enthusiasm in the process of achieving own goals. Individuals with high grit are able to achieve high levels of achievement by continuously working harder to achieve the[ir goals. For measurement, it is used five questions developed in previous research [15].

The second moderating variable is regulatory focus. This variable is divided into prevention and promotion. prevention is a characteristic of an individual who prefers not to make efforts to achieve specific goals and is satisfied with what is. These people are frustrated when they lose what they currently have, but they become more satisfied when they keep what they have. Promotion refers to an individual's tendency to pursue new things, perceive less difficulties in the process of achieving them, and be satisfied when they obtain something new, but frustrated when they do not. In relation to this, among the measurement tools developed to measure regulatory focus, 6 questions on prevention and 4 questions on promotion were used [12].

The dependent variable in this article is self-efficacy. This is the expectation of oneself to be able to perform a specific task and was measured with two questions developed in existing research [16]

3.2 Participants

Participation in the survey consisted of 141 college students. It was divided into 88 men (62.4%) and 53 women (37.6%), and students over 20 years old accounted for 74.4% rather than under 20 years old, making up participants more closely related to their careers. Information on grades, majors, and regions of other students is shown in Table 1. below.

Table 1. Demographics

| | | Frequency | Percent | | | Frequency | Percent |
|--------|--------------------|-----------|---------|---------------------|-----------|-----------|---------|
| gender | male | 88 | 62.4 | grade | freshman | 44 | 31.2 |
| | female | 53 | 37.6 | | sophomore | 24 | 17.0 |
| | Total | 141 | 100.0 | | junior | 39 | 27.7 |
| age | under 20 | 36 | 25.6 | senior | 34 | 24.1 | |
| | 20 and older | 105 | 74.4 | Seoul | 25 | 17.7 | |
| major | society | 53 | 37.6 | Gyeonggi Province | 34 | 24.1 | |
| | humanities and art | 50 | 35.5 | Chungcheong Provinc | 60 | 42.6 | |
| | etc | 38 | 26.9 | etc | 22 | 16.6 | |
| | | | | | | | |

4. EMPIRICAL ANALYSIS

Statistical analysis was conducted to prove the study hypotheses. First, exploratory factor analysis was conducted to ensure the validity of the survey. The results of the analysis showed that each variable was composed of its own factors. (higher than .4). According to Table 2, the relevance of the research questionnaire was ensured.

Table 2. Exploratory Factor Analysis

| | Component | | | | |
|----|-----------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 |
| s1 | .305 | .012 | .010 | .197 | .827 |
| s2 | .300 | -.042 | .028 | .323 | .753 |
| o1 | .863 | -.104 | .016 | .096 | .074 |
| o2 | .868 | -.033 | .063 | .109 | .143 |
| o3 | .847 | -.031 | .010 | .072 | .238 |
| o4 | .885 | .028 | .037 | .031 | .210 |
| o5 | .811 | .034 | .096 | .022 | .111 |
| o6 | .770 | -.133 | .152 | .172 | -.137 |
| p1 | -.005 | .333 | .594 | -.297 | .011 |
| p2 | .055 | .085 | .702 | .042 | .421 |
| p3 | .086 | .193 | .560 | .283 | -.292 |
| p4 | .008 | .183 | .762 | -.093 | -.080 |
| p5 | .149 | .005 | .647 | .307 | .072 |
| p6 | .098 | .064 | .757 | .196 | .003 |
| r1 | .187 | .444 | -.031 | .450 | -.071 |
| r2 | .021 | .057 | .342 | .719 | .168 |
| r3 | .251 | .242 | .007 | .665 | .143 |

| | | | | | |
|---------------|--------|--------|--------|--------|--------|
| r4 | .097 | .170 | .057 | .727 | .230 |
| g1 | .056 | .692 | .094 | .098 | -.010 |
| g3 | -.072 | .891 | .163 | -.068 | .025 |
| g3 | -.077 | .890 | .164 | .009 | .000 |
| g4 | -.122 | .627 | .139 | .301 | .024 |
| g5 | -.120 | .682 | .086 | .302 | -.024 |
| Total | 4.627 | 3.438 | 2.982 | 2.397 | 1.791 |
| % of Variance | 20.115 | 14.950 | 12.964 | 10.421 | 7.788 |
| Cumulative % | 20.115 | 35.065 | 48.028 | 58.449 | 66.237 |

KMO=.788(sig=.000)

Table 3 verifies the reliability of the study using Cronbach's Alpha. Each variable secured a reliability of .7 or higher, proving that the variables were reliable. Also, there are the results of descriptive statistics. The average value and standard deviation of each variable are shown. (See Table 3)

Table 3. Reliability and Descriptive Statistics

| | Cronbach's Alpha | Mean | Std. Deviation |
|--------------------------|------------------|--------|----------------|
| school career assistance | .927 | 3.3766 | .79759 |
| efficacy | .852 | 3.6374 | .80157 |
| prevention | .788 | 3.3588 | .79294 |
| promotion | .728 | 3.1947 | .78034 |
| grit | .851 | 3.0183 | .83554 |

Table 4 shows the correlation between variables. It was shown that age and grit had a negative correlation. Additionally, grit was shown to have a significant correlation with both prevention and promotion, which are regulatory focuses. It was shown that school career assistance had a significant positive relationship with self-efficacy and promotion.

Table 4. Correlation

| | gender | age | grade | location | grit | prevention | promotion | school career assistance | self- efficacy |
|------------|--------|---------|--------|----------|--------|------------|-----------|--------------------------------|-------------------|
| gender | - | | | | | | | | |
| age | .004 | - | | | | | | | |
| grade | .265** | .572** | - | | | | | | |
| location | .117 | -.115 | -.219* | - | | | | | |
| grit | -.018 | -.228** | -.023 | .085 | - | | | | |
| prevention | -.057 | .036 | .040 | .056 | .323** | - | | | |

| | | | | | | | | | |
|--------------------------------|--------|-------|-------|-------|--------|--------|--------|--------|---|
| promotion | -.180* | -.007 | .001 | -.052 | .400** | .269** | - | | |
| school career assistance | .048 | .070 | -.029 | -.131 | -.095 | .154 | .276** | - | |
| self- efficacy | -.079 | .133 | .024 | -.093 | .013 | .122 | .389** | .441** | - |

Regression analysis was conducted to verify the study's hypotheses.

First, according to step 1 of Table 5, it was proven that school career assistance has a significant positive effect on self-efficacy (beta=.437, sig=.000). This means that students have more positive expectations about their task capabilities through school assistance. Therefore, hypothesis 1 was accepted.

Second, step 2 and step 3 in Table 5 are the results of verifying the adjustment effect of grit. Empirical analysis results showed that grit negatively moderates the relationship between school career assistance and self-efficacy. These results mean that in the case of gritty students, self-efficacy decreases when they receive school career assistance. Therefore, Hypothesis 2 was not supported, and it can be seen that the result has the opposite meaning. The slope for this is shown in Figure 2.

Table 5. Mediating effect of grit between school career assistance and self-efficacy

| | dependent: self-efficacy | | | | | | | | |
|-----------------------|--------------------------|----------|------|-------|----------|------|-------|----------|------|
| | Beta | step1 | | step2 | | | step3 | | |
| | | <i>t</i> | Sig. | Beta | <i>t</i> | Sig. | Beta | <i>t</i> | Sig. |
| gender | -.100 | -1.166 | .246 | -.093 | -1.084 | .280 | -.094 | -1.120 | .265 |
| age | .099 | .996 | .321 | .127 | 1.231 | .221 | .101 | .994 | .322 |
| grade | .004 | .040 | .969 | -.013 | -.123 | .903 | .003 | .027 | .978 |
| location | -.011 | -.136 | .892 | -.019 | -.230 | .818 | .030 | .355 | .723 |
| school | .437 | 5.396 | .000 | .442 | 5.441 | .000 | 1.017 | 4.362 | .000 |
| grit | | | | .084 | 1.014 | .312 | .794 | 2.812 | .006 |
| grit_school | | | | | | | -.898 | -2.625 | .010 |
| <i>F</i> | | 6.845 | | | 5.877 | | | 6.261 | |
| <i>R</i> ² | | .215 | | | .221 | | | .263 | |
| ΔR^2 | | | | | .006 | | | .041 | |

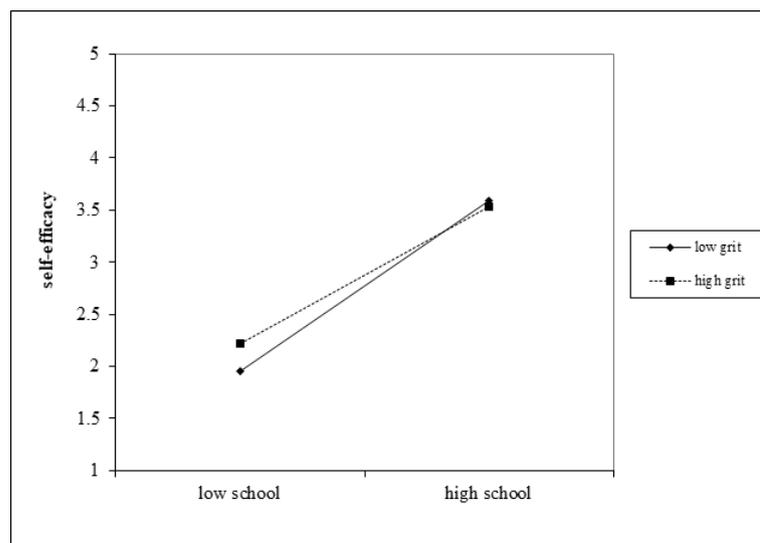


Figure 2. Mediating effect of grit between school career assistance and self-efficacy

Table 6 shows Mediating effect of prevention between school career assistance and self-efficacy. As shown in step 3, prevention was found to negatively regulate the relationship between school career assistance and self-efficacy. This was the same result as grit, and based on this, Hypothesis 3 was not supported. The slope for this is shown in Figure 3.

Table 6. Mediating effect of prevention between school career assistance and self-efficacy

| | dependent: self-efficacy | | | | | | | | |
|-----------------------|--------------------------|----------|------|-------|----------|------|-------|----------|------|
| | step1 | | | step2 | | | step3 | | |
| | Beta | <i>t</i> | Sig. | Beta | <i>t</i> | Sig. | Beta | <i>t</i> | Sig. |
| gender | -.100 | -1.166 | .246 | -.095 | -1.096 | .275 | -.089 | -1.045 | .298 |
| age | .099 | .996 | .321 | .100 | 1.007 | .316 | .100 | 1.017 | .311 |
| grade | .004 | .040 | .969 | -.001 | -.012 | .990 | .011 | .104 | .917 |
| location | -.011 | -.136 | .892 | -.017 | -.199 | .843 | .009 | .107 | .915 |
| school | .437 | 5.396 | .000 | .429 | 5.194 | .000 | .930 | 3.384 | .001 |
| prevention | | | | .048 | .585 | .560 | .544 | 1.998 | .048 |
| school_prevention | | | | | | | -.772 | -1.909 | .059 |
| <i>F</i> | | 6.845 | | | 5.731 | | | 5.538 | |
| <i>R</i> ² | | .215 | | | .217 | | | .240 | |
| ΔR^2 | | | | | .002 | | | .023 | |

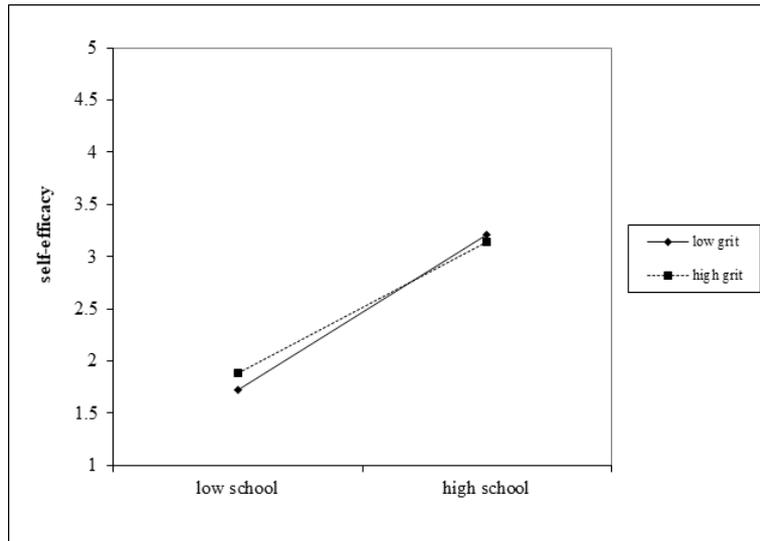


Figure 3. Mediating effect of promotion between school career assistance and self-efficacy

Lastly, Table 7 explains the Mediating effect of promotion between school career assistance and self-efficacy. Promotion, like prevention, has a negative moderating effect, but the effect does not appear to be large (sig=.079). Accordingly, hypothesis 4 was rejected. A graph showing this result is shown in Figure 4.

Table 7. Mediating effect of promotion between school career assistance and self-efficacy

| | dependent: self-efficacy | | | | | | | | |
|------------------|--------------------------|--------|------|-------|-------|------|-------|--------|------|
| | step1 | | | step2 | | | step3 | | |
| | Beta | t | Sig. | Beta | t | Sig. | Beta | t | Sig. |
| gender | -.100 | -1.166 | .246 | -.033 | -.391 | .696 | -.057 | -.674 | .501 |
| age | .099 | .996 | .321 | .128 | 1.341 | .182 | .095 | .984 | .327 |
| grade | .004 | .040 | .969 | -.035 | -.343 | .732 | .014 | .131 | .896 |
| location | -.011 | -.136 | .892 | -.021 | -.260 | .795 | -.010 | -.128 | .898 |
| school | .437 | 5.396 | .000 | .351 | 4.312 | .000 | .749 | 3.139 | .002 |
| prevention | | | | .286 | 3.528 | .001 | .680 | 2.878 | .005 |
| school_promotion | | | | | | | -.647 | -1.773 | .079 |
| F | | 6.845 | | | 8.300 | | | 7.687 | |
| R ² | | .215 | | | .287 | | | .304 | |
| ΔR ² | | | | | .072 | | | .018 | |

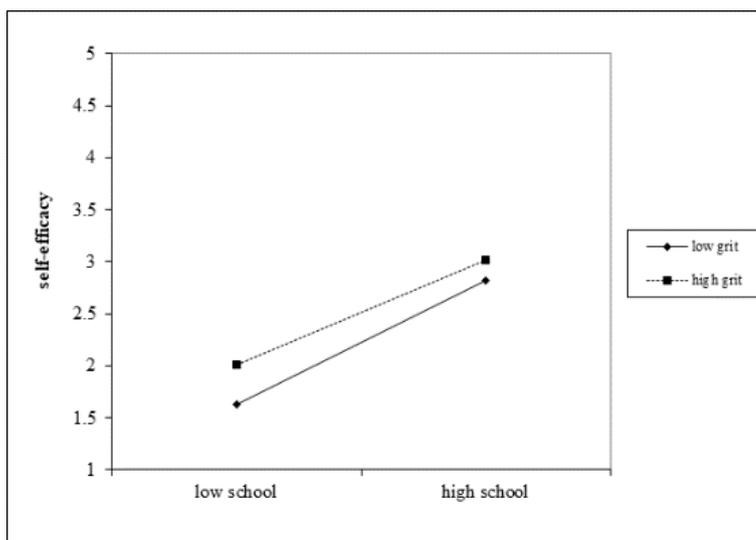


Figure 4. Mediating effect of prevention between school career assistance and self-efficacy

5. CONCLUSION

5.1 Conclusion and implication

First, as a result of the study's analysis, it was proven that school career assistance has a significant impact on students' self-efficacy. These results mean that self-efficacy is a concept that individuals recognize and evaluate about themselves, but group and collective support such as schools can improve it.

Second, it has been proven that the moderating effects of grit, prevention, and promotion are negative in the relationship between school career assistance and self-efficacy. Although these results mean that the hypothesis is rejected, it is meaningful that there is a significant moderating effect. Depending on individual characteristics, school career assistance may not be necessary or may actually play a negative role.

The implications of these results are as follows.

First, it is valuable in the theoretical realm to be able to influence individual-level perceptions, such as self-efficacy, at the group level. Studies that coexist at the group level and individual level will present more diverse research ideas in the future.

Second, at a practical level, schools need to provide career-related assist to improve students' performance and self-efficacy. These school efforts will serve as a strategy to improve the individual performance of learners.

Third, grit is a personal characteristic that an individual perceives as immersion in a specific goal. If you have these characteristics, school support may actually be a hindrance. This phenomenon also appears in regulatory focus. Therefore, when schools support students, they need to consider different individual characteristics rather than using the same methods all together. The method of support will vary depending on the individual's personality and tendencies.

5.2 Limitations and suggestions for future study

First, this study surveyed 141 students. However, in order to conduct more in-depth research at the school and individual levels, it will be necessary to secure more samples. Therefore, this paper suggests that future

research conduct analysis targeting a wider range of students.

Second, the research hypotheses were rejected. It means that existing research or theories are not applicable in all situations and that their effectiveness may vary depending on the situation. Therefore, future research will need to apply more diverse situational factors to present more strategic results.

Third, this article focuses on school support, but it will also be necessary to verify the impact of assistance from other factors such as parents and society.

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