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THE ROLE OF CONSCIENTIOUSNESS AND ACHIEVEMENT MOTIVATION ON CAREER SELF-EFFICACY MEDIATE BY MASTERY GOAL ORIENTATION AS A MEDIATOR IN FULL-TIME EMPLOYMENT STUDENTS

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ABSTRACT

This study aims to examine a theoretical model of the role of conscientiousness and achievement motivation on career self-efficacy with mastery goal orientation as a mediator fitted with empirical data. The variables in this study are conscientiousness and achievement motivation, mastery goal orientation and career self-efficacy. Respondents in this study were 350 mature student (studying while working) of MercuBuanaMeruya university Jakarta. A scale of conscientiousness was based on the paper of Costa and McCrae (Pervin and John, 2001), a scale of achievement motivation by Pintrich (2008), a goal orientation mastery scale from Elliot and Pintrich (2000) and a self-efficacy scale based on Betz and Luzzo, (1996). The entire scale used in this study was adopted and modified by the author with a Likert scale model. Data analysis techniques to test the theoretical model in this study used a Structural Equation Model (SEM) through a Linear Structural Model (LISREL), software version 8.7 The model test results show that the hypothetical model has a fit index RMSEA = 0.066, NFI = 0.99 NNFI = 0.99 CFI = 0.100. IFI = 0.100 means that the hypothetical model or hypothesis can be accepted or fitted with field data. It means that "the role of conscientiousness and achievement motivation towards career self-efficacy with goal orientation mastery as mediators as been fitted with data". The results show that the theoretical model that describes the role of conscientiousness personality and achievement motivation towards career self-efficacy with mastery goal orientation as a mediator fitted with empirical data.

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INTRODUCTION

The practice of students studying while in full-time employment is not new in Indonesia. Many universities provide opportunities for students who are already working to continue their education, because it is seen as an important factor that can affect career development. Rice (2008) states that students in studying in college are to prepare themselves in choosing a career, and for some people, the preparation is by studying while working.

Some mature students who study while working seek to meet the demands of the company where they work according to the career fields needed by their company. Studying while working has a positive and negative impact on students. The positive impact is being able to make students more independent in funding their studies because it is supported by the company. On the other hand students who study while working usually choose study hours outside working hours (weekend), because in the morning and afternoon they must carry out their usual

tasks at the office. Many students experience difficulties due to the need to meet the various office and college assignments. Another problem faced by students in full-time employment is the number of academic assignments that have to be completed on time.

Students who decide to study while in full-time employment often lack confidence or do not have the self-efficacy required to complete office work because they do not have competencies in their career fields, so that their career development does not advance. Self-efficacy in industry and in organizations is defined by several experts to be career self-efficacy, and some researchers also mention it as career-related self-efficacy (Day and Allen, 2002).

Career self-efficacy is defined by Bozegeyikli, Banali, *et al.*, (2009) as an individual belief in being successful at performing tasks related to career-decision making processes. Career self-efficacy is believed to provide motivation for career behavior (Betz and Taylor, 2001).

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According to Betz and Luzzo, 1996; Bandura, (2005), there are five aspects of career self-efficacy, namely: self-appraisal, gathering occupational information, goal selection, planning for the future, and problem solving.

Individuals who have high career self-efficacies tend to visualize their success and seek positive support and results for their career ambitions (Betz & Schifano, 2000).

Another opinion defines career self-efficacy as an individual's assessment of his/her ability to carry out career behavior in relation to career development and choice and to career adjustment (Anderson and Betz, 2001).

Students who have low career self-efficacy will tend to despair quickly, and consider themselves unable to carry out the career tasks they face. Such individuals have low aspirations and commitment to achieving their chosen goals in their careers. Students who have low career self-efficacy have problems in deal with difficult work challenges and tend to reduce their effort and even give up. They are also slow to regain confidence of in their ability when facing difficulties or failure (Bandura, 1994).

Students who have career self-efficacy have the urge to try to overcome obstacles, find information about the aspect in which they are interested in, as well as using the knowledge and skills they have, so they can make decisions and achieve the desired results.

Based on interviews that the author carried out to validate the data in relation to the concepts described above, and sharing questions and answers in the classroom were almost the same, namely that people in full employment returning to educational studies were able to add or to deepen their abilities in their fields of work besides obtaining a relevant degree, whilst the knowledge obtained in higher education was very helpful for their career development and also had the effect of increasing self-confidence. (Interview, 18 December 2016).

Students who are optimistic can complete their academic assignments on time and are able to plan their career development well through having a clear career orientation, because they focus on interests and capabilities that match their careers (Thomas & McDaniel, 2004). Low career self-efficacy can cause individuals to delay making career decisions. Almost all individuals who are low in self-efficacy feel less confident in their abilities, and in many cases, this can hinder the success of their chosen career.

Concerning self-efficacy, goal orientation mastery often mediates student motivation in achieving the goals that individuals and groups want to achieve because goals are a measure of success or failure, (Jones B. and Leigh, 2005; Locke, Shaw and Latham, *et al.*, 2002). The research found that learning goal orientation mastery is positively and significantly related to self-efficacy (Van de Walle *et al.*, 1999).

Goal orientation mastery is a very important factor for increasing student confidence both in learning and work and as a guide to actions to be taken. Some people who study while working fail to continue their education due to factors such as not having a definite goal, low motivation (lack of motivation), whilst students who are persistent and never give up can overcome difficulties in learning.

Students with a high level of conscientiousness are persistent in working, learning and being reliable. In addition, they are resilient in the face of difficulties (Barrick & Mount, 2005). Students with high conscientiousness also have characteristics that tend to be similar to those of highly motivated students.

Achievement motivation has an important role for improving self-efficacy. On the other hand, when student motivation decreases, self-efficacy tends to decrease. In terms of motivation in general, achievement motivation is assumed to encourage and give certain energy according to the situation (Larsen and Buss, 2005).

Motivation can influence an individual's self-confidence in several ways, such as reinforcing the predetermined goals of an individual, how much effort needs to be made, and how resilient students are when facing difficulties, (Bandura, 2005). Students who have achievement motivation prefer to do work that has a higher level of difficulty, enjoy challenging tasks and will strive in learning activities which will assist them to succeed in setting goals.

Research Question

Based on the above description, the problem formulated becomes, "does the theoretical model of goal orientation mastery as mediator of conscientiousness and achievement motivation to career self-efficacy have a positive role when fitted with empirical data?" Therefore, the purpose of the research is to test the theoretical model of variables which will have positive role in student career self-efficacy by empirical data, and to test the hypothesis of structural relationship among research variables.

Career Self-Efficacy

Self-efficacy in the industrial and organizational world is specialized by several experts to become career self-efficacy, and some researchers also mention it as career related self-efficacy (Day and Allen, 2002). Career self-efficacy provides important relevant information to understand the complex career development process (Niles and Iowa, 1992). Career self-efficacy is believed to provide motivation for career behavior (Betz and Taylor, 2001). Self-efficacy in the industrial and organizational world is specialized by several experts to become career self-efficacy, and some researchers also mention it as career related self-efficacy (Day and Allen, 2002). Career self-efficacy provides important relevant information to understand the complex career development process (Niles and Iowa, 1992). Career self-efficacy is believed to provide motivation for career behavior (Betz and Taylor, 2001).

Feist & Feist (2009) defines that self-efficacy as an individual belief that they are able to do an action that will produce something that is expected. According to Schunk, (2008) self-efficacy is closely related to confidence in completing the task. High self-efficacy tends to visualize success and seek positive support and seek results for his career ambitions (Bandura, 2005). In general, the higher career self-efficacy beliefs, the greater career goals and challenged themselves to self-regulate, and have a strong commitment to career. Individuals who have high career self-efficacy consider failure as a result of lack of hard work, knowledge, and skills. Individuals who have low career self-efficacy will tend to be quick to despair, and consider themselves unable to carry out the career work they

face, individuals like this have low aspirations and low commitment to achieving the chosen goals or set in their career world. Individuals who have low career self-efficacy do not like to challenge and think about how to deal with difficulties. When they faced with difficulty in work career, it usually reduces effort and gives up quickly, it is also slow in fixing or regaining the confidence of their ability when facing failure.

Career Self-efficacy Aspects

Betz and Luzzo, 1996; Bandura, (2005) there are five aspects as follows:

Self-Appraisal

In this aspect, it explains how to describe individual career self-efficacy through an assessment of himself. This means that individuals will have high or low self-efficacy determined by assessing how self-efficacy is portrayed through assessment and how individuals reward themselves.

Gathering of Occupational Information

Self-efficacy describes the high and low of student self-efficacy seen from gathering information about the career fields of interest. This dimension looks at how far individuals are confident in their abilities for a particular career field by gathering the information they need.

Goal Selection

Describing the height of individual career self-efficacy seen from the belief in the goals to be achieved in the field of career interest. Where individuals who have high self-efficacy will feel confident that goals in a particular career field can be realized.

Planing for the future

Explain how individuals have a level of trust in future plans that will be made to choose a particular career field. Individuals who have high career self-efficacy will believe that future plans that are made can be realized.

Problem Solving

Describe individual beliefs that are able to solve problems well. Individuals who have high self-efficacy able to solve the problem. While individuals who have low self-efficacy unable to solve problems and are less involved in the task instead try to change the situation.

Based on above, career self-efficacy is an individual's assessment of his ability to visualize his success in achieving goals, in both learning and career development goals.

Mastery Goal Orientations

According to Schunk, *et al.*, (2008) mastery goal orientation is a learning orientation that is focused on mastering or focusing on learning, mastering tasks in accordance with the rules of self-standard or self-improvement and to develop new skills, improve competence, strive to achieve something challenge and try to gain understanding and insight. Mastery goal orientation is the orientation of students to master (Pintrich, Schunk&Mattern, 2005).

In general, individuals who have a goal orientation mastery tend to focus on mastering the tasks given so that they can improve competence (Eccles *et al.*, 2002). According to Mattern (2005), individuals who are oriented to the masterygoal orientation will focus on developing their abilities and trying to understand each task given and always increase their potential. (Church, *et al.*, 2001). Mastery goal orientations have more intrinsic motivation, where individuals who have mastery goal orientation will tend to prioritize how they can understand the material (Eccles and Wigfield, 2002).

When individuals adopt mastery goal orientation they are involved in more effective learning strategies, such as learning from their mistakes, changing strategies that do not work, and seeking help when needed. They are also more intrinsically motivated, and have standards in their learning activities. Goals aim to focus on results rather than learning processes, such as achieving success in any way, avoiding the emergence of incompetence. (Elliott and Dweck, 2005; Harackiewicz *et al.*, 2002). According to Dweck and Slavin, (1994) when facing barriers individuals who have a mastery goal orientation tend to want to try so that it will improve performance. Individuals with goal orientation masters will focus on learning, mastering assignments, developing new skills, increasing competencies, liking challenges, and trying to achieve an understanding and insight (Pintrich and Schunk, 2002)

In the most recent research (Bereby-Meyer, Moran, and Unger-Aviram, 2004). These findings indicate that mastery goal orientation produces knowledge and skills, which can then increase their ability to confidence (self-efficacy). Bandalos, Finnely and Geske (2003) state that goal orientation mastery is positively correlated with self-efficacy

Mastery Goal orientations Aspects

Elliot and Pintrich, (2000) in the new conceptual designate that goal orientation mastery consists of two aspects:

Mastery Approach Orientation

Mastery approach focuses on students to pursue something positive, students focus on mastering assignments by using the standard of ability they have to develop their knowledge. Students with a mastery approach, focus on learning, mastering assignments, learning new skills, developing or improving their competencies, concentrating on understanding and insight.

Mastery Avoidance Orientation

Mastery avoidance focuses on students to avoid something negative, anxiety when students avoid ignorance of student learning materials using standards such as not making mistake. Mastery goal orientation is a motivational orientation that is owned by students, in order to gain knowledge that emphasizes self-improvement, self-development and mastery of tasks and focus on learning with standards that are owned to develop new skills acquired during take education in college. Students who have a mastery goal orientation will be interested in finding challenges and using higher effective learning strategies, and having a positive attitude towards learning and having a higher level of self-efficacy towards their ability to succeed in achieving their career goals. The characteristics of students who have mastery goal orientations are always trying and

doing exercises to develop their competencies and feel confident in their abilities. Thus students who have mastery goal orientations tend to have high self-efficacy. Mastery goal orientation is a motivational orientation that is owned by students, in order to gain knowledge that emphasizes self-improvement, self-development and mastery of tasks and focus on learning to the standards that are owned to develop new skills acquired during studying in college. Students who have a mastery goal orientation will be interested in finding challenges and using higher effective learning strategies, and having a positive attitude towards learning and having a higher level of self-efficacy towards their ability to succeed in achieving their career goals. The characteristics of students who have mastery goal orientations are always trying and doing exercises to develop their competencies and feel confident in their abilities so students who have mastery goal orientations tend to have high self-efficacy.

Conscientiousness

According to Pervin (Alwisol, 2009) personality is all a person's characteristics or traits which results in a permanent pattern in responding to a situation. Personality according to Allport, (Barrick and Ryan, 2003) is defined as a dynamic organization in the individual which is a psychophysical system and it determines the individual's adjustment in a unique way to the environment. According to Larsen and Buss, (2002) personality is a set of psychological traits and mechanisms in organized individuals, relatively enduring which affects the interaction and adaptation of individuals in the environment (including the intraphysical, physical and social environment). According to Pervin (Alwisol, 2009) personality is all the characteristics of a person or the general nature of many people that result in a permanent pattern in responding to a situation. Personality according to Allport, (Barrick and Ryan, 2003) is defined as a dynamic organization in the individual which is a psychophysical system and it determines the individual's adjustment in a unique way to the environment. According to Larsen and Buss, (2002) personality is a set of psychological traits and mechanisms in organized individuals, which are relatively enduring which affect the interaction and adaptation of individuals in the environment (including the intraphysical, physical and social environment).

Individuals with high conscientiousness is characteristics of a personality reliable, disciplined, careful, hard-working, conscientious, timely, organized and neat. While individuals with low conscientiousness are individuals who are hedonistic, lazy, careless, negligent, easily discouraged, has no purpose, and is unreliable (Cervone and Pervin, 2012).

According to Feist and Feist (2010), conscientiousness describes individuals who are orderly, controlled, organized, ambitious, focused on achievement and have self-discipline. In general, individuals who have high Conscientiousness are usually hardworking, careful, timely, and able to survive (Feist and Feist, 2010, Barrick and Mount, 1991). According to Feist and Feist (2010), conscientiousness describes regular individuals, controlled, organized, ambitious, focused on achievement and self-discipline. In general, individuals who have high Conscientiousness are usually hardworking, cautious, timely, and able to survive (Feist and Feist, 2010, Barrick and Mount, 1991).

Aspects - Aspects of Conscientiousness Personality

According to NEO PI-R developed by Costa and McCrae (Pervin and John, 2001) conscientiousness is categorized as facets (components), namely:

Competence (feeling capable)

Having the ability to do something, have the ability to achieve goals and success.

Orderliness

Order (order) refers to the tendency of individuals to be organized or neatly organized and clean, these individuals tend to be thorough and efficient in completing tasks.

Deliberation (Considerations)

Thinking before acting in doing something, thinking with caution before acting and making a plan at the beginning is not a sudden way.

Dutifulness (responsibility)

Dutifulness measures loyalty to ethical principles or conscience. High individuals, on beautifulness see themselves very carefully when fulfilling moral obligations.

Self-discipline

This individual has a strong determination to complete tasks on time. High scores on self discipline tend to avoid delaying things and have the ability to fight boredom and interference. f. Achievement Striving (Achievement)

Someone with a high score will show hard effort to achieve perfection. The need to be known as a successful person causes them to continue to be on the path they think is right for success.

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Achievement Motivation

The theory of achievement motivation was first developed by Atkinson J.W. in 1957 and revised in 1974. According to Atkinson the motive was a latent disposition that tried strongly to get to a particular goal, this goal could be achievement, affiliation, or power. According to McClelland, Viethzal, (2007) uses the term "n-ach, namely" Need for Achievement ". Achievement motivation is defined as an effort to achieve success that aims to succeed in competing with a measure of excellence. According to Murray (Winkle, 2004) achievement motivation (achievement motivation) is the driving force to achieve the highest level of learning achievement for the sake of hope for himself.

Motivation for achievement according to Schunk, *et al.*, (2008) is a process where the objectives to be achieved direct activities continuously and sustainably. Motivation is an important aspect of human behavior. Motivation for achievement has been conceptualized in various ways, many approaches to achievement motivation have been developed separately, most of the theories of achievement motivation are made not to compete with each other but to complement each other

Achievement Motivation Dimension

According to Atkinson (in Sukadji 2001), achievement motivation can be high or low, based on two aspects contained in it, namely:

Hope for Success or Success (Motive of Success)

Individuals with hopes of success outweigh the fear of grouped failure having high achievement motivation.

Motive to Avoid Failure

Individuals who have fears of failure outweigh expectations to be successfully grouped as having low achievement motivation. Pintrich (2008) stated that there are three aspects of achievement motivation as follows:

Task Selection

Individuals who have achievement motivation are more likely to do work that has a higher level of difficulty, enjoy challenging tasks and tasks that show excellence.

Persistence

Individuals who have the motivation to perform persistently in working on difficult and persistent tasks in setting planned goals.

Effort

Individuals with high achievement motivation tend to try in learning activities to succeed

RESEARCH METHODS

Participants

Sampling was done by simple random sampling of 350 participants (267 female and 83 male) out of a total of 2,853. Participants in this study were Grade Six, Mercu Buana Meruya University student Jakarta, recruited from six faculties of mature students in full employment.

Instrument

There are four variables which are measured in this study, namely, Conscientiousness, Achievement Motivation, Mastery of Orientation and Career Self-Efficacy. Data collection for the four variables used a Likert scale with five categories; strongly agree, agree, neutral, disagree, and strongly disagree.

A career self-efficacy scale was constructed and modified by the author's research based on Betz's Career Decision Self-Efficacy Scale-Short Form (CDMSE-SF), (Betz, Klein and Taylor, 1996) which consisted of 21 items, (Cronbach Alpha = 0.95.) Goal orientation mastery aspects were constructed and modified by the author's research based on the Pattern Adaptive of Learning Scale (PALS-Medgley *et al.*, 1998) consisting of 14 items (Cronbach Alpha = 0.95). To measure conscientiousness, the author adapted the NEO Personality Scale (Costa and McCrae, 1992), as modified by the author based on five aspects or facets of the conscientiousness (Costa and McCrae 1992), composed of 24 items and having a reliability value of 0.952. Achievement motivation was constructed in the form of 12 items according to the aspects of achievement motivation scale (Pintrich, 2008), (Cronbach Alpha = 0.850).

Data Analysis Techniques

Data analysis techniques in this study used descriptive statistical methods, expert panel tests (Expert Judgment) to calculate the validity of items based on expert judgment, and the validity of using the Aikens' V test, namely content validity which aims to determine whether the measuring instrument is in accordance with the objectives expected. The assessment is carried out by professional judgment, structural model analysis techniques, and Structural Equation Model (SEM) techniques, using Structural Linear Model, Version 8.70, to test the validity of the model by seeing whether there is a significant difference between the model and data (model fit). If there is a match between the theoretical model and the data, then testing can be done on the hypothesis concerning structural relations in a theoretical model fitted with empirical data.

RESULT

The results of the model were obtained by chi square = 180.27, df = 69, p-value = 0.000, square root means error of approximation (RMSEA) = 0.066 (<0.08) Comparative Fit Index (CFI) = 1.00 normed fit index (NFI) = 0.99 (>0.90), non-normed fit index (NNFI) = 0.99 (>0.90), goodness of fit index (GFI) = 0.94 (>0.90), and adjusted goodness of fit index (AGFI) = 0.98, (>0.90). This constitutes the theoretical model of "the role of conscientiousness and achievement motivation towards career self-efficacy with goal orientation mastery as mediators fitted with empirical data". The next stage to test the

hypothesis is to see the relationship between variables, whether significant or insignificant, using the t value score of the variables.

The results of the significance test (t value) indicate that the parameter coefficients in the hypothetical model have a value of $t > 1.96$ (t table), which means that the model tested in this study has valid and significant parameters. Thus the hypothetical model is in accordance with the data, because the test results are appropriate (accepted) as a fit and significant model.

The results obtained show that $\beta = 0.91$ with t count 21.71 is greater than t table 1.96. Thus it can be concluded that goal orientation mastery plays a positive and direct role in the career self-efficacy of students in full employment.

The results of the analysis showed a value of $\gamma = 0.79$ with t count of 13.86 which is greater than t table of 1.96. Thus it can be concluded that conscientiousness plays a positive and direct role in mastery goal orientation.

A value of $\gamma = 0.22$ was obtained with t count of 4.76 which is greater than the t table value of 1.96. Thus it can be concluded that achievement motivation plays a positive and direct role in mastery goal orientation.

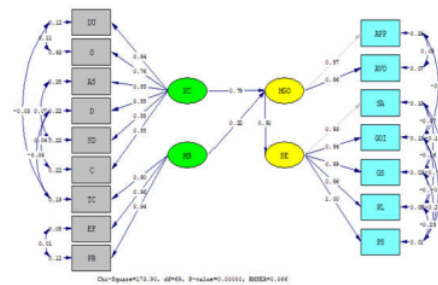
From the results of the analysis, it is known that the indirect effect coefficient is 0.72 with t count 13.58 which is greater than t table 1.96. Thus it can be concluded that mastery goal orientation functions as a mediator between conscientiousness towards career self-efficacy.

From the results of the analysis it is known that the indirect effect coefficient is 0.20 with t count 4.7 which is greater than t table 1.96. Thus it can be concluded that mastery goal orientation serves as a mediator between achievement motivation and career self-efficacy

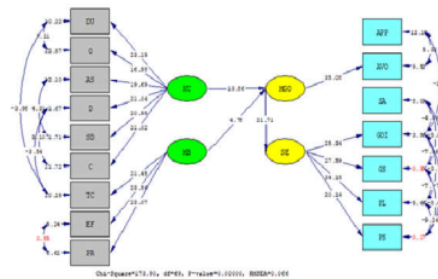
CFA Model

| Variabel | RMSEA | NFI | NNFI | GFI | AGFI |
|--------------------------|-------|------|------|------|------|
| Self-Efficacy | 0.090 | 0.98 | 0.97 | 0.97 | 0.98 |
| Mastery-Goal Orientation | 0.075 | 0.98 | 0.98 | 0.94 | 0.88 |
| Conscientiousness | 0.075 | 0.97 | 0.98 | 0.86 | 0.82 |
| Motivasi berprestasi | 0.070 | 0.99 | 0.98 | 0.96 | 0.90 |

The conscientiousness variable x1 with a parameter value (γ_1) of 0.79 and a t-value of 13.86 indicates that this variable plays a positive role in student career self-efficacy. This means that if the conscientiousness variable is increased by 1 then career self-efficacy is expected to increase by 0.79. Motivation variable achievement as x2 with parameter value (γ_2) is 0.32 and t-value 4.76 shows that the achievement motivation variable plays a positive role on student career self-efficacy. This means that when the achievement motivation variable is increased by 1, then the student career self-efficacy level is expected to increase by 0.32. The goal orientation mastery variable (x3) or mediator with parameter value (β) 0.91 and t-value 21.71 shows that this variable plays a positive role on student career self-efficacy, meaning that when the variable mastery goal orientations is increased by 1 then, automatically, the level of student career self-efficacy is expected to increase by 0.91.



Std Solution Hybrid Model



T-Value Hybrid Model

Tabel 2 structural analysis equiton model

| Variabel laten eksogen | Standardized Coefficient | t-value | Keterangan | R ² |
|------------------------|--------------------------|---------|------------|----------------|
| C | 0.75 | 13.86 | signifikan | 0.98 |
| MB | 0.32 | 4.76 | signifikan | |
| MGO | 0.91 | 31.71 | signifikan | |

DISCUSSION

The results of the study of the role of conscientiousness and achievement motivation on career self-efficacy with goal orientation mastery as a fit mediator with empirical data means that a hypothetical model can be accepted. Furthermore, the structural relationship of each variable shows a positive role.

In this study it can be proved that goal orientation mastery has a positive role on career self-efficacy with a correlation coefficient of 0.91 ($t = 21.71 > 1.96$). With an effective correlation of each aspect of the Mastery approach orientation mastery ($APP = 0.90$, and avoidance orientation mastery $= 0.99$, it can be interpreted that goal orientation mastery is a factor that influences the increase of career self-efficacy of nighttime and weekend students who study whilst in full employment. Previous researchers consistently found that students who adopted mastery goal orientations tended to have higher self-efficacy, positive learning patterns, such as paying more attention to class and processing information in a more meaningful way, as well as higher achievement (Middleton & Midgley, 1997; Pajares, Britner, & Valiante, 2000).

Avoidance mastery has a greater contribution to student self-efficacy for career development compared to approach orientation mastery. It is emphasized that students who obtain high results in avoidance mastery will perceive themselves to be superior to other refusing to seek help, meaning that students feel confident in their abilities when facing difficulties

in learning. Another reason is that students who go to college aim to avoid low perceptions of their abilities so they do not look inferior in front of their office colleagues, and so that they can respect other colleagues who have worked. This is in line with the statement of Senko, Ulleman, & Harackiewicz, (2011) that goal orientation mastery and achievement of performance goals demonstrate individual competence by outperforming peers of their age.

The results of the study showed that conscientiousness has a positive role on goal orientation mastery with a correlation coefficient of 0.79 ($t = 13.86 > 1.96$) with an effective correlation of each aspect: dutifulness (DU) = 0.94, orderliness (O) = 0.76, achievement striving (AS) = 0.85, deliberation (D) = 0.88, self-discipline (SD) = 0.88, and competence (C) = 0.88. The highest aspect is dutifulness, therefore, students who have high level of responsibility, will evaluate themselves very carefully when fulfilling their moral obligations. Students have a responsibility for their personal commitment when deciding to return to higher education so that they can be competitive with colleagues who are already undergraduates and ready to accept responsibilities. In line with Feist and Feist (2006), a high conscientiousness indicates a high level of self-organization, which often modifies a situation to reduce the adverse consequence of emotional events. In addition, they tend to adopt the emotion regulation strategy i.e. attentional deployment to accomplish their goals. Focusing on job and deploying attention to relevant goals is one of the characteristics of conscientiousness.

The result showed that achievement motivation plays a positive role on mastery goal orientation, with the mediator having a correlation coefficient value of 0.22 ($4.76 > 1.96$) which is consistently correlated with each aspect such as task choice (TC) = 0.90, effort (E) = 0.96, and persistence (P) = 0.95. The results of the study are in line with the findings that individuals with greater mastery orientation desire personal growth (i.e., learning goals) and tend to view challenge, such as confusion or difficulty, as an opportunity to learn something new. (cf Dweck, 1986, 2006). Therefore, they generally seek challenge and respond to them with increased effort and interest. In fact, orientation mastery may lead individuals to interpret the efforts they exert as rewarding because effort engenders growth. However, Dweck's theoretical approach (e.g., Dweck 1986, 2006; Dweck & Leggett, 1988), which regards achievement motivation as an orientation, is especially useful for the current study because of its emphasis on how individuals conceptualize and respond to the effort needed to overcome mistakes, confusion, difficulty, and other challenges encountered during learning.

The most important contribution, compared to other aspects, is effort. Whilst students who work may decide to go to college again, they need to make an effort to complete difficult tasks. In other words, these are students who have the motivation to persevere more in completing their studies on time, and make more effort to achieve their planned goal.

CONCLUSION

Based on the test results of fitting theoretical models with empirical data, the theoretical model is accepted and the

structural relations between variables can be summarized as follows:

1. Conscientiousness plays a positive role in goal orientation mastery.
2. Achievement motivation plays a positive role in mastery goal orientation.
3. Conscientiousness plays a positive role on career self-efficacy with goal orientation mastery as a mediator.
4. Motivation for achievement plays a positive role on career self-efficacy with mastery goal orientation as a mediator.
5. Conscientiousness is the dominant variable affecting mastery goal orientation compared to achievement motivation.

Suggestion

Theoretical Suggestion

The results of this study can be useful for enriching psychology, especially in the field of education, and can be used as a reference for further research. This research can be developed towards more understanding in the educational realm when evaluating between concepts and those in the field. Respondents who are sampled should not only be undergraduate students but also second level students (master) who are usually funded by institutions or organizations where they work. The conclusions and recommendations of this study will encourage further research to enrich evidence on the role of education in the world of work.

Practical Tips

The results provide input and information for students who are studying while working (mature student) that it is not only enough to feel confident when they decide to return for further education. One factor that is more important is the need to focus more on learning strategy and on initial goal, because of short- and long-term plans made.

Furthermore, companies should provide opportunities for their employees to continue their studies again in the hope that their skills and abilities will improve.

Finally, advanced education institutions should take into account which students have conscientiousness which have other personality traits, so that they can exemplify other considerations.

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