The Impact of Socialization Influences on Teaching Career Choices Through Self-Perception of Education Study Program Students in FEB UNESA

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ABSTRACT

Phenomenon/Issue : Students in education programs at FEB UNESA face various factors influencing their decision to pursue teaching careers. Despite many external and internal influences, socialization and self-perception play key roles in shaping these choices.

Purpose: To analyze the influence of socialization on teaching career choices through self-perception among students of the Education Study Program at FEB UNESA.

Research Methods : Quantitative explanatory research using a survey of 172 students (cohort 2021). Data were analyzed with Structural Equation Modeling (SEM) using the GSCA approach.

Results : Socialization significantly affects teaching career choices both directly and indirectly through self-perception. Socialization also significantly impacts self-perception, and self-perception significantly influences teaching career choices. The model shows a strong explanatory power ($R^2 = 0.838$ for career choice; $R^2 = 0.819$ for self-perception).

Research Contributions : This study extends the Social Cognitive Career Theory (SCCT) by highlighting the role of socialization and self-perception in career decision-making. The findings provide theoretical and practical insights for educational institutions to support students' motivation and readiness for teaching careers.

INTRODUCTION

Choosing a career that meets student's talents and interests is an important initial stage in career development to get the promising career to improve the quality of life. Students in the Education Study Program at the Faculty of Economics and Business, Universitas Negeri Surabaya, have the opportunity to consider teaching as their career choice who got the substantial knowledge and experience in the field of education throughout their studies.

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The influence of socialization on the decision to choose teaching career through self-perception has shown complex phenomenon to research. This study used Social Cognitive Career Theory (SCCT) by psychologist Albert Bandura in 1986, describing career decisions shaped by the interaction of personal factors (such as self-confidence), environmental influences, competency development, the ability to face job challenges, job satisfaction, and self-efficacy. According to Bandura (1988), these elements collectively influence the quality of career decision-making.

Based on the previous theoretical frameworks, Martínez-Moreno and Pestko (2024) identified two main factors that influence the decision to choose a teaching career: intrinsic factors such as self-perception and extrinsic factors such as socialization influences. Socialization influences refer to external social forces that shape an individual's decision-making process, including prior teaching experiences involving digital technology, as well as encouragement and support from family, friends, and colleagues. These influences are important to guid individuals to choose their specific careers. Martínez-Moreno and Pestko (2024) further categorized socialization influences into four indicators: teaching experience, the influence of digital technology, social influence, and social division.

On the other hand, self-perception is an intrinsic factor that significantly contributes to teaching career choices. According to Martínez-Moreno and Pestko (2024), self-perception refers to anindividual's belief in their own abilities, especially in teaching and digital competence. Amalia and Pramusinto (2020) state that interest in a profession does not exist spontaneously but rather emerges from internal and external factors, with self-perception being an internal component. A positive self-perception improve confidence and fosters interest in pursuing a particular career. Sholichah and Pahlevi (2021) further support this view, emphasizing that individuals who are confident in their capabilities are more likely to develop a strong interest in the teaching profession.

This conceptual framework aligns with Social Cognitive Career Theory (SCCT) introduced by Albert Bandura in 1986. SCCT emphasizes the reciprocal relationship between personal factors (such as self-confidence), environmental conditions, and behavioural patterns. The theory highlights that competency development, the ability to overcome professional challenges, job satisfaction, and self-efficacy significantly influence career decision-making (Bandura, 1988). This study includes three primary aspects: mastery of competencies, strengthening of self-confidence, and enhancement of self-motivation which are essential in the context of choosing a teaching career.

Previous studies have reported mixed findings regarding the influence of teaching experience and self-perception on teaching career choices. Roffita and Ranu (2024) found that teaching experiences, specifically through the PLP (Teaching Practice Program), had a negative effect on students' decisions to become teachers. In contrast, Isbiyantoro (2019) reported a positive relationship between teaching experience and self-perception. Similarly, Fatawuri Syamsuddin (2023) demonstrated that self-perception positively influenced teaching career decisions. Furthermore, studies by Martínez-Moreno and Pestko (2024a; 2024b) showed that socialization influences can have a negative effect on teaching career choices through self-perception.

Based on the description above, this study aims to explore the interrelationship between socialization influences and self-perception in determining students' choice of a teaching career. It seeks to fill an existing research gap by examining how socialization influences and self-perception interact and affect one another in shaping decisions related to choose a teaching profession. The novelty of this study is on the unique population in which this study focuses on students of the Education Study Program at the Faculty of Economics and Business (FEB), Universitas Negeri Surabaya especially the cohort of 2021. Another novelty is that this study was conducted in 2025, which distinguishes it from prior studies in terms of temporal context. Another point of originality is the distinct use of variables: socialization influences as the exogenous variable, teaching career choice as the endogenous variable, and self-perception as the mediating variable. Finally, the specific topic addressed in this study has not been widely examined in prior literature, making this research both relevant and timely. Therefore, it is interesting to conduct a study entitled *"The Impact of Socialization Influences on Teaching Career Choices Through Self-Perception Of Education Study Program Students In FEB UNESA"*

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT)**,** also known as the theory of reciprocal causation, was first introduced by psychologist Albert Bandura in 1986. This theory explains how personal factors (such as self-confidence), environment, competency development, ability to handle job challenges, job satisfaction, and self-efficacy influence the quality of career decision-making (Bandura, 1988). SCCT highlights three key components: developing mastery competencies, strengthening belief in one's abilities, and enhancing self-motivation (Bandura, 1988).

Teaching Career Choice

Choosing a career as teacher is often based on a sincere intention to contribute to improving the quality of national education. Students who decide to become teachers have a strong desire to have a positive impact on students in terms of character development and academics to create a brighter future (Bachtiar et al., 2022). In addition, the dynamics of life experiences and changes in personal needs also influence an individual's interest in a profession. A person can lose interest in something that was previously of

interest, or become interested in something that was previously not considered, along with the formation of new perspectives through various inputs and reflections (Nagari et al., 2021). Based on the views of these experts, it can be understood that a career as a teacher is a manifestation of an individual's desire to play an active role in shaping the future generation, while also reflecting a calling in supporting the advancement of education in Indonesia.

Socialization Influences

Socialization influences are important factors that shape an individual's decision to choose a teaching career. These influences may include personal experiences with educational technology, as well as encouragement from the surrounding environment such as support from family, friends, or colleagues. (Martínez-Moreno & Petko, 2024a). Hidayanti (2021), argues that socialization influences are efforts made by individuals to form and change attitudes, beliefs, perceptions, and behaviors within themselves. From several definitions that have been explained, it can be concluded that socialization influences are a form of influence process from within the individual that comes from social influences, teaching experiences, encouragement from the family environment and digital technology in determining the choice of a teaching career.

Self Perception

Individuals with a positive self-perception have better preparation to face challenges and make wiser career decisions. A strong self-perception also enhances motivation, encouraging individuals to work diligently, stay focused on their goals, and make more constructive choices(Apriani et al., 2024). Moreover, self-perception reflects confidence in one's competencies to complete specific tasks, enabling individuals to explore and develop their potential optimally (Aini, 2018). Based on these expert views, self-perception can be understood as the internal ability that supports individuals in achieving goals or making decisions with optimal outcomes.

HYPOTHESES DEVELOPMENT

Based on the literature review, including the theoretical framework, previous studies, variable relationships, and the conceptual framework, the authors formulated the following hypotheses:

H1 : *Socialization Influences Influence Teaching Career Choices*

Students with good socialization influences will determine their choice of teaching career

(Rahmadiyani et al., 2020). A study conducted by (Roffita & Ranu, 2024); (Atemnkeng et al., 2020); (Hidayanti et al., 2021); (Sundari et al., 2024); and (Apriani et al., 2024) resulted in the conclusion that socialization influences have a positive and significant influence on the choice of teaching career.

H2 : *Socialization Influences affect Self-Perception*

A student's readiness to choose a teaching career must be realized through participation in an educational study program, which can be influenced by socialization factors (umaroh & bahtiar, 2022). This is in line with studies that have been researched by (isbiyantoro et al., 2019) and (umaroh & bahtiar, 2022) which resulted in the conclusion that socialization influences have a positive and significant effect on self-perception.

H3 : Self-Perception Influences Teaching Career Choice

Students' self-perception of the teaching profession refers to how they view their abilities and knowledge when interpreting their environments related to the teaching field (aini, 2018). In line with previous study conducted by (wang & chu, 2023); (aini, 2018), (amalia & pramusinto, 2020); (ayu et al., 2023); (sundari et al., 2024); and (fatawuri syamsuddin et al., 2023) concluded that self-perception has a positive and significant influence on the choice of teaching career.

H4 : *Socialization Influences Influence Teaching Career Choice through Self-Perception*

A student who chooses teaching career must actively build determination, skills, and experience to support their professional growth (Roffita & Ranu, 2024). In line study conducted by (Martínez-Moreno & Petko, 2024a); (Martínez-Moreno & Petko, 2024b); (Bandura, 1988); and (Bandura, 2009) Self-Perception mediated the relationship between Socialization Influences and Teaching Career Choices.
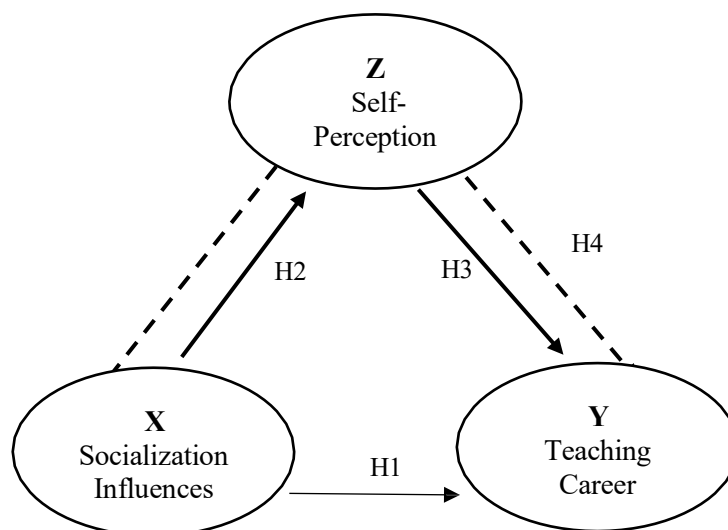

Figure 1. Research Design

METHOD

This study used quantitative approach with an explanatory research design to examine the extent of the relationship between variables specifically, whether one variable is related to another hypothesized variable (Mulyadi, 2019). The hypotheses are formulated and tested to determine the validity of proposed relationships. A hypothesis outlines the expected relationship between two or more variables, assessing whether one variable influence or is influenced by another (Mulyadi, 2019). Through research

design, the study aims to analyze the influence of socialization factors on teaching career choices, with self-perception acting as a mediating variable.

RESULTS AND DISCUSSIONS

The questionnaire was distributed using Google Forms to 172 students as respondents. These respondents were drawn from the 2021 cohort of the Education Study Program at the Faculty of Economics and Business, Universitas Negeri Surabaya. The characteristics of the respondents were based on their study program and gender.

Table 1.

Distribution of Respondents Based on Study Program

Description	Frequency	Percentage
Office Administration Education	58	33.7%
Accounting Education	35	20.3%
Business Education	34	19.8%
Economics Education	45	26.2%
Total	172	100%

Source: Data processed by the researcher (2025)

Table 2.
Distribution of Respondents by Gender

Gender	Frequency	Percentage
Female	101	58.7%
Male	71	41.3%
Total	172	100%

Source: Data processed by the researcher (2025)

Measurement Model Assessment
A. Evaluation of Measurement Model (Outer Model)

1) Convergent Validity

Convergent validity refers to the principle that the measurements (manifest variables) of a construct should be highly correlated (Ghozali, 2021). To measure convergent validity, two indicators are commonly used: the loading factor and the Average Variance Extracted (AVE). A loading factor value > 0.60–0.70 and an average variance (AVE) > 0.50 indicate acceptable convergent validity (Hair, 2019).
Table 3 shows that the outer loading value of all items in the socialization influences variable is greater than 0.60 so that all items in the socialization influences are categorized as valid.

Table 3:
Outer Loading Results of Socialization Influences Variable

Item	Outer Loading	Description
X1	0.807	Valid
X2	0.766	Valid
X3	0.762	Valid
X4	0.873	Valid
X5	0.752	Valid
X6	0.723	Valid
X7	0.743	Valid
X8	0.873	Valid
X9	0.688	Valid
X10	0.706	Valid
X11	0.683	Valid
X12	0.653	Valid
X13	0.723	Valid

Source: Processed data by the researcher (2025)

Table 4 shows that the outer loading value of all items in the teaching career choice variable is greater than 0.60, so that all items in the teaching career choice are categorized as valid.

Table 4.

Outer Loading of Teaching Career Choice

Item	Outer Loading	Description
Y1	0.855	Valid
Y2	0.801	Valid
Y3	0.789	Valid
Y4	0.807	Valid
Y5	0.768	Valid
Y6	0.804	Valid

Source: Processed data by the researcher (2025)

Table 5 shows that the outer loading value of all items in the self-perception variable is greater than 0.60, so that all items in the self-perception variable are categorized as valid.

Table 5.
Outer Loading Results of Self-Perception Variables

Item	Outer Loading	Description
Z1	0.783	Valid
Z2	0.814	Valid
Z3	0.779	Valid
Z4	0.773	Valid
Z5	0.733	Valid
Z6	0.729	Valid

Source: Data processed by the researcher (2025)

This table 6 shows that convergent validity is also measured by the AVE value, which is greater than 0.50, categorized as valid. The AVE results are presented below.

Table. 6.

AVE. Value. Results (*Average. Variance. Extracted*)

Variable	AVE (Average Variance Extracted)
Socialization Influences	0.567
Teaching Career Choice	0.647
Self-Perception	0.592

Source: processed data by the researcher (2025)

Based on the AVE values in table 6, it can be seen that if the AVE value is greater than 0.50, meaning that all indicators of each variable are categorized as valid. Thus, Each variable's statement items are clearly understood by respondents as intended by the researcher.

2) *Discriminant Validity*

Discriminant validity is related to the principle that measurements (manifest variables) of a construct should not be highly correlated (Ghozali, 2021). The way to test discriminant validity is by looking at the cross loading value for each variable must be > 0.65 – 0.85 (Hair, 2019).

Table 7.
Discriminant Validity Results

Item	Socialization Influences	Teaching Career Choice	Self-Perception
X1	0.807	0.703	0.739
X2	0.766	0.698	0.700
X3	0.762	0.633	0.698
X4	0.873	0.751	0.773
X5	0.752	0.689	0.695
X6	0.723	0.627	0.629
X7	0.743	0.613	0.657
X8	0.873	0.751	0.773
X9	0.688	0.653	0.694
X10	0.706	0.573	0.673
X11	0.683	0.573	0.628
X12	0.653	0.637	0.616
X13	0.723	0.629	0.668
Y1	0.780	0.855	0.807
Y2	0.720	0.801	0.729
Y3	0.665	0.789	0.700
Y4	0.694	0.807	0.736
Y5	0.696	0.766	0.707
Y6	0.646	0.804	0.688
Z1	0.719	0.651	0.783
Z2	0.736	0.752	0.814
Z3	0.739	0.715	0.779
Z4	0.694	0.761	0.773
Z5	0.637	0.671	0.733
Z6	0.645	0.624	0.729

Source: Processed by the researcher (2025).

Table 7 shows that Cross-loading values is greater than 0.65 meaning that the discriminant validity of the model is fulfilled.

3) Composite Reliability

Composite reliability to test construct reliability will provide a lower value with a composite reliability value of > 0.60 – 0.70 (Ghozali, 2021).

Tabel 8.
Composite Reliability Results

Construct	Composite Reliability
Socialization Influences	0.938
Teaching Career Choice	0.893
Self-Perception	0.864

Source: Data processed by the researcher (2025)

Table 8 shows that composite reliability value is greater than 0.60, meaning that the variables in this study meet the composite reliability requirements or categorized as reliable.

B. Structural Model Evaluation (Inner Model)

1) R-Square

The R-Square value is used to explain whether the influence of endogenous variables on latent variables has a substantive influence (Ghozali, 2021). The R-Square value ranges from 0 to 1, with higher values indicating greater explanatory power (Hair, 2019). An R-Square value of 0.75 is included in the strong group, 0.50 is included in the moderate group, and 0.25 is included in the weak group (Ghozali, 2021).

Tabel 9
R-Square Results

Construct	R-Square	R-Square Adjusted
Teaching Career Choice	0.838	0.836
Self-Perception	0.819	0.818

Source: Data processed by the researcher (2025)

Table 9 shows that the R-Square test result of the teaching career choice is 0.838 categorized as strong. The R-Square value means that the teaching career choice is influenced by socialization influences and self-perception by 83.8% while the remaining 16.2% is influenced by other factors not tested in this study. Self-perception has an R-Square value of 0.817 in a strong category.

The R-Square value of 0.819 means that 81.9% of self-perception is influenced by socialization influences while 18.1% is influenced by other factors not tested in this study

2) Significance (two-tailed)

This test is conducted to understand the significance between research variables. The relationship between variables is said to be significant if the p-value <0.05 (Hair et al., 2019).

Table 10.
Significance Results (Two-Tailed)

Variable	Original Sample	P-Value	Description
Socialization Influences (X) → Teaching Career Choice (Y)	0.296	0.000	Significant
Socialization Influences (X) → Self-Perception (Z)	0.905	0.000	Significant
Self-Perception (Z) → Teaching Career Choice (Y)	0.639	0.003	Significant

Source: Data processed by the researcher (2025)

Table 10 shows that socialization influences have a positive and significant effect on teaching career choice, as evidenced by an Original Sample value of 0.296 and p-value <0.05, which is 0.000. Socialization influences also positively and significantly influences self-perception, with an Original Sample value of 0.905 and p-value <0.05, which is 0.000. Meanwhile, self-perception has a positive and significant effect on teaching career choice, evidenced by an Original Sample value of 0.639 and and p-value <0.05, which is 0.003.

3) *Path Coefficients*

Path coefficients aims to prove the indirect influence of a construct on the target construct through one or more intervening constructs (Hair et al., 2019). This type of effect is particularly relevant in mediation effect research (Hair et al., 2019). The relationship between variables is said to be significant if the p-value <0.05 (Hair et al., 2019). Based on the bootstrapping results, the significance value can be determined.

Tabel 11
Path Coefficient Results

Variable	Original Sample	P-Value	Description
Socialization Influences (X) → Self-Perception (Z) → Teaching Career Choice (Y)	0.578	0.000	Significant

Source: Data processed by the researcher (2025)

Table 11 shows that the influence of socialization influences on teaching career choices through self-perception can be said to have a positive and significant influence, as evidenced by the Original Sample value of 0.578 and p-value <0.05, namely 0.000.

The Influence of Socialization Influences on Teaching Career Choices
Socialization influences has a significant role in shaping teaching career choices. The socialization influence can be seen from the factors such as family, social references, and an individual's social status that become the high indicator (Vania Aureli Nurizky & Tirton Nefianto, 2023). Students in Education Study Program at FEB, Universitas Negeri Surabaya who maximize their teaching experiences during their teaching practicum (PLP) tend to have more interest in determining their career. In addtion, using digital technology enables students to quickly adapt and integrate new technologies into their teaching methods, thereby revitalizing the classroom environment. Moreover, social influences provide students with advice from significant individuals such as parents, lecturers, and friends, guiding their career decisions. The existence of social divisions also prompts students to carefully consider their future career choices. Students particularly inclined towards teaching careers, often reflect this inclination in their self-perception. This suggests that most students want

to choose careers as teachers. Thus, socialization influences are crucial in determining career choices in teaching among Students to consider various existing factors that guide their decisions.

The Influence of Socialization Influences on Self-Perception

In this study, socialization influences affect self-perception. Individuals with a strong self-perception is better at dealing with problems and making good choices about their work. People who have a good sense of self are usually more motivated to work hard to reach their goals and make good choices (Apriani et al., 2024). The readiness of students in determining their career choice in teaching is influenced by socialization influences, which can shape their decisions through the Education Study Program (Umaroh & Bahtiar, 2022). The findings in this study are supported by the mean values of socialization influences and self-perception variables, both of which fall into the high category. Therefore, socialization influences play a significant role in shaping the self- perception of Students in Education Study Program at FEB, Universitas Negeri Surabaya.

The Influence of Self-Perception on Teaching Career Choices

In this study, self-perception has a significant influence on teaching career choices. Students perceive teaching profession using their abilities and knowledge to describe an environment related to the teaching profession (Aini, 2018). Personal interest cannot be formed but through motivation that can provide valuable insight into the dynamics of the teaching profession (Fatawuri Syamsuddin et al., 2023). Teaching is a profession that requires interpersonal capacity to be in line with commitment to achieve well-being (Nagari et al., 2021). The results of this study are supported by the mean value of the self-perception variable and teaching career choices which are in the high category. Thus, self-perception significantly contributes to the choice of teaching careers by Students in Education Study Programs at FEB, Universitas Negeri Surabaya

The Influence of Socialization Influences on Teaching Career Choices through Self-Perception

In this study, socialization influences have a significant influence on teaching career choices through self-perception. A student who has a career choice in teaching must take positive action and strengthen their determination and abilities with various activities that can increase their knowledge and experience to pursue a career as a teacher (Roffita & Ranu, 2024). Students determine their teaching career choice to become teachers because of their desire to contribute to improving the quality of education in Indonesia and provide a positive influence on students for a brighter future (Bachtiar et al., 2022). Someone can change their interest depending on their experiences and needs they have experienced before(Nagari et al., 2021). Thus, socialization influences contribute to self-perception which ultimately also contributes to teaching career choices.

CONCLUSION

This study shows that socialization influences play a significant role in shaping career choices in teaching among students in Education Study Programs at the Faculty of Economics and Business, Universitas Negeri Surabaya. Social environments such as family, peers, lecturers, and learning experiences significantly contribute to encourage students to choose a career in education, particularly as teachers. In addition, socialization influences have also been proven to significantly influence students' self-perceptions. Students who receive positive social support tend to have a stronger sense of self, confidence, and feel capable of pursuing a career as a teacher. Furthermore, students' self-perception has been proven to significantly influence their choice of teaching careers. Students with positive self-perception are more likely to confidently choose the teaching profession because they feel that they have the competencies and desires. Another important finding is that self-perception acts as a mediator in the relationship between socialization influences and career choices in teaching. Therefore, the influence of socialization does not only have a direct impact on career choices but also indirectly through the formation of students' self-perception.

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