



## The Effect of Teaching Quality on Student Career Choice: The Mediating Role of Student Goal Orientation

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**Introduction.** Career choice is an essential stage for vocational students to identify suitability, readiness, and development of the capacity to work. However, until now, studies that discuss how vocational learning can shape students' career choices are still limited and not yet widely discussed. This study aims to develop structural models to shape the maturity of student career choices, which involves teaching quality, learning goal orientation, and performance goal orientation in collaboratively and interactively. Specifically, this study aims to investigate the effects of teaching quality, learning goal orientation, and performance goal orientation on career choice. Also, it will help to examine the role of mediation for the student's goal orientation under the influence of teaching quality.

**Materials and Methods.** Data were collected randomly through an online questionnaire survey from 289 vocational students in the tourism field in Indonesia which included the culinary art and hospitality department. SEM analysis is used to test the path model and bootstrapping confidence interval estimate to test the mediation role.

**Results.** This study revealed that teaching quality, learning goal orientation, and performance goal orientation are collaborative and interactive predictors of career choice of vocational students. Also, the learning goal orientation and performance goal orientation significantly mediate the effect of teaching quality on student career choices, and this mediation is partial.

**Discussion and Conclusion.** This study also reinforces the theory that the success of achieving the learning outcome is significantly affected by external (e.g., teaching quality) and internal dimension (e.g., student goal orientation). Finally, it is recommended that vocational education practitioners should improve the quality of learning and teaching process by encouraging positive student goal orientation.

**Keywords:** learning quality, goal orientation, learning goal orientation, performance goal orientation, career choice

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## Влияние качества преподавания на выбор профессии: посредническая роль целевой ориентации студента

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**Введение.** Выбор профессии – это важный этап для студентов учебных заведений, который помогает определить пригодность, готовность и трудоспособность. До сих пор исследования, посвященные влиянию профессионального обучения на выбор профессии студентом, по-прежнему ограничены и очень размыты. Данное исследование направлено на разработку структурной модели, которая поможет совершить осознанный выбор профессии. Цель статьи – представить результаты изучения влияния на выбор профессии качества преподавания, ориентации на изучение и результативность.

**Материалы и методы.** Данные были собраны путем онлайн-опроса случайно выбранных 289 студентов профессионально-технических специальностей в сфере туризма в Индонезии, включая обучающихся факультетов кулинарного искусства и гостеприимства. Для проверки модели и оценки интервала и роли медиатора был применен SEM-анализ.

**Результаты исследования.** По итогам проведенного исследования было определено, что качество преподавания, ориентация на изучение и результативность являются неотъемлемой частью процесса прогнозирования при выборе профессии учащимися профессиональных учебных заведений. Кроме того, они выполняют важную роль медиатора при влиянии качества преподавания на выбор профессии студентом. Роль медиатора здесь была частичной. Это исследование также подтверждает теорию о том, что на достижение результата существенно влияют внешние (например, качество преподавания) и внутренние (например, ориентация учеников на цели) факторы. Практикующим преподавателям рекомендуется повышать качество преподавания и учебного процесса путем поощрения положительной целевой ориентации учащихся.

**Обсуждение и заключение.** Материалы исследования помогут изучить роль медиатора в процессе определения целей студентом под влиянием качества преподавания при выборе профессии.

*Ключевые слова:* качество обучения, целевая ориентация, целевая ориентация на обучение, целевая ориентация на результат, выбор профессии

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### Introduction

Vocational education plays an essential role in preparing the skilled and superior workforce. Specifically, its role is to help individuals identify their suitability, readiness, and capacity for work<sup>1</sup>. In many studies in the field of vocational psychology, maturity in student career choices is a critical stage to shape students' work readiness. The purpose of learning in vocational schools is not only to shape students' work skills but also, and

more importantly, it is that students mature in their career choices. Numerous studies were conducted to explore factors influencing career choices [1–4]. Moreover, these factors are on the agenda of future research to identify fundamental mechanisms that explain the effects of career exploration and contingencies of each of these effects [5]. However, until now, studies that discuss how vocational learning can shape students' career choices are still limited.

<sup>1</sup> Billet S. Vocational Education: Purpose, Tradition and Prospects. New York: Springer; 2011. Available at: <https://www.springer.com/gp/book/9789400719538#aboutBook> (accessed 21.08.2019). (In Eng.)

At present, vocational education faces the problem of irrelevance of student career preferences to school [6–9]. Another study revealed that 90% of vocational high school graduates do not work in fields that fit their education and only 10% work in relevant areas [10]. The study conducted by Richardson revealed that 38.1% of students who had experience in the hospitality industry were not interested in working in the tourism and hospitality industry after graduation [8]. The prime reason is that the experience of working in the tourism and hospitality industry has an impact on emergence of negative views of career plans in the industry [8; 11]. Second, students generally do not believe that careers in tourism and hospitality will benefit them [7]. Third, many students do not make full use of career-oriented resources available on campus when they are looking for work [12]. This problem illustrates that the teaching program in schools has not been entirely successful in preparing student career choices according to their needs and interests.

Theoretically, the Social Cognitive Career Theory (SCCT) states that experience/learning, and contextual factors can influence individual careers [13]. Empirically, previous studies showed that experiential learning greatly helped in preparing students for career readiness [14]. Also, Tran, Williams, Miter, Walker, and Carter state that learning styles and types of motivation determine individual career choices [15]. Meanwhile, House revealed that students who expressed an interest in science careers reported that they often linked what they learned in science to their daily lives [16]. In general, previous studies indicate that the role of situational factors (e.g., teaching quality) largely determines individual career choice beliefs, while personal factors have not been discussed. Meanwhile, SCCT says that individual career choice is not only determined by situational factors but also needs to involve other factors such as personal ones.

On the other hand, personal factors are personal agents carried out by people to direct their own chosen behaviour and are believed to be more proximal and influential in individual career decision making<sup>2</sup> [13]. One personal factor that is considered important is goal orientation. The underlying orientation of a person pursuing his or her career includes two things; namely: goal orientation learning and performance goal orientation [17]. Both types of goal orientations have different roles and cannot be equated. Previous studies showed that learning goal orientations were able to predict individual career choice beliefs [18]. Generally, the goal orientation and academic competencies also play a role in career success [19]. Although there have been many studies that discuss these essential factors, the review discusses them separately. Studies that examine collaboratively and interactively the antecedents of career choice beliefs in vocational students are still limited.

Therefore, studies to explore shared effects that focus on the impact of teaching quality and goal orientation on student career choices are critical. We believe that the collaborative role between personal and situational factors can jointly shape the maturity of vocational student career choices. In other words, the quality of teaching developed based on student career goal orientation will greatly help shape students' career choice beliefs after they graduate. Thus, the purpose of this study is to develop and test new mediation models that involve the interplay of teaching quality, learning goal orientation, and performance goal orientations to improve student career choices. Specifically, the purpose of this study is as follows:

- examine the compatibility of the conceptual model of career choice with empirical data;
- investigate the effect of teaching quality on career choices of vocational students;
- analyse mediating effects of goal orientation learning and performance goal

<sup>2</sup> Brown S.D., Lent R.W. Career Development and Counseling: Putting Theory and Research to Work. Hoboken, NJ: John Wiley and Sons; 2005. (In Eng.)



orientation on the impact of teaching quality on career choices of vocational students.

### Literature Review

*Career choice and teaching quality.* Career choice, or, in other words, career self-efficacy, and career goals were defined as readiness for making career decisions and performance of the task of vocational and educational development [20]. Thus, students tend to approach career choice tasks through their attentiveness, personal control over their careers, curiosity and exploration of social opportunities, and the confidence in designing their future work and realizing the corresponding goals<sup>3</sup>. Meanwhile, other scholars<sup>4</sup> revealed that individuals who have career self-efficacy were capable and skilled regarding their career preferences.

The mechanism of shaping individual career choice needs attention to three crucial things which include personal, contextual and experiential/learning factors [21]. Empirically, career choices can be achieved after they have acquired knowledge and skills needed to make smart and realistic career choices [22]. The study shows that the quality of learning plays an important role in building students' learning experience in developing their career choices. Scholars believe that good learning experience will be achieved with the help of teachers with the best teaching quality<sup>5</sup> [23]. Teaching quality is described as the teacher's ability in instruction, which includes classroom management, individual learning support, and cognitive activation<sup>6</sup> [24].

Other studies also reveal that critical aspects of teacher instructional quality include rigorous monitoring, classroom management, clarity of presentation, instructional completeness, and the excellent classroom climate<sup>7</sup>.

The ability of teachers to shape the learning experiences of students who are following their career choices is a matter that needs attention. Previous studies revealed that the learning experiences of science students close to their career plan assignments would strengthen their career choices in the field of science [16]. Similarly, students' preferences for careers in nursing increased after clinical registration [25]. And empirically, student learning experience influences individual beliefs in their career choices [26]. The study shows that students' learning experience at school will encourage confidence in their career choices after graduation. While learning an experience is formed through the quality of teaching carried out by the teacher. Thus we put forward the following hypothesis:

Hypothesis 1: Teaching quality directly affects the vocational students' career choice.

*The mediating role of goal orientation: Relationship between teaching quality and career choice.* Goal orientation is a motivational framework explaining how individuals perceive, interpret, and respond to tasks in their work<sup>8</sup>. The goal orientation theorists have defined goal orientation as a reason for someone to be involved in the task of achievement [27] whereas, in the context of the work environment, the

<sup>3</sup> Savickas M.L. The Theory and Practice of Career Construction. In: Career Dev. Couns. Putt. Theory Res. to Work. Hoboken, NJ: John Wiley & Sons, Inc; 2005. p. 42-70. (In Eng.)

<sup>4</sup> Nasta K.A. Influence of Career Self-Efficacy Beliefs on Career Exploration Behaviors. The State University of New York at New Paltz; 2007. (In Eng.)

<sup>5</sup> Hattie J. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. In: International Review of Education. Routledge, Abingdon; 2008. Available at: <https://link.springer.com/article/10.1007/s11159-011-9198-8> (accessed 21.08.2019). (In Eng.); Muijs D., Reynolds D. Effective Teaching: Evidence and Practice. London: Sage; 2007. (In Eng.)

<sup>6</sup> Kunter M., Voss T. The Model of Instructional Quality in COACTIV: A Multicriteria Analysis. In: Kunter M., Baumert J., Blum W., Klusmann U., Krauss S., Neubrand M. (eds.) Cogn. Act. Math. Classr. Prof. competence Teach. Results from COACTIV Proj., New York: Springer; 2013. p. 97-124. (In Eng.); Pianta R.C., La Paro K.M., Hamre B.K. Classroom Assessment Scoring System: Manual K-3. Baltimore, MD: Paul H. Brookes Publishing; 2008. (In Eng.)

<sup>7</sup> Hattie J. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement; Muijs D., Reynolds D. Effective Teaching: Evidence and Practice.

<sup>8</sup> Kanfer R., Chen G., Pritchard R.D. Work Motivation: Past, Present, and Future. New York: Routledge; 2012. (In Eng.)

goal orientation is interpreted as a concept related to the source of individual motivation and the orientation of the employee's goals with the manager [28]. Empirically, the goals underlying a person pursuing his achievements include two things, namely goal orientation learning and performance goal orientation [17].

De la Fuente defines goal orientation learning as a motif of the academic nature that students use to guide their behaviour in the classroom [29]. Learning goal orientation reflects the desire to develop themselves by acquiring new skills, mastering new situations, and learning from new experiences [30]. The difference between learning goal orientation and performance goal orientation, according to Janssen & Van Yperen [31], learning goal orientation as mastery focuses on developing competencies, developing skills and knowledge, and doing the best, while performance goal orientation concentrates on winning credits and promotions. Dweck revealed that the performance goal orientation is the desire to show someone's competence that is superior to others by trying to get a good judgment and/or avoid negative perceptions of one's ability [30].

Previous studies revealed that class interactions were significantly related to goal orientation [32]. Students who passed goal orientation learning and have mastery-related goals in the class are reported to use more effective strategies when studying in the classroom [33]. Separately, previous studies revealed that proximal sets of influences have more predictive power on their choice of results than more distal influences [34]. Proximal sets of influences are usually also known as personal aspects, while more distal influences are recognized as situational aspects. One example of a personal element that is vital in influencing one's career choices is the goal orientation [18; 35]. The study conducted by van Dierendonck & van der Gaast [19] states that one's goal orientation is an essential determinant of subjective and objective career success. Also, other scholars believe that goal orientation also

has a positive relationship with career choice [36].

Referring to the interaction between teaching quality, goal orientation, and career choice in previous studies, we believe that the goal orientation can maximize the effect of teaching quality on career choice. Problems with teaching that are not yet in line with the tasks of students 'career preferences need to be adjusted to the orientation of students' career goals to encourage their career choice beliefs. Although there have been many studies that examine the importance of the effect of goal orientation (e.g., learning goal orientation or performance goal orientation) on individual career choices, we have not found the goal orientation type which plays the most critical role in mediating the effects of teaching quality and career choice. Therefore, we determine the hypotheses as follows:

Hypothesis 2: Performance goal orientation directly affects the vocational student's career choice.

Hypothesis 3: Learning goal orientation directly affects the vocational student's career choice.

Hypothesis 4: Learning goal orientation and performance goal orientation together mediate the effect of teaching quality on vocational student career choice.

*Research Conceptual Model.* Career choice is an essential study on the psychology of vocational education to prepare graduates who are ready for their career preferences. Forming student career choices needs to pay attention to the three crucial aspects which include personal, contextual, and experiential/learning factors [21]. In this study, teaching quality is defined as an experiential/learning aspect as well as contextual, while goal orientation (learning goal orientation and performance goal orientation) as personal aspects that influence the career choices of vocational students. Improving the quality of teaching by paying attention to the orientation of the career goals of students will significantly play a role in increasing the career choices of vocational students. Thus, it will support the theory of vocational education that the purpose of vocational education is to help



individuals identify the suitability, readiness, and development of their capacity to work<sup>9</sup>.

Figure 1 presents direct effects and mediation between research variables (teaching quality, learning goal orientation, performance goal orientation, and career choice). Referring to the theory and previous studies, that the higher the instructional quality performed by the teacher, the higher the career choice of students [16; 25; 26]. However, the role of teaching quality needs to be supported by students' goal orientation, so that classroom learning fits the tasks of their career preferences. We believe that the student goal orientation will strengthen the effect of quality teaching on their career choice beliefs. The role of goal orientation towards career choices has been widely discussed [18; 35; 36]. Therefore, collaborative and interactive roles that combine personal (such as learning goal orientation and performance

goal orientation) and situational (such as, teaching quality) factors are believed to be able to provide a significant role in student career choice beliefs.

### Materials and Methods

*Participant.* This study involved vocational students as respondents, especially vocational students in the tourism field which included culinary art and hospitality study programs. Random online questionnaires are distributed to vocational students in tourism expertise in Indonesia. A total of 289 complete students participated in the survey, 37 male, and 152 female students from culinary art and hospitality department (133 and 56 respectively). These students are the first, second and third grades of their studies (164, 99, and 100 respectively) (see table 1).

*Instrument.* The research data were collected through the following instruments which were all validated in previous researches.

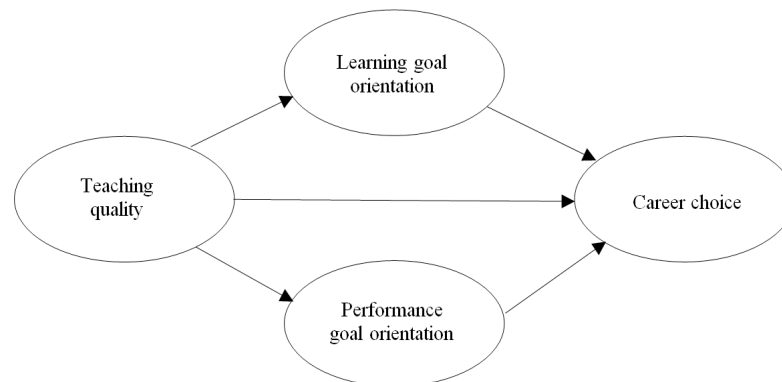


Fig. 1. The conceptual model

Table 1. Background of participants (N = 289)

Attribute	Categories	N	%
Gender	Male	37	20
	Female	152	80
Degree	1 <sup>st</sup> grade	53	28
	2 <sup>nd</sup> grade	64	34
	3 <sup>rd</sup> grade	72	38
Study program	Culinary art	133	70
	Hospitality	56	30

<sup>9</sup> Billet S. Vocational Education: Purpose, Tradition and Prospects.

*Career choice.* Career choice was measured using the Career Self-Efficacy Sources Scale (CSESS)<sup>10</sup>. The original of career choice scale consisted of five constructs: (1) vicarious learning, (2) verbal persuasion, (3) emotional arousal positive, (4) emotional arousal negative, and (5) performance accomplishments. Cronbach's alpha scores for the five sub-scales were 0.58, 0.65, 0.73, 0.82, and 0.68 respectively. This study selected three significant career choice constructs highly related to research purpose: vicarious learning (4 items, for example, "I see other students like me get good jobs after graduate school"), verbal persuasion (4 items, for example, "people tell me that I will find a job easily"), and performance accomplishments (4 items, for example, "based on my past experience, I feel I have the necessary skills to find a good job"). The measure involved a five-point Likert scale (strongly disagree to strongly agree).

*Teaching quality.* Students' perceptions of teaching quality were measured using the Instructional Quality Questionnaire [37]. Students are asked to report how the teacher motivates students, the comprehension of the teacher behaviour, students' involvement structured to build understanding and maintain a sense of purpose, and classroom management. This instrument consists of five constructs including motivation (2 items, for example, "sometimes my teacher really makes me enthusiastic about lesson topics), comprehension (4 items, for example, "the tasks in a lesson are clear and understandable for me"), student involvement (5 items, for example, "my teacher responds to our suggestions"), structure (3 items, for instance, at the beginning of a lesson, my teacher outlines what we are going to cover), and classroom management (2 items, for example, "my teacher gets students to pay attention to the material throughout the lesson"). The measure involved a five-point Likert scale (strongly

disagree to strongly agree) and possessed a Cronbach alpha value of subscale teaching quality ranged between  $0.77 \leq \alpha \leq 0.89$ .

*Learning goal orientation and performance goal orientation.* Students' learning goal orientation and performance goal orientation were assessed using the sub-scale goal orientation scale [38]. The learning goal orientation scale used in this study comprised of four items, for instance, "I prefer challenging and difficult classes so that I will learn a great deal". Also, the performance goal orientation scale used in this study comprised of four items, for instance, "it is important that others know that I am a good student". Moreover, Cronbach alpha scores for the learning goal orientation and performance goal orientation were 0.84 and 0.80 respectively. The measure involved a five-point Likert scale (strongly disagree to strongly agree).

## Results

*Validities and reliabilities instruments in this study.* To examine the validity and reliability of the instruments in this study, we used analysis through SPSS. First, we analyse the items for each variable using the Pearson correlation analysis, the results show that all items are valid (.511\*\* ~ .825\*\*) (see table 2). Finally, we use the Cronbach alpha test to test instrument reliability, and the results reveal that all instruments to measure each construct are reliable (.712 ~ .944). These results indicate that the tool is considered suitable for measuring student perceptions of teaching quality, learning goal orientation, performance goal orientation, and career choice<sup>11</sup>.

*Correlations among the variables.* We used Pearson correlation coefficient analysis to correlation analysis among variables. The results (Table 3) revealed that there is a moderate (.300 ~ .500) correlation between teaching quality, learning goal orientation, and performance goal orientation with career choice (.395, .404, and .462 respectively)<sup>12</sup>.

<sup>10</sup> Nasta K.A. Influence of Career Self-Efficacy Beliefs on Career Exploration Behaviors.

<sup>11</sup> Hair J.F., Black W.C., Babin B.J., Anderson R.E. Multivariate Data Analysis: A Global Perspective. 7<sup>th</sup> ed. Upper Saddle River: Pearson Prentice Hall; 2010. (In Eng.)

<sup>12</sup> Blakstad. Statistics Tutorial 2008.



Table 2. Validity and reliability of the instrument in this study

Variables (N)	Validity	Reliability
Teaching quality	.623** ~ .825**	.944
Learning goal orientation	.642** ~ .790**	.712
Performance goal orientation	.705** ~ .808**	.778
Career choice	.511** ~ .676**	.834

Note: \*\* Significant ( $p = 0.01$ ).

Table 3. Correlations among the variables ( $N = 289$ )

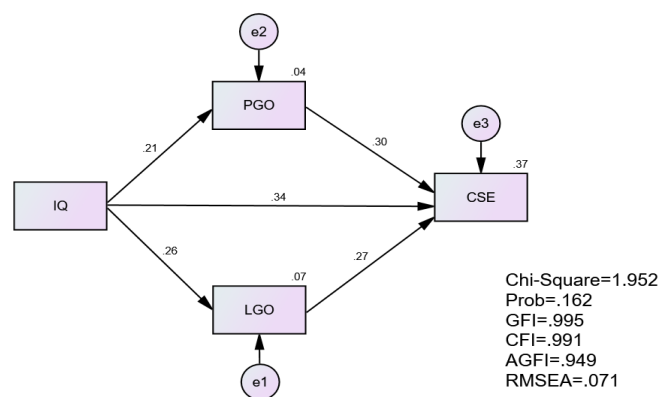
Variable	Mean	SD	1	2	3	4
1 Teaching quality	3.744	.652	1			
2 Learning goal orientation	3.229	.681	.256**	1		
3 Performance goal orientation	3.100	.817	.209**	.150*	1	
4 Career choice	3.735	.490	.462**	.395**	.404**	1

Note: \*\* Correlation is significant at the 0.01 level (2-tailed); \* correlation is significant at the 0.05 level (2-tailed).

Furthermore, a weak correlation ( $<.300$ ) was shown by the relationship between goal orientation learning and performance goal orientation with teaching quality (.256 and .209 respectively), but also shows the relationship between goal orientation learning and performance goal orientation (.150).

*The systematic and hierarchical structure of variables influencing career choice.* In this study, we used Structural Equation Modelling (SEM) analysis on Amos to test the hypothesis of the interplay among

teaching quality, goal orientation learning, performance goal orientation, and career choice. The model based on test results shows the level of conformity accepted with the root-mean-square error value of approximation (RMSEA = .071); goodness of fit index (GFI = .995); comparative fit index (CFI = .991); and probability (Prob = .162) (see Figure 2) [39]. This finding means that the statistical model illustrates the suitability and adequacy of data with the theory built in this study model.



Note: IQ – teaching quality; PGO – performance goal orientation; LGO – learning goal orientation; CSE – career choice.

Fig. 2. Measurement model of teaching quality, learning goal orientation, performance goal orientation, and career choice



Meanwhile, direct and indirect effect analysis in this study model is used to measure how much the role of mediator learning goal orientation (LGO) and performance goal orientation (PGO) influences the effect of teaching quality on career choice. A simple regression of the impact of teaching quality on career choice showed a significant effect, and H1 has been fulfilled (.462<sup>\*\*\*</sup>) (see table 4). Similarly, the teaching quality on LGO showed a significant direct effect (.256<sup>\*\*\*</sup>) and simultaneously the effect on the career choice (.268<sup>\*\*\*</sup>). Meanwhile, the effect of teaching quality on PGO was significant at the level .01 (.209<sup>\*\*</sup>) and influenced the career choice (.296<sup>\*\*\*</sup>). Previously, it was stated that the effect of teaching quality on career choice with simple regression was significant (.462<sup>\*\*\*</sup>). However, after the mediator (LGO and PGO) was added in the model, the standardized estimate value decreased (.335<sup>\*\*\*</sup>), but the teaching quality on career choice pathway remained significant.

The role of mediation describes the process in which several variables influ-

ence other variables through intervening variables or mediators [40]. However, testing the role of mediation is best, that is estimating the bootstrapping confidence interval [41]. In this study, the significance of the mediation effect was tested using 2 000 bootstrap samples. The results of the bootstrap belief test showed that the role of multiple mediators (LGO and PGO) was significant at the level of .01 (.131,  $p = .001$ ). The standardized path coefficient is presented in Table 5. The findings reveal that the direct effect of teaching quality on career choice with the presence of multiple intervening variables (LGO and PGO) is significant. Thus, the mediation of LGO and PGO together is partial [40]. Meanwhile, if the roles of the two mediators are compared, the product of coefficient [42] between LGO and PGO, LGO (LGO IQ x LGO CSE = .07) has indirect effects greater than PGO (IQ PGO x PGO CSE = .06).

**Discussion and Conclusion**

The focus of this study is to investigate the teaching quality and goal orientation

**Table 4. Hypothesis testing results**

Path	Estimate	S.E.	C.R.	P	Result
TQ → CC (before)	.462	.036	7.149	***	Significant
TQ → PGO	.209	.022	2.937	.003**	Significant
TQ → LGO	.256	.018	3.626	***	Significant
TQ → CC (after)	.335	.034	5.475	***	Significant
PGO → CC	.296	.106	4.999	***	Significant
LGO → CC	.268	.128	4.463	***	Significant

Note: TQ – teaching quality; CC – career choice; PGO – performance goal orientation; LGO – learning goal orientation.

**Table 5. The result of bootstrapping in testing the mediator learning goal orientation and performance goal orientation**

	Path	TQ → CC	TQ → PGO	TQ → LGO	PGO → CC	LGO → CC
Standardized direct effect	Estimate	.335	.209	.256	.296	.268
	P-value	.002	.021	.001	.001	.001
Standardized indirect effect	Estimate	.131	–	–	–	–
	P-value	.001	–	–	–	–
Standardized total effect	Estimate	.466	.209	.256	.296	.268
	P-value	.002	.021	.001	.001	.001

Note: TQ – teaching quality; CC – career choice; PGO – performance goal orientation; LGO – learning goal orientation.



to predict career choice. However, the single role of the quality of learning to install trust in student career choices is not enough. The proof is that many vocational graduates do not choose the type of work that is suitable for their education [6–10]. The causes are many factors, including the low ability of the teacher to manage the class, the lack of awareness of the teacher to motivate and explore the needs and interests of students, or the unfavourable class climate. Therefore, it is necessary to consider collaborative mechanisms in installing the confidence of students' career choices through learning and teaching processes that pay attention to the needs and interests of each student in the form of their goal orientation. In this context, SCCT [21] says that to achieve learning goals it is necessary to integrate the three essential dimensions; namely: behavioural, situational, and personal.

Our study indicates that teaching quality influences career choice beliefs. Thus, to explain the effect of teaching quality on career choice, it might be useful to improve the teacher's ability in teaching – for example, the ability to motivate students, class management, and cognitive activation abilities of students. These results are consistent with previous studies which state that the teacher's ability to apply teaching strategies is very significant for directing student career choices [16; 25]. Also, Lent et al. claim that career choices are formed through student learning experiences [21]. This condition will occur if the learning process and vocational guidance activities in schools are career-oriented [43; 44]. Thus, the premise logic of this finding is that the quality of teaching will be able to provide learning experiences that lead to student career choice beliefs.

The primary purpose of this study is to examine whether learning goal orientation and performance goal orientation affect the effect of teaching quality on career choice. Goal orientation is a personal aspect of students that is vital in influencing their career choices. As expected, the results of this study revealed that goal orientation which includes learning goal orientation and per-

formance goal orientation together act as partial mediate. Of course, this finding is relevant to scholar statements [19; 36] that the goal orientation has relations and influences on career choice. In other words, the goal orientation is a reason for someone to be involved in a particular task [27].

Although the two mediators acted as joint mediation, partially teaching quality effects on career choice, when compared between these two mediators, goal orientation learning is more influential than the performance goal orientation in the relationship between teaching quality and student career choices. This finding shows that individuals with goal orientation learning have the motivation and adaptive learning abilities that are better than individuals with goal orientation performance [45; 46]. Besides, individuals with goal orientation learning have an orientation towards developing their competencies, skills, and knowledge. Difficulties in their assignments are seen as challenges to learn something new. In contrast, students with a performance goal orientation will tend to avoid something difficult and unprofitable [47]. In other words, goal orientation learning is oriented towards the learning process for the development of personal abilities, while the performance goal orientation is oriented to results and performance and they tend to associate failure with their lack of skill.

This finding has implications for the learning and teaching process in vocational education schools. Confidence in the career choices of vocational students after graduation can be achieved via the process of obtaining good learning experiences at school while a good learning experience can be gained through quality teaching. The teacher must understand the needs and interests of students in the learning process so that learning assignments will draw closer to their career interests. Also, teachers also need to understand and be able to improve the quality of teaching through the ability to motivate students, mastery of the material and means of conveyance, student involvement in the learning process, structures to build understanding and learning objectives, and class

management. Similarly, Pajares & Urdan state that students who are more organized will be more resilient and more effective in experiencing and completing work assignments in the future<sup>13</sup>. Of course, this is not enough, teachers need to direct students' goal orientation towards the type of goal orientation learning to maximize their career choice beliefs through the process of learning and teaching in school.

The results reveal that teaching quality, learning goal orientation, and performance goal orientation are collaborative and interactive predictors of the career choice of vocational students. The quality of teaching carried out by teachers significantly influences career choice beliefs for students. However, the presence of the student goal orientation as mediators in both goal orientation learning and performance goal orientation together strengthen the influ-

ence of teaching quality on career choice. Specifically, students with goal orientation learning have a more significant effect than the performance goal orientation. Thus, student career choice beliefs will be formed through a quality learning and teaching process by paying attention to the importance of understanding the goal orientation of each student. This study contributes to a better understanding of the reciprocal relationships between teaching quality, goal orientation learning, performance goal orientation, and career choice. This study also reinforces the theory that the success of achieving the learning outcome is significantly affected by external and internal facilitators. Finally, it is recommended to vocational education practitioners to improve the quality of learning and teaching by encouraging students' goal orientation in the learning goal orientation.

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