The Relationship Between Academic Self-efficacy and Career Attitude Maturity of College Students
대학생의 학업적 자기효능감과 진로태도성숙도의 관계

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Abstract(요약): The purpose of this study was to investigate the relationship between academic self-efficacy and four sub-factors of career attitude maturity (assurance, readiness, independence, determinism), and to examine the influences of the sub-factors of career maturity on academic self-efficacy. 133 college students from a university in Gyeonggi-do participated in the study. An Academic Self-Efficacy Scale and a Career Attitude Maturity Inventory were collected for the data. The data were analyzed using t-test, ANOVA, Pearson’s correlation, and stepwise multiple regression analysis. The male students’ scores of academic self-efficacy and assurance were higher than female students’. The scores for readiness increased with school year. Academic self-efficacy showed a significant correlation with all four subscales of career attitude maturity. The multiple regression analysis revealed that confidence, readiness, and gender had significant effects on academic self-efficacy. The results of the study could give implications for developing academic or career-related programs for college students.

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I. Introduction

In recent years, as the low employment rate of college students in Korea is often seen as a social problem, the importance of career education has been increasingly emphasized in the context of Korean higher education.

Maturity of career attitude is one of the representative variables that can measure the degree of students’ career development. It can be said that maturity of career attitude is rational when students can understand themselves correctly, set career direction well, and decide what to do next based on a precise evaluation of performance in career development tasks (Ji, 2004).

According to one study (Kang, 2010), the students who have mature career attitudes tend to have several common features. First of all, they can make decisions with more confidence than those who do not. In addition, they have the ability to understand and judge realistic career paths. Further, the students are psychologically stable and have positive self-perception, as well as more satisfaction with their work.

Even though the importance of career education is well understood, the most important goal at the university level is for students to gain professional knowledge and skill through academic study in their own majors. Simply speaking, academic achievement is the main goal, and students are expected to prepare for their eventual career in relation to their academic study while in university. Academic achievement is one of the most important tasks for college students, and career decisions are based on academic achievement.

Academic self-efficacy is a factor that promotes adaptation to college life and academic achievement. It influences learner performance and gives continuous motivation to learning (Zimmerman, 2000; Choi et al., 2014). Academic self-efficacy