

A Study on the Nursing Student with Academic Self-efficacy, Motivation and Career Aspiration

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Abstract

This study is a correlation research that aims to examine the academic self-efficacy, achievement motivation and career aspirations of the students and to identify the affecting factors on their career aspirations. This study was analyzed with t-test, ANOVA, Pearson's correlation coefficient, multiple regression using SPSS/WIN 18.0 program. The findings of study showed that positive significant correlations between personality, satisfaction in major, academic self-efficacy and achievement motivation. The multiple regressions revealed that personality ($\beta = .163$, $p < .01$), achievement motivation ($\beta = .348$, $p < .001$), academic self-efficacy ($\beta = .280$, $p < .001$), major satisfaction ($\beta = .114$, $p < .05$) were jointly predictive of career aspirations. The explanation power was 38.8%. A program that can enhance academic self-efficacy and achievement motivation should be developed based on the research findings to allow students to dream of happy future in their school years by letting them choose and decide their career according to their aptitude.

Keywords: Career Choice, Motivation, Nursing Student, Personal Satisfaction, Self-efficacy

1. Introduction

Career choice affects various areas of life including one's job, economic status and social status. Therefore, it is important to choose a career that fits oneself and achieve success in the chosen field. Due to the phenomenon of learning differentiation and integration and duration of a long term economic recession, new employment has been significantly decreased and college students have serious trouble in making decisions on their career. And even the students in special major fields who used to have a guarantee of employment in the past now have to explore and decide on their career¹. The percentage of high school students in Korea advancing to universities amounts to 70.7% which is among the highest percentage among OECD countries. But the employment rate as of 2013 is 55.6%, indicating that while graduates have more degrees than ever, the reality of the job market does not meet expectations, leading to a high unemployment rate among the youth with university degrees². This also indicates that the fact of having graduated university is no longer the ticket to success and that university students

need to be more prudent about their career choices and future planning.

What needs to be done first when choosing one's career is to have career aspirations. Career aspiration is an important factor in the career development variable. One chooses to have career aspirations based on their gender, intelligence, personality fit, interest and values. Career aspirations refer to how much one aspires to achieve success in the chosen field and is something that helps in setting career goals, evolving one's career and achieving career success³. By setting career aspirations one makes efforts to realize them, which, in turn increases the chance of realizing the dream. If one sets career aspirations lower than his actual capability, there is a high chance of achieving the aspiration but satisfaction will be low. If career aspiration is set high, the likelihood of realizing the aspiration becomes lower and one runs the risk of undermined self-esteem⁴. Career aspirations affect the job experience of university students the most⁵ and plays an important role in maintaining satisfaction with one's career.

Meanwhile, the sense of self-efficacy serves as a primary mediating variable in determining one's specific

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career⁶. When the learner makes a positive and successful judgment on one's own academic performance, sense of academic self-efficacy increases and also has a positive effect on achieving goals other than academic ones^{7,8}. That is, learners with high academic self-efficacy select challenging task and makes more efforts to successfully carry out those tasks and persist even amidst challenges⁹.

One of the psychological variables that affect career aspirations is achievement motivation. Motivation refers to the internal desire to consistently achieve a certain task¹⁰. Those who are highly motivated are more task-oriented, future-oriented and show high responsibility and confidence. They are willing to take on an appropriate amount of risk and prefer tasks that are slightly more difficult than the average. Meanwhile those who have low motivation prefer easy or very difficult tasks to avoid the embarrassment or criticism one might face in the case of failure¹¹. Therefore highly motivated people will have a high level of practical career aspiration and be more proactive about their career.

Given the above, it can be anticipated that academic self-efficacy and motivation would be factors that affect career aspirations but there have not been much preceding studies that verified the relationship.

This study aims to be provided as a fundamental material in making the right career decisions by examining the affecting factors on career aspirations of college students.

2. Methodology

2.1 Study Subjects and Ethical Consideration

This study was conducted targeting 322 students in a department of nursing located in C city, Korea. The period of data collection was from September 1st to November 30th, 2013. After the subjects were collected by a written consent to participate in research describes the general information about the purpose of the research and ethics, and described how to create a questionnaire.

2.2 Research Variables

Based on academic self-efficacy developed by reference¹² and achievement motivation theory by reference¹³'s accomplishment motivation, and career aspiration adapted by reference¹⁴ were used as study tool.

2.3 Method of Data Analysis

It was analyzed in the following way by using a SPSSWIN 18.0, the collected data.

We used descriptive statistics methods such as arithmetic mean, standard deviation, the Academic self-efficacy, motivation and career aspiration of the subjects.

Academic self-efficacy, motivation and career aspiration in accordance with general characteristics were analyzed by ANOVA, t test. Bonferroni method was used after validation. Pearson correlation coefficients were calculated for the relationship among Academic self-efficacy, motivation, career aspiration. Factors affecting the career aspiration were analyzed by multiple regression.

3. Findings

3.1 Satisfaction of the Subjects (Allowance, Health Status, Major, Relationship with Peers)

On a scale of 0 to 10, the satisfaction with the subjects' allowance, health status, major and peer relationship were 7.10 points, 7.64 points, 7.38 points and 7.99 points, respectively (Table 1).

3.2 Academic Self-efficacy, Motivation and Career Aspiration in Accordance with General Characteristics

The sense of academic self-efficacy showed a difference depending on grade ($F = 3.43$, $p = .017$), religion ($t = 3.02$, $p = .002$), the reason for having selected nursing ($F = 5.14$, $p = .001$), economic status ($F = 3.90$, $p = .021$), allowance ($F = 4.01$, $p = .008$), personality ($F = 13.78$, $p < .001$) and places they wish to be employed in the future ($F = 2.55$, $p = 0.0039$). Motivation showed difference across religion ($t = 2.56$, $p = .011$), reason for having chosen nursing ($F = 2.83$, $p = .025$) and personality ($F = 7.24$, $p < .001$). Career aspiration showed a difference depending on the reason for having chosen nursing ($F = 2.89$, $p = .022$),

Table 1. Satisfaction of the subjects (N = 322)

Variable	M ± SD (Range)
Pocket money satisfaction	7.10 ± 2.34(0–10)
Health state satisfaction	7.64 ± 1.89(0–10)
Major satisfaction	7.38 ± 2.06(0–10)
Peer relationships satisfaction	7.99 ± 1.54(2–10)

personality ($F = 3.31$, $p = .020$) and places they wish to be employed in the future ($F = 3.72$, $p = .006$).

The sense of academic self-efficacy was higher among fourth year students than among third year students, higher among those with religion than those without and higher among those who had selected nursing in accordance with their personality fit than those who selected it because of others' recommendation or ease of employment. The group with a better economic status showed a higher sense of academic self-efficacy and the group with a monthly allowance of 500,000 Won or more was higher than that of the group with a monthly allowance of 110,000-290,000 Won or the group with 300,000-490,000 Won. Those with very positive personalities showed a higher sense of academic self-efficacy than those who were positive or negative and while it was not significant in the post-verification, those who wished to be employed overseas showed the highest sense of academic self-efficacy.

Motivation was higher among those with religion than with those without. The group that had selected nursing

because it was a good fit with their personality showed the highest motivation but was not significant in the post-verification. The group with a very positive personality had a higher motivation than the group with a positive or negative personality.

In terms of career aspiration, those who had selected nursing due to a good personality fit had the highest aspirations but were not significant in the post verification, and the group with the very positive personality showed higher aspirations than the group with a negative personality. Those who wished to be employed overseas had a higher career aspirations than others (Table 2).

3.3 Correlation among Research Variables

Career aspirations showed a significant quantitative correlation with academic self-efficacy, achievement motivation and satisfaction in major, while academic self-efficacy showed a significant quantitative correlation with achievement motivation, career aspirations, satisfaction in

Table 2. Academic self-efficacy, motivation and career aspiration to general characteristics (N = 322)

Categories	Academic Self-efficacy		Motivation		Career Aspiration	
	M $\pm$ SD	t/F(p) bonferroni	M $\pm$ SD	t/F(p) bonferroni	M $\pm$ SD	t/F(p) bonferroni
Grade						
1st	106.35 $\pm$ 13.19	3.43**	161.66 $\pm$ 17.57	1.20	35.33 $\pm$ 4.75	2.36
2nd	108.24 $\pm$ 19.36	c<d	165.28 $\pm$ 23.59		36.03 $\pm$ 5.73	
3rd	101.44 $\pm$ 15.75		161.17 $\pm$ 26.34		34.32 $\pm$ 6.54	
4th	112.50 $\pm$ 16.14		168.09 $\pm$ 20.56		37.43 $\pm$ 6.21	
Religion						
Yes	108.93 $\pm$ 16.67	3.05**	165.87 $\pm$ 20.79	2.56**	36.02 $\pm$ 5.62	1.65
No	103.03 $\pm$ 16.12		159.35 $\pm$ 23.33		34.93 $\pm$ 5.62	
Select the reason for department						
High school grades	106.23 $\pm$ 12.95	5.14**	165.07 $\pm$ 28.42	2.83**	33.92 $\pm$ 5.77	2.89*
Aptitudes and interests oneself	111.09 $\pm$ 17.11	b>c, d	167.63 $\pm$ 20.62		36.66 $\pm$ 5.30	
The advice of others	103.97 $\pm$ 17.75		159.37 $\pm$ 20.34		34.43 $\pm$ 5.98	
Employment	101.20 $\pm$ 13.42		158.74 $\pm$ 22.64		35.19 $\pm$ 5.76	
Etc.	103.00 $\pm$ 16.13		161.16 $\pm$ 19.65		36.41 $\pm$ 4.92	
Economic status						
High	116.75 $\pm$ 18.20	3.90**	163.50 $\pm$ 21.80	1.51	37.00 $\pm$ 6.11	.52
Middle	106.97 $\pm$ 15.79	a>c	164.61 $\pm$ 21.32		35.53 $\pm$ 5.61	
Low	103.53 $\pm$ 19.45		158.82 $\pm$ 24.30		35.78 $\pm$ 5.69	

(continued)

Table 2. Continued

Categories	Academic Self-efficacy		Motivation		Career Aspiration	
	M ± SD	t/F(p) bonferroni	M ± SD	t/F(p) bonferroni	M ± SD	t/F(p) bonferroni
Pocket money(won)						
≤100,000	106.96 ± 17.16	4.01**	160.09 ± 23.86	.83	34.93 ± 5.76	1.66
110,000-290,000	105.16 ± 15.59	d>b, c	164.96 ± 21.98		35.29 ± 5.61	
300,000-490,000	106.49 ± 16.79		162.77 ± 21.24		35.71 ± 5.43	
≥500,000	118.40 ± 17.44		168.31 ± 23.15		38.04 ± 6.72	
My personality						
Very positive	117.20 ± 19.15	13.78***	174.22 ± 21.23	7.24***	37.00 ± 6.28	3.31*
Positive	105.87 ± 14.06	a>b, c, d	162.26 ± 20.24	a>b, c, d	35.51 ± 5.41	a>d
Negative side	97.00 ± 25.45		153.20 ± 34.63		36.66 ± 6.28	
Negative	96.59 ± 14.44		156.31 ± 20.47		32.77 ± 4.73	
Work where you want						
General Hospital	107.45 ± 15.76	2.55*	164.25 ± 21.63	1.69	36.01 ± 5.69	3.72**
Special Hospital	100.84 ± 16.36		159.84 ± 22.51		32.84 ± 4.91	d>e
Official	107.25 ± 19.36		160.45 ± 18.89		34.00 ± 5.29	
Overseas	110.65 ± 17.45		168.57 ± 21.24		37.17 ± 5.38	
Etc.	97.55 ± 20.04		154.00 ± 26.88		32.65 ± 4.61	

p<.05; *p<.01; *p<.001

major, and satisfaction in comradeship. And achievement motivation showed a significant quantitative correlation with academic self-efficacy, career aspiration, and satisfaction in major (Table 3)

Table 3. Correlation among variables

Variable	1 r(p)	2 r(p)	3 r(p)	4 r(p)	5 r(p)	6 r(p)
1. Academic self-efficacy	1					
2. Achievement motivation	.63***	1				
3. Career aspiration	.53***	.55***	1			
4. Allowance satisfaction	.18**	.18**	.15**	1		
5. Health condition satisfaction	.15**	.12*	.11***	.22***	1	
6. Major satisfaction	.44***	.36***	.36***	.26***	.26***	1
7. Comradeship satisfaction	.30***	.20***	.12*	.21***	.33***	.41***

*p<.05; **p<.01; ***p<.001

3.4 The Affecting Factors on Career Aspiration

Personality, achievement motivation, academic self-efficacy, and satisfaction in major selected for multiple regression analysis showed 38.8% in career aspiration of students in department of nursing. In other words, very positive personality rather than negative personality and higher accomplishment motivation, academic self-efficacy and satisfaction in major showed higher career aspiration (Table 4)

Table 4. The affecting factors on career aspiration

Variable	β	t
Personality	.163	3.28**
Workplace of hope	-.064	-1.18
Achievement motivation	.348	6.06***
Academic self-efficacy	.280	4.59***
Satisfaction in major	.114	2.21*
Adj.R ² = .388		F = 21.35***

*p<.05; **p<.01; ***p<.001

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