The Effect of Family Support on Career Decision-Making, Self-Efficacy and Types of Career Decision-Making among Nursing Students

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Abstract

The purpose of this study is to understand the family support, self-efficacy in career decision-making, and type of career decision-making among nursing students and to investigate the relationship between family support as an environmental factor. In total, 226 students from two nursing colleges in the D area were surveyed using a self-entry questionnaire on general characteristics, family support, career decision-making self-efficacy, and career decision-making type. Hierarchical regression was conducted to examine the effects of family support of career nursing students on career decision-making and its self-efficacy. Factors influencing career decision-making self-efficacy were major satisfaction (p <.000) and satisfaction of clinical practice (p <.000) in the nursing department. Also, there was an additional contribution of family support (p <.000). Thus, it was found that nursing students had higher career satisfaction self-efficacy, satisfaction with their major, satisfaction with clinical practice, and higher family support. Therefore, in order to improve the career decision-making self-efficacy among nursing students, the fourth-grade advisor who prepares for employment will inform the students about the necessity of family support through lectures and interviews with not only students but also students to develop efficient curriculum and improve family support. In addition to sharing information about knowledge and learning methods, there is a need to raise awareness of the major through communication with colleagues and seniors.

1. Introduction

College students begin their independent lives by choosing and taking responsibility for their [1]transition from adolescence to adulthood. Academic work at a university is not merely a result of academic achievement but is related to overall school adjustment. It has a deep relationship [1]. Defining a career path is very important in determining the direction of one's life, so career decision-making requires looking for a career and having self-confidence in one's choice. In fact, many studies suggest that individuals experience anxiety, self-doubt, and confusion during the course of career decision-making, which makes it difficult for them to make personal career decisions [2]. Therefore, self-efficacy in career decision-making is important in determining career plans, goals regarding self-confidence. Career decision-making self-efficacy is the belief that individuals can successfully perform career development tasks [3].

This type of career decision-making self-efficacy as well as the types of career decision-making affect the process of making decisions. The career decision-making type is a rational, intuitive, approach that is preferred when individuals make specific decisions regarding career and employment [4]. Therefore, it is expected that career decision-making self-efficacy will have a greater impact on career-related behavior than general self-efficacy because it signifies that successful career decision-related tasks can be performed to arrive at a decision [5].

The purpose of this study was to investigate the family support, career decision self-efficacy, types of career decision-making, nursing students' satisfaction, and the effect of family support and career decision self-efficacy. The purpose of this study is to investigate the relationship between the factors affecting the nursing students'

2. Research Methods

2.1 Research Participants and Data Collection

The subjects of this study were fourth-grade students in the nursing department of D areas and have to decide their own career paths. The data collection period was from April 3, to 30, 2017, and data were collected using structured questionnaires. Except for the students who belonged to the researchers, the purpose, confidentiality, and anonymity of the research were explained in detail and the signed consent of the participants to participate in the research was obtained. It was also explained that during the survey, one could stop at any time if one did not want to continue, and that there was no disadvantage in doing so. The expected number of samples required for this study was 172 with a significance level of .05, a power of .95, and an effect size of .15 using a G * power 3.1 program. There were a total of 250 questionnaires; 230 copies of the distributed questionnaires were collected, of which 226 copies were used for final analysis, with the exception of four copies with insufficient responses.

2.2 Research Tools

2.2.1 Family Support:

The results of this study are as follows. First, it is important to examine the relationship between family support and family support. In order to measure the family support of college students, Park Hyun-mi [7], a family support measure tool was used. There were groups of 7 items, 6 items, 6 items, and 5 items, totaling 24 items, which are emotional support, evaluation support, information support, and material support. The 5-point Likert scale ranged from "not at all" to "strongly agree," in which the higher the score, the greater the family support. The reliability of the instrument in the previous study was Cronbach's $\alpha = .96$, and it was Cronbach's $\alpha = .97$ in this study.

2.2.2 Career Decision-Making Self-Efficacy:

Career decision-making self-efficacy refers to the belief that an individual can successfully perform career development tasks that must be carried out to make career decisions. This was measured with the Career Decision-Making Self-Efficacy Scale Short Form (CDMSES-SF) developed by Betz [2]. This tool is divided into self-evaluation, job information collection, goal setting, planning, and problem solving. The 5-point Likert scale ranged from "not at all" to "strongly agree." The higher the score, the higher the belief that the career development task can be successfully performed. The reliability of the instrument in the previous study was Cronbach's $\alpha = .92$, and it was Cronbach's $\alpha = .91$ in this study.

2.2.3 Career Decision-Making Types:

The purpose of this study was to investigate the relationship between career decision-making and the decision-making style in the career decision-making process. The purpose of this study is to examine the general decision-making scale (GDMS) developed by Scott et al. This scale is divided into avoidance type, rational type, dependency type, and intuitive type, and consists of 12 items in total with 4 items each. The 5-point Likert scale ranged from "not at all" to "strongly agree." Three scores are calculated for each type, and the highest score among 4 to 20 determines the decision-making style of the individual. Cronbach's alpha = .76, intrinsic Cronbach's alpha = .74, and dependent Cronbach's alpha = .76.   In this study, rational Cronbach's α = .67, intuitive Cronbach's α = .65, and dependent Cronbach's α = .68.

2.3 Data Analysis

The collected data were analyzed using the SPSS / WIN 21.0 program. The subjects' general characteristics and research variables were analyzed by mean, standard deviation, frequency, and percentage. The results of this study were as follows. First, the nursing students' general characteristics, family support, career decision self-efficacy, and career decision type were analyzed by t-test and one-way ANOVA followed by a Duncan test. The relationship between family support, career decision self-efficacy, and career decision-making type of nursing college students. The results of this study are summarized as follows: in order to identify the factors affecting career-decision patterns of nursing students, we conducted a hierarchical regression

3. Research Findings

3.1 General Characteristics

The subjects were male (14.6%), female (85.40%), and middle grade (89.3%). Overall, 116 students (51.55%) answered that they were satisfied with their major satisfaction (satisfaction + satisfaction), 131 students (57.96%) were over half of the subjects and half were satisfied with clinical practice. The most motivating factor for entering the nursing department was "employment rate was high" (84.3%). More than 90% of the respondents said they wanted to work in the hospital after their graduation, and half of the respondents answered that they were economically stable.

3.2 Family Support and Career Decision According to General Characteristics of the Subjects' Self-Efficacy and Career Decision Type

Family support, career decision-making self-efficacy, and career decision-making type according to general characteristics of the subjects are as follows. First, family support was statistically significant in nursing major satisfaction (F = 3.52, p = .031) and family economic life expectancy (F = 4.32, p = .002). The results showed that the students with higher satisfaction in the nursing major showed higher family support than the students with lower satisfaction, and the rest of the students showed higher family support than the students with less economic life expectancy.

Second, career decision self-efficacy was statistically significant (p <.05) in gender (t = 3.43, p > .001) and nursing major satisfaction (F = 18.02, p < .000). There was a difference, and male students showed higher career decision-making self-efficacy than female students. The Duncan

test showed that career decision-making self-efficacy was higher with a higher degree of satisfaction in the nursing major, and career decision-making self-efficacy was higher in students who were unsatisfied with clinical practice.

Finally, there was a statistically significant difference between the rational decision-making type and nursing major satisfaction (F = 8.43, p <.000). As a result of the Duncan test, the rational scores of the students who were satisfied were higher than those who were not satisfied with the major of nursing science. There was no statistically significant difference in general characteristics between intuition and dependence.

3.3 Career Decision Self-Efficacy and Family Support Correlation

The relationship between career decision-making type and self-efficacy and family support is as follows. First, career decision-making self-efficacy (r = 0.448, p <.000), family support (r = 0.233, p < (R = 0.347, p <.000), career decision self-efficacy (r = 0.131, p = .050), and family support (r = (R = 0.190, p = .004), family support (r = 0.312, p <.001, p = .007), and career decision self-efficacy <.000). Finally, career decision self-efficacy was positively correlated with family support (r = 0.318, p <.000).

Table 1. Correlation of career decision-making types, career decision-making self-efficacy, family support (N=226)

		Career Decision-Making Types			Career Decision-Making Self-Efficacy	Family Support
		Rational Type	Intuitive Type	Dependent Type		
Career Decision-Making Types	Rational Type	1				
	Intuitive Type	0.089 (.182)	1			
	Dependent Type	0.289 (<.000***)	0.347 (<.000***)	1		
Career Decision-Making Self-Efficacy		0.448 (<.000***)	0.131 (.050*)	0.190 (.004**)	1	
Family Support		0.233 (.000***)	0.179 (.007**)	0.312 (<.000***)	0.318 (<.000***)	1

* <.05, **<.01, ***<.001

3.4 Factors Affecting Career Decision-Making Self-Efficacy

The results of the hierarchical regression analysis were as follows. First, the majors' satisfaction (p <.000) and clinical practice satisfaction (p = .003) were statistically significant. It affected. (P <.000) were added to the sample, which was statistically significant. Therefore, the higher the career satisfaction self-efficacy, satisfaction with the clinical practice, and family support, the higher the career decision self-efficacy. The explanatory power of Model I was 18.6% (= 0.186) and the explanatory power of Model II was 23.2% (= 0.232).

Table 2. Factors affecting career decision-making self-efficacy (N=226)

	Career Decision-Making Self-Efficacy			
	ModelI		ModelII	
	T	P	t	p
Satisfaction of specialism	5.95	<.000***	5.43	<.000***
The degree of economic life of family	3.64	.003**	2.80	.006**
Family support	-	-	3.62	<.000**
Constant	17.55	<.000***	10.51	<.000***
F(p)	25.52(<.000***)		22.30(<.000***)	
R2	.186		.232	

* <.05, **<.01, ***<.001

4. Conclusion and Suggestions

The purpose of this study was to investigate the relationship between the family support of nursing students and career decision self-efficacy and career decision-making type to identify the factors influencing career decision-making type and to provide basic data for effective career guidance. The results of the study are summarized as follows.

First, career decision self-efficacy was 3.52 on average, which was higher than that of Lee [11] (3.28) and Lee [12] (3.42) for general college students. It is thought that this is because of the difference between general college students and nursing college students: nursing college students aim for hospital employment when they support the department, have a firm goal of a professional job as nurse, and because they can become nurses by passing the national examination, their decision-making self-efficacy, which is a belief that successful decision-related tasks can be accomplished, is high.

Second, in the analysis of career decision type of nursing college students, the rational type was 3.77 points for 5 points and higher than 2.63 points for Kim et al. [13]. This is because, in the case of nursing college students, it is considered that they make rational decisions about their career because they often go on to enter the nursing profession, and more specifically, as a result of hierarchical regression analysis, the most significant factor was career decision self-efficacy (β=.673). These results are consistent with the findings of Jeong et al. [14], which showed that the higher the self-efficacy, the more likely to make a rational decision in career decision-making, and the higher the self-efficacy, the higher the confidence in the career decision. The results of this study showed that the rational type was 3.77 in the career decision type of the subjects, but the highest rate was 3.88 in the present study.

Finally, in the case of family support, nursing students' career support self-efficacy and career decision type were 4.03 for emotional support, 4.12 for evaluation support, and 4.05 for informal support. The results of this study are summarized as follows. First, there was a significant difference between the two groups in terms of emotional support, evaluation support, and information support. The results of the study were 4.18 points higher than the study. This difference is because nursing college students who have a professional job as a nurse, when compared to general college students, are more likely to work, which is considered to be the difference when considering this point.

The results of this study suggest that career decision self-efficacy, career decision type, and family support of nursing college students are positively correlated with each other. Among them, the rational career decision type is dependent on career decision type, self-efficacy, and family support. Also, it was found that higher satisfaction with a major in nursing, higher satisfaction with clinical practice, and higher family support, were correlated with higher career decision self-efficacy. The results of this study indicate that this study is meaningful in selecting family support as an environmental factor and studying career decision self-efficacy and career decision type according to such family support.

It is difficult to generalize the results of this study because it is aimed at fourth graders of two nursing colleges. However, it is difficult to determine the career path after graduation by understanding family support, career decision self-efficacy, and career decision type of nursing college students. The results can be used as basic data for preparing a strategy for counseling.

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