

THE EFFECT OF CAREER DECISION-MAKING SELF-EFFICIENCY AND OCCUPATION VALUE ON CAREER PREPARATION BEHAVIOR AMONG MONGOLIAN UNDERGRADUATE MEDICAL STUDENTS

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몽골의대생의 진로결정자기효능감과 직업가치가 직업준비행동에 미치는 영향

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ABSTRACT

Career choice is a significant issue in the developmental live of youth because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual' s adult life. Total one hundred three undergraduate medical students were enrolled for this study. About one quarter (23.3%) of respondents were aged 22 years old while 37.9% of respondents were aged 21. Relatively high correlation founded between career decision-making self-efficacy and occupation at the .001 level ($r=.616$) while career preparation showed low correlation with behavior, career decision-making self-efficacy and occupational value ($r=.335$ and $r=.383$). The mediation model showed that occupational value were significant related to career preparation behavior. Therefore, we could improve career preparation behavior through providing occupation knowledge, career counseling and exploration services.

1. Introduction

Career choice is a significant issue in the developmental live of youth because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual' s adult life.^{1,2} Not only problem of career choice is a significant issues among college and university students but also career preparation. Hypothetically, lack of career preparation can have both direct and indirect effects on adjustment leads to

vocational problems in young adulthood, which, could facilitate accumulating multiple problems in social functioning³. Shorikov⁴ et al verified positive relationship between career preparation behavior and career decision self-efficacy with career indecision, career planning, and career confidence. Being informed about occupations has been emphasized as an important factor in the career decision-making process⁵. Lack of information about occupational value makes undergraduate students to change their major in the middle of study. There are still increasing the number of undergraduate medical students who change their

major due to number of reasons in their 1st or 2nd year in Mongolia. Changing the major in the middle of study effect on student’s mental health. Our goal was to study the concerns related to career decision-making self-efficiency, career preparation behavior and occupation value among Mongolian undergraduate medical students.

2. Materials and methods

2.1 Participants

Total 103 undergraduate medical students were enrolled for this study. About one quarter(23.3%) of respondents were aged 22 years old while 37.9% of respondents were aged 21.

2.2 Questionnaire

The questionnaire comprised total 40 items divided into three group. The first section included statements about the career decision-making self-efficacy with 13 questions and section included about occupation value with 24 questions, while last section statement on career preparation behavior with 18 questions. We used 5 point response format which is ranged from “strongly disagree” to “strongly agree” .

[Table 1] Cronbach’s alpha value of questionnaire

Value	Cronbach’s a	No. of items
Career decision-making self-efficacy	0.706	13
Occupation value	0.914	24
Career preparation behavior	0.908	18

The result of the test is shown in Table 1 in which the Cronbach’s alpha value is recorded at 0.706, 0.914 and 0.908 for each sections, indicated that all items in the questionnaire are standardized and reliable.

Statistical analysis

Cronbach’s alpha is used in assessing the reliability of items constructed in the questionnaire for each sections. Cronbach’s alpha with r=0.7 or greater considered as sufficient reliable. Pearson’s correlation

were used for reliability coefficient. Baron-Kenny step approach were used for moderation with multiple regression and mediation. Mediation analysis case done according to the Preacher and Hayes method. All data were analyzed with IBM SPSS version 25.0

4. Results

The self-administrated electronic form of questionnaire was distributed in April 2020 to a random sample of undergraduate students. 22 males(21.4%) and 81(78.6%) females who aged between 19 - 20 years old (mean age 19.5). Majority 79(76.7%) belong to the more than 4th year undergraduate while 17(16.5%) were 3rd year undergraduate students. According to the father’s level of education of respondents, 40 (38.8%) were high school followed by postgraduate 37 (35.9%), undergraduate 21 (20.4%), middle school 4 (3.9%) and uneducated 1 (1.0%). Majority mother’s level of education belong to postgraduate 48 (46.6%) and high school 37(35.9%). Majority of the responders are financed through parents 79(76.7%) and student loan 11(10.7%).

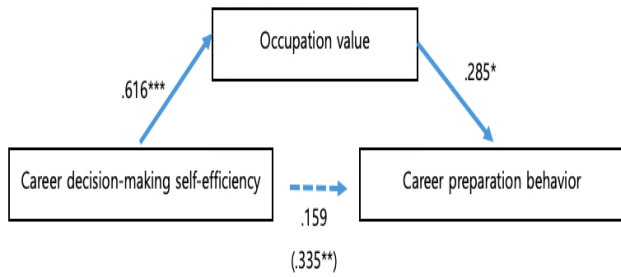
Average score for career decision-making self-efficacy was 3.92 out of 5 which was higher than occupation value and career preparation behavior, 3.89 and 2.86 respectively.

[Table 2] Correlation between the major variables

Value	1	2	3
Career decision-making self-efficacy	1		
Occupation value	.616***	1	
Career preparation behavior	.335***	.383***	1

*** p < .001

Table 2 showed the relatively high correlation founded between career decision-making self-efficacy and occupation at the .001 level (r=.616) while career preparation showed low correlation with behavior, career decision-making self-efficacy and occupational value (r=.335 and r=.383).



[Fig. 1] Mediation model

The mediation model identified occupation value significant related to career decision-making and self-efficacy ($b = 0.747, SE = 0.095, p < 0.001$) as well as path between career preparation behavior and career decision-making self-efficacy were statistically significant ($b = 0.613, SE = 0.172, p < 0.01$).

[Table 3] Mediating effect of emotion regulation Career Value in the relationship between Career Decision-Making Self-Efficacy and Career Preparation Behavior. (N=103)

Dependent value	Independent value	B	SE	β	t	p	R ²	F
	Constant	.962	.375		2.564*	.012	.379	61.699**
Occupation value	Career decision-making self-efficacy	.747	.095	.616	7.855***	.000		
	Constant	.453	.678		0.668	.505	.112	12.749**
Career preparation behavior	Career decision-making self-efficacy	.613	.172	.335	3.571**	.001		
	Constant	.039	.683		0.057	.955	.163	9.707***
Career preparation behavior	Career decision-making self-efficacy	.291	.213	.159	1.370	.174		
	Occupation value	.431	.175	.285	2.456*	.016		

* $p < .05$, ** $p < .01$ *** $p < .001$

5. Discussion

In Mongolia unemployment rate is 7.8 and more than one quarter (34.3%) of unemployed people have bachelor degree. Increasing the mismatch between high educated labor supply and high unemployment rate demonstrates one of the issues caused by lack of career preparation. Average score for career preparation behavior was the lowest 2.86 out of 5 score compared to career decision-making self-efficacy and occupational value which was similar to other studies conducted in Korea^{6,7}. Since the career preparation could be predictive of career success, this results demonstrated that there should be increase attention for student's career success through variety effective interventions. The mediation model showed that occupational value were significant related to career preparation behavior ($b = 0.431, SE = 0.175, p < 0.05$). In order to strengthen the career preparation behavior, occupation value and career decision-making self-efficacy plays the main role. In the literature, Shorikov⁴ suggested that career preparation consists of three dimensions: career decision-making (making a decision about which career to pursue), career planning (using active strategies for achieving career goals), and career confidence (belief in achieving one's career goals). Therefore, we could improve career preparation behavior through providing occupation knowledge, career counseling and exploration services. Kim and Park⁸ suggested successful graduates can be mentors for undergraduates from freshmen to seniors and help them carry out career preparatory stages by grade, while they are still in school. Sonjoo Park⁹ investigate the effectiveness of a discipline-based career course on perceptions of career barriers, career search self-efficacy, and career preparation behavior of 154 undergraduate nursing students. The

discipline-based career course consisted of eight sessions, and was implemented for 2 hours per session over 8 weeks. For career preparation behavior, scores in the low group increased from 2.70 (SD = 0.71) to 3.21 (SD = 0.65) ($p < .001$) and scores in the high group increased from 2.02 (SD = 0.47) to 2.65 (SD = 0.58) ($p < .001$). Another hypothesis is financial issues could affect student's career preparation behavior. Almost 80% of respondents were answered the source of funding education is from their parents. Since the self-financing including part time job is hard to find for students in Mongolia, it would be hard for students to participate various career preparation program. In our study, there were a several limitation. First, our study were conducted only medical students from one university. Second, career behavioral preparational questionnaire were limited to 18 question and have to study detail about career barriers in the future studies.

6. Conclusion

Our research was the first attempt to study concerns related to career decision-making self-efficiency, career preparation behavior and occupation value among Mongolian undergraduate medical students. Average score for occupational value was the lowest 2.86 out of 5 score compared to career decision-making self-efficiency. The mediation model showed that occupational value were significant related to career preparation behavior. Therefore, we could improve career preparation behavior through providing occupation knowledge, career counseling and exploration services.

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