



A Study on Learning Satisfaction's Relations to Career Adaptation and Psychological Independence in College Students

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Abstract

Background/Objectives: This study is designed to investigate the effects a college student's learning satisfaction has on his or her career adaptation and psychological independence from their parents.

Methods/Statistical analysis: The subjects of this study consist of 183 students of D University located in Seoul. The analysis tools used here are as following: a frequency analysis and descriptive statistics as demographic features; a one-way layout analysis of variance to examine the effects of learning satisfaction on career adaptation and psychological independence; a correlation analysis to understand the relationships among the variables.

Findings: This research result shows that learning satisfaction had a significant effect on career adaptation. Also, learning satisfaction and Career adaptation had a significant effect on psychological independence from fathers, while it did not on psychological independence from mothers. and learning satisfaction and career adaptation and psychological independence from father proved closely correlated to each other while there are apparently no correlation between psychological independence from mother.

Improvements/Applications: Through this study, it becomes necessary to deliberate on how to improve learning satisfaction among students and on how to give strong support to universities and instructional media to have positive effects on students.

Key Words : College Student, Learning Satisfaction, Career Adaptation, Psychological Independence, Positive Effect.

1 The necessity and purpose of the study

Students may enter a college usually after deciding what to major unlike when they were in secondary school. If they are satisfied with their major, it will raise the levels of self-esteem, give them self-confidence and enable them to lead a very desirable college life. On the other hand, if they find their major subjects too unsuitable or too difficult for them, many of them may feel conflicted and lose interest in college life itself.

In reality, college is a preparatory institution where one can equip oneself with competencies and qualifications to live as a member of society. For this reason, a college student's satisfaction with his or her major, namely, learning satisfaction is expectedly very closely related to his or her career decision and development. But considering that Korean students, in general, have been extremely accustomed to the routine of studying since secondary school days, it may be necessary to examine if college students are excellent in studies because they have developed longtime study habits since childhood or because, owing to their suitability to their major subjects, their learning satisfaction helps them have various purpose and competence.

Therefore, this study intends to research into the relationship of a college student's high level of learning satisfaction with his or her later adult psychological independence and career adaptation. Regarding this, Jongho Shin et al(2006)¹ report that academic activities at school have positive effects on mastery goal orientation helpful to future jobs or studies, and also on learning satisfaction

by the medium of mastery goal orientation.

Klein, Noe and Wang(2006)², on the other hand, argue that students with lower levels of mastery goal orientation tend to have higher levels of learning satisfaction. This shows that academic goal orientation and learning satisfaction have little to do with each other (qtd. in Youngju Joo, et al. 2012)³. Therefore, this study too has been initiated by questioning how learning satisfaction and career adaptation are related. levels of learning satisfaction.

Also, this study intends to look into how relevantly independent from their parents are those students with high learning satisfaction who make efforts with keen awareness of their future career. It is no exaggeration to say that college students may cope with a big task of psychological independence from their parents as they are put in their late adolescence and early adulthood. Therefore, by preparing to enter the society, they may have to achieve independence from parents whom they have until now relied on. It is revealed that psychological independence is significantly related to adaptation to college and social life, interpersonal relations, career development, career maturity, career decision. However, the research into correlations among learning satisfaction, career adaptation and psychological independence from parents have so far been quite insufficient, and thus this study is to examine carefully the effects of college students' learning satisfaction on career adaptation and on psychological independence and the correlations among those factors. It is thus expected that this study will help a university promote systematic educational courses and support in order for their students to have a clear sense of career goals and to enhance their qualities and competences as societal members psychologically independent from their parents.

This study will discuss the following points. First, college students' learning satisfaction is likely to have significant effects on career adaptation. Second, learning satisfaction would have significant effects on psychological independence. Third, learning satisfaction, career adaptation and psychological independence will be co-related to one another.

enrolment percentages in the university. Dropout in residential university is caused by academic, family and personal reasons, campus environment and infrastructure of university and varies depending on the educational structure agreed by the university. Thus, this

work aims to effectively formulate education program and institutional infrastructure through which the student's enrollment rate at the university will get increased significantly. The main aim of this paper is to develop a improved decision tree model and to derive a classification rules to predict whether student will graduate or not using the historic dataset. In this paper, improved decision tree model is used to generate the model. Information like age, parent's qualification, parent's occupation, academic record, attitude towards university was collected from the students to forecast the group of students needs the periodical monitoring.

2 Backgrounds

Learning satisfaction can be defined as a state of mind gained when the aim of learning is accomplished or when an individual learner's expectation is fulfilled(Wolman, 1989)⁴. In other words, learning satisfaction refers to a sense or an attitude that a person has in regard to learning. In fact, learning satisfaction in itself does not represent educational quality and efficacy in objective ways although it can be utilized as an indicator that helps us estimate the quality and efficacy of efficacy to some degree. Despite the drawbacks, however, the result of measuring the level of satisfaction in an academic situation would be put to good use in forecasting effective education(qtd. in Dongwook Han, 2014)⁵

In order to raise the level of learning satisfaction, according to the argument by Chul Kim and Daesung Ma(2005)⁶, one should recognize individual variations based on various capabilities, interests and concerns among students and thus devise proper teaching methods in accordance with the variations. To make a student learn genuinely, the teacher should try to lead a student to become a self-initiated, active participant(Wooshim Chang, 2016)⁷.

Then, how is the relations between learning satisfaction and career preparation. Usually, a student devoted to his or her studies is expected to make intense preparations to find a job or to develop a career.

Career adaptation, in particular, refers to the degree of readiness to deal with changing jobs and working conditions(Super & Knasel, 1981)⁸. In other words, it means one's competences or

attitudes to cope with current situation in positive and active manner while keeping in mind future situations yet to come. Various variables regarding career adaptation are offered and introduced as causes of work values, communication competencies, interpersonal relations, social support, career decision and immersion, openness and autonomy(Eunyoung Son, Soonhee, Lee 2012)⁹.

Also, psychological independence as a variable regarding learning satisfaction indicates an acquisition of freedom of thought and action by breaking away from dependent relations and bondage to one's parents. As one plans and decides one's specific career especially while in college, one comes to show more and more attachment patterns as they grow to be an independent subject with a strong desire to know about their new environment. At the same time, they display a low level of attachment to their parents, their early attachment figures. It is true that the level of vocational maturity is determined according to the degree of psychological independence in the college years when students make specific career plans and preparations(Allen, 2008)¹⁰. Therefore, psychological independence as well as learning satisfaction is assumably related to career adaptation, helping an individual's growth with such variables.

3 Research Methods

3.1 Research Subjects

This study has surveyed 201 students at D University located in Seoul, and selected, as subjects, 183 students who gave earnest answers.

Table 1: Socio-demographic characteristics

N	Gender		Year in University				Major Fields				
T	Male	Female	1	2	3	4	Humanities	Social Science	Business	Engineering	Physical
o											
t											
a											
l											
183	85	98	32	58	48	45	34	70	34	29	16
(%)	(46.4)	(53.6)	(17.5)	(31.7)	(26.2)	(24.6)	(18.6)	(38.3)	(18.6)	(15.8)	(8.7)

As shown in Table 1, The total number of students participating in this study was 183 (male: 85, female: 98). The distribution of grade is 32 in the first grade and 58 in the second grade. In addition, the third grade is 48 and the fourth grade is 45 students. The major fields are Humanities (34), Social Science (70), Business (34), Engineering (29), Physical (16).

3.2 Measurement Tools

3.2.1 Learning Satisfaction

To measure the level of learning satisfaction, this study makes use of the tools developed by Lent et al.(2013)¹¹ and adapted and applied by Jinkwan Kim(2014)¹². This survey consists of 6 items on a Likert-type scale of one to five.

3.2.2 Career Adaptation

To measure career adaptation of each student, this study utilizes validation criteria revised and adapted by Okhyon Choi and Bongwhan Kim(2006)¹³ and applied by Hakyung Kim (2016)¹⁴. This survey consists of 6 items on a Likert-type scale of one to five.

3.2.3 Psychological Independence

This study makes use of Psychological Separation Inventory (PSI) created by Hoffman(1984)¹⁵ and utilized by Hanik Jo and Sanghee Won(2013)¹⁶. From PSI, conflictual psychological separation inventory's 20 questions were used in this study. In case of questions as to psychological independence from parents, this study distinguish between father and mother.

4 Results of Analysis

The results of various analyses are presented as in the following.

4.1 The Mean and standard deviation of the variables

Table 2 exhibits the statistical data under discussion for the variables of psychological independence from mothers, fathers, learning satisfaction, degree of career adaptation, psychological independence from fathers.

Table 2: Statistical data for main variables

Categorization	N	Minimum	Maximum	Mean	Standard deviation
Psychological independence (mothers)	183	1.50	4.00	2.7172	.57864
Learning Satisfaction	183	1.67	4.67	3.0392	.55124
Career adaptation	183	2.33	4.83	3.5264	.50973
Psychological independence (Fathers)	183	1.77	4.34	2.9780	.37841
Total	183				

As shown in Table 2, the mean and standard deviation for the variables of psychological independence from mothers, learning satisfaction, degree of career adaptation, psychological independence from fathers were obtained at 2.7172(SD=.57864), 3.0392(SD=.55124), 3.5264(SD=.50973), 2.9780(SD=.55124), respectively.

4.2 The effect of the mean variables

A regression analysis was conducted among the four main variables of psychological independence from mothers, learning satisfaction, degree of career adaptation, psychological independence from mothers and fathers. The results were found in Tables 3 - 7.

Table 3 Regression analysis of learning satisfaction and career adaptation

Model		Sum of Squares	df	Mean Square	F	Sig. p
1	Regression	16.522	1	16.522	97.195	.000***
	Residual	30.767	181	.170		
	Total	47.289	182			

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

As shown in Table 3, Regression analysis of learning satisfaction and career adaptation found the following Result, $F= 97.195$, $P<.01$, which also exhibits that the model is significant enough.

Table 4 : Regression analysis of learning satisfaction and Psychological independence

Model		Sum of Squares	df	Mean Square	F	Sig. p
2	Regression	.001	1	.001	.003	.955
	Residual	56.559	173	.327		
	Total	56.560	174			

As shown in Table 4, Regression analysis of learning satisfaction and Psychological independence from mothers found the following Result, $F= 0.003$, $P>.01$ which also exhibits that the model is not significant.

Table 5 : Regression analysis of Career adaptation and Psychological independence

Model		Sum of Squares	df	Mean Square	F	Sig. p
3	Regression	.221	1	.221	.659	.418
	Residual	60.717	181	.335		
	Total	60.938	182			

As shown in Table 5, Regression analysis of Career adaptation and Psychological independence from mothers found the following Result, $F= 0.659$, $P>.01$ which also exhibits that the model is not significant.

Table 6 : Regression analysis of learning satisfaction and Psychological independence(fathers)

Model		Sum of Squares	df	Mean Square	F	Sig. p
4	Regression	10.378	1	10.378	119.776	.000***
	Residual	15.683	181	.087		
	Total	26.061	182			

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

As shown in Table 6, Regression analysis of learning satisfaction and Psychological independence from fathers found the following

Result, $F=119.776$, $P<.01$ which also exhibits that the model is significant enough.

Table 7 : Regression analysis of career adaptation and Psychological independence(fathers)

Model		Sum of Squares	df	Mean Square	F	Sig. p
5	Regression	9.677	1	9.677	106.896	.000***
	Residual	16.385	181	.091		
	Total	26.061	182			

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

As shown in Table 7, Regression analysis of career adaptation and Psychological independence from father found the following Result, $F=106.896$, $P<.01$ which also exhibits that the model is significant enough.

As shown in Tables 3-7, learning satisfaction had a significant effect on career adaptation and psychological independence from fathers, while it did not on psychological independence from mothers. Career adaptation also had a significant influence on psychological independence from fathers, but not on psychological independence from mothers. What it means might be that higher learning satisfaction would lead to higher career adaptation and eventually affects psychological independence from fathers, However, it is interesting that higher learning satisfaction would not affect psychological independence from fathers, It might indicate that even college students are psychologically dependent on mothers and that high career adaptation would not easily lead to psychological independence from mothers.

4.3 Correlation The effect of the mean variables

Table 8 Correlation coefficients for the main variables

Main Variables		[1]	[2]	[3]	[4]
Psychological independence (mothers)	[1]	1			
Learning satisfaction	[2]	.004	1		

Career adaptation	[3]	-.060	.591**		
Psychological independence (Fathers)	[4]	-.022	.631**	.609**	1

**P<.01

As shown in Table 8, a significant correlation was found between learning satisfaction on one hand and career adaptation and psychological independence from fathers on the other hand. Career adaptation, in turn, showed a significant correlation with learning satisfaction and psychological independence from fathers. However, the variable of independence from mothers was not closely correlated with learning satisfaction and career adaptation.

5 Conclusion

There are a diversity of surprisingly useful and convenient benefits in the modern information age. What seems unchanged, however, is that one's studies are nothing less than one's own shares that nobody else can substitute even with so much information and so many convenient facilities provided. As a result of this research, it is conceivable that through the effects of learning satisfaction on career adaptation psychological independence and the results of their correlation, far more efforts should be made to prepare for measures and supports to enhance learning satisfaction.

Also, preparing the educational grounds would be urgent so that, while completing their college courses, students may grow as mature and competent adults to adapt to and cope with their careers. For this, it is important to support and encourage every individual student to acquire clear their self-knowledge and to clarify their interests, concerns, capabilities and aims. In doing so, it is as much necessary to support and urge universities to promote genuine learning and create desirable environment.

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