Career Preparation of Female University Students and its Psychosocial Factors: Do their career self-efficacy and resilience forecast their progress of self-evaluation of career preparation activities?

**TAKEUCHI Mika, TAKAHASHI Keiko, AWAZU Shunji, YOKOO Akiko,
TAKEDA Hitomi, SUZUKI Masao, HIROI Tazuko**

INTRODUCTION

University students are facing several challenging issues of an uncertain future such as ways of making a life plan, finding their area of expertise, or being self-sufficient and independent after graduation.

The enrollment rate in post-secondary institutions in Japan has increased to approximately 57%, and 52%, restricted to only university enrollments (Ministry of Education, Culture, Sports, Science and Technology, 2016). According to the Survey on Employment of Young Workers by the Ministry of Health, Labor and Welfare, young people prefer to go on to universities because of these days severe job market. In fact, the employment rate of university graduates is 20% and over higher compared to the high school and the vocational school graduates. The large-scale data shows a higher employment rate of university graduates and emphasizes the comprehensive career support of the university as component of career education. That means it is not enough just to teach skills training, and it is strongly urged by delivering more comprehensive career education, such as psychosocial development factors of individual youth and changes in the social and economic situation.

The university life of Japanese university students are diverse , some are busy with study and clubs, others work part-time to put themselves through university in addition to regular class hours, and they encounter a big challenge in forming their self-identity in the relationship with their peers. Furthermore, when they widen their scope of social activities and increase contact with people in varying generations, they face a period of anxiety as they are forced to experience trials and errors in their interpersonal relationships. It can be difficult to make a simple comparison even among the students within the same cohort as their individual experiences become more extensive.

"Crisis" in adolescence means that young people come to realize that childhood strategies

TAKEUCHI, TAKAHASHI, AWAZU, YOKOO, TAKEDA, SUZUKI, HIROI
Career Preparation of Female University Students and its Psychosocial Factors

35

that were used successfully to deal with issues in the past no longer apply to the new situations. It also refers to the confusion when they face anxiety and loneliness in a situation that they must deal on their own and the decision to relinquish their conventional coping strategies to deal with new situations. The youth come face-to-face with their own immaturity and navigate their lives by searching for new paths. During this navigation, they establish/explore new relationships with others. It is called "identity moratorium (probation)" when individuals postpone their commitments and decisions to seek alternatives during a crisis.

Preparations for employment or higher education after graduation is not unique to Japanese educational/social systems, but the striking difference is the difficulty in career change once a career path is chosen. Under the current situation, Japanese students are required to conduct a self-analysis by the autumn semester in their third year (or in the first year of junior college) in such a profound way that they would not have experienced before. If the students were able to alter or revise their career choice as many times as possible without any consequences, the annual curriculum of career preparation would not impose such stress on the students. "Self-analysis" consists of the following: clarification of their vision of lifestyle/lives; description and objective evaluation of their academic specialty; awareness of responsibility accompanied with pursuit of their academic specialty; preparation for explaining themselves to the third party. It is a daunting task for most people facing personal growth and considering their future prospects and life plan. Although students understand the necessity of having freedom to do what they want and becoming independent, the majority of university students have not achieved it within their own capacity. Preparing a career plan after graduation can often become a major life event that affects their psychosocial adaptation and health, and presents as a mental health issue in higher education institutions like universities.

Urakami (1996) reports from the survey of women's junior college students confirming that a sense of self-efficacy for career choice during job searching leads to a more active job search, which in turn promotes clarity of self-concept. This tendency is not particularly prominent for the students in Early Childhood Education because their profession was already determined to a certain degree when they entered college (the ceiling effect). On the other hand, the report confirms that liberal arts students who have various options in their career choice after graduation tend to promote a sense of self-efficacy and active job searching as well as clarity of self-concept. There are also many challenges in career education for female students. In Japan, gender disparities in the employment environment have improved under the revised Equal Employment Opportunity Law; as a result, gender gaps in job types/job positions as well as salary systems are being mitigated. On the other hand, a stereotypical image has still remained in the life plan of female students, where there is a long history of gender gaps in employment and

women tend to choose full-time homemaker roles after delivery. Revised the Equal Employment Opportunity Law, it is imperative to achieve "gender equality" in the workplace and to enhance the psychosocial aspects such as self-efficacy and resilience of female students.

There are considerable differences among students in their activities to prepare for employment and further studies after graduation. At an intake interview in the early stages of career support and consultation, the interviewer faces the diverse nature of individual students and may realize the incidents that predict "a turning point" in the students' career endeavors at a later time.

The present study was designed to answer above these questions. First, we presents female students' progress of self-evaluation of career planning and preparation activities, then analysis of variable effects of psychosocial factors of their self-evaluation.

METHODS

Sample Size and Participant Characteristics

The data was collected through questionnaire survey from the end of October 2015 to December 2015. A total of 772 female students from first-year thorough fourth-year in Tokyo metropolitan areas were randomly requested for participation. The attributes of the respondents are shown in Table 1.

Table 1   Basic Attributes of Respondents

	n	% (N)			
age	Total	19.95 (SD: 1.057)			
	N = 773				
School year	grade	1st	2nd	3rd	4th
	ratio	22.1%	40.2%	30.0%	7.6%
	number	171	311	232	59

Measures

Progress (self-evaluation) of career planning/preparation activities.

We measured the students' progress of self-evaluation about their current "endeavors of career planning" after graduation. As is well known in the career consultation field, there are students who tend to be optimistic and evaluate themselves highly than they are, whereas others tend to evaluate themselves unnecessarily lower than they are. We use total score of the evaluation of progress as a dependent variable.

TAKEUCHI, TAKAHASHI, AWAZU, YOKOO, TAKEDA, SUZUKI, HIROI
Career Preparation of Female University Students and its Psychosocial Factors

37

Effects of school years

We have from the first year students through to the fourth year students, and the enrollments in core/major subjects vary based on their curricula. The effects of school years will be used as one of independent variables, which could separate the effects of developmental differences between school years.

Activity level at the university

Nowadays in the job market, students know that they will be asked questions about their focus during university life and involvement in extracurricular activities including club activities. Since the students are aware of the importance of their activity level as a part of career planning, personal growth, establishing relationships, and having enriched experiences, this is placed as a variable of progress of self-evaluation in career planning in this research. The following items are included: "I am studying for lectures and seminars at university", "I am actively participating in club activities and committees", "I am actively participating in volunteer activities inside and outside of the university", "I have many friends who I can hang out with and talk about many things", and "I have been a leader in club activities or a president of the student council".

Self-efficacy on career planning endeavors.

The important driving factor, which supports the efforts of young people to explore career options and come to a career decision, is a sense of self-efficacy. Self-efficacy is the feeling that "I can accomplish my goal on my own someday". Hackett & Betz (1981), who initially used the approach of self-efficacy theory in order to understand women's career development. Afterwards, the focus of the study has been developed in the areas of self-efficacy for career choice and self-efficacy for career adaptation. We extracts and apply the items based on the preliminary data using the scale of Urakami's Career Decision-Making Self-Efficacy (hereafter, CDMSE) (1993). Furthermore, after confirming the factor analysis of the data collected through this survey, we examined Career Self-Efficacy (hereafter, CSE) as an influencing factor for respondents' endeavors of career planning after graduation.

Resilience.

The resilience of physical and mental as individual characteristics, may influence the process of acquiring a sense of self-efficacy. We used the Bidimensional Resilience Scale (hereafter, BRS) by Hirano (2010) to examine the influence of explaining a sense of self-efficacy towards a career path after re-exploring the factor characteristics.

Resilience is a power of psychological recovery, which can be acquired or inherited (Hirano,

2010). Hirano (2010) examined the relationship between Colinger's Temperament and Character Theory (hereafter, TCT) and created the BRS. A survey of university students demonstrated that seven factors were extracted using the BRS that includes the innate factors of resilience ("optimism", "control", "sociability", and "vitality") and acquired factors of resilience ("problem solving intention", "self-understanding", and "understanding others").

Hypotheses and Models

Hypothesis 1:   The self-evaluation of progress on career planning activities will be supported by the CSE.

Hypothesis 2:   A variety of activities experienced in university life will also be a significant factor for the self-evaluation of progress on career planning.

Hypothesis 3:   The CSE will also be strengthened in the process of accumulating a variety of experiences in university life.

Hypothesis 4:   The resilience of individual personalities fostered from many complex aspects will influence the accumulation of various experiences and the CSE for their future course.

Hypothesis 5:   The progress of career planning and preparation activities differs according to the school year.
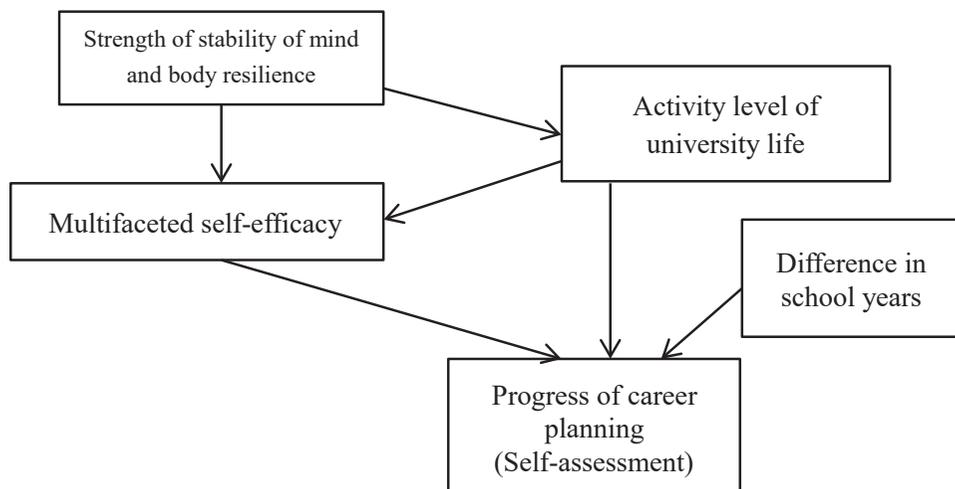

Figure 1.   The hypothetical causal model that shows the progress of self-evaluation of career planning influenced by mental recovery (resilience) and self-efficacy

RESULTS

Exploratory Factor Analysis

Based on the maximum likelihood factor analysis using promax rotation, CSE has extracted three factors; those are (a) define volition (Cronbach's Alpha: α = .884), (b) information retrieval (α = .736), (c) plan and prepare(α = .701). The cumulative contribution ratio up to the third factor is 43.748% and internal consistency of each of factors represents sufficient reliability.

In the same way, based on the maximum likelihood factor analysis, BRS has extracted five factors as follows: (a) tolerance (α = .779), (b) sociability (α = .853), (c) optimistic view (α = .799), (d) information retrieval (α = .726), and (e) empathic understanding (α = .675). The cumulative contribution ratio up to the fifth factor is 48.964% . Cronbach's α of the fifth factor is relatively low, but shows acceptable reliability.

Table 2   Overview of Exploratory Factor Analysis of the Career Self- Efficacy and the Bidimensional Resilience Scale

Fact.	Label	representative question items	Cronbach's α	contribution to distraction (%)	cummlatibe contribution to distraction (%)
Career Self-Efficacy					
I	Define volition	✓ Choose a career that will fit your interests or abilities. ✓ Choose a career that will fit your preferred lifestyle.	.88	37.05	37.05
II	Information retrieval	✓ Find out the employment trends for an occupation. ✓ Plan course work of your major that will help you in your future career.	.74	3.67	40.72
III	Plan and prepare	✓ Plan to be certified or qualified relevant to your future goals. ✓ Persistently work at your major or career goal even when you get frustrated.	.70	3.03	43.75
Bidimensional Resilience Scale					
I	Tolerance	✓ I think I would have perseverance. ✓ I would make every effort.	.78	29.15	29.15
II	Sociability	✓ I have a lot of friends and sociable. ✓ I am good at to be friends with anyone, actively.	.85	7.80	36.95
III	Optimistic view	✓ However hard, I will do to keep my head above water. ✓ Finally it would be settled, no matter how difficult to resolve.	.80	5.03	41.98
IV	Information retrieve	✓ Collect information to find a key of settlement the existing dispute. ✓ However disagreeable the situation, try to learn a lesson.	.73	4.66	46.65
V	Empathic understanding	✓ Rather good at to reach and understand others. ✓ Sensitive to others' expression and feelings.	.68	2.32	48.96

Confirmatory factor analysis of five factors extracted from the BRS.

As for the BRS, the sum of raw scores in the item groups obtained by the exploratory factor analysis is calculated and the confirmatory factor analysis was performed as subscale points. We used IBM SPSS Amos version 24 for this analysis.

We removed data with missing values from the data set for analysis of covariance structures by Amos. This process resulted in 772 respondents without blanks that could be used in the analysis. Two constructs showed an acceptable fit value in the BRS (Hirano, 2010) (Figure 2). These values were obtained for a good fit model: GFI = .998, AGFI = .964, CMIN = 4.604 (*df* = 1), CMIN/DF = 4.604, RMSEA = .068. RMSEA value < .05 indicates a good fit of the model and better-suited models than this model were not extracted. This model confirms the similar constructs as "the innate factors of resilience", "the acquired factors of resilience" by Hirano (2010). Information retrieval extracted as the fourth factor in this data shares constructs of the resilience of the two.
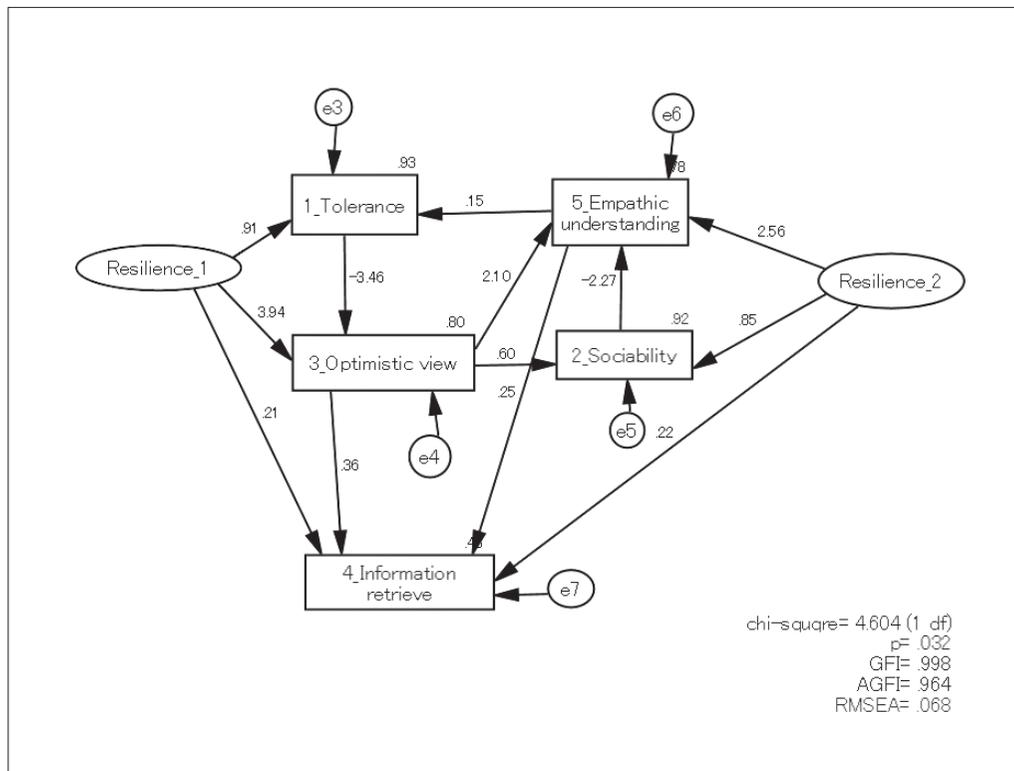

Figure 2.   Covariance Structures of Confirmatory Factor Analysis in the BRS

TAKEUCHI, TAKAHASHI, AWAZU, YOKOO, TAKEDA, SUZUKI, HIROI
Career Preparation of Female University Students and its Psychosocial Factors

41

Partial correlation between various factors regarding analysis of progress for career preparation (school years as a control value).

The three composite scores (define volition, information retrieval, and plan and prepare) calculated from the three factors extracted from the CSE and self-evaluation of progress of career planning/preparation activities and the partial correlation of five subcategory scores extracted from the BRS (tolerance, sociability, optimistic view, information retrieval, and empathic understanding), were calculated based on school years as a control variable. As a result, a weak partial correlation of resilience was shown in sociability and optimistic view (sociability: $r = .235$, $Pr < 0.000$; optimistic view: $r = .203$; $Pr < .000$), whereas a sufficient partial correlation of three lower scores in the CSE was shown in define volition ($r = .430$, $Pr < .000$), plan and prepare ($r = .411$, $Pr < .000$), and information retrieval ($r = .360$, $Pr < .000$) (Table 3 : value of $r \geqq .200$ is emphasized and displayed) .

Table 3 Partial correlation between various factors regarding analysis of progress for career preparation (school years as a control value).

		Career Self Efficacy (CSE)			Bidimensional Resilience Scale (BRS)				
		Define volition	Information retrieval	Plan and prepare	Tolerance	Sociability	Optimistic view	Information retrieve	Empathic understanding
Self assessment on progress of preparation after graduation	*r*	0.430	.36	.41	.19	**.24**	**.20**	.20	.16
						all	*Pr.* < .000	N = 769	

note) Value of $r \geqq .200$ is emphasized and displayed

Since we confirmed that personality plays a relatively important role in directing students' progress and a sense of satisfaction toward career planning activities, the correlation in the model analysis of covariance structures that verifies the path relationship between the variables was examined.

Analysis of covariance structures of various factors regarding self-evaluation of progress of career planning.

We performed an analysis of covariance structures by setting the dependent variable as the self-evaluation of progress of career planning/preparation activities, with inputs such as year in school, activity level scores at the university, composite scores of CSE such as define volition, information retrieval, and plan and prepare, and two higher resilience factors (innate resilience, Resilience_1 and acquired resilience, Resilience_2; including the five composite scores

of tolerance, sociability, optimistic view, information retrieval, and empathic understanding). We obtained a good model (GFI = .967, AGFI = .915, (*df* = 26), CMIN = 148.355, RMSEA = .078) (Figure 3).
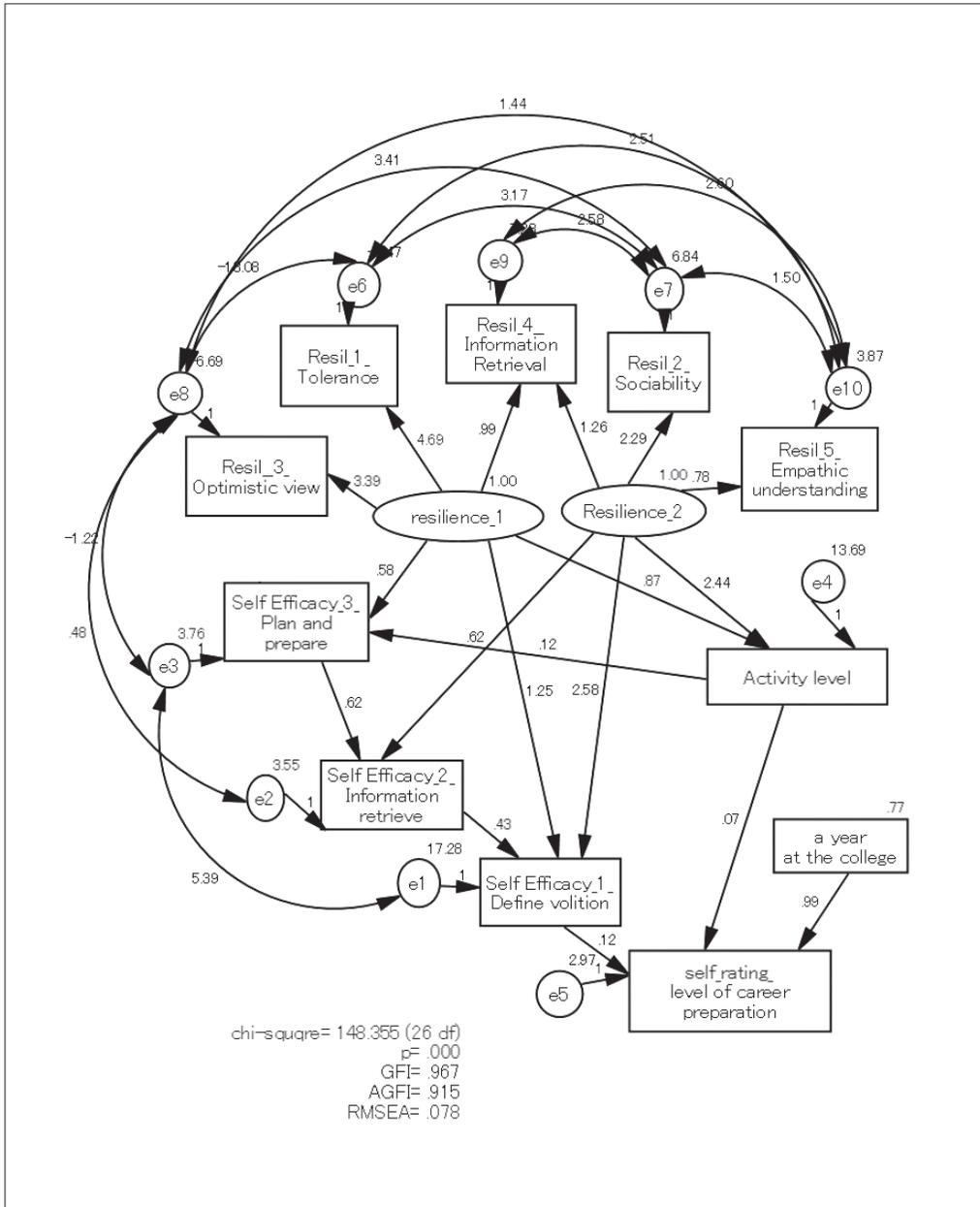

Figure 3.   Analysis of Covariance Structures by setting the dependent variable as the self-evaluation of progress of career planning/preparation activities

DISCUSSION

We found that there are several points of caution with respect to supporting career education from this survey data.

Examination of the Hypothetical Model

First, we will examine the five working hypotheses of this research (Figure1) which was constructed considering the background of anxiety toward career planning of current university students. Then, we will consider the results of path diagram (Figure 3).

Hypothesis 1: *Evaluation of progress of career planning will be supported by the CSE regarding career preparation.*

Out of the three CSE, only define volition directly predicted self-evaluation of progress of career planning activities; however, information retrieval and plan and prepare indirectly show vectors towards self-evaluation of progress of career planning activities. Information retrieval also shows vectors through define volition toward self-evaluation of progress of career planning activities.

Hypothesis 2: *Evaluation of progress of career planning activities is also a significant explanatory factor for a variety of experienced activities in university life.*

According to recruiters for companies or organizations, it is important to assess the type of experience or social skills which job applicants have acquired at university life. The total of raw scores of "activity level at university" collected from the students' survey is calculated along with the academic aspects and activities outside the regular school hours (inside and outside the campus), volunteer activities, and interactions with friends and peers.

The activity level of these items shows vectors that explain define volition and plan and prepare concerning self-efficacy for career preparation. At the same time, it shows vectors that directly explain evaluation of progress of career preparation.

Hypothesis 3: *The CSE of career preparation will be strengthened in the process of experiencing various activities during university life.*

University students' activities vary from extracurricular activities such as campus associations, volunteering, and part-time jobs, in addition to their academic studies. It is considered that

interrelationships with peers in regular classes have been homogenized to some extent by the standards of entrance examination and the preferred major. Self-efficacy can be difficult to acquire through their own experience of capabilities based on lectures and seminars in their major studies. While this data indicates that the activity level of female university students shows vectors that directly explains their self-evaluation of progress of career planning activities, it also shows vectors that explain define volition, and plan and plan for the CSE in career preparation.

The CSE works as a driving force in order to perpetuate career planning activities. It can be said that the flow of such vectors was shown because female students require evidence to prove to themselves and others by convincing themselves that they are capable.

Hypothesis 4: *Resilience as a personality trait composed of multiple influences such as experiencing various activities in university life affects self-efficacy in their future career.*

Among the five subscales extracted from the BRS, the analysis of covariance structures confirmed a good fit structure that belongs to two large upper scales. Out of resilience, tolerance and optimistic view are innate factors of resilience, whereas sociability and empathic understanding are acquired factors of resilience with a social aspect. From this data sample of female students, we extracted information retrieval, which indicates that they comprehend their own situations in relation to their surrounding social circumstances and understand other's behavior from facial expressions. This subscale was extracted independently as a factor that affects both the innate and acquired factors of resilience. Prior to the survey/analysis, it was not expected that the resilience subscale would have a path with differing relevance from self-evaluation in career planning. This time a more detailed and better-fit model was confirmed rather than the hypothetical model, (Fig.1) set up before the survey.

The analytical model of covariance structures (Fig.3) calculated from this data indicates that it is an important turning point in evaluating their own progress of career planning and preparation of female students. Out of the CSE, many subscale point vectors (factors) converged on define volition, plan and prepare, and activity level at the university. Notably, it was confirmed that a flow towards self-evaluation of progress from define volition was clearly formed.

Hypothesis 5: *Progress of career planning/preparation activities differ depending on school year.*

It is easy to understand that the "activity level at university" supported and acquired by resilience contributes to the acquisition of students' self-efficacy (CSE), but it has also contributed to the improvement of overall goodness of fit of the model after applying a school variable as an explanatory factor.

TAKEUCHI, TAKAHASHI, AWAZU, YOKOO, TAKEDA, SUZUKI, HIROI
Career Preparation of Female University Students and its Psychosocial Factors

45

Limitations

This study was a cross-sectional survey, and differs from a causal model obtained through longitudinal tracking, which could explain the career decision rate and the satisfaction rate as an outcome of career decision and effect. We should do research with longitudinal method.

Conclusion

This study discussed how female students' resilience and interpersonal relationships and social experiences in their university life explains the difference shown in the evaluation of progress of their career preparation after graduation. While the analysis of covariance structures with a better fit shown in the result maintains sequential directivity, it also shows a causal path among the factors assumed as independent variables.

Students' own "self-evaluation of progress of career preparation activities" as a dependent variable in the model of this study will be important information for career support staff. In the case where there is a gap between objective assessment of progress of career preparation and recognition of progress assessed subjectively by the students, it is an important task of the support staff to encourage their awareness while listening to their story. The subjective evaluation of progress by the students themselves appears to make a difference in efforts during actual job searching, countermeasures for career preparation, and learning endeavors.

According to the survey results at this time, it has been confirmed that define volition has an important path in the CSE regarding "progress self-evaluation in career preparation".

The second challenge that is emphasized in the field of career support is to revitalize students' career preparation activities and to guide them to "maintain/nurture" their CSE (to feel/recognize that they can do it) as a driving force for their career preparation. The CSE can be a foundational and driving force for young people to continuously endeavor until they achieve their goals (employment, career preparation) while they endure the unsettled conditions where they are placed. The CSE is an important factor, which may decide whether young people can persevere when facing crisis in unsettled situations where conventional skills and experiences are no longer effective.

While Resilience_1 (innate factors) and Resilience_2 (social/acquired factors) indicate paths that explains the activity level of university life, it also shows a vector that explains define volition of the CSE along with a vector from information retrieval in the CSE. Their self-evaluation of progress of career preparation shows the activity level of university life and a vector of define

volition of the CSE. The activity level of university life shows an influential path for plan and prepare of the CSE. It has been observed that a flow explains self-evaluation of progress of career preparation by showing staged paths among subscales of three CSEs. In the field of career support, the primary concern is to strengthen their CSE in order to encourage their voluntary endeavors. It can be observed from this path model as to the necessity of drawing on female students' self-efficacy and their developmental adaptability. The social experience in their school life strengthens self-efficacy of the students backed by real experiences about planning and preparation. That self-efficacy, in turn, draws the necessary self-efficacy to search for spontaneous information; furthermore, it leads to nurture self-efficacy to search their will and intention while increasing effort. In addition, it was shown that "progress of career planning and preparation" in the process moves forward and as a result, the causal model obtained this time is easy to comprehend.

It is necessary to continue to make an effort for their preparation of employment or advanced studies. It has been confirmed that their experience of communicating with a variety of people from the first year until the third year of university shows diverse flows in the model of analysis of covariance structures and has an influential path for career preparation endeavors.

"Resilience" is an important concept that receives the most attention today. Many studies have been conducted not only in psychology fields such as clinical, health, education, and development (examples: Haga & Ishizu, 2014, Hata & Onodera, 2014, Ishihara & Nakamura, 2007, Saito & Okayasu, 2009, Takeda & Yamamoto, 2013, etc.), but also, in the fields of sociology and management studies. The concept of resilience has been widely accepted and applied to the field of human resource development in Japan.

Nowadays, as countermeasures for gender equality have been encouraged in Japan, resilience and CSE have become important factors for female students who are forced to make efforts towards the uncertain future in the chaotic environment of a new graduate. Furthermore, the survey has also confirmed that these individual qualities should be extracted and activated in the area of career education.

AUTHOR NOTE

REFERENCES

Adachi, T. (2001). An examination of the relationships among career decision-making self-efficacy, vocational motives, and vocational indecision: A study of women's junior college students. *Japanese Journal of Psychology*. 72(1), 10-18 (in Japanese).

Cloninger, C. R. (1993). A psychobiological model of temperament and character. *Archives of General Psychiatry*, 50, 975–990.

Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior*, 18, 326-339.

Haga, S., Ishizu, K. (2014). The Effects of Environmental-Factors and Personal-Factors on the Resilience. *University of Toyama Center of Educational Research and Practice Bulletin*, 8, 7-12 (in Japanese).

Hata, U., Onodera, A. (2014). A review of the studies on ego-resiliency, *Mejiro Journal of Psychology*, 10, 71-92 (in Japanese).

Hirano, M. (2010). A Study of the Classification of Resilience Factors: Development of the Bidimensional Resilience Scale (BRS). *Japanese Journal of Personality*, 19(2), 94–106 (in Japanese).

Ishihara, Y., Nakamaru, S. (2007). A review and perspective on "resilience". *Hiroshima Bunkyo Women's University (Bulletin Paper)* 42, 53-81 (in Japanese).

Kent, M., Davis, M. C., and Reich, J. W. (Eds) (2014). *The Resilience Handbook: Approaches to Stress and Trauma*, USA, NY: Routledge.

Ministry of Education, Culture, Sports, Science and Technology (2016). *Report on School Basic Survey* (in Japanese).

Saito, K., Okayasu, T. (2009). Recent Findings and Some Issues of Resilience Research. *Meiji University Journal of Psycho-Sociology*, 4, 72-84 (in Japanese).

Takeda, N., Yamamoto, M. (2013). Development of a Resilience Scale for Japanese University Students and a Study about the Resilience and Subjective and Mental Health. *Kurume University Psychological Research*, 12. 1-8 (in Japanese).

Urakami, M. (1993). Career decision-making self-efficacy and career maturity. *Japanese Journal of Educational Psychology*, 41, 358-364 (in Japanese).

Urakami, M. (1996). Development of self growth motivation in the career exploration process: Among women's junior college students. *Japanese Journal of Educational Psychology*, 44, 400-409 (in Japanese).

Ministry of Health, Labor and Welfare and Ministry of Educational, Culture, Sports, Science and Technology-Japan, Co-worked Statistics Report 2016. Http://www.mhlw.go.jp/stf/houdou/0000116273.html (Accessed 2016-03-26) (in Japanese)

TAKEUCHI Mika / Faculty of Humanities and Social Sciences, Department of Humanities and Social Sciences, Professor

TAKAHASHI Keiko / The Shimoda Utako Research Institute for Women, Fellow researcher / Faculty of Human Life Sciences; Department of Human Sciences and Arts, Professor

AWAZU Shunji / Faculty of Humanities and Social Sciences, Department of Humanities and Social Sciences, Professor

YOKOO Akiko / Denen-Chofu University: Child Educare and Child Development Department; Developmental Psychology, Assistant Professor

TAKEDA Hitomi / Oosaka Electro-Communication University; Faculty of Medical Science and Health-Promotion; Department of Health-Promotion and Sports Science, Professor

SUZUKI Masao / Waseda University: Faculty of Human Sciences, Department of Human Informatics and Cognitive Sciences, Professor

HIROI Tazuko / The Shimoda Utako Research Institute for Women, Dirctor / Faculty of Humanities and Social Sciences, Department of Humanities and Social Sciences, Professo

Career Preparation of Female University Students and its Psychosocial Factors:
Do their career self-efficacy and resilience forecast their progress of self-evaluation of career preparation activities?

TAKEUCHI Mika, TAKAHASHI Keiko, AWAZU Shunji, YOKOO Akiko,
TAKEDA Hitomi, SUZUKI Masao, HIROI Tazuko

Research was conducted for a total of 772 female undergraduate students (average age 19.95, SD 1.058) attending university in the Tokyo, Japan. The progress of self-evaluation on their career preparation activities is positioned as a dependent variable concerning their motivation for their employment or further studies. The variables of individual characteristics are defined as follows: 1) Career self-efficacy (CSE), 2) Bi-dimensional Resilience Scale (BRS), 3) activity level during university. Three factors were extracted from the CSE: (I) define volition, (II) information retrieval, and (III) plan and prepare, and five factors were extracted from the BRS: (i) tolerance, (ii) sociability, (iii) optimistic view, (iv) information retrieval, and (v) empathic understanding. Analysis of the covariance structures model regarding resilience and self-efficacy towards progress of self-evaluation of career preparation activities as a dependent variable confirmed a model with an acceptable fit (GFI = .967, RMSEA = .078).

These causal path flows include enriching the level of activity and experience in female students' university life; supporting students as they clarify their paths for the near future (employment/advance studies) autonomously; and enriching the experience of students to be confident in their ability to search information regarding the interpersonal/social environment.

TAKEUCHI, TAKAHASHI, AWAZU, YOKOO, TAKEDA, SUZUKI, HIROI
Career Preparation of Female University Students and its Psychosocial Factors

49

女子大学生の就業準備と心理社会的要因：
キャリア自己効力感とレジリエンスは進路準備活動の進捗自己評価を予測するか

竹内 美香、髙橋 桂子、粟津 俊二、横尾 暁子、

武田 ひとみ、鈴木 晶夫、広井 多鶴子

　日本の東京都下の大学に通学する女子学生 1 年〜 4 年次生 計772名（平均年齢 19.95 歳, SD 1.058）を対象に、就職・進学など、進路準備活動の進捗の自己評価を、就職活動や進学のための学習に向けたモティベーションに関わる出力変数と位置づけ、個人特性の変数として、1) 就業・進路探索などキャリア自己効力感 (Career Self-Efficacy)、2) レジリエンス (BRS) 特性、3) 大学における活動水準 との関連を検討する共分散構造分析を行った。キャリア自己効力感 (CSE) においては「I_Define volition 意思の明確化」「II_Information retrieval情報探索」「III_Plan and prepare計画と準備」、3つの因子が抽出され、レジリエンス (BRS)からはI-Tolerance, II- Sociability, III-Optimistic view, IV-Information retrieve, V-Empathic understandingという5因子が抽出された。進路準備活動の進捗・自己評価を出力変数としてレジリエンスと自己効力感についての共分散構造分析はGFI= .967, Pr. < .000, RMSEA = .078 という許容できる適合性を示すモデルが確認された。これらの因果的パスの流れからは、女子大学生自身が自分の近未来の進路 (就業・進学) について自己効力感を伴って明確化するよう促す支援、そのための対人・社会的環境についての情報検索能力にも自信をもつことができるように経験を豊富化する必要があることが示された。