

The Effect of Social Support on Type of Career Decision and Attitude to Career Decision among College Students Majoring in Sports

Yeong-Gwon Jo

Professor, Dept. of Physical Education, Gwangju University of Education, Gwangju, 61204, Korea, jo3309@gnue.ac.kr

Chun-Ho Yang

Professor, Dept. of Marine Sports, Hanseo University, Seosan 31962, Korea, healthyang@hanseo.ac.kr

Abstract

Background/Objectives: This study was conducted with the purpose of verifying the effect of social support on the type of career decision and attitude to career decision of college students majoring in physical education.

Methods/Statistical analysis: For this purpose, a survey was conducted, selecting college students majoring in physical education as the population. A total of 243 copies were used for the final analysis, excluding data that were judged to be incomplete in the response content among the sampled questionnaires. The result as follows.

Findings: First, social support of college students majoring in physical education showed a partial positive correlation with the type of career decision and attitude to career decision. Second, it was found that social support of college students majoring in physical education had a partial positive effect on the type of career decision. Third, it was found that social support of college students majoring in physical education had a partial positive effect on their attitude to career decision.

Improvements/Applications: In conclusion, it was verified that social support for college students majoring in physical education was a major variable influencing the type of career decision and attitude to career decision. In other words, when college students majoring in physical education decide on their career path, they need active support from their parents, professors, and seniors and juniors, who are important supporters. In addition, the school's major-customized career education should be implemented. As a result, it will present a clear attitude to career decision that identifies the career type that an individual has.

I. INTRODUCTION

Career decisions can be influenced by others, and social support is a major factor in this. Social support generally refers to any positive support that can be obtained from others through social relationships [1]. Social support obtained through social interaction has its

importance in that its root is related to basic human needs. The importance of social support theory has the attributes of buffering effect of stressful events, preventive intervention, provision of new alternatives, and reduction and elimination of stress shock [2]. Social support can be divided into objective social support and perceived social support. Objective

social support refers to what an individual actually receives from interpersonal relationships. Perceived social support refers to the belief that help is available from those around them when people need it.

College students have social freedom and responsibility as adults, but live within a limited environment such as home and school. Appropriate skills for social life are not yet sufficiently developed. Therefore, support from parents, professors, and seniors is needed. Due to the characteristics of the educational system, Korean college students are not provided with the conditions where they can sufficiently consider their career path [3] (Tak, 2012). Recent studies on university students focus on career and employment problems and stress [1, 4]. These studies can be seen as reflecting the fact that college students have a lot of worries about their careers.

The same trend as in previous studies is also appearing in college students majoring in physical education. College students majoring in physical education are leaving for other fields unrelated to their major due to problems such as lack of experience, skills, and career education. This is to face the reality of not being able to properly utilize their major [5]. One of the reasons for this is that college students majoring in physical education are not properly provided with educational opportunities related to their careers. Ultimately, rather than providing career education according to the demands of students and instructors, only one-time career education is provided unsystematically [6]. The reality is that the employment rate of college students majoring in physical education is low. Only a few colleges organize career education in the curriculum to provide career education for physical education majors.

After entering a college, students majoring in physical education decide their career path by relying on limited recruitment information rather than searching for various career paths and systematically preparing for career. In order to improve career education based on characteristics of the majors of college students majoring in physical education, it is necessary to form a discourse for improvement and change [6].

The problem in career choice is not limited to individuals. It can also have a big impact on the developmental aspect of physical education. Therefore, it is necessary to discover and develop the potential of individuals to form college students' occupational values. To this end, it is necessary to make it possible to perform understanding and analyzing jobs based on multilateral analysis and understanding. In other words, it is required to conduct research on questions such as what type of goal achievement does the individual have for his or her career, Do they have the attitude to decide their career path. Are they not committing behavioral errors to achieve specific goals?

Therefore, the purpose of this study is to analyze the effect of social support on type of career decision and attitude to career decision among college students majoring in physical education. The results of this analysis are expected to be useful basic data for career education, career counseling, and career decision-making for college students majoring in physical education.

The research questions to achieve the purpose of this study are as follows. First, is there a correlation between social support, type of career decision, and attitude to career decision among college students majoring in physical education? Second, does the social support for

college students majoring in physical education affect the type of career decision? Third, does social support for college students majoring in physical education affect their attitude to career decision.

II. Research Methods

1. Research Subjects

This study selected college students majoring in physical education as the population. Convenience sampling was used for the sample. A total of 243 copies were finally selected and analyzed, excluding data that were judged to be insufficient in the response content among the sampled questionnaires. The general characteristics of the research subjects are shown in <Table 1>.

Table 1. General Characteristics of Research Subjects

| Variable | Category | Number of People(Person) | Percentage(%) |
|---------------|-----------------------|--------------------------|---------------|
| Sex | Male | 193 | 79.4 |
| | Female | 50 | 20.6 |
| Academic Year | 1 st Grade | 97 | 39.9 |
| | 2 nd Grade | 73 | 30.0 |
| | 3 rd Grade | 44 | 18.2 |
| | 4 th Grade | 29 | 11.9 |
| Region | Metropolitan Region | 112 | 46.1 |
| | Honam Region | 67 | 27.6 |
| | Yeongnam Region | 64 | 26.3 |
| Total | | 243 | 100 |

2. Survey Tools

In this study, a questionnaire was used as a survey tool to identify the relationship between college students majoring in physical education. The questionnaire used in this study was prepared by modifying it to be suitable for this study based on the questionnaire verified through previous studies.

The questionnaire consisted of 4 questions asking demographic characteristics, 15 questions on social support as an independent variable, 11 questions on type of career decision as a mediating variable, and 6 questions on attitude to career decision as a dependent variable. The survey was conducted on a Likert 5-point scale, consisting of

"strongly disagree at 1 point to strongly agree at 5 points".

As for a questionnaire on social support, the questionnaire used for college students' social support [7,8] was used to serve the purpose of this study. Social support consisted of a total of 4 factors: emotional support (4 questions), informative support (4 questions), evaluative support (4 questions), and material support (3 questions). As for a questionnaire on the type of career decision, the questionnaire used for the career decision type of college students majoring in physical education [9, 10] was used to serve the purpose of this study. In terms of a questionnaire on attitude to career decision, the questionnaire used for attitude of college students majoring in Taekwondo [11,12] to career decision to serve the purpose of this

study. The sub-variables of attitude to career decision consisted of two factors: attitude to career preparation (3 questions) and level of career decision (3 questions).

3. Validity and Reliability

1) Social Support

Table 2. Validity and Reliability Results of Social Support

| Question | Emotional Support | Informative Support | Evaluative Support | Material Support | h^2 |
|--------------|-------------------|---------------------|--------------------|------------------|-------|
| Factor09 | .850 | .080 | .134 | .168 | .675 |
| Factor10 | .829 | .095 | .151 | .162 | .652 |
| Factor11 | .757 | .084 | .170 | .122 | .625 |
| Factor13 | .685 | .333 | .288 | .011 | .683 |
| Factor14 | .112 | .773 | .113 | .248 | .670 |
| Factor12 | .180 | .768 | .052 | .210 | .517 |
| Factor15 | .062 | .762 | .252 | -.083 | .659 |
| Factor05 | .127 | .717 | .212 | .214 | .622 |
| Factor06 | .011 | .167 | .772 | .226 | .684 |
| Factor07 | .239 | .135 | .710 | .212 | .669 |
| Factor08 | .268 | .248 | .688 | .214 | .655 |
| Factor03 | .354 | .125 | .610 | .060 | .663 |
| Factor01 | .320 | .077 | .082 | .754 | .775 |
| Factor02 | .024 | .180 | .278 | .741 | .746 |
| Factor04 | .131 | .284 | .298 | .695 | .625 |
| Eigenvalue | 5.810 | 1.776 | 1.296 | 1.035 | |
| Dispersion % | 38.736 | 11.843 | 8.641 | 6.903 | |
| Cumulative % | 37.736 | 50.579 | 59.220 | 66.123 | |
| Reliability | .858 | .854 | .846 | .851 | |

Kaiser-Meyer-Olkin=.878

Bartlett's identity matrix($\chi^2=1507.601$, $df=105$, $p=.000$)

As shown in <Table 2>, the Bartlett identity matrix of social support was 1507.601, the significance probability was .001, and the KMO index was .878, indicating that the selection of variables was appropriate. For social support, 4 factors were extracted as a result of factor analysis of 15 questions, and it was found to explain about 66.1% of the total variance. Social support showed a validity of .5 or higher and reliability of .6 or higher, indicating a reliable level.

2) Type of Career Decision

As shown in <Table 3>, the Bartlett identity matrix of the type of career decision was 1008.386, the significance probability was .001, and the KMO index was .819, indicating that the selection of variables was appropriate. As a result of factor analysis of 11 questions, 3 factors were extracted for the type of career decision, and it was found to explain about 65.9% of the total variance. The type of career decision showed a validity of .5 or higher and reliability of .6 or higher, indicating a reliable level.

Table 3. Validity and Reliability Results of Type of Career Decision

| Question | Rational Type | Intuitive Type | Dependent Type | h^2 |
|--------------|---------------|----------------|----------------|-------|
| Factor05 | .888 | .140 | .077 | .543 |
| Factor06 | .858 | .080 | .102 | .702 |
| Factor07 | .786 | .121 | .040 | .610 |
| Factor08 | .775 | .101 | -.064 | .600 |
| Factor09 | .109 | .800 | .222 | .664 |
| Factor10 | -.020 | .705 | .337 | .693 |
| Factor11 | .139 | .700 | .301 | .615 |
| Factor01 | .245 | .695 | -.012 | .615 |
| Factor02 | .057 | .135 | .820 | .814 |
| Factor03 | -.102 | .304 | .749 | .753 |
| Factor04 | .142 | .189 | .748 | .635 |
| Eigenvalue | 3.841 | 2.384 | 1.021 | |
| Dispersion % | 34.915 | 21.669 | 9.279 | |
| Cumulative % | 34.915 | 56.584 | 65.863 | |
| Reliability | .889 | .848 | .851 | |

Kaiser-Meyer-Olkin=.819

Bartlett's identity matrix($\chi^2=1008.386$, $df=55$, $p=.000$)

3) Attitude to Career Decision

As shown in <Table 4>, the Bartlett identity matrix of the attitude to career decision was 382.534, the significance probability was .001, and the KMO index was .751, indicating that the selection of variables was appropriate. As a

result of factor analysis of 6 questions, 2 factors were extracted for attitude to career decision, and it was found to explain about 65.9% of the total variance. The attitude to career decision showed a validity of .5 or higher and reliability of .6 or higher, indicating a reliable level.

Table 4. Results of Validity and Reliability of Attitude to Career Decision

| Question | Attitude to Career Preparation | Level of Career Decision | h^2 |
|--------------|--------------------------------|--------------------------|-------|
| Factor01 | .836 | .235 | .754 |
| Factor02 | .822 | -.010 | .660 |
| Factor03 | .750 | .312 | .616 |
| Factor05 | .143 | .822 | .554 |
| Factor06 | .058 | .783 | .696 |
| Factor04 | .273 | .692 | .676 |
| Eigenvalue | 2.755 | 1.201 | |
| Dispersion % | 45.918 | 20.023 | |
| Cumulative % | 45.918 | 65.941 | |
| Reliability | .842 | .860 | |

Kaiser-Meyer-Olkin=.751

Bartlett's identity matrix($\chi^2=382.534$, $df=15$, $p=.000$)

4. Data Processing

For data processing in this study, SPSS (26.0 Ver.) was used to verify the effect of social support for college students majoring in physical education on type of career decision and attitude to career decision. For data processing, frequency analysis, exploratory factor analysis and reliability verification, correlation analysis, and multiple regression analysis were performed.

III. Result of Research

1. Correlation between Social Support, Type of Career Decision, and Attitude to Career Decision

As shown in <Table 4>, emotional support showed a positive correlation with rational type

($r=.286$), intuitive type ($r=.445$), dependent type ($r=.402$), attitude to career preparation ($r=.424$), and level of career decision ($r=.529$). Informational support showed positive correlations in intuitive type ($r=.480$), dependent type ($r=.858$), attitude to career preparation ($r=.653$), and level of career decision ($r=.248$). Evaluative support showed a positive correlation with rational type ($r=.311$), intuitive type ($r=.610$), dependent type ($r=.570$), attitude to career preparation ($r=.607$), and level of career decision ($r=.445$). Material support showed a positive correlation with the rational type ($r=.187$), intuitive type ($r=.536$), dependent type ($r=.477$), attitude to career preparation ($r=.615$), and level of career decision ($r=.569$).

Table 4. Correlation Analysis Results between Social Support, Type of Career Decision, and Attitude to Career Decision

| Category | Emotional Support | Informative Support | Evaluative Support | Material Support | Rational Type | Intuitive Type | Dependent Type | Attitude to Career Preparation | Level of Career Decision |
|--------------------------------|-------------------|---------------------|--------------------|------------------|---------------|----------------|----------------|--------------------------------|--------------------------|
| Emotional Support | - | | | | | | | | |
| Informative Support | .372*** | - | | | | | | | |
| Evaluative Support | .525*** | .474*** | - | | | | | | |
| Material Support | .414*** | .450*** | .542*** | - | | | | | |
| Rational Type | .286*** | .117 | .311*** | .187** | - | | | | |
| Intuitive Type | .445*** | .480*** | .610*** | .536*** | .288*** | - | | | |
| Dependent Type | .402*** | .858*** | .570*** | .477*** | .116 | .512*** | - | | |
| Attitude to Career Preparation | .424*** | .653*** | .607*** | .615*** | .246*** | .648*** | .683*** | - | |
| Level of Career Decision | .529*** | .248*** | .445*** | .569*** | .302*** | .474*** | .219*** | .394*** | - |

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

2. The Effect of Social Support on Type of Career Decision

1) The Effect of Social Support on Rational Type

Table 5. The Effect of Social Support on Rational Type

| | B | SE | β | t | Tolerance | VIF |
|--|-------|------|---------|----------|-----------|-------|
| (Constant) | 1.613 | .353 | | 4.565*** | | |
| Emotional Support | .194 | .079 | .179 | 2.445* | .690 | 1.448 |
| Informative Support | -.091 | .094 | -.070 | -.974 | .712 | 1.405 |
| Evaluative Support | .329 | .110 | .243 | 2.997** | .562 | 1.779 |
| Material Support | .017 | .097 | .013 | .173 | .644 | 1.552 |
| F=8.172***, R ² =.121 Modified R ² =.106 | | | | | | |

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

As shown in <Table 5>, social support had a statistically significant effect on the rational type (F=8.172, $p < .001$), and its explanatory power was about 12.1% (R²=.121) of the total variance. The Beta value which is the relative

influence of social support on the rational type was found to have a positive effect on emotional support (β =.179, $p < .05$) and evaluative support (β =.243, $p < .01$). .

2) The Effect of Social Support on Intuitive Type

Table 6. The Effect of Social Support on Intuitive Type

| | B | SE | β | t | Tolerance | VIF |
|---|------|------|---------|----------|-----------|-------|
| (Constant) | .696 | .200 | | 3.479*** | | |
| Emotional Support | .081 | .045 | .103 | 1.803 | .690 | 1.448 |
| Informative Support | .165 | .053 | .174 | 3.100** | .712 | 1.405 |
| Evaluative Support | .346 | .062 | .352 | 5.554*** | .562 | 1.779 |
| Material Support | .208 | .055 | .224 | 3.784*** | .644 | 1.552 |
| F=51.453***, R ² =.464 Modified R ² =.455 | | | | | | |

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

As shown in <Table 6>, social support had a statistically significant effect on the intuitive type (F=51.453, $p < .001$), and its explanatory power was about 46.4% (R²=.464) of the total variance. The Beta value which is the relative

influence of social support on the intuitive type was found to have a positive effect on informational support (β =.174, $p < .01$), evaluative support (β =.352, $p < .001$), and material support (β =.224, $p < .001$).

3) The Effects of Social Support on Dependent Type

Table 7. The Relationship between Social Support and Dependent Type

| | B | SE | β | <i>t</i> | Tolerance | VIF |
|--|-------|------|---------|-----------|-----------|-------|
| (Constant) | -.118 | .146 | | -.810 | | |
| Emotional Support | .008 | .033 | .010 | .257 | .690 | 1.448 |
| Informative Support | .790 | .039 | .748 | 20.359*** | .712 | 1.405 |
| Evaluative Support | .213 | .045 | .194 | 4.684*** | .562 | 1.779 |
| Material Support | .032 | .040 | .031 | .806 | .644 | 1.552 |
| F=200.435***, R ² =.771 Modified R ² =.767 | | | | | | |

****p*<.001

As shown in <Table 7>, social support had a statistically significant effect on the dependent type (F=200.435, *p*<.001), and its explanatory power was about 77.1% (R²=.771) of the total variance. The Beta value which is the relative influence of social support on the dependent type was found to have a positive effect on informative support (β =.748, *p*<.001) and evaluative support (β =.194, *p*<.001).

3. The Effect of Social Support on Attitude to Career Decision

1) The Effect of Social Support on Attitude to Career Preparation

Table 8. The Effect of Social Support on Attitude to Career Preparation

| | B | SE | β | <i>t</i> | Tolerance | VIF |
|---|------|------|---------|----------|-----------|-------|
| (Constant) | .085 | .189 | | .449 | | |
| Emotional Support | .023 | .043 | .027 | .540 | .690 | 1.448 |
| Informative Support | .407 | .050 | .394 | 8.108*** | .712 | 1.405 |
| Evaluative Support | .267 | .059 | .248 | 4.535*** | .562 | 1.779 |
| Material Support | .297 | .052 | .292 | 5.712*** | .644 | 1.552 |
| F=88.977***, R ² =.599 Modified R ² =.593 | | | | | | |

****p*<.001

As shown in <Table 8>, social support had a statistically significant effect on attitude to career preparation (F=88.977, *p*<.001), and its explanatory power was about 59.9% of the total variance (R²=.599). The Beta value which is the relative influence of social support on attitude to career preparation showed a positive effect on informative support (β =.394, *p*<.001), evaluative support (β =.248, *p*<.001), and material support (β =.292, *p*<.001).

2) The Effect of Social Support on the Level of Career Decision

As shown in <Table 9>, social support had a statistically significant effect on the level of career decision ($F=46.399$, $p<.001$), and its

explanatory power was about 43.8% of the total variance ($R^2=.438$). The Beta value which is the relative influence of social support on the level of career decision was found to have a positive effect on emotional support ($\beta=.350$, $p<.001$) and material support ($\beta=.431$, $p<.001$).

Table 9. Effect of Social Support on Level of Career Decision

| | B | SE | β | t | Tolerance | VIF |
|--|-------|------|---------|----------|-----------|-------|
| (Constant) | .958 | .227 | | 4.220*** | | |
| Emotional Support | .305 | .051 | .350 | 5.986*** | .690 | 1.448 |
| Informative Support | -.120 | .060 | -.114 | -1.987 | .712 | 1.405 |
| Evaluative Support | .089 | .071 | .082 | 1.262 | .562 | 1.779 |
| Material Support | .443 | .062 | .431 | 7.119*** | .644 | 1.552 |
| $F=46.399***$, $R^2=.438$ Modified $R^2=.429$ | | | | | | |

*** $p<.001$

IV. Discussion

This study was conducted with the purpose of verifying the effect of social support on the type of career decision and attitude to career decision of college students majoring in physical education. As a result of verifying the effect of social support on the type of career decision, emotional support and evaluative support were found to have a positive effect on the rational type. It was found that informative support, evaluative support, and material support had a positive effect on the intuitive type. Informative support and evaluative support were found to have a positive effect on the dependent type.

As humans live, they encounter situations in which they have to make decisions constantly in order to change the environment and solve problems. In this case, they choose the most efficient alternative they can take [2]. Our human life can be said to be a series of decision-making processes. In general,

decision-making assumes that humans make rational decisions. Individuals are expected to make decisions in the direction of maximizing their expectations among several alternatives [13]. The type of career decision can be said to be a preferred approach when an individual makes a career-related decision [14].

Among the types of career decision, the rational type refers to a type of making decisions carefully and logically based on accurate collected information. The intuitive type refers to a type of paying attention to current feelings and using emotional awareness. The dependent type refers to a type that is passive and obedient under the influence of others, and is limited in various ways in decision-making situations. Therefore, in the case of college students majoring in physical education, it can be seen that social support is correlated with a certain type of support.

Social support generally means all positive resources that can be obtained from others

through social relationships [15]. Social support helps individuals adapt psychologically, overcomes frustration, and strengthens problem-solving abilities [15]. For this reason, differentiated support according to the type should be preceded rather than unilateral social support for college students majoring in physical education. In other words, social support provided through interpersonal interaction should be provided with mental or material help so that college students majoring in physical education can feel the support. In this regard, it was said that social support for athletes affects psychological factors such as a sense of self-efficacy and adaptation to school life [2], and these factors can be seen as affecting the individual type for rationally choosing a career path.

As a result of verifying the relationship between social support and attitude to career decision, it was found that emotional support, evaluative support, and material support had a positive effect on the attitude to career preparation. Emotional support and material support were found to have a positive effect on the level of career decision. In the case of college students majoring in physical education, provision of information that can smoothly solve problems caused by individuals or the environment affects their career decision. Specific assessment of an individual's role and behavior, direct assistance with something that the individual needs, etc., helps to achieve the determined career goal. When an individual feels psychological stability and feels that he or she is receiving attention from members of society, he or she will have confidence in his or her future career.

In this regard, the assertion that social support for college students majoring in physical education influences their career decision supports the results of this study [6]. In

particular, parental support among social supports has a positive effect on career decision [10]. Therefore, the expectation and interest of important supporters for college students majoring in physical education are very important in forming an attitude of career decision. In this way, in order to have an effective attitude to career decision for college students majoring in physical education, it is necessary to utilize a reasonable type of career decision through appropriate self-concept. In addition, they should take responsibility for their own decision-making and have a clear goal for their career.

V. Conclusion

This study was conducted with the purpose of verifying the effect of social support on the type of career decision and attitude to career decision of college students majoring in physical education. For this purpose, a survey was conducted, selecting college students majoring in physical education as the population. A total of 243 copies were used for the final analysis, excluding data that were judged to be incomplete in the response content among the sampled questionnaires. The conclusion is as follows.

First, social support of college students majoring in physical education showed a partial positive correlation with the type of career decision and attitude to career decision.

Second, it was found that social support of college students majoring in physical education had a partial positive effect on the type of career decision.

Third, it was found that social support of college students majoring in physical education had a partial positive effect on their attitude to career decision.

In conclusion, it was verified that social support for college students majoring in physical education was a major variable influencing the type of career decision and attitude to career decision. In other words, when college students majoring in physical education decide on their career path, they need active support from their parents, professors, and seniors and juniors, who are important supporters. In addition, the school's major-customized career education should be implemented. As a result, it will present a clear attitude to career decision that identifies the career type that an individual has.

References

- [1] Park, Y. J.(2020). The Effect of Academic Stress on the Decision-Making of Career in College Students in Physical Education. *The Korean Journal of Sport*, 18(4), 35-46.
- [2] Hwang, B. C., Huh, J. Y., Lim, H. M.(2010). A Model of Career Decision-Making Attitude for Taekwondo Major Students. *The Korean Society of Sports Science*, 19(4), 531-544.
- [3] Tak, J. K. (2012). Career Adapt-Abilities Scale-Korea Form: Psychometric properties and construct validity. *Journal of Vocational Behavior*, 80, 712-715.
- [4] Yoon, H. Y., Park, J. W.(2020). Exploring the Meaning and Value of Experience Course in which Collegiate Students Majoring in Taekwondo Experienced an Illegal Intern Instructor in the United States. *Korean Society for the Sociology of Sport*, 33(2), 74-89.
- [5] Shon, S. B., Kim, O. H.(2020). A Subjectivity Study on the Career Choice for University Students Majoring Physical Education. *Korean Journal of Convergence Science*, 9(2), 123-142.
- [6] Lee, W. I., Lee, E. Y., Lee, K. J., Jin, Y. K.(2019). Systematic Review in Regard to Career Education for Students Who Major in Physical Education. *Korean journal of physical education*, 58(3), 241-260.
- [7] Song, Y. S., Moon, H. W., Kim, S. B.(2020). The Effect of College Sport Club Participants Social Support on the College Adjustment. *The Korean Society of Growth & Development*, 28(4), 611-618.
- [8] Kim, J. W., Lee, J. H.(2016). An Influence of Social support and Self-management of university students who participate in Sports on Stress coping and Career maturity. *The Korean Society of Sports Science*, 25(5), 117-132.
- [9] Lee, Y. G., Kwon, H. I.(2015). Research on the Classification of Sports Career Decision Making Types in Student-athletes using AHP. *Korean Association of Sport Pedagogy*, 22(2), 41-57.
- [10] Lee, C. K., Kim, J. T., Kim, H. T.(2012). Relationship among Parental Support, Types of Decision-Making and Career Maturity of High School Baseball Players. *The Korean Society of Sports Science*, 21(4), 29-44.
- [11] Kim, K. J., Oh, Y. P.(2017). A Study on Career Exploration Behavior of Elite Taekwondo Player. *Korean journal of physical education*, 56(1), 661-682.
- [12] Park, D. Y.(2010). The relationship among self-efficacy, decision making pattern in career and attitude in settling career of university students majoring in Taekwondo. *The Korean Society of Sports Science*, 19(4), 319-331.
- [13] Payne, G. C.(1992). The Role of coping Behavior in the Career Development of Young Adults; Career Adjustment, Career

Decision-Making style, and Job-Seeking.
Unpublished doctoral Dissertation, Univ.
of Texas at Austin.

- [14] Phillips, S. D. & Paziienza, N.(1988).
History and theory of the assessment of
career development and don making, In W.
B. & S. H. Osipow,(Eds), Career decision
making Hillsdale, NJ; Erlbaum. 1-31.
- [15] Kim, J. W., Lee, J. H.(2013). An Influence
of Self-efficacy and Exercise adherence of
university students who participate in
Sports on Sportsmanship and School life
adjustment. The Korean Society of Sports
Science, 22(1), 427-441.