



The Effect of Achievement Value, Study Plan and Learning Activities on Career Identity and Life Satisfaction

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Abstract: Adolescence is a transition state from childhood to adulthood, and is a period of active physical, emotional, moral and social development. Most of the adolescents feel confused about their identity and are in a period of self-formation. Korean youths regard their study and career as their main concerns. Korean adolescents spend most of their time in school and are significantly affected by their study. In addition, adolescence is not only a time of worry about study but also a time to worry about career through various situations and a time when career identity is formed.

In modern society, career has evolved into a concept that goes far beyond merely livelihood. Modern people spend most of their time in the workplace, career seems to be an important part of an individual's life.

The purpose of this study is to investigate the effect of achievement value, study plan, learning activity, and career identity on life satisfaction. Factor analysis is conducted to find out common factors among variables, and the structural equation model is used to reveal the structural relationships among variables. The results shows that study planning and learning activities affect life satisfaction indirectly through career identity, and achievement value and career identity directly affected life satisfaction. Based on the results of this study, I suggest the conclusion and suggestion that the study and career that the youth thinks as the main concern, affect the satisfaction of the youth life.

Keywords: Adolescence, Career Identity, Life Satisfaction, Achievement Value, Study Plan, Learning Activities

INTRODUCTION

Occupation has paid attention, from its previous definition of a mere method of survival, as a way to fulfill one's value and express individuality in our modern society (Kim & Kim, 2007). People often include their occupation in introducing themselves and spend most of their day at the workplace and this shows how much it takes part in one's life (Park, 2016). Hence, it is very important to choose one's occupation. People

evaluate their life satisfaction by cognitive measurement of different aspects of their lives (Fujita & Diener, 2005) and subjective measurement of overall life satisfaction (Diener & Lucas, 1999).

As explained above, career takes a great importance in a life and satisfaction of one's career is directly related to life satisfaction. In other words, the choice of career exerts influence on life satisfaction (Park, 2015). Education and career is the main concern for Korean youth (Koo & Lim & Koo, 1993; Jung, 1995). Career identity is important in that those in adolescence must develop an identity towards their career and it includes their interest in the future, occupation and stable identity (Shin & Jang, 2012). According to Super's theory of career development, adolescent period is under the Exploration period where their career identity arises from the collection of information on them and the occupation.

In adolescence many personal factors undergo change and thus it is important to develop correct career identity through development of ego-identity and right decision making.

The reason being that one must perfectly understand the career in order to define their interest, capacity and correct career for their goals as the world of career is becoming more and more specialized and diversified (Son & Shin & Son, 2014). There have been many studies on career identity but not many has been done on the factors influencing the development of career identity (Park, 2016).

One of the main factors that influence adolescent career identity and scholastic achievement is the study habits (Schutz & Lanehart, 1994). Rather than carrying out the education against the will, one must establish the right study habits to make education the process for preparing one's future (Son & Kim, 2010). Correct study habits induce one to be self-motivated to study and plan for the future which in turn improves the career identity (Hwang & Lim, 2004). School life adaptation refers to changing oneself to suit one's goal or school life or the change of environment (Jung & Jo, 2015). Therefore, it works as the interaction between one and one's school life. Learning activities is the most basic school life for students. The better the school life adaption, stronger the career decision power and this puts positive influence on the career identity (Jung, 2014). Thus, it can be said that the learning activities, the most basic foundation of school life, can help the development of a career.

In this study, we are going to examine whether junior high students' value of accomplishment, study plan, and learning activities, the variables related to school life, have an influence on career identity and life satisfaction using the 3rd data from the KCYPS. 2012 of 'Research on Korean Children and Youth Penal'. As explained earlier, satisfaction in career leads to life satisfaction and thus we are to find out if the career identity shapes one's life satisfaction.

PREVIOUS WORKS

Achievement value

Achievement value means the degree of seriousness in thoughts to achieve the successful coursework (Wigfield & Eccles, 1992). In other words, students tries to obtain achievement value since they thinks learning in school is important to fulfill their future goals. Education and career is the main concern for Korean youths and thus the achievement value in learning and career identity in career development form a close relationship (Kim & Jang, 2015). The study of Son *et al.* (2014) confirmed that value of accomplishment and study habits exerts meaningful influence on career identity. Ahn *et al.* (2016) found factors for academic accomplishment such as study habits and achievement value influence life satisfaction.

This study is established under the assumption that the achievement value influences career identity and life satisfaction.

H1: Achievement value influences career identity.

H2: Achievement value influences life satisfaction.

2.2. Study Plan

Study plan, one of the study habits, refers to managing the study time efficiently. Efficiently managing the study time through behavior regulation provides positive motivation towards career development via school life (Park, 2016). Study plan also was found to be one of the meaningful factors influencing career identity in the study done by Son *et al.* (2014). It helps shaping the career identity as a student efficiently utilizes the study time and carrying out the set study goals.

This study, therefore, assumes that the study plan has an influence on the career identity.

H3: Study plan has influence on the career identity.

2.3. Learning Activities

Learning activities is the most basic part of school life adaptation. It means attending classes in school life is the fundamental activity of a student. In the study by Kim & Jo (2013), it is stated that the school life adaptation establishes a static correlation with one's attitude towards the career. As the above, previous studies has shown that the school life adaptation has influence over the career identity, other studies like the one by Park (2016) argues that it does not have a direct relation with development and establishment of career identity.

This study, therefore, made the following assumption in order to test the influence the learning activities has on the career identity.

H4: Learning activities has an influence on the career identity.

2.4. Career Identity

Career identity is a formation of an identity in the area of occupation and it refers to one's interest, goal, capacity in relation to the career and having a stable identity (Shin & Jang, 2012). According to Super's theory of career development, career development occurs throughout one's life and he has divided it into Growth, Exploration, Establishment, Maintenance, and Decline. During the Exploration, which happens in the adolescence, one explores the possible career taking into account one's personal interest, goal, and capacity (Lee *et al.*, 2007). Development and growth of career identity in adolescence is very important because the decision making in Exploration may lead to the next stage Establishment (Choi & Hong, 2013). Occupation in the modern society is a way of fulfilling personal values and expressing individuality rather than a mere way of survival (Kim & Kim, 2007). Considering that people usually spend most of the day at work, it can be said that to an individual occupation takes a great part of one's life. Hence, it is very important to choose one's occupation and the career one will put forward in one's life. Also, the study by Park (2015) argues that the correct decision on one's career impacts the satisfaction of life.

This study, therefore, assumes the career identity influences one's life satisfaction.

H5: Career identity influences life satisfaction.

3. RESEARCH METHODS

After reviewing the previous works, we established a research model for testing statistical hypotheses as shown in Figure 3.

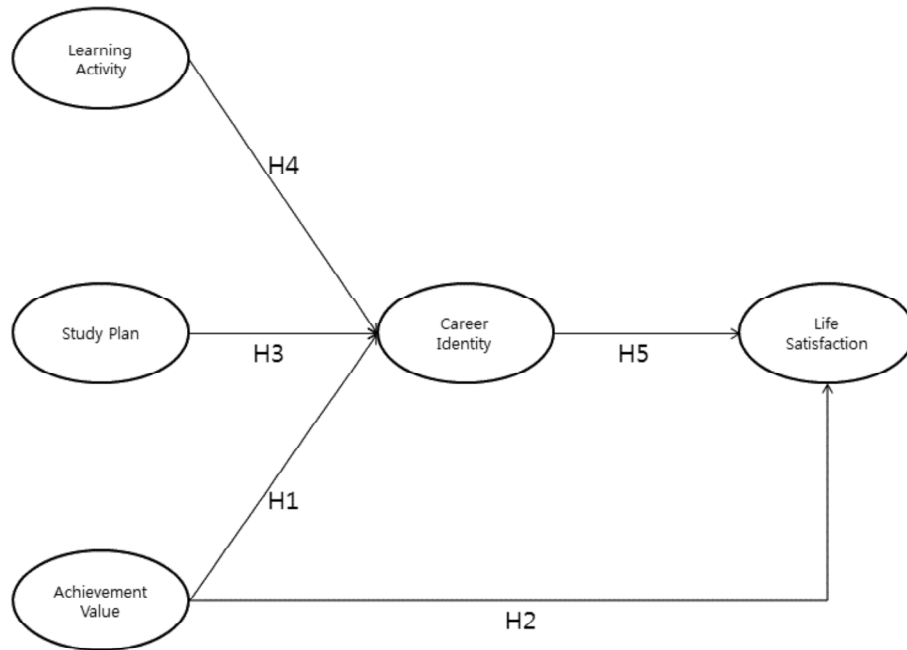


Figure 3: Research Model

3.1. Data Collection

This study was carried out using the 3rd data from the KCYPS. 2012 of 'Research on Korean Children and Youth Penal' conducted by the National Youth Policy Institute. The survey was carried out on junior high students in the 1st year and 2246 out of 2351 survey sheet were used in this study excluding miss values and outliers. The survey questions were marked out of Likert 5 points but 'I don't know' and 'No response' were removed.

3.2. Conception and Measurement of the Related Variable

3.2.1. Achievement value

This study has defined the achievement value to mean that one considers the school life and what is learned at school to be important in fulfilling one's future goal. 4 out of 7 questions were extracted from the 3rd data from the KCYPS. 2012 of 'Research on Korean Children and Youth Penal'. Specific categories of measuring the achievement value are the following: 'school study carries an importance to me', 'I think what I learn at school is important', 'School life will play a considerable role in my future', 'What I learn at

school will be useful in my life'. The coefficient from the exploratory factor analysis were .68~.77. Measurement was done with Likert 4 points and cronbach's α was .81.

3.2.2. Study Plan

This study has defined the study plan to mean the learner voluntarily managing the study time efficiently. Measuring categories were derived from the 3rd data in the KCYPS. 2012 of 'Research on Korean Children and Youth Penal' where 4 of the study time categories were renamed into study plan. Measuring categories consist of the following 4: 'I first set my goal on how many hours I will study before starting', 'I make study time plan to study efficiently', 'I set study time clearly to study efficiently', 'I make study plan before exams and study accordingly'. The coefficient from the exploratory factor analysis were .73~.83. Measurement was done with Likert 4 points and cronbach's α was .86.

3.2.3. Learning Activities

This study has defined the learning activities to be the most fundamental school life adaptation to a student. Measuring categories used 4 of 5 learning activities categories from the 3rd data in the KCYPS. 2012 of 'Research on Korean Children and Youth Penal'. Measuring categories consist of the following 4: 'School classes are interesting', 'I never miss out on school homework', 'I know everything learned in class', 'I ask others (parents, teacher, friends) when I don't know something'. The coefficient from the exploratory factor analysis were .60~.78. Measurement was done with Likert 4 points and cronbach's α was .78.

3.2.4. Career Identity

This study has defined the career identity to mean one's interest, goal, capacity in relation to the career and having a stable identity. Measuring categories used 5 of 8 career identity categories from the 3rd data in the KCYPS. 2012 of 'Research on Korean Children and Youth Penal'. Measuring categories consist of the following 5: 'there is a specific occupation field I want', 'I have made up my mind on the kind of life I want in the future', 'I have a specific field of study I want to major in the post-secondary', 'I can confidently present my future plan to others'. The coefficient from the exploratory factor analysis were .73~.85. Measurement was done with Likert 4 points and cronbach's α was .89.

3.2.5. Life satisfaction

This study has defined the life satisfaction to mean evaluating the satisfaction in one's life by subjective measurement of overall life satisfaction. Measuring categories used 3 of the life satisfaction categories from the 3rd data in the KCYPS. 2012 of 'Research on Korean Children and Youth Penal'. Measuring categories consist of the following 3: 'I enjoy my life', 'I have no worries', 'I see my life as a good life'. The coefficient from the exploratory factor analysis were .81~.85. Measurement was done with Likert 4 points and cronbach's α was .82.

3.3. Analysis Method

In this study, SPSS Statics 21.0 was used for descriptive statistics, exploratory factor analysis, and reliability analysis. Confirmatory factor analysis and structural model analysis were conducted using Amos 20.0.

4. RESEARCH RESULTS

4.1. Analysis on validity of potential factor

Prior to the analysis, this study carried out explorative analysis and reliability analysis to test the consistency in factors. According to the results from explorative analysis and reliability analysis, the related variables, value of accomplishment, study plan, learning activities, career identity, were found to be systematized and reliability was found to be suitable.

Table 1
Exploratory Factor Analysis

Var.	Factor					Cronbach's α
	1	2	3	4	5	
CI3	.852	.052	.093	.064	.055	.893
CI2	.948	.086	.069	.083	.120	
CI1	.843	-.029	.098	.023	.094	
CI5	.840	.119	.058	.070	.136	
CI3	.730	.168	-.010	.049	.130	
SP2	.090	.833	.141	.187	.085	.857
SP3	.098	.811	.183	.171	.106	
SP1	.097	.766	.203	.190	.087	
SP4	.102	.732	.217	.167	.048	
AV4	.053	.178	.774	.039	.089	.811
AV2	.042	.171	.759	.259	.080	
AV3	.096	.172	.748	.211	.063	
AV1	.099	.236	.675	.310	.065	
LA2	.011	.189	.119	.775	.044	.776
LA3	.125	.227	.176	.752	.124	
LA4	.067	.162	.213	.720	-.022	
LA1	.179	.129	.267	.602	.292	
LS3	.189	.082	.114	.138	.849	.815
LS2	.093	.117	-.001	-.005	.820	
LS1	.189	.064	.151	.162	.810	

KMO'S MSA 0.899, Bartlett's test < 0.001

This study did confirmatory factor analysis in order to figure out the relation between the potential variable and measuring variable. The result showed that the GOF. test for the relation between potential variable and measuring variable was $\chi^2_{df} = 5.403$, CFI=.97 TLI=.96, RMSEA=.04 SRMR=.04, meaning that the measurement model was fit to analyze structure model (AVE>.5, conceptual reliability >.7, $p < .001$).

Structure Equation Model Verification

This study carried out path analysis in order to find GOF. of the research model and significance of the path. Figure 4.2 displays the result and the research model GOF was $\chi^2_{df} = 5.403$, CFI=.97 TLI=.96, RMSEA=.04 SRMR=.04, making this model fit.

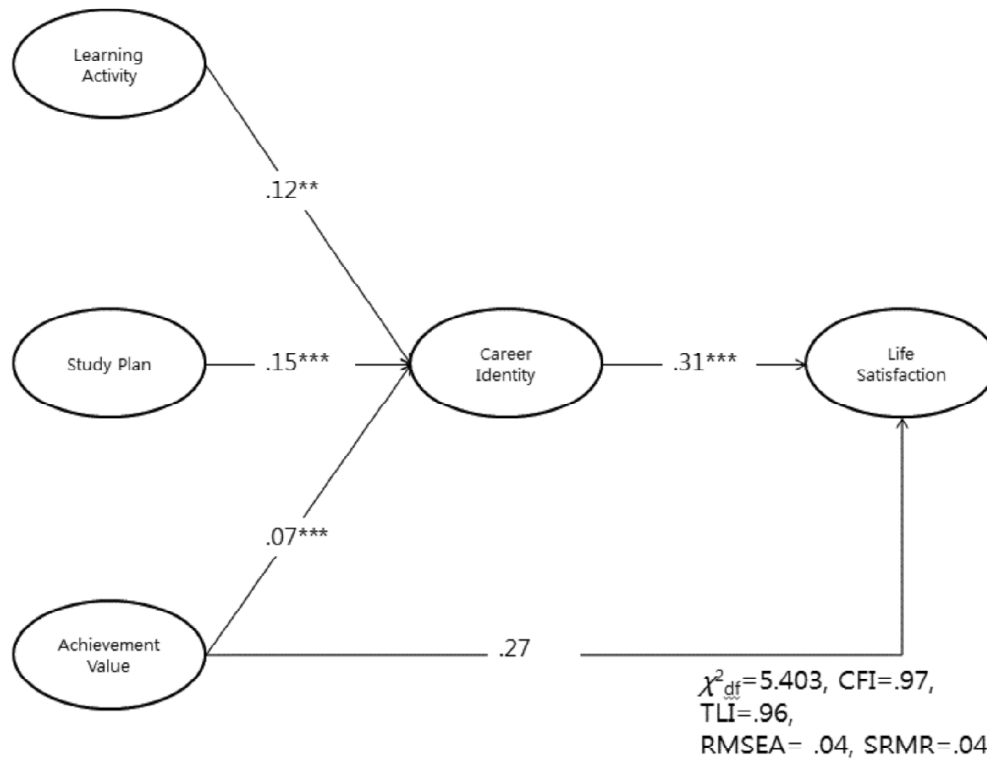


Figure 4.2: Results of Research Model

Values found in path analysis are in Table 2. According to the analysis, showed that achievement value did not have a static influence on career identity (β : .07, $p > .05$), but had a direct and static influence on life satisfaction (β : .27 $p < .001$). Study plan has static influence on career identity (β : .15, $p < .001$). Learning activities, too, has static influence on career identity (β : .12, $p < .01$). Career identity has static influence on life satisfaction (β : .31, $p < .001$).

Table 2
Path Analysis Results of the Model

	β	C.R.	P	Result
H1	.07	1.868	<.001	Supported
H2	.27	10.983	>.05	Not Supported
H3	.15	4.635	<.001	Supported
H4	.12	2.911	<.01	Supported
H5	.31	13.016	<.001	Supported

5. CONCLUSIONS & SUGGESTIONS

5.1. Conclusion

This study sought for the effect of predisposing factor that influences the career identity and life satisfaction. From the study, the achievement value did not have a meaningful influence on the career identity and it was supported by the statistics. This result is the opposite result of many precedent studies that revealed the close relationship between academic and career path that is really important for adolescent. However, achievement value has a meaningful influence on life satisfaction, and it was supported by the statistics. In other words, the success of the learning task in the school and the content learned in the school do not contribute to the formation of career identity, but they directly increase the subjective satisfaction of their life. If I think that what I learn at school is valuable, and when I achieve academic achievement through it, it directly enhances my life satisfaction.

Secondly, study plan exerts meaningful influence on career identity which was shown in statistics. Park (2016) argues that the efficient study time management provides a positive motive for career development through school life. Thus, when the learner efficiently uses the study time to voluntarily set the study goal and carry it out, one is positively influencing one's future and career exploration.

Thirdly, learning activities have meaningful influenced on the career identity and this was shown in the statistics. The most fundamental activity for a student in school is the learning activities and is the basic of the school life adaptation. To say that learning activities have an influence on the career identity means that learning activities like attending class and studying is the most basic stage and forms positive attitude while improving the career identity.

Fourth, career identity has meaningful influenced on the life satisfaction and this was shown in the statistics. According to Super's theory of career development, the adolescence belongs to the Exploration in which one decides on the path of career. In such period, developing and establishing career identity is very important in career choice. Also, in our modern society occupation consists a big part of one's life and leads to life satisfaction which makes the career identity development very critical in choosing the right career. In conclusion, good development of career identity has a positive influence on the life satisfaction.

5.2. Suggestion

This study sought to examine the topic of education and career that youths consider to be important. The importance of academic accomplishment in Korea is being emphasized more than any other countries in the world and Korea has high education conditions. However, contrast to the well established education environment, youths in Korea express low satisfaction on education quality and life (Lew, 2013). Korean youths are carrying out their education under the pressure to successfully enter into the top schools. Their study is focused on the entrance exam which is forced upon them by their parents. In this case, youths cannot receive good education and career identity that is closely connected to it cannot develop properly. This study has successfully proved the positive influence the improvement of academic achievement has on the career identity. Effective study plan and learning activities, too, put forward positive influence in the future career decision.

Conclusively, Korea's education environment where it is solely focused on the college entrance exam does not aid in career identity development nor does it improve youth's life satisfaction. This study has a

significant in proving that establishing a good education environment will have positive influence on the career identity development as well as life satisfaction. There is a significance to this study in that we used the data collected from junior high youth nationwide and not a small sample to support our argument. This study examined the relationship between youth education and career path but a limit exists in that it used data limited to junior high students. Adolescence refers to the age group of junior high and high school student and thus we suggest a future research on high school student education and career.

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