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Career maturity by self-esteem levels in Korean high school students

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The purpose of this study was to examine career maturity in Korean high school students and identify factors associated with career maturity in the high self-esteem group and low self-esteem group. This study used the data from the Korean Welfare Panel Study, which was a national wide study and recruited samples by using the complex sampling method. A total of 496 high school students completed the survey, including career maturity, self-esteem, depression and anxiety variables regarding school life, and relationship with parents and friends. All data were analyzed with SPSS Ver. 23.0 by using complex sample analyses. In the results of bivariate analyses, gender, overall grades, study stress, teacher attachment, parental participation in education and supervision, peer attachment, and depression and anxiety were associated with career maturity in the low self-esteem group. However, school year, career consulting experience, overall grades, study stress, teacher attachment, parental participation in education and supervision, peer attachment, and depression and anxiety were associated with career maturity in the high self-esteem group. The results of logistic regression analyses showed that parental participation in education, peer attachment, and depression and anxiety were significantly associated with career maturity in the low self-esteem group, while career consulting experience, overall grades, teacher attachment, parental participation in education, and parental supervision were significantly associated with career maturity in the high self-esteem group. In conclusion, it is necessary to develop different programs by levels of self-esteem to enhance career maturity in high school students.

Biography

Minju Kim has done her PhD degree from University of Illinois at Chicago in 2010. She is an Assistant Professor in Dong-A University in Busan, Korea. Her research areas are End-of-Life Decision Making and Elderly Care.

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