

Assessing Division I Student-Athlete Career Self-Efficacy as They Prepare to Enter the Workforce

Prior research has indicated that collegiate student-athletes retiring from athletics often experience a negative psychological adjustment to the major transition (Miller & Buttell, 2018; Murphy et al., 2010; Park et al., 2013; Shander & Petrie, 2021; Wylleman et al., 2004). Student-athletes undergoing this transition often report experiencing anxiety (Park et al., 2013), depression (Shander & Petrie, 2021), identity crisis (Lally, 2007), and confusion (Harry & Weight, 2021). These psychological issues impact a collegiate-athlete's overall well-being, making it especially difficult for them to navigate their future. Several variables have been linked to the experience of these symptoms, but career development has not received sufficient attention as a related variable and possible mitigating factor.

Increased career self-efficacy in student-athletes serves as a facilitator for career planning (Wendling & Sagas, 2020). The purpose of this study is to examine the career self-efficacy of Division I student-athletes preparing to enter the workforce as professionals, regardless of whether they plan to continue their sport professionally or transition into a different career. This study utilizes Social Cognitive Career Theory (SCCT, Lent et al., 1994) as its underlying framework, which states that career self-efficacy is a key component of positive career development. A positive sense of career self-efficacy provides collegiate-athletes with the confidence and skills they need to ease their transition out of sport and provide value to the marketplace.