

IJACT 23-12-20

Career Exploration for Customized Career Curriculum Design

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Abstract

This study aims to assess the current status of career education at C University and to gather foundational data for developing a step-by-step career education curriculum and an integrated roadmap for curriculum and extracurricular career education. This research involves a comparative analysis of C University's enrolled students and external university students through a survey using the [University Career Exploration Model]. Data collection took place over one month in October 2023, and statistical analysis was conducted using the SPSS Statistics 25.0 program. The survey results enabled a comparative analysis of the career exploration processes and levels between enrolled students at C University and external university students. The proportion of enrolled students at C University responding positively to the career exploration process and level was high. Through this study, a better understanding of the career exploration processes and levels of university students was achieved. It is deemed necessary to conduct systematic research for continuous, tailored integration of curriculum and extracurricular career education at the university level.

Keywords: Career, Education, Exploration, University.

1. INTRODUCTION

DeSeCo (Definition and Selection of Competencies) Project, the 'OECD (Organization for Economic Cooperation and Development) Education 2030 Project', emphasized the transformative competencies required in the new social environment [1]. In the latter part of 1997, the OECD launched the DeSeCo (Definition and Selection of Competencies) Project with the objective of establishing a robust conceptual framework. The purpose was to guide the identification of essential competencies and enhance international surveys that gauge the competence levels of both youth and adults [2]. Modern society requires a new competency-oriented career type [3]. Determining an individual's career path is a process of realizing a self-concept, and career development is a process of accepting and developing an integrated self-image about one's role in work and the world of work [4]. In other words, self-concept is self-awareness formed through interaction between individuals and the environment and communication with others, and has unique attributes that vary depending on the level and type of individual experience and ability [5]. Therefore, career development, such as individual career preparation and career choice, cannot be understood separately from self-concept, and can be said to go through a gradual and continuous process alongside the development stage of self-concept [6].

Although various departments and majors are newly established and various educational programs are provided in universities, demand for providing more sophisticated and customized career education at universities continues to increase as the gap between university education and the labor market is widening due to the rapidly changing market and increasingly complex social structure [7]. Universities are also

Manuscript Received: September 20, 2023 / Revised: October 10, 2023 / Accepted: October 20, 2023

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expanding career development and employment support programs and activities to support serious youth unemployment problems and smooth entry of college students into the labor market [8]. As higher education becomes more popular and universal, students' educational expectations, career goals, and values have diversified [3], while demand for personalized career employment support at universities is increasing [8].

Therefore, this study aims to check the current status of career education at our university and outside, seek for a step-by-step career curriculum, and prepare basic data for a roadmap for integrated career education.

2. STUDY METHOD

2.1 Research Design

This study is a comparative research study that confirms the current status of C university and domestic universities through the questionnaire used in the previous study [Development of a career exploration model for designing a career curriculum tailored to universities] [9].

2.2 Subject of study

For this study, a survey was conducted for one month in October 2022 to analyze the perception and needs of career education at C University. The subjects of the survey were 100 students from C University who used the Internet platform. The main contents were based on the perception and demand survey of the university career exploration model conducted by the 『"Study on the Development of Career Exploration Model for Designing a College-tailored Career Curriculum (2021, Ministry of Education, Seoul National University)』. The survey period of general universities (n=357) and junior colleges (n=175) surveyed for model development was from November 19 to November 28, 2021.

2.3 Data analysis method

The collected data was analyzed using the SPSS Statistics 25.0 program.

3. RESULT

3.1 General Characteristics

The C University survey period was for a month in November 2022, and a total of 100 students responded. 33% of the first grade, 23% of the second grade, 16% of the third grade, and 28% of the fourth grade responded. <Table 1> show.

Categories		n(%)
Grade	First Grade	33(33.0)
	Second Grade	23(23.0)
	Third Grade	16(16.0)
	Fourth Grade	28(28.0)
Total		100(100.0)

3.2 Career exploration process

3.2.1 Whether you have a career path that suits you

3.2.1. Whether you have a career path that suits you

<Table 2> shows the results of the survey on whether college students establish a career suitable for themselves during the career search process. According to a survey conducted by the Ministry of Education, 254 (71.1%) students in general universities and 130 (74.3%) in junior colleges set a suitable career path for them. In the case of University C, 90 students (90%) said they had set their careers.

Table 2. Whether you have a career path that suits you (Unit: n, %)

Categories	Set the Career	Career not Set	n(%)
Total	384(72.2)	148(27.8)	532(100.0)
University	254(71.1)	103(28.9)	357(100.0)
College	130(74.3)	45(25.7)	175(100.0)
C University	90(90.0)	10(10.0)	100(100.0)

3.2.2. Career exploration process for career setting students

<Table 3> was surveyed on career setting students. There are a total of four questions: First, Whether to establish a career based on a clear perception of the significance of life, career, and occupation, Second, Whether to establish a career path based on a clear understanding of changes in the professional world and the future professional world, Third, Whether to establish a career path based on a sufficient understanding of oneself, Fourth, Whether to establish a career path based on a sufficient understanding of oneself.

Table 3. Career exploration process for career setting students (Unit: n, %)

Inquiry	Categories	Yes	No	Total
Whether to establish a career based on a clear perception of the significance of life, career, and occupation	Total	345(89.8)	39(10.2)	384(100.0)
	University	232(91.3)	22(8.7)	254(100.0)
	College	113(86.9)	17(13.1)	130(100.0)
	C University	82(91.1)	8(8.9)	90(100.0)
Whether to establish a career path based on a clear understanding of changes in the professional world and the future professional world	Total	339(88.3)	45(11.7)	384(100.0)
	University	217(85.4)	37(14.6)	254(100.0)
	College	122(93.8)	8(6.2)	130(100.0)
	C University	82(91.1)	8(8.9)	90(100.0)
Whether to establish a career path based on a sufficient understanding of oneself	Total	355(92.4)	29(7.6)	384(100.0)
	University	232(91.3)	22(8.7)	254(100.0)
	College	123(94.6)	7(5.4)	130(100.0)
	C University	82(91.1)	8(8.9)	90(100.0)
Whether to establish a career path based on a sufficient understanding of oneself	Total	280(72.9)	104(27.1)	384(100.0)
	University	171(67.3)	83(32.7)	254(100.0)
	College	109(83.8)	21(16.2)	130(100.0)
	C University	85(94.4)	5(5.6)	90(100.0)

3.2.3. Whether to make a final career decision

The results of the survey on whether or not a career decision was made are shown in <Table 4> below. As a result, 84 students (84%) and 16 students (16%) who did not set their careers were surveyed at University C.

Table 4. Whether to make a final career decision

(Unit: n, %)

Categories	Yes	No	Total
Total	273(74.4)	94(25.6)	367(100.0)
University	168(69.1)	75(30.9)	243(100.0)
College	105(84.7)	19(10.5)	124(100.0)
C University	84(84.0)	16(16.0)	100(100.0)

3.3. Career exploration level

3.3.1. Level of awareness of the significance of life, career, and occupation

The level of awareness of the significance of life, career, and occupation is shown in <Table 5>.

Table 5. Level of awareness of the significance of life, career, and occupation (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I constantly think about the purpose of my life	Total	4.02	4(0.8)	28(5.3)	88(16.5)	247(46.4)	165(31.0)
	University	4.03	3(0.8)	19(5.3)	50(14.0)	176(49.3)	109(30.5)
	College	3.98	1(0.6)	9(5.1)	38(21.7)	71(40.6)	56(32.0)
	C University	4.03	0(0.0)	1(1.0)	15(15.0)	64(64.0)	20(20.0)
I think about the meaning of a job in my life	Total	4.08	4(0.8)	21(3.9)	77(14.5)	257(48.3)	173(32.5)
	University	4.11	4(1.1)	13(3.6)	4(12.6)	173(48.5)	122(34.2)
	College	4.02	0(0.0)	8(4.6)	32(18.3)	84(48.0)	51(29.1)
	C University	4.18	1(1.0)	0(0.0)	11(11.0)	56(56.0)	32(32.0)
I know what values I think are important in my life	Total	4.03	3(0.6)	19(3.6)	108(20.3)	229(43.0)	173(32.5)
	University	4.10	1(0.3)	14(3.9)	61(17.1)	153(42.9)	128(35.9)
	College	3.90	2(1.1)	5(2.9)	47(26.9)	76(43.4)	45(25.7)
	C University	4.06	0(0.0)	3(3.0)	15(15.0)	55(55.0)	27(27.0)

3.3.2. Level of understanding of changes in the work world and the future work world

Level of understanding of changes in the work world and the future work world is shown in <Table 6>.

Table 6. Level of understanding of changes in the work world and the future work world (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I know a lot about jobs related to my major	Total	3.52	8(1.5)	62(11.7)	187(35.2)	194(36.5)	81(15.2)
	University	3.47	7(2.0)	45(12.6)	128(35.9)	127(35.6)	50(14.0)
	College	3.63	1(0.6)	17(9.7)	59(33.7)	67(38.3)	31(17.7)
	C University	3.97	0(0.0)	4(4.0)	19(19.0)	53(53.0)	24(24.0)
I am aware of the impact of changes in the future society on the work world	Total	3.78	4(0.8)	27(5.1)	153(28.8)	246(46.2)	102(19.2)
	University	3.82	4(1.1)	18(5.0)	85(23.8)	180(50.4)	70(19.6)
	College	3.69	0(0.0)	9(5.1)	68(38.9)	66(37.7)	32(18.3)
	C University	3.93	0(0.0)	4(4.0)	25(25.0)	45(45.0)	26(26.0)
I know how the labour market will change in the future society	Total	3.35	8(1.5)	73(13.7)	224(42.1)	179(33.6)	48(9.0)
	University	3.35	5(1.4)	55(15.4)	136(38.1)	131(36.7)	30(8.4)
	College	3.34	3(1.7)	18(10.3)	88(50.3)	48(27.4)	18(10.3)

C University 3.65 0(0.0) 12(12.0) 31(31.0) 37(37.0) 20(20.0)

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

3.3.3. Level of self-understanding

Level of self-understanding is shown in <Table 7>.

Table 7. Level of self-understanding (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I know what kind of work I like	Total	3.80	11(2.1)	42(7.9)	187(23.9)	215(40.4)	137(25.8)
	University	3.80	7(2.0)	33(9.2)	80(22.4)	142(39.8)	95(26.6)
	College	3.80	4(2.3)	9(5.1)	47(26.9)	73(41.7)	42(24.0)
	C University	4.11	0(0.0)	2(2.0)	17(17.0)	49(49.0)	32(32.0)
I know what kind of job I'm good at	Total	3.62	9(1.7)	57(10.7)	155(29.1)	219(41.2)	92(17.3)
	University	3.60	6(1.7)	46(12.9)	95(26.6)	149(41.7)	61(17.1)
	College	3.66	3(1.7)	11(6.3)	60(34.3)	70(40.0)	31(17.7)
	C University	3.97	0(0.0)	6(6.0)	18(18.0)	49(49.0)	27(27.0)
I know what kind of work I value	Total	3.92	6(1.1)	25(4.7)	113(21.2)	249(46.8)	139(26.1)
	University	3.98	4(1.1)	17(4.8)	58(16.2)	180(50.4)	98(27.5)
	College	3.79	2(1.1)	8(4.6)	55(31.4)	69(39.4)	41(23.4)
	C University	4.20	0(0.0)	0(0.0)	12(12.0)	56(56.0)	32(32.0)
I know what works for my personality	Total	3.82	7(1.3)	48(9.0)	114(21.4)	230(43.2)	133(25.0)
	University	3.82	5(1.4)	32(9.0)	72(20.2)	160(44.8)	88(24.6)
	College	3.80	2(1.1)	16(9.1)	42(24.0)	70(40.0)	45(25.7)
	C University	4.11	1(1.0)	1(1.0)	15(15.0)	52(52.0)	31(31.0)

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

3.3.4. Level of selection of suitable occupations and job search

Level of selection of suitable occupations and job search is shown in <Table 8>.

Table 8. Level of selection of suitable occupations and job search (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I know how to find information about the job I want	Total	3.52	15(2.8)	63(11.8)	166(31.2)	204(38.3)	84(15.8)
	University	3.49	13(3.6)	49(13.7)	104(29.1)	133(37.3)	58(16.2)
	College	3.60	2(1.1)	14(8.0)	62(35.4)	71(40.6)	26(14.9)
	C University	4.00	0(0.0)	3(3.0)	17(17.0)	57(57.0)	23(23.0)
I have information about institutions or on-campus and off-campus institutions where I can receive more education in relation to the career path I am interested in	Total	3.36	22(4.1)	83(15.6)	181(34.0)	173(32.5)	73(13.7)
	University	3.34	17(4.8)	68(19.0)	98(27.5)	124(34.7)	50(14.0)
	College	3.40	5(2.9)	15(8.6)	83(47.4)	49(28.0)	23(13.1)
	C University	3.77	1(1.0)	5(5.0)	31(31.0)	42(42.0)	21(21.0)
I contact someone who can help me with my career path and ask for advice	Total	3.34	32(6.0)	98(18.4)	141(26.5)	181(34.0)	80(15.0)
	University	3.31	24(6.7)	75(21.0)	80(22.4)	124(34.7)	54(15.1)
	College	3.40	8(4.6)	23(13.1)	61(34.9)	57(32.6)	26(14.9)
	C University	3.97	0(0.0)	4(4.0)	19(19.0)	53(53.0)	24(24.0)

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

3.3.5. Final career decision-making level through search of suitable occupations

Final career decision-making level through search of suitable occupations is shown in <Table 9>

Table 9. Final career decision-making level through search of suitable occupations (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I collect and compare various information to determine my career path	Total	3.58	12(2.3)	58(10.9)	151(28.4)	232(43.6)	79(14.8)
	University	3.58	11(3.1)	44(12.3)	86(24.1)	160(44.8)	56(15.7)
	College	3.58	1(0.6)	14(8.0)	65(37.1)	72(41.1)	23(13.1)
	C University	3.88	0(0.0)	7(7.0)	23(23.0)	45(45.0)	25(25.0)
I consider a number of things (environment, interest, aptitude, values, etc.) in deciding my career path	Total	4.16	0(0.0)	17(3.2)	64(12.0)	270(50.8)	181(34.0)
	University	4.21	0(0.0)	11(3.1)	34(9.5)	182(51.0)	130(36.4)
	College	4.05	0(0.0)	6(3.4)	30(17.1)	88(50.3)	51(29.1)
	C University	4.32	0(0.0)	0(0.0)	9(9.0)	50(50.0)	41(41.0)

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

3.3.6. Career planning and preparation level

Career planning and preparation level is shown in <Table 10>.

Table 10. Career planning and preparation level (Unit: n, %)

Inquiry	Categories	Mean	1	2	3	4	5
I can make a concrete action plan to achieve my desired career goal	Total	3.64	9(1.7)	59(11.1)	148(27.8)	216(40.6)	100(18.8)
	University	3.66	6(1.7)	43(12.0)	87(24.4)	151(42.3)	70(19.6)
	College	3.59	3(1.7)	16(9.1)	61(34.9)	65(37.1)	30(17.1)
	C University	4.05	0(0.0)	3(3.0)	17(17.0)	52(52.0)	28(28.0)
I can clearly tell people around me about my career plan	Total	3.59	15(2.8)	80(15.0)	123(23.1)	203(38.2)	111(20.9)
	University	3.57	11(3.1)	57(16.0)	81(22.7)	134(37.5)	74(20.7)
	College	3.64	4(2.3)	23(13.1)	42(24.0)	69(39.4)	37(21.1)
	C University	3.95	0(0.0)	6(6.0)	18(18.0)	51(51.0)	25(25.0)
I can set a goal that I want to achieve ultimately in my career path	Total	3.71	9(1.7)	45(8.5)	146(27.4)	222(41.7)	110(20.7)
	University	3.72	7(2.0)	35(9.8)	86(24.1)	152(42.6)	77(21.6)
	College	3.70	2(1.1)	10(5.7)	60(34.3)	70(40.0)	33(18.9)
	C University	4.07	0(0.0)	1(1.0)	20(20.0)	50(50.0)	29(29.0)
I am trying to have the basic skills necessary for my professional life	Total	3.88	7(1.3)	22(4.1)	120(22.6)	264(49.6)	119(22.4)
	University	3.97	6(1.7)	14(3.9)	71(19.9)	182(51.0)	84(23.5)
	College	3.81	1(0.6)	8(4.6)	49(28.0)	82(46.9)	35(20.0)
	C University	4.11	0(0.0)	2(2.0)	14(14.0)	55(55.0)	29(29.0)

	Total	3.83	9(1.7)	35(6.6)	112(21.1)	258(48.5)	118(22.2)
I prepare by learning or experiencing what I need in my field of interest	University	3.89	7(2.0)	24(6.7)	60(16.8)	176(49.3)	90(25.2)
	College	3.70	2(1.1)	11(6.3)	52(29.7)	82(46.9)	28(16.0)
	C University	4.07	0(0.0)	2(2.0)	15(15.0)	57(57.0)	26(26.0)
	Total	3.85	5(0.9)	35(6.6)	112(21.1)	261(49.1)	119(22.4)
I am trying to have the job skills required in the field of employment	University	3.88	4(1.1)	28(7.8)	60(16.8)	180(50.4)	85(23.8)
	College	3.80	1(0.6)	7(4.0)	52(29.7)	81(46.3)	34(19.4)
	C University	4.07	1(1.0)	1(1.0)	14(14.0)	58(58.0)	26(26.0)

1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

4. DISCUSSION

Through this study, I would like to discuss University C. University C recognizes the need for customized subject-non-subject career education by reflecting the conditions of the university and the needs of students. In response to this, customized career design is operated for students in the year of admission in liberal arts and major subjects, but it is judged that a systematic composition of the road map is needed by linking it in depth. A step-by-step and systematic development direction for career education should be made in more detail through presenting customized subjects and comparative departments that reflect the needs of students and detailed operation plans for each subject. It is necessary to further upgrade the close industry-academic connection with industries related to their majors by reflecting the demand for practical areas such as field and experience, and special lectures on experts in relation to their careers.

In order for current students to understand themselves and fill their careers according to their characteristics, it is necessary to upgrade the career development system for career management. It can be achieved through the career development system in the university, and the results and reviews of student activities must be continuously installed in the career development system by the university career support institution/department. In addition, at the department (major) level, it is necessary to give students an opportunity to check their own career DB after graduation by installing it in the career development system. This will be an opportunity for customized career education through self-understanding and establishing the direction of one's major subject and comparison program.

In addition, career education linked to enrolled students should be flexibly reorganized within the academic system so that career exploration can be conducted from the lower grades to cultivate career competency. It is necessary to review the flexibility of the academic system so that students can actively participate in non-curricular programs in the subject and that career exploration activities can be customized according to their level and ability.

On the other hand, this study has the following limitations.

First, we tried to collect accurate data to reflect the situation of students at our university, but there is a limitation by conducting short-term research and analyzing the results with data collected by only some students. Second, in order to analyze such data collection in-depth and make suggestions and suggestions for it, it is reasonable for all in charge of career education in subjects and comparison departments at universities to review and set directions together. Therefore, to compensate for these limitations, a systematic study of university's customized curriculum-non-curricular integrated career education is needed.

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