

A Study on the Development and Operation of Curriculum for Career Exploration and Design of University Students

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Abstract

With the advent of the Fourth Industrial Revolution, artificial intelligence is expected to change revolutionarily throughout industrial structure and society, replacing human intellectual labor. Therefore, it is necessary to present new roles and directions for education according to future social prospects. In this situation, it is urgent to establish a major choice education system to develop career pioneering capabilities in connection with the fast-changing world of work and majors that can adapt to the employment structure. In addition, the improvement of educational conditions due to the reduction of student supply and demand should be used as an important opportunity for realizing future education, while developing career pioneering capabilities linked to the majors. In order to successfully advance into society and foster leaders, we will provide first-year customized major education to support major exploration programs, provide opportunities for new students to explore and choose their majors, and link them with reasonable career exploration and setting. Therefore, the aim of this study is to lay the foundation for self-directed basic major design by exploring majors and completing liberal arts courses for first-year students. The Methodology of this study is to develop the curriculum for career exploration and design of university students and to conduct a satisfaction survey of students who have completed the developed curriculum. As a result of satisfaction survey, 71.5% of students answered that they helped to search and set up their career, which indicates that active major selection, not passive, has an important impact on career design and successful social advancement in the situation of major selection of universities.

Keywords: Development, Operation, Curriculum, Career Exploration, Career Design

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INTRODUCTION

Recent changes in social and occupational views have led to changes in majors and career choices. In universities, joy and sorrow between departments are crossed due to changes in major and career choices, and department restructuring is taking place mainly in majors where career choices are difficult. Under the changing and complex labor market environment, university students are trying to find the most suitable job among many job alternatives based on their important job choice factors, but are experiencing many psychological conflicts and difficulties. This phenomenon is increasing the number of people who are unemployed, unemployed young people and highly educated people.

In fact, university students explore the aptitude and qualities latent in individuals in university and develop their expertise. In this regard, which major to choose in university is a very important choice not only at the personal level but also at the social and national level. However, in competitive protest-oriented education, students themselves do not often choose their majors in consideration of their aptitude and abilities, and major choices are made by meaningful others. As a result, due to lack of sense of purpose and maladaptation, many students often visit their majors through leave of absence, return to school, dropout, criminal record, transfer, and re-admission. In this process, stress and conflict cause a lot of energy loss in terms of time, economy, and spirit, which leads to social waste. Therefore, even if you have a job unrelated to your major after graduation, or if you look for a major, you will have problems such as frequent turnover because it is difficult to adapt to your job and work environment.

In a study of university students majoring in social welfare, Kim [1] found that there were cases where he voluntarily chose his major, such as "I thought it would suit his aptitude" and "I thought it would suit his interest," while there were cases where he voluntarily chose his major, such as "according to his College Scholastic Ability Test score" and "recommendation around his parents." In addition, Lee [2] selected students' interest and aptitude, self-development possibility through major, popularity, degree of major study, grade and major approval, recommendation from seniors or friends, and recommendation from parents and relatives. In addition, it determines the choice and career path of major in consideration of the ease of employment related to post-graduation, the guarantee of high income and social status, and the prospects for development in the academic field. This shows that university students sometimes decide to enter university considering their aptitude and interest, but the reality is that they are deciding to enter university based on passing the College Scholastic Ability Test scores.

Nowadays, university students often choose their major in the university entrance process by recommendation and social atmosphere around them, rather than choosing a major that suits their aptitude and interest. In this case, students often fail to adapt to their departments and take the entrance exam again to change their majors belatedly. This personally wastes a lot of time and money, and can be a social and national waste at the school and department level, such as students taking a leave of absence and maladaptation to university life.

Therefore, it suggests that the material of motivation for university students to choose a major is important for successful university life adaptation, and that the role of major selection and professor-student interaction is important to improve university life adaptation. Under such circumstances, active major choices should be made based on personal will and demands that are different from those of passive major choices that are tailored only to social needs such as career and employment after graduation, but if not, university life maladjustment and stress experience can also be expected. If you choose your major due to your own decision-making, such as your aptitude or interest, you will have a satisfactory university life due to high satisfaction and academic achievement, and you will be more likely to make reasonable decisions in choosing your future job. For self-directed student growth of university students, they can find aptitude and interest through self-understanding and make effective university life through major choices that suit them. In addition, it is necessary to present new roles and directions of education to prepare for successful social advancement by developing career development capabilities linked to majors.

In this research and development, we designed a 15-week curriculum based on the new roles and directions of new students at D University at Seoul in Korea. Based on this curriculum, we believe that they can successfully get a job and career through fun university life and active learning.

THEORETICAL BACKGROUND

The importance of motivation to choose a major

Motivation for choosing a major means whether the reason for choosing a major was due to intrinsic factors such as interest, aptitude, possibility of self-development through a major, or external factors such as the popularity of the major or job prospects [3]. Considering the intrinsic motivation of the major selection motivation, interest and aptitude, the group that chose the major had the highest academic adaptation average, and the group that chose the major by external motivation [4] had the highest major satisfaction and school life satisfaction [3]. Students who chose their majors for personal motivation said that because they are consistent with their aptitude, interest, intelligence, and future jobs, their understanding of their majors will increase and influence them to adapt to positive school life [5].

Although there are some differences between scholars in the study of major selection motivations, Song [6] is a component of the motivation to choose a major and has intrinsic motivation such as aptitude or interest, and external motivation such as social factors such as job prospects, popularity departments, and recommendations from others. In other words, intrinsic motivation factors may include one's aptitude, interest, and talent in a major, and external motivation factors may include people who are important to one's parents, teachers, peer groups, employability, grades, and popularity departments. Therefore, in order for university freshmen to adapt well to university life, it is important to examine whether their motivation was intrinsic or extrinsic in the process of choosing a major in university. Therefore, in this research on the

development of the subject, we intend to induce voluntary major selection through self-understanding, focusing on intrinsic motivational factors of first-year students at D University.

The motivation of university students to choose their major affects their sense of career decision self-efficacy. According to prior research, [7] said intrinsic motivation among major selection motivation influences career decision self-efficacy the most, while Kim & Jyung [8] said that students should develop flexible adaptability by motivating and immersing themselves. The sense of self-efficacy in determining career in university has a greater impact on the career selection process than the sense of self-efficacy in determining career in other periods. In addition, career decision self-efficacy, an internal factor of individuals, can be developed not through innate experience but through experience and effort, thereby reducing anxiety and helping career development by promoting career decision self-efficacy in job insecurity counseling and education courses.

Lim & Kim [9] said that if the motivation for choosing a major is not clear, there is a high possibility of dissatisfaction in school life and distrust in school, so student satisfaction and school loyalty based on the motivation for choosing a major have very meaningful implications. Han & Lee [10] called major selection an important factor influenced by personal characteristics, family, social and psychological environment and related to attitudes, decision-making, and selection criteria for his major and career. They also said that the more influenced by these intrinsic or extrinsic motivations could depend on the circumstances of the times.

Unlike middle and high school life, university life requires solving various problems such as academic management, human relations, self-improvement, career preparation, and time management. In addition, students should have interest and confidence in life through university life while discovering and understanding their strengths and weaknesses and adapting to a new and unfamiliar university environment. As such, university life requires a variety of abilities, but with a lack of understanding of oneself and a lack of prior information about the major, the choice of a major focused on acceptance can cause maladaptation to university life [10].

According to a study by Han & Lee [10], students who chose their major as their personal motivation match their aptitude, interest, talent, and future jobs, and their understanding of the major increases, suggesting that it is an important factor. If you choose your major based on recommendations and social atmosphere, rather than your choice of university major due to aptitude, many students cannot adapt to your major and often take the entrance exam again to change their major late. This personally wastes a lot of time and money, and negatively affects students' leave of absence and dropout at the school and department level. Park & Kim [5], Park & Kim [11] recently stressed that motivation for choosing a major is related to overall university life such as major satisfaction, job selection factors, job stress, and job preparation behavior. In other words, students' major choices have generally been attributed to personal factors such as academic performance, aptitude, and interest, as well as environmental factors such as social awareness of parents and teachers, friends and occupations. Ji & Park

[12] consider their aptitude, interest, opinion, and desire rather than realistic factors such as career prospects, remuneration, and social perception in the process of selecting and preparing their career path. The higher the extrinsic motivation, the more external factors such as popular majors, job prospects, salaries, recommendations, and social awareness are considered in the career selection and preparation process, rather than personal and internal factors such as individual aptitude and interest.

Students should try to find their interests and aptitudes in order to make the right career choices, and schools should serve as career education institutions to help in these efforts. However, existing school education is aimed at entering university rather than considering one's aptitude, interest, and interest. According to Korea's university entrance rate, it has increased from 26.9% in 1970 to 83.8% in 2008 and has declined slightly since then, but it is higher than the Organization for Economic Cooperation and Development average of 40%, which is 40% [13]. Proper vocational education and career guidance are very important in terms of not only helping individuals decide their future careers properly, but also allocating human resources efficiently [14].

It suggests that it is very urgent for university students who enter society immediately after graduation to come up with various support measures for specific career design. Therefore, universities should play an expanded role in helping students choose their careers by considering individual characteristics such as diversity, aptitude, and interest, rather than uniform curriculum guidance and admission guidance focused on employment. Therefore, this R&D programmed new students at D University in Seoul to encourage them to choose their majors voluntarily through internal motivation factors. Based on this, we believe that they can successfully settle down in employment and career through fun university life.

Motivation Theory

Motivation comes from the Latin word 'movere'. In this sense, it can be seen that motivation is the source that drives humans to act regularly [1]. It is motivated to directly influence university students' behavior of choosing a major before entering school, that is, to choose a major.

Studies of university students' motivations for major choice suggest that studies on gender-specific major selection types generally do not show statistically significant differences [15] [16] [17]. However, it suggests that there are differences depending on the major in decision-making regarding the choice of major. Baumgardner [15] studies show that university students majoring in science and engineering tend to rely on logical materials such as grades and credits. In a study of university students majoring in social welfare, Kim [1] said that there were cases where he voluntarily chose his major, such as "I thought it would suit his aptitude", "I thought it would suit his interest", and voluntarily chose his major, such as "according to his College Scholastic Ability Test score" and "recommendation around his parents."

In addition, Lee [2] selected students' interest and aptitude, self-development possibility through major, popularity, degree of major study, grade and major approval,

recommendation from seniors or friends, and recommendation from parents and relatives. It also analyzed whether there are differences in personal characteristics, including ease of employment related to post-graduation, high income and social status guarantees, and prospects for development in the academic field. This shows that university students sometimes decide to enter university considering their aptitude and interest, but the reality is that they are deciding to enter university based on passing the College Scholastic Ability Test scores.

The importance of career development and career preparation for university students

Unlike middle and high schools, the career development of university students faces a key and practical task of school-to-work transition from school to the labor market. Super [18] argued that the entire human life cycle was characterized by the processes of growth, exploration, establishment, retention, and retirement. Among these, university-related periods span both exploration and establishment periods, during which time they determine their favorite occupation. The explorer is a crystallizing step that clarifies what each individual wants to do, and a specifying step that clarifies his or her preferences, and is sometimes specialized through work. In the implementation stage, activities such as planning to realize career goals and writing a resume, interviewing, and deciding where to get a job are included. However, the steps described in Super theory are not entirely age-related and can be experienced or repeated by an individual at various times [18].

Previous prior studies related to career development and career education of university students include Lee, Ryu, Kim & Koo [18], and they conducted a study on career consciousness for students in the 3rd and 4th years of national universities in Seoul and rural areas. Studies have shown that university students are restricted from their job preparation activities as they decide their careers in the third and fourth grades and the timing of career decisions is delayed. In particular, lack of skills and information were the biggest factors in employment, and despite the recognition that the level of job competitiveness was very late, there was a lack of time to prepare for employment, indicating a lack of willingness to pursue a career or employment. Jang & Boo [19] say that the operation of the employment guidance professor system is affecting the improvement of the employment rate at universities, stressing the need to create an environment for many students to receive individual, differentiated employment and career guidance.

Currently, the university career education curriculum is not systematically operated in consideration of all grades and lacks corporate field understanding and experience-oriented programs. In terms of improving the contents and methods of career education at universities, it is necessary to develop and operate curricula and programs centered on industry experience by linking career development capabilities and companies and schools [20].

HOW TO DEVELOP A CURRICULUM

Course Name

This course is called "My Career My Dream," and it is an essential curriculum for the second semester of the first year of D University in Seoul to help students understand the world of individuals and work based on reasonable career exploration courses and develop career and employment skills required by society.

Subjects

This curriculum aims to help first-year students at D University at Seoul in Korea explore their majors and expand their understanding of their careers based on their understanding of the self-understanding and the world of work.

Subjects Key Learning Topics

It operates as a liberal arts program based on educational value and appropriateness, and is designed to learn the following topics: First, for the successful social advancement of university students and the fostering of leaders, major selection programs are supported with the aim of awarding talent that meets the core competencies. Second, it provides opportunities for freshmen to explore and choose their majors through the voluntary opening of liberal arts courses that suit their interests and aptitudes. Third, customized major education for the first grade shall be provided so that it can be linked to reasonable career exploration and setting with the right choice and direction for the major. Fourth, it lays the foundation for self-directed basic major design through the completion of liberal arts courses for first-year students. Based on this, the main learning topics for each category were selected by dividing them into three categories: self-understanding, understanding the world of work, and career design. Details of the subjects by category are as shown in Table 1.

How to operate a curriculum

Students' immersion in their majors will change if they learn about the knowledge and skills they will learn in their majors, their relevance to the field of entry, and the possibility of entering various fields in their majors. In particular, students with high concentration of majors and high suitability for majors are more likely to enter decent jobs and maintain high job satisfaction.

At the orientation for freshmen, they will guide what they study in our school majors, what skills they can develop and what fields they can enter based on, and guide them to establish a university life plan using the "career guide for each major. In addition, when providing counseling and guidance to students who are agonizing over their majors and careers, they will find out their interests and aptitudes and determine which major subjects they should complete and which areas they should be more interested in.

Table 1: Textbook Contents

Sortation	Key Learning Topics	
1 Week	Self-understanding	Orientation and Lecture Guidance
2 Week		University life and career development
3 Week		. Understanding Me (1) - Interest, Values
4 Week		Understanding Me (2) - Finding Talent (Strength Capability)
5 Week		Understanding Me (3) - My Story
6 Week	Understanding the world of work	Exploring majors and the world of work (1)
7 Week		Exploring majors and the world of work (2)
8 Week		Job Information Navigation
9 Week		Competency exploration and development
10 Week		Career exploration and goal-making (1)
11 Week	Career design	Career exploration and goal-making (2)
12 Week		Confident university life - Career development by grade (1)
13 Week		Confident university life - career development by grade (2)
14 Week		Understanding and creating a career roadmap
15 Week		Special Lecture - Building Internships and Careers Using Vacation

METHODOLOGY

Operational Contents

1,030 (94.4%) of 1,091 students in the second semester of the 2020 school year completed the course. About 140 students were divided into eight classes and provided real-time online lectures due to the COVID-19.

Satisfaction Survey Results

A total of five questions were surveyed among 1,030 students who completed the course. The results are shown in Figure 1 - Figure 5.

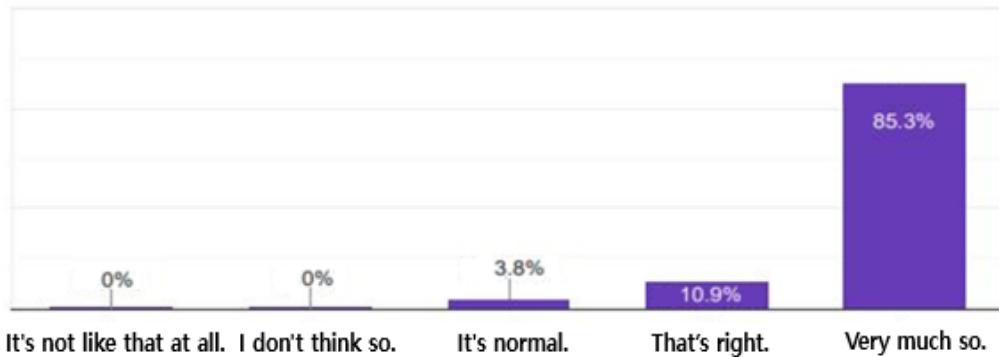


Fig.1: Satisfaction of students with the class time of the lecture

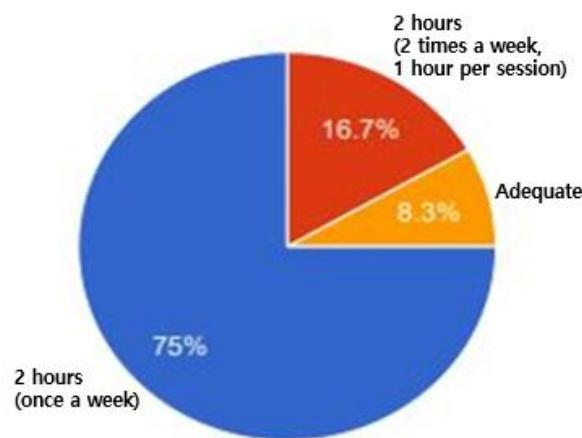


Fig.2 : Results of students for the appropriate time if the class time is not appropriate

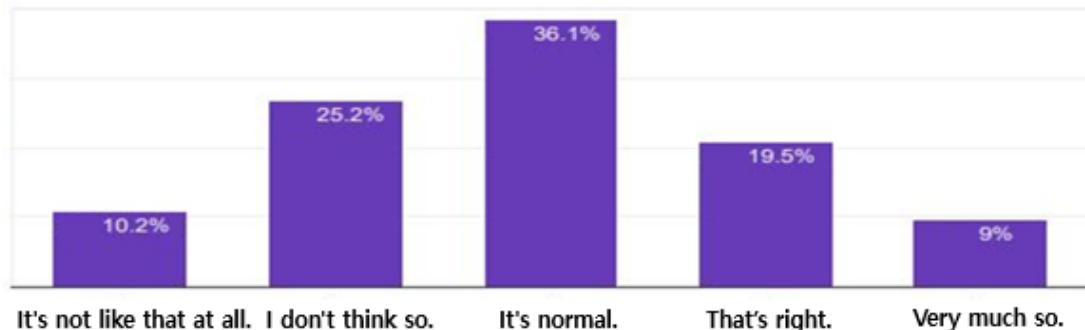


Fig.3 : Results of students on whether it helped to navigate and set up a career path

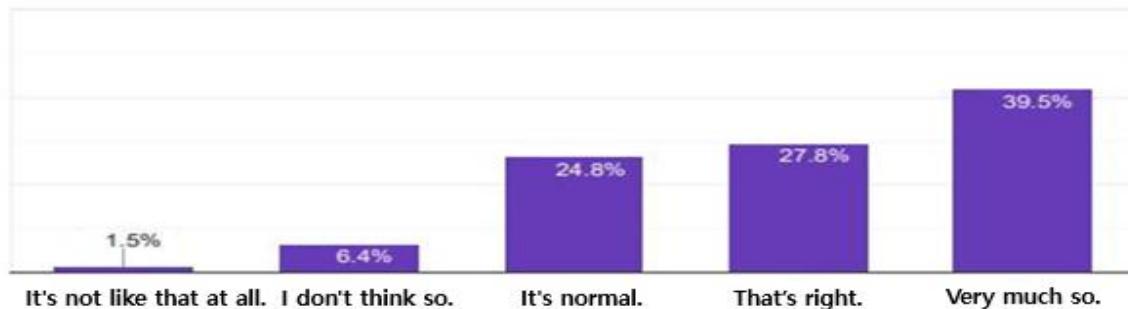


Fig.4 : Satisfaction of students with the non-face-to-face lecture conducted due to COVID-19

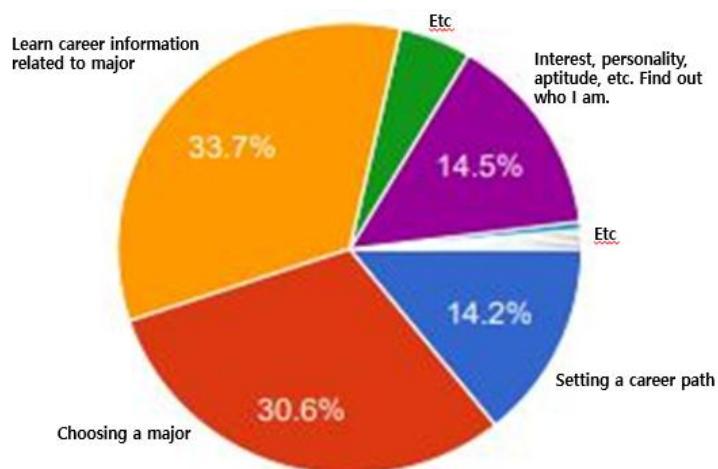


Fig.5 : Results of students on whether there is anything more to learn or want to know through the relevant subject

CONCLUSIONS

This section is not mandatory but can be added to the manuscript if the discussion is unusually long or complex. It can improve university life adaptation by motivating new university students to choose their major for successful university life adaptation, and by building a sense of goal. In addition, the role of interaction between professors and students in the major selection department is improved, and active major selection can be made with different personal will and needs than passive major selection only for social needs such as career and employment after graduation. As a result, it can provide opportunities for successful university life and social.

In this study, the 15-week curriculum was designed for new students at D University, focusing on the new role and direction of the improvement in the selection of majors. Based on the designed curriculum, the curriculum was operated to induce understanding and attachment of freshmen' majors and to successfully settle down on employment and career paths through pleasant college life and active learning through

the right choice of majors for them. To find out the results, a satisfaction survey was conducted, and it was suggested that new roles and directions of self-directed major selection education are needed to develop career development capabilities linked to majors and prepare for successful social advancement.

Therefore, when choosing a major, you will have a satisfactory university life due to high satisfaction and academic achievement by choosing your major based on your aptitude or interest, and you will be more likely to make reasonable decisions in choosing your future job. Previously, many studies have been conducted against the backdrop of career or employment, but few studies have been conducted on career exploration and career design methodologies linked to major exploration based on recognition of importance and self-understanding. Therefore, it is meaningful to discover individual interests and aptitudes in the situation of major selection in the first year of university, and to continue the research by linking major selection and career design.

This study studies that active non-passive major selection has an important impact on career design and successful social advancement in the university's major selection situation, and suggests that an active and innovative major selection system should be introduced and strengthened based on university students' self-understanding.

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