

# Factors Affecting Career Preparation Behaviors among College Students

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## Abstract

This study identifies the factors affecting college students' career preparation behavior, and prepares the basic data for interventions and strategies that can improve career preparation behavior through college students' grit, social support, and school support. The data collection for this study was for 184 college students living in C and G-province. The collected data was analyzed using IBM SPSS WIN/25.0. Frequency, mean, standard deviation, t-test, and one-way ANOVA test results were analyzed, and Scheffe's test was performed. The correlation between each variable was analyzed using Pearson's Correlation. The factors that affected career preparation behavior were analyzed with multiple regression. We have shown that there was a positive correlation between grit, social support, school support, and career preparation behaviors in this study. The most influential factors that affect career preparation behaviors were school support, grit, and department adaptation 'Adapting well' in order. The explanation ability was 45.9%. In order to improve career preparation behavior, it is necessary to provide practical college support to have the college students experience the job world directly or indirectly, rather than simply presenting career information. Therefore, in order to promote career preparation behaviors among college students, it is necessary to provide social support in school environments, and it is also helpful to enhance the grit.

**Keywords**—College students, Grit, Social support, School support, Career preparation behavior

## 1. Introduction

### 1.1. Significance

In the modern society, employment is difficult due to academic inflation, rapid changes in technology trends, mismatching in education and industrial demand, and a long-term economic recession. It is more difficult to choose a career path in situations such as the recent recession caused by COVID-19. In Korea, middle and high school students often live a college entrance examination-oriented life and think about their careers as college students, and such economic recession and reduced employment opportunities can lead to long-term difficulties and confusion in carefully preparing for their careers.

Since the college period is a time when career decisions are made and preparations are made in consideration of the conditions required in the job field, desirable and effective career counseling and education for college students are urgently needed. But, the importance of career guidance is being emphasized, but only the importance has been vaguely imposed, but there is a lack of substantial guidance. In addition to the lack of experience and information necessary to raise career awareness, the focus was on the reality that even though career guidance was provided, the focus was still on subject-centered education and entrance exams, and on grade-oriented decision-making [1]. The need for

career education is reduced even in cases where careers are decided at an instant based on externally given circumstances rather than systematic and rational career search. Until now, the most important topics in the research field of career guidance and career counseling have been related to individual perceptions and attitudes.

On the other hand, little attention has been paid to career preparation actions, including actions to be performed for rational and correct career decisions or actions to implement those decisions after career decisions have been made [2]. As such, career preparation behavior is not only an important factor in improving the quality of life of individuals, but also emerges as an important part in the education and counseling scene. Another factor influencing career preparation behavior is grit. Undergraduate students in their emerging adulthood experience various changes in wide range of life domains. Academically, interpersonally, and volitionally they explore goals which develop their long-term identity. Grit, a personality to keep long-term goals and maintain efforts for a long time despite adversity, is a key to adaptation in this period. Grit is a concept that predicts success for overall tasks, including academic achievement, and is defined as passion and perseverance toward long-term goals, that is, 'grit'. People with grit can succeed in a variety of fields.

A study by Yoo& Kim [3] reports that grit has a significant effect on the career preparation behavior of college students. As college students prepare for a job from the moment they enter college and continue to prepare for employment and job change after graduation, the period of preparation for their career is increasing. Slick & Lee [4] reported that grit is closely related to preventing students from dropping out and adjusting to college life. College students with a higher level of grit are less likely to give up their studies in the middle, and are more likely to adapt to a given task and succeed. Han's study [5] showed that grit had a positive correlation with task achievement. In this study, we want to understand the effect of college students' grit on career preparation behavior. It was found that students with high grit not only did a lot of career preparation, but also had a high degree of major-career relevance. These results suggest the possibility that high-grit students viewed their careers from a long-term perspective and reflected them in their major selection [6]. The characteristic of grit, who strives steadily toward the goal he has set and does not give up easily, is a must-have for college students preparing for employment. The purpose of this study is to investigate the effect of grit on career preparation behavior of college students.

In order to support college students to adapt well to college life and concentrate on their studies, it is very important to create an environment where positive feedback can be continuously exchanged in social relationships. The reason we are interested in social support is that the degree of individual perception of social support is related to the individual's career development. In addition, it can be seen that in career and study, parents and other important people are greatly influenced. Social support can help career preparation and affect career direction [7].

In previous studies, we believe that college students can develop positive selves through love, praise, respect, and encouragement from those around them, so that they can handle the problems they face in difficult economic and employment situations on their own. In addition, it is said that it will further promote actions related to career preparation, such as collecting specific information related to

employment and purchasing necessary equipment and textbooks [8]. In the case of college students who receive active social support from those around them, they can successfully perform tasks related to career decisions and in the course of choosing a career path, confidence to make wise decisions is formed, and active efforts are made to achieve the set career goal [7]. Paechter, Maier & Macher [9] predicted and analyzed the learning outcomes of 2196 undergraduate students taking online courses at 29 Australian universities. It was reported as the largest, and it was said that school support is important to the achievements of college students. Therefore, it is believed that school support will affect college students' career preparation, and this is to understand the impact on college students' career preparation behavior. The higher the school's participation in and satisfaction with the career guidance program, the more positively it affects preliminary job search behavior, career maturity, career preparation behavior, and employment according to career goal setting [10].

In particular, as unemployment among college graduates has recently emerged as one of the important problems in Korean society, it is necessary to come up with measures to reduce the unemployment rate. To reduce the unemployment rate, there is an improvement in the employment rate through preparation for career and employment in advance, and it is necessary to find a way to improve it by grasping the impact on career preparation behavior. In this regard, the purpose of this study was to examine the influence of grit, social support, and school support upon college students' career preparation behavior.

## **1.2. Purpose**

The purpose of this study is to identify factors affecting college students' career preparation behavior, and to prepare basic data for interventions and strategies that can improve career preparation behavior through college students' grit, social support, and school support. The specific objectives are as follows:

- Identify the general characteristics of the subject.
- Identify the subject's grit, social support, school support, and career preparation behavior.
- Identify the differences in grit, social support, school support, and career preparation behavior according to the general characteristics of the subject.
- Identify the correlation between the subject's grit, social support, school support, and career preparation behavior.
- Identify the factors that affect the subject's career preparation behavior.

The research questions are as follows:

- Are college students' grit, social support, school support, and career preparation behavior correlated?
- Do college students' grit, social support, and school support affect their career preparation behavior?

## **2. Research Method**

## **2.1. Research Design**

This study is based on the descriptive research method to better understand grit, social support, and school support among college students, their level of career preparation behaviors, as well as the relationship between these variables.

## **2.2. Research Subject**

The participants were the college students living in C, G-province in Korea after being informed the aim of this study and all consented to participate in this research in advance. Using convenient sampling, all students who fully experienced online lecture classes were selected, while those who have been taking face-to-face lectures were excluded. Using G\*power 3.10 program [11], in order to select the number of samples suitable for regression analysis, a significance level of .05, a power of .80, an effect size of .15, and 18 independent variables were set in the G\*power 3.1 program. Considering the dropout rate of 20%, the initial number of subjects was 184, and the number of subjects used in the final analysis was 184.

## **2.3. Research Tools**

A structured survey questionnaire was employed with a total of 84 items, which were general characteristics (9 items), grit (12 items), social support (25 items), school support (13 items), and career preparation behavior (25 items).

### **2.3.1 General Characteristics**

The general characteristics were identified by referring to the questionnaires used by Park (2017) and a total of 9 items were pertaining to age, grade, gender, living environment, economic power of parents, character, last semester rating, department adaptation, and conflict experience.

### **2.3.2 Grit**

The grit was measured using 12 questionnaires. Grit used the scale developed by Lee [12], referring to the Grit-O (Duckworth & Quinn, 2007) and the Academic Grit Scale [13]. The Cronbach's alpha coefficients were .78 in this study.

### **2.3.3 Social Support**

We employed the 25 questionnaires as the tool to measure social support used and developed by Park (1985) and revised by Cho [14]. The Cronbach's alpha coefficient was .96 in the study by Cho [14], whereas in this study, it was 0.96.

### **2.3.4 School Support**

We measured school support using 13 questionnaires. School support is a scale developed by modifying the organizational support scale of Joo et al. (2010) and Park & Choi's school support scale (2008) used by Ju [15]. The Cronbach's alpha coefficient was .93 in the study by Ju [15], whereas in this

study, it was .93.

### **2.3.5 Career Preparation Behavior**

Career preparation behavior uses the college student career preparation behavior scale developed by Choi & Kim [16]. Career preparation behavior was measured using 25 questionnaires. The Cronbach's alphacoefficient was .91 in the study by Choi & Kim [16], whereas in this study, it was .92.

### **2.4. Data Collection**

The data collection for this study was conducted until April 15, after the approval from the C University Bioethics Review Committee (IRB No.: CSIRB-R2021007).

The research was first explained to the person in charge of the department of the relevant institution, and after obtaining permission, the research and recruitment notice was announced and posted on bulletin boards located in student halls and restaurants. Then, the online survey, which was a Google form, was sent to the research participants. The survey was conducted among college university students in the C, G provinces who agreed to participate. All the research participants were given consent and explained the ethical considerations of the study.

After using the data, the answered questionnaires were terminated. The participants were sent, through their contact numbers written in the consent forms, a reward for their participation.

### **2.5. Ethical Considerations**

Subjects who expressed voluntary participation were notified of the purpose of the study, confidentiality, and were promised to destroy the data, and that there was no disadvantage if they do not participate. It was implemented after receiving written consent.

It took about 15 to 20 minutes to fill out the questionnaire. When the questionnaire was completed, the consent form and explanation were collected, put in an envelope, and collected by the researcher.

A small gift in return was provided as a sign of appreciation to the subjects participating in the study. The questionnaire explained that the subject's personal information and survey data will be kept for three years after the end of the study and then shredded.

### **2.6. Data Analysis**

Collected data was analyzed using IBM SPSS WIN/21.0. The level of significance to the results was estimated at .05.

- The general characteristics of the subjects were measured with frequency (percentage), each variable used the average and the standard deviation.
- The differences between variables based on general characteristics of subjects were measured with t-test and one-way ANOVA.

- A correlation between subjects' grit, social support, school support, and career preparation behavior was analyzed using Pearson's correlation coefficient.
- The factors that affected career preparation behavior were analyzed with multiple regression.

### 3. Results

#### 3.1. General Characteristics of Subjects

The general characteristics of the participants are presented below.

According to age, 85 (46.2%) were under the age of 20, 8 (4.3%) for over 26 years of age, and 91 (49.5 percent), which is the highest, for those between 21 to 25 years old. The number of grades include 56(30.4%) first graders, 50 second graders (27.2%), 42 third graders (22.8%), and 36 fourth graders (19.6%). By gender, there were 59 males (32.1%) and 125 females (67.9%), mostly female. In terms of the living environment, 111 people (60.3%) answered living with 'their parents (marriage)', 39 people (21.2%) in the 'Lodging/Dormitory', and 34 people (18.5%) answered 'Cooking oneself'. The economic power of parents was 'Upper' with 28 people (15.2%), 'Middle' with 124 people (67.4%), and 'Lower' with 32 people (17.4%).

Character was 'Extrovert' in 47 people (25.5%), 'Introvert' in 48 people (26.1%), and 'Mixed' in 89 people (48.4%). The last semester's grading was '3.5 or lower' among 84 people (45.7%) and '3.5 or higher' (54.3%) among 100 people. As for the department adjustment, 109 people (59.2%) answered 'Adapting well', 66 people (35.9%) 'Difficult but adapting', and 9 people (4.9%) 'Difficulty adapting'. In terms of conflict experience, 68 people (37.0%) said 'None', 107 people (58.2%) 'Sometimes', and 9 people (4.9%) 'Frequent' [Table 1].

**Table 1. Characteristics of Participants (N=184)**

Characteristics	Categories	n(%)
Age(yr)	≤20	85(46.2%)
	21-25	91(49.5%)
	≥26	8( 4.3%)
Grade	1 Grade	56(30.4%)
	2 Grade	50(27.2%)
	3 Grade	42(22.8%)
	4 Grade	36(19.6%)
Gender	Male	59(32.1%)

	Female	125(67.9%)
Living Environment	Living with parents(marriage)	111(60.3%)
	Lodging/Dormitory	39(21.2%)
	Cooking oneself	34(18.5%)
Economic power of parents	Upper	28(15.2%)
	Middle	124(67.4%)
	Lower	32(17.4%)
Character*	Extrovert <sup>a</sup>	47(25.5%)
	Introvert <sup>b</sup>	48(26.1%)
	Mixed <sup>c</sup>	89(48.4%)
Last semester rating	<3.5	84(45.7%)
	≥3.5	100(54.3%)
Department adaptation	Adapting well	109(59.2%)
	Difficult but adapting	66(35.9%)
	Difficulty adapting	9( 4.9%)
Conflict experience	None	68(37.0%)
	Sometimes	107(58.2%)
	Frequent	9( 4.9%)

### 3.2. Grit, Social Support, School Support, and Career Preparation Behaviors

Grit of the participants was 3.50 (out of 5) on average, the minimum value was 2.08 and the maximum value was 4.83. Social support was 3.40 (out of 4) on average, the minimum value was 2.04 and the maximum value was 4.00. School support was 5.34 (out of 7), the minimum value was 2.08 and the maximum value was 7.00. Career preparation behaviors was 3.61 (out of 5) on average, the minimum value was 1.64 and the maximum value was 5.00 [Table 2].

**Table 2. Subject's Grit, Social Support, School Support, and Career Preparation behaviors (N=184)**

Variables	M±SD	Min	Max
Grit	3.50±0.54	2.08	4.83
Social support	3.40±0.45	2.04	4.00
school support	5.34±0.96	2.08	7.00
Career preparation behaviors	3.61±0.65	1.64	5.00

### 3.3. Grit, Social Support, School Support, and Career Preparation behaviors According to the General Characteristics of Participants

Grit gives no difference between groups according to age, grade, gender, living environment, economic power of parents, and last semester rating. Grit gives a significant difference according to their character ( $F=12.71$ ,  $p<.001$ ). As a result of the Scheffe test, grit was highest in the order of extroverted, mixed, and introverted groups. Grit gives a significant difference according to their department adaptation ( $F=15.42$ ,  $p<.001$ ). As a result of the Scheffe test, 'Adapting well' was statistically significantly higher than 'Difficult but adapting' group.

Social support gives no difference between groups according to age, grade, gender, living environment, economic power of parents, and last semester rating. Social support gives a significant difference according to their character ( $F=6.97$ ,  $p=.001$ ) and as a result of the Scheffe test, 'Extrovert' was statistically significantly higher than 'Introvert' and 'Mixed' groups. Social support gives a significant difference according to their department adaptation ( $F=16.58$ ,  $p<.001$ ) and as a result of the Scheffe test, 'Adapting well' was statistically significantly higher than 'Difficult but adapting' group. School support gives no difference between groups according to age, grade, gender, living environment, and economic power of parents. School support gives a significant difference according to their character ( $F=3.46$ ,  $p=.033$ ) and as a result of the Scheffe test, 'Extrovert' was statistically significantly higher than 'Introvert' group.

School support gives a significant difference to the '≥3.5' last semester rating group, which is higher than the '<3.5' last semester rating group ( $t=-2.57$ ,  $p=.001$ ). School support gives a significant difference according to their department adaptation ( $F=16.81$ ,  $p<.001$ ) and as a result of the Scheffe test, 'Adapting well' was statistically significantly higher than 'Difficult but adapting' and 'Difficulty adapting' groups.

Career preparation behaviors gives no difference between groups according to age, grade, gender, living environment, and economic power of parents. Career preparation behaviors gives a significant difference according to their character ( $F=6.51$ ,  $p=.002$ ) and as a result of the Scheffe test, 'extrovert' and 'mixed' were statistically higher than 'introvert' group. Career preparation behaviors give a significant difference to the '≥3.5' last semester rating group, which is higher than the '<3.5' last



semester rating group ( $t=-2.39$ ,  $p=.018$ ). Career preparation behaviors gives a significant difference according to their department adaptation ( $F=19.88$ ,  $p<.001$ ) and as a result of the Scheffe test, 'Adapting well' was statistically significantly higher than 'Difficult but adapting' and 'Difficulty adapting' groups [Table 3].

**Table 3. Grit, Social Support, School Support, and Career Preparation behaviors Scale According to the General Characteristics of the Subject (N=184)**

Characteristics	Categories	Grit		Social support		School support		Career preparation behaviors	
		M±SD	t/F(p)	M±SD	t/F(p)	M±SD	t/F(p)	M±SD	t/F(p)
Age(yr)	≤20	3.50±0.51	0.17 (.841)	3.39±0.45	3.04 (.050)	5.22±0.96	1.32 (.269)	3.60±0.65	0.01 (.996)
	21-25	3.51±0.55		3.45±0.44		5.43±0.97		3.61±0.64	
	≥26	3.39±0.		3.05±0.		5.58±0.		3.60±	
Grade	1	3.56±0.	0.54 (.651)	3.38±0.	0.14 (.934)	5.16±0.	0.97 (.405)	3.58±	0.06 (.978)
	2	3.51±0.		3.43±0.		5.47±1.		3.63±	
	3	3.44±0.		3.41±0.		5.39±0.		3.62±	
	4	3.45±0.		3.38±0.		5.38±0.		3.61±	
Gender	Male	3.54±0.55	0.64 (.520)	3.38±0.42	-0.43 (.662)	5.43±0.98	0.88 (.379)	3.58±0.58	-0.32 (.748)
	Female	3.48±0.		3.41±0.		5.30±0.		3.62±	
Living Environment	Living	3.47±0.	2.97 (.054)	3.37±0.	2.08 (.127)	5.33±1.	2.54 (.081)	3.58±	1.83 (.163)
	Lodging/	3.68±0.50		3.53±0.37		5.59±0.78		3.78±0.61	
	Cookin	3.39±0.		3.36±0.		5.08±0.		3.51±	
Economic power of parents	Upper	3.70±0.46	2.52 (.083)	3.56±0.36	2.16 (.118)	5.56±0.85	1.12 (.326)	3.83±0.57	2.12 (.122)
	Middle	3.45±0.55		3.38±0.46		5.27±0.97		3.55±0.66	
	Lower	3.52±0.55		3.36±0.44		5.41±0.99		3.64±0.64	
Character*	Extrovert <sup>a</sup>	3.76±0.53	12.71 (<.001) a>c>b	3.59±0.42	6.97 (.001) a>b,c	5.55±1.00	3.46 (.033) a>b	3.74±0.69	6.51 (.002) A,c>b
	Introvert <sup>b</sup>	3.23±0.56		3.26±0.41		5.05±0.86		3.33±0.65	
	Mixed <sup>c</sup>	3.50±0.47		3.38±0.45		5.38±0.95		3.69±0.59	
Last semester rating	<3.5	3.44±0.57	-1.44 (.151)	3.34±0.49	-1.67 (.096)	5.14±1.00	-2.57 (.011)	3.48±0.72	-2.39 (.018)
	≥3.5	3.55±0.		3.45±0.		5.50±0.		3.71±	

Department adaptation *	Adapting well <sup>a</sup>	3.67±0.46	15.42 (<.001) a>b	3.54±0.37	16.58 (<.001) a>b	5.65±0.84	16.81 (<.001) a>b,c	3.84±0.53	19.88 (<.001) a>b,c
	Difficult but adapting	3.24±0.58		3.17±0.43		4.92±0.88		3.27±0.67	
	Difficulty adapting <sup>c</sup>	3.29±0.35		3.50±0.65		4.66±1.34		3.32±0.62	
Conflict experience	None	3.51±0.55	0.06 (.941)	3.42±0.42	0.50 (.604)	5.39±0.95	0.32 (.721)	3.68±0.68	0.57 (.562)
	Someti	3.50±0.		3.40±0.		5.32±0.		3.57±	
	Frequent	3.44±0.66		3.26±0.63		5.13±1.30		3.57±0.78	

### 3.4. Correlation between Grit, Social Support, School Support, and Career Preparation Behaviors

Grit has a positive correlation with social support ( $r=.44, p<.001$ ), school support ( $r=.45, p<.001$ ), and career preparation behaviors ( $r=.53, p<.001$ ). Social support has a positive correlation with school support ( $r=.48, p<.001$ ), and career preparation behaviors ( $r=.46, p<.001$ ). Career preparation behaviors has a positive correlation with school support ( $r=.59, p<.001$ ) [Table 4].

**Table 4. Correlation among the research variables(N=184)**

	Grit	Social support	School support	Career preparation behaviors
	r(p)			
Grit	1			
Social support	.44 (<.001)	1		
School support	.45 (<.001)	.48 (<.001)	1	
Career preparation behaviors	.53 (<.001)	.46 (<.001)	.59 (.001)	1

### 3.5. The Factors Influencing career Preparation Behaviors

We performed phased multiple regression analysis to verify the factors that influence career preparation behaviors. Character, last semester rating, department adaptation, grit, social support, and school support were input as independent variables that were correlated with career preparation behavior. Character, last semester rating, and department adaptation were treated as dummy variables. To verify the multi-collinearity problem, we checked if the tolerance limit is over 0.1. There are no big issues that a tolerance limit was .66-.87 and Variance Inflation Factor (VIF) was under 10, that is, VIF 1.13-1.49 which has no problem at all. To check if there is any problem with autocorrelation of residual, we did a Durbin-Watson test and the result was  $d=1.837$  which is in accordance with the acceptance criterion. The most influential factors that affect career preparation behaviors were school support ( $\beta=.364$ ,  $p<.001$ ), grit ( $\beta=.243$ ,  $p<.001$ ), and department adaptation where 'Adapting well' ( $\beta=.125$ ,  $p=.048$ ) was the highest. The explanation ability was 45.9% ( $F=32.04$ ,  $p<.001$ ) [Table 5].

**Table 5. Multiple Regression Analysis on Career Preparation Behaviors(N=184)**

	<b>B</b>	<b>SE</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>
(Constant)	0.575	.328		1.75	.082
Department adaptation(Adapting well)*	0.166	.083	.125	1.99	.048
Character (Introvert)*	-0.090	.086	-.061	-1.05	.295
Grit	0.291	.079	.243	3.68	<.001
Social support	0.184	.095	.127	1.92	.055
School support	0.247	.045	.364	5.46	<.001
$R^2 = .474$ , Adj $R^2 = .459$ , $F=32.04$ , $p<.001$					

\*Dummy variable

### 4. Discussion

This study was a descriptive research to confirm the correlation between grit, social support, school support, and career preparation behavior. Its purpose is to identify factors affecting college students' career preparation behavior, and to prepare basic data for interventions and strategies that can improve career preparation behavior through college students' grit, social support, and school support.

Grit, which means passion and perseverance for long-term goals, is attracting attention as a

variable predicting success in various performance including academics. In this study, the grit of all college students was 3.50, which was slightly higher than the 3.39 point of a previous study [17] targeting 3~4th grade nursing students. There was no difference in grit according to age, grade, or gender in this study. The results of this study differed from the previous study [17] where grit showed an increasing trend according to age, grade, and education level. This needs to be confirmed through repeated studies. Grit is known for its personal qualities. In this study, the grit was extroverted, mixed, and introverted according to the personality, and the more open the personality, the higher the grit, and the better the department adaptation was. This supported previous studies [18] that people with high grit had different levels of preparation for a career or adaptation to school life.

It was found that high-grit students have a high level of motivation and self-control for their goals, so they have a strong will to achieve a set goal, and students with high grit not only engage in career preparation actions, but also have a high degree of major-career relevance [17]. It is highly likely that high-grit students view their career path from a long-term perspective and reflect this in their major selection, so it is important to select a major when entering college. In addition, it is necessary to raise the grit of college students so that they can prepare well for their careers through their major.

In this study, the social support score perceived by college students was 3.40, and the more extroverted the personality, the better the academic adjustment, the higher the social support score. In the study of Lee, Song [19], the social support recognition score of college students was 3.57, and it was preceded that social support of college students had a partial mediating effect that directly affected academic achievement and indirectly affected college life adjustment as a medium, which supported previous studies [19].

In this study, the school support score perceived by college students was 5.34 (out of 7 points), and the more extroverted the personality, the better the school grades, the better the department adjustment, the higher the school support score. In previous studies [20], career exploration of college students had a significant effect on career decision which also had a significant effect on job preparation behavior. It is said that by improving the career exploration activities of college students, they can make specific career decisions and actively prepare for employment [20].

Due to the difficulties and high barriers to finding a job for college students, university support is needed so that they can begin career exploration and job preparation at the same time throughout the academic year from admission to graduation. In addition, universities should develop and operate high-quality career guidance programs, and strengthen programs that enable individuals to directly search for jobs and prepare them for the future among the program contents. In other words, the support program operated by the school should be designed as more field-oriented and improved into a program that motivates students to prepare for their own career.

We have shown that there was a positive correlation between grit, social support, school support, and career preparation behaviors in this study.

The most influential factors that affect career preparation behaviors were school support, grit, and department adaptation 'Adapting well' in order. The explanation ability was 45.9%. The results of

this study on college students were consistent with the previous study [21], where the grit of teenagers had a great influence on social support and career preparation behavior, and social support had a significant effect on career preparation behaviors. Therefore, in order to improve the career preparation behavior of college students, it can be helpful to provide social support in school and home environment, as well as to enhance grit, which is an individual characteristic. There was a positive correlation between grit and career preparation behavior, which are the results of a study on college students by Lee & Jeon [22] and a study on high school students by Noh [23]. Currently, college students tend to prepare for employment from the time they enter college, and this is thought to reflect the prolonged period of preparation for careers and continued efforts, such as steadily preparing for employment [3]. It is necessary to provide active career counseling and educational programs to improve student grit. School support and social support had a positive correlation with career preparation behavior, which supports the findings that Lee & Jo's college application affects career preparation behavior [24].

This result is said to be well supported, such as information and resources provided by the school when individuals are ready to recognize career paths and careers that can be recognized. In order to improve career preparation behavior, it is necessary to provide practical college support to directly and indirectly experience the job world, rather than simply presenting career information. Therefore, in order to promote career preparation behaviors among college students, it is necessary to provide social support in school environments, and it is also helpful to enhance their grit.

As a program to improve social support, which is an influencing factor on career preparation behavior, a career counseling program is needed. Based on previous studies that proved effective factors for improving self-efficacy in career decision-making [25], a career counseling program including career information, goal setting, career planning, problem solving, and self-evaluation is needed. In a previous study [26] for nursing students, the forest healing program had a positive effect on reducing negative emotions such as employment stress and increased positive emotions such as career decision self-efficacy and career elasticity. Based on this, various school support programs are needed to increase career decision behavior in schools. Because career preparation behavior is affected by good academic adjustment, previous research [27] suggested that programs for improving major satisfaction and career identity at universities should emphasize subject satisfaction and career identity emotion and should be differentiated according to grades and majors.

### **Append acknowledgments**

This work was supported by the Changshin University Research Fund of 2021(Changshin-2021-010).

### **5. Conclusions**

In this study, it was found that the grit was higher when the personality was extroverted and open, and the higher the grit, the better the department adaptability. Students with high grit view their careers from a long-term perspective and are more likely to reflect them in their major selection, so choosing a major is important when entering college. In addition, it is necessary to inspire motivation so

that college students can prepare well for their careers through their majors.

In order to improve career preparation behavior, it is necessary to provide practical college support to directly and indirectly experience the job world, rather than simply presenting career information. Therefore, in order to promote career preparation behaviors among college students, it is necessary to provide social support in school environments, and it is also helpful to enhance their grit.

Since this study is a study of one school in one area, the findings cannot be generalized to all the college students. In future research, it is necessary to expand the region, establish a theoretical model that adds factors of career preparation behavior, and conduct research to identify additional predictive variables on career preparation behavior.

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