

FACTORS AFFECTING CAREER CHOICES OF GRADUATING SENIORS : A COMPARATIVE
STUDY BETWEEN KOREAN AND THAI STUDENTS IN COLLEGE OF HUMANITIES AND
ENGINEERING

Miss Chitrada Deeprompong

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in Korean Studies

(Interdisciplinary Program)

Graduate School

Chulalongkorn University

Academic Year 2013

Copyright of Chulalongkorn University

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR) are the thesis authors' files submitted through the University Graduate School.

ปัจจัยที่มีผลต่อการเลือกอาชีพของนักศึกษาที่กำลังจะสำเร็จการศึกษา : กรณีศึกษาเปรียบเทียบ
ระหว่างนักศึกษาเกาหลีและไทย ในสาขาวิชามนุษยศาสตร์และวิศวกรรมศาสตร์



นางสาวจิตรลดา ดีพร้อมพงษ์

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาเกาหลีศึกษา (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2556

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

จิตรลดา ดีพร้อมพงษ์ : ปัจจัยที่มีผลต่อการเลือกอาชีพของนักศึกษาที่กำลังจะสำเร็จการศึกษา : กรณีศึกษาเปรียบเทียบระหว่างนักศึกษาเกาหลีและไทย ในสาขาวิชามนุษยศาสตร์และวิศวกรรมศาสตร์. (FACTORS AFFECTING CAREER CHOICES OF GRADUATING SENIORS : A COMPARATIVE STUDY BETWEEN KOREAN AND THAI STUDENTS IN COLLEGE OF HUMANITIES AND ENGINEERING) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร.โสทธิธร มัลลิกะมาส, 104 หน้า.

งานวิจัยในครั้งนี้มีจุดประสงค์เพื่อศึกษาปัจจัยที่มีผลต่อการเลือกอาชีพของนักศึกษาที่กำลังจะสำเร็จการศึกษา โดยทำการเปรียบเทียบระหว่างนักศึกษาเกาหลีและไทย ในคณะมนุษยศาสตร์และวิศวกรรมศาสตร์ การศึกษานี้นำวิธีวิจัยเชิงปริมาณมาใช้ โดยการแจกแบบสอบถามเพื่อการสำรวจข้อมูลจาก นักศึกษาไทยจาก จุฬาลงกรณ์มหาวิทยาลัย จำนวน 200 คน และนักศึกษาเกาหลีจากมหาวิทยาลัยโซล ประเทศเกาหลีใต้ 200 คน ซึ่งกำหนดปัจจัยที่ใช้ศึกษา 5 ปัจจัยคือ ความสนใจส่วนบุคคลและอิทธิพลจากสิ่งแวดล้อม, ประสบการณ์เรียนรู้, การเตรียมพร้อมของนักศึกษาต่อการเข้าสู่การทำงาน, ความคาดหวังต่ออาชีพและแรงจูงใจต่ออาชีพ นั้นๆ ซึ่งปัจจัยแต่ละด้านมีผลต่อนักศึกษาไทยและเกาหลีเหมือนและแตกต่างกัน

ผลจากการศึกษาพบว่า นักศึกษาเกาหลีให้ความสำคัญต่อยปัจจัยด้านความสนใจส่วนบุคคลและอิทธิพลจากสิ่งแวดล้อมในระดับสูงส่วนนักศึกษาไทยให้ความสำคัญในระดับปานกลาง ปัจจัยด้านอื่นๆอีกสี่ด้านนั้น นักศึกษาเกาหลีและไทยให้ความสำคัญในระดับที่สูงเหมือนกัน โดยนักศึกษาเกาหลีมีค่าเฉลี่ยสูงกว่านักศึกษาไทยในทุกด้าน

ประเด็นที่มีความแตกต่างกันอย่างชัดเจนของนักศึกษาไทยและเกาหลีได้แก่ ในปัจจัยด้านความสนใจส่วนบุคคล นักศึกษาเกาหลีให้ความสำคัญมากกว่านักศึกษาไทยโดยคำนึงถึงผลตอบแทนและลักษณะของงานมากที่สุด ปัจจัยด้านการรับรู้ตนเองและการเตรียมพร้อมในการเข้าสู่อาชีพของนักศึกษาไทยและเกาหลีมีความแตกต่างกัน โดยจากผลการศึกษานักศึกษาเกาหลีมีความมั่นใจในศักยภาพของตนและมุ่งมั่นในการเตรียมตัวเพื่อให้บรรลุเป้าหมายมากกว่านักศึกษาไทย ทางด้านอิทธิพลจากความคาดหวังต่ออาชีพนักศึกษานักศึกษาไทยนั้นมีความต้องการที่จะทำงานในอาชีพอิสระมากกว่าในขณะที่นักศึกษาเกาหลีต้องการงานที่ให้ความมั่นคงและมีความปลอดภัยในอาชีพมากกว่านักศึกษาไทย ปัจจัยสุดท้ายคือ แรงจูงใจในการเลือกอาชีพ นักศึกษาเกาหลีได้รับอิทธิพลจากปัจจัยนี้มากกว่านักศึกษาไทย โดยให้ความสำคัญทางด้านค่าตอบแทนของอาชีพมากที่สุด รองลงมาคือความเหมาะสมต่อความสามารถและความสนใจของตนและภาพลักษณ์ของอาชีพในสังคม ส่วนนักศึกษาไทยให้ความสำคัญต่อลักษณะของอาชีพเป็นอย่างแรก รองลงมาคือความเหมาะสมต่อความสามารถและความสนใจและค่าตอบแทนจากอาชีพนั้นๆ โดยปัจจัยต่างๆที่กล่าวถึงในข้างต้นสามารถวัดค่าความเหมือนหรือแตกต่างได้ทางสถิติ

5487658120 : MAJOR KOREAN STUDIES

KEYWORDS: CAREER CHOICE / THAI STUDENTS / KOREAN STUDENTS / GRADUATING STUDENTS

CHITRADA DEEPROMONG: FACTORS AFFECTING CAREER CHOICES OF GRADUATING SENIORS : A COMPARATIVE STUDY BETWEEN KOREAN AND THAI STUDENTS IN COLLEGE OF HUMANITIES AND ENGINEERING. ADVISOR: ASSOC. PROF. SOTHITORN MALLIKAMAS, Ph.D., 104 pp.

The purpose of this study aims to investigate the factors influencing the career choices for the graduating Korean and Thai students in the college of Humanities and Engineering, addressing the personal factors and social influences. Quantitative method was used to collect and analyze the data. This study uses a questionnaire to survey; 200 Thai and 200 Korean students. Populations are from the top university from each country, Chulalongkorn University as a representative of Thai students and Seoul National University as a representative of Korean students. There are five factors this study focuses on; personal interest and social influences, learning experience, Self-efficacy, outcome expectation, and career choice motivators

The finding identified that Korean students value personal interest and social influences factor at high level. On the other hand, Thai students considered on these factors at moderate level. As of the other four factors, which were learning experiences, self-efficacy, outcome expectations, and career choice motivators, both Thai and Korean students considered these factors at high level as Korean students had a higher mean score.

The issues which are obviously outstanding about the factors are as follow: the result showed that personal interest and social influences factors such as salary or other incentives were the most important decision making factors for the Korean students. Self-efficacy indicated that Korean students are more confident and prepared to enter a career (or workforce) than Thai students. Mentioned to the outcome expectations, Thai students valued the freedom in a job more and Korean students valued the security and stabilities in a job more than Thai students. In terms of the choice motivators, there are different perspectives toward these factors. Korean students has been affected by this factor more than Thai students, as Korean students value the career incentive as the most important, followed by the fitness of the job to their personality, abilities and interest, and the nature of job, while Thai students valued the nature of career the most, followed by job that fits their personality and career incentive. Each factors mentioned above can be measured statistically for the similarities or differences.

Field of Study: Korean Studies

Student's Signature

Academic Year: 2013

Advisor's Signature

ACKNOWLEDGEMENTS

First of all I would like to express my sincere gratitude to my thesis advisor, Associate Professor Sothitorn Mallikamas, Ph.D., for his kindness provided a valuable advices, good suggestion and his continuous support during writing my thesis.

My appreciation is also to my thesis committee members, Associate Professor Buddhagarn Rutchatorn, Ph.D., Pataporn Sukontamarn, Ph.D., Associate Professor Eun,Ki-Soo, Ph.D., and Wichian Intasi, Ph.D., for their kindness to examine the thesis and provided the precious suggestion to make my thesis stronger.

I also would like to say "thank you" to my family for the supporting, especially for my father who always helped and giving me the encouragement to keep me moving forward and to have confidence to accomplish this research. Thanks to my friends who always helped and encouraged each others to overcome the difficulties during the study. And spacial thanks to Miss Nongluk Boontheim, program coordinator, who always gave a good supporting and encouragement.

Also I am extremely grateful to the officers from faculty of Art or Humanities and Engineering of both universities for their kindly cooperation. Lastly, I would like thanks all of the Thai and Korean graduating students, who sacrificed their precious time to answer my questionnaire which use for this study.

CONTENTS

	Page
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I INTRODUCTION	1
1.1 Background.....	1
1.2 Purpose of the study.....	4
1.4 Research Question	5
1.5 Scope of Study.....	5
1.7 Definition of Terms.....	5
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	7
2.1 Concept approach to the study	7
2.2 Theoretical Approaches of Career Decisions	11
2.3 Researches related to the study.....	25
2.4 Conceptual Framework.....	27
2.5 Research Hypothesis.....	30
CHAPTER III RESEARCH METHODOLOGY	31
3.1 Data Collection	31
3.2 Data analysis.....	35
CHAPTER IV DATA ANALYSIS AND DISCUSSION.....	37
4.1 Reliability Results.....	37
4.2 Individual Information (Personal Information)	38
4.3 Factors influencing recent graduate career choice	45
CHAPTER V CONCLUSION AND RECOMMENDATION	75
5.1 Conclusion.....	75

	Page
5.2 Recommendation for Further Study	81
REFERENCES	82
APPENDICES.....	86
Appendix A: Questionnaire in English Version	87
Appendix B: Questionnaire in Thai Version	94
Appendix C: Questionnaire in Korean Version.....	99
VITA.....	104



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

LIST OF TABLES

	Page
Table 1 The six personal types (Holland, 1985)	13
Table 2 The total population in this study: categories by university and field of the study.....	32
Table 3 5-Point Likert score.....	35
Table 4 The average level of score	36
Table 5 Reliability Results of variables.....	38
Table 6 Nationality.....	40
Table 7 Faculty	40
Table 8 Gender	41
Table 9 Age.....	41
Table 10 Work Experience.....	42
Table 11 Work Experience related to Major of the study	43
Table 12 Parent's Occupations	44
Table 13 the overall mean score of each factor which influence on career choice ...	57
Table 14 Personal Interest and Social Influence Factors.....	59
Table 15 Learning Experiences.....	60
Table 16 Self-efficacy	61
Table 17 Outcome Expectations	64
Table 18 Career Choice motivators.....	68
Table 19 Do you intend to seek a career in the profession of you education after graduation?.....	70
Table 20 Hypothesis 1.....	71
Table 21 Hypothesis 2.....	72
Table 22 Hypothesis 3.....	73
Table 23 Hypothesis 4.....	73
Table 24 Hypothesis 5.....	74

LIST OF FIGURES

	Page
Figure 1 The pyramid shows the basics of Maslow’s theory starting with the foundational physiological needs all the way up to needs related to self-actualization.	10
Figure 2 Model of person, Contextual and experimental factors affecting career-related choice behavior.....	18
Figure 3 The 6 dimensions of culture comparison between Thai and Korean.....	20
Figure 4 Conceptual Framework.....	28

CHAPTER I

INTRODUCTION

1.1 Background

Unemployment is an ongoing problem that every country maybe facing, particularly for the recent college graduates. As education is believed to be playing an important part in the national development, it also can negatively affect the national labor market. Even the Government has tried to create new jobs to reduce the rate of unemployment, they are still not sufficient as the number of college graduates are raising each year. In the present day, many young educated people are facing the problem of joblessness as finding a job after graduation has become more and more difficult each year.

Refer to the National Statistic Thailand in February 2013, the survey reports that around 245,000 Thais were unemployed. And if separate the unemployed by their education level, the unemployment for the college graduates is the highest at 113,000 people. According to the Office of the Education council Thailand, states that the needs of the labor market in the year 2555-2559 will have the labor demand around 150,000 people per year, while 300,000-400,000 college students is expected to be graduate each year (cite in website of (Office of Education Council, 2013). It is clear that the number of graduates tend to be increasing every year.

Since the late 1940s, education in the Republic of Korea has been increasingly expanding, from lower level to higher level schooling. The increase in college and university enrolment in the early 1980s has resulted in an unbalanced

job market in which the demand for labor can-not meet the supply of educated manpower that entered the workforce every year. Refer to the report from Statistic Korea of Economically Active Population survey in January 2013, shows the number of university graduates and higher were unemployed totaled 331 thousand people in January which increase 43 thousand persons or 14.9% year on year (Kong, 2013). However, unemployment mentioned above can be cause by the lack of labor demand, slow job-growth due to economic crises, and possibly the graduates themselves.

In the present day, workers have the opportunity to choose which job that they are satisfied with. Some have suggested that recent college graduates today are more critical with their career path than ever before. Many applies to all the companies, but upon being offered an interview at an SME, they tend not to go. Another reason is that many educated - underemployed workers, who force themselves to work for a firm or in a job that are below expectations, tend to have lower job satisfaction, less productive, and subsequently quit their jobs.

After graduation, many young Koreans want to apply for jobs at conglomerate companies (*chaebol*, such as Samsung Electronics or Hyundai Motor) or anywhere that the wages are fair according to their abilities and education level. Yet, the job vacancies in those reputable companies and the other high stability job (such as civil servants) are capable of accommodating just 10 percents of the unemployed. In Thailand, a meaning of increasing in skill and ability has become necessary to increase earnings. In other words, people who want to receive higher pays must increase their education level and seek out more training. Due to the large number of unemployed workers, employers have the advantage to be more selective and

often get people with high qualifications to work in the lower position, which they are overqualified for.

With that being said, the jobseekers (particularly graduates) may also be apart that made themselves unemployed. This might be caused by the decision to apply for competitive jobs or the expectations of their future career such as job incentive or career status is higher than what the current job can give. Nevertheless, ideas or attitudes toward the career choices may be set up by various factors that influence the choice itself. A choice in career path will become more apparent as it reflects in the selection of subjects studying in higher education, which can be influenced by personal interest, family members or other social environments. After enter a profession, learning experience which receive from study in profession or from contextual environment, will help determine whether to stay at the workplace. Lastly, the student's career choice after graduation can be made by the expectation of career or the career choice motivators later.

For these reasons, the researcher was interested to investigate the factors that affect the career choice of college graduating students who are about to enter the labor market. This study also attempts to examine the factors that are affecting the career choices of students in South Korea and Thailand, to find out whether they had different ideas and if the factors are influencing career choices or not. The researchers chose compare a group of Thai students from chulalongkorn University with the Korean students from Seoul national university. First of all, the researcher is Thai and would like to investigate the factors affecting to career choice of Thai student in present day due to the unemployment among Thai graduates that increases every year. Moreover, the researcher have heard of the unemployment for

the recent college graduates in South Korea. It would be interesting to study how each factors has the effect on career choice for both country. Second of all, the researcher chose to study perspectives of student from Chulalongkorn University and Seoul National University, because both universities are on the top ranking in each country and it is more interesting to study the perspective of factors affecting on career choices from the student who had working hard to enter to the top university with high competitions.

1.2 Purpose of the study

The purpose of this study is to investigate factors that are affecting the career choice of the recent college graduate students, which includes personal factors and social influences. This study also looked at the perspective of Thai and Korean students majoring in Humanities and Engineering toward their career choices to gain more of the clear understanding of individuals in different groups.

1.3 Objectives of the Study

The objective of this study is to find out factors that have the effect on career decisions of Thai and Korean graduating students.

1.4 Research Question

1. Identify the factors that influencing to career choices of Thais and Koreans graduating student.
2. Each factor has a different effect to career choice of Thai and Korean student or not?

1.5 Scope of Study

This study will focus on undergraduate student in their seniors year in Thailand and South Korea (as of 2012), who had recently graduated in year 2013.

1.6 Significance of the Study

1. This research will help to understand a factor that influences career decisions of the recent college graduates in the present day.
2. The results of this research can be used as a guide to improve and strengthen the motivation of students to choose a career or as a guide to create a new occupation to better satisfy the requirements of new graduates.
3. This research can be useful for career counselors or any people involved in giving out counseling to students who study Engineering and Humanities.

1.7 Definition of Terms

“Graduating Senior”

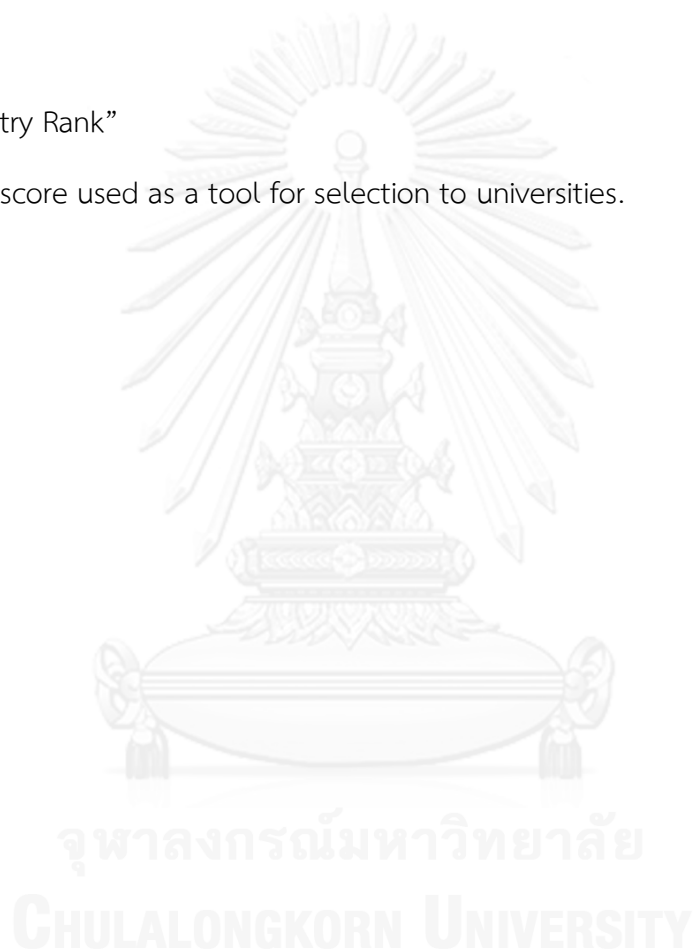
In this study “graduating senior” refer to the final year undergraduate Korean and Thai students in college of Humanities and Engineering at Seoul National University and Chulalongkorn University who will be graduating in 2014.

“Career Choice”

This study “career choice” define as the selection of a particular path or vocation in terms of career. This is usually influenced by parental guidance, training opportunities, and contextual factor. It is also affected by personal preference and identification with figures and role models.

“Tertiary entry Rank”

The score used as a tool for selection to universities.



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter, the researcher collected the concepts and theories related to the decision in choosing a career and to use as a basis for presenting the conceptual framework and the choice of variables that the researcher is interested to study by divided into smaller topics details as follow.

- 2.1 Concept approach to the study
- 2.2 Theories related to career decision.
- 2.3 Research related to the study
- 2.4 Conceptual Framework
- 2.5 Research Hypothesis

2.1 Concept approach to the study

2.1.1 Career

According to (Ivancevich, 1994) he defined career in three stages: early career, middle career and later career. In this research, the word “career” refers to the early career, which can be termed as apprenticeship. Early career is the time that young individuals can determine their abilities and needs of the future after graduating from college and getting their first job.

When attempting to define the concept of Career Decisions, it is important to explain what a career meant. From various literatures, the well known theorist Super

(cite in (S.A., 2008)), he defined a career as “the course of events, which constitutes a life; the sequence of occupations and other life roles which combine to express one’s commitment to work in his or her total pattern of self-development.”

2.1.2 Career Decisions-Making

According to Jepsen (1983 p.13), cited in (Clement, 2004) p.19) defined career decision as

“The complex cognitive process by which young people organize information about self and their vocational surroundings, deliberate among alternative perspectives about actions, and make public commitment to action”

2.1.3 Career Values and motivation

In some definitions there is little difference between values and interests, values and needs, or values and preferences. Super (1973) offers the following definition of values:

Traits, values, and interests derive from needs. The need ... leads to action, and action leads to modes of behavior or traits that seek objectives formulated in generic terms (values) or in specific terms (interests). Traits are ways (styles) of acting to meet a need in a given situation. Values are objectives that one seeks to attain to satisfy a need. Interests are the specific activities and objects through which values can be obtained and met.

In this research, the definition of values is the ideas or beliefs that people in society take as decision-making tool to determine their own actions. If mention

about choosing a career, career values are considered to be particularly important for the person to achieve their career interests and options to choose the job they want. Refer to Morris Rosenberg, the researcher who had an interest in studying about how career values influence a career choice. He found that the Career values means the person think that occupation is a good thing and want to select and choose to work on that career. Such as people choose to be a painter because they like the artwork or some wants to be an almoner because they want to help others.

In career development theory, career values relate to and influence many other aspects of career development including career interests, attitudes, goals, beliefs, ethics, standards, and decision-making criteria (Dose, 1997). Most career development theorists have built on the theories of Maslow when conceptualizing and defining career values. According to Maslow's General Theory of Human Motivation (Maslow., 1970) (hierarchy of needs). This theory explains that human have needs, desires and want to get something that is meaningful to themselves. These requirements are sorted by hierarchy of needs. Since the first step towards up to advanced needs, which is a sequence of five steps as follows:

1. Physiological needs: The basic human needs for survival such as food, clothing, housing, medicines, water, air, rest, etc.

2. Safety needs: As the demand for superior survival. Human needs that seek higher level for security, such as the need to work, need to be protected. Security needs of such dangers.

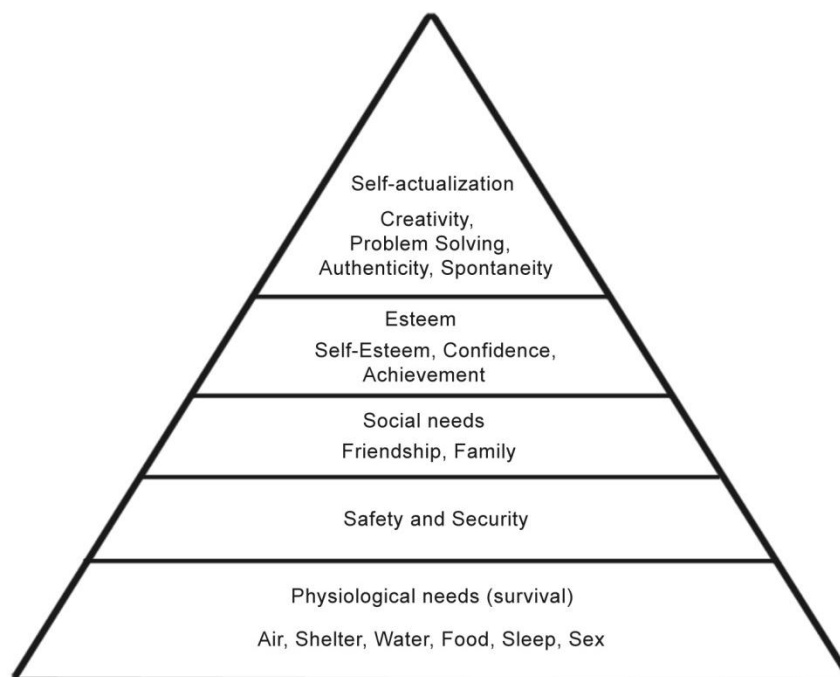
3. Social needs: The needs in terms of giving and receiving love, to be as part

of the group or society, and to be recognized.

4. Esteem needs: Regarded as a personal (Self-esteem) respect (Recognition) and status of society as well as an attempt to correlate highly with other people, such as trying to provide a higher-level relationships with others in society, need to get respect the dignity of knowledge can be a good standing and reputation in society.

5. Self-Actualization: It is a limit individual needs that any person can achieve. They be regarded as a person needs, such as the ability to do everything successfully.

Figure 1 The pyramid shows the basics of Maslow's theory starting with the foundational physiological needs all the way up to needs related to self-actualization.



K.W. Edminston and C.H. Star (1948) study the attitude of youth towards occupation, stated that the incentive to choose a career is to have the opportunity to serve mankind. The second is the satisfaction in work;, receive reasonable compensation, get respect from others, and job security, respectively.

It can be seen that the values and motivation of the profession for each individual are different as it depends on the needs and attitudes of each individual. The process for choosing a career has been developed with the many elements, involved many factors.

2.2 Theoretical Approaches of Career Decisions

In this research theoretical Approaches that are being focused on the career decision making are the psychological and the sociological approaches. The psychological approach attempts to describe the way individuals make career decision based on individuals factors which are personality, abilities, interest and job satisfaction. These factors are strongly associated with individual behavior, thoughts, and the direction one is making career choices.

The sociological approach seeks to explain the career development decisions process that allow individuals to consider the relevance of varies factors to their career decisions making. The sociological are based upon two major factors; demographic that refer to gender and, the ethnicity and status of family. The ethnicity and status of family refers to the environmental which individual can be refer to socially influenced such as the impact of family members and family

connection, friends, community values and practice, the work environment, the labor market structure and economic environment (Johnson & Mortimer, 2002).

2.2.1 Psychological Theories related to career decisions.

Three theorists focused on relationship between personalities of individuals and career which researcher attempt to discuss on this study are Holland's vocational personalities and work environment, Theory of personality by Anne Roe, and Hoppock's composite theory of occupational choice.

1. Theory of vocational personalities and work environment by John Holland

This theory was introduced in 1959 developed from Parsons's view of vocational choice in order to help the individuals to find congruence between their personalities and the nature of job. This theory proposes that career choices are the expression of personality, ability, and the appropriate environment. Human express their behaviors, interests, and values through their career choices and experiences (Holland, 1992). Holland has categorized individuals into six personalities type. This is to help guideline individuals understanding of themselves which occupation are suited for their personality and helping individuals in career decisions making that essentially lead to career satisfaction.

Table 1 The six personal types (Holland, 1985)

TYPE	ACTIVITIES	MATCHING OCCUPATIONS
Realistic ("Do-ers")	<ul style="list-style-type: none"> ● Practically minded; ● Prefers to work outdoors ● Likes to build or repair things 	farmer, forester, pilot, electrician, truck driver, locksmith
Investigative ("Thinkers")	<ul style="list-style-type: none"> ● Likes to solve mathematical and scientific problems by focussing on theory ● Not particularly interested in working with people 	chemist, biologist, dentist, physician, medical technician, surveyor
Artistic ("Creators")	<ul style="list-style-type: none"> ● Likes self-expression and working alone ● Creative in artistic media ● Unconventional 	dancer, actor, composer, musician, comedian, editor
Social ("Helpers")	<ul style="list-style-type: none"> ● Concerned for welfare of others ● Gets along well with people 	nurse, social worker, counsellor, teacher
Entrepreneurial ("Go-getters")	<ul style="list-style-type: none"> ● Likes leadership roles ● Likes to persuade others ● Does not like tasks that require long periods of intellectual effort 	auctioneer, lawyer, judge, sales person, hotel manager, recreation leader
Conventional ("Organisers")	<ul style="list-style-type: none"> ● Dislikes work requiring physical skills ● Prefers structured activities ● Does not mind rules and regulations 	accounts clerk, secretary, bookkeeper, mail carrier, typist, bank teller

UNIVERSITAS BRAWIJAYA

Sources: (Coertse & Schepers, 2004) *Some Personality and Cognitive Correlates of Career Maturity.*

2. Theory of personality by Anne Roe (1956)

Roe explained that differences of personality cause people to interact with objects in different ways. Her perspective is based on the assumption that a person has an inborn tendency to unleash energy. This inherent tendency as well as certain environmental influences shape the functional style adopted by a person when trying to satisfy his/her needs (Coertse & Schepers, 2004) . According to Roe's theory the differences in a person can affect the individual's profession as a result of childhood experiences. Parents are particularly influential and can greatly affect the personalities of their child and the choice of a career. Her perspective emphasized on the importance of genetic, the environmental factors, and the needs of individuals that has and affect on career decisions making which can be summarized as follow:

A) Genetics can determine and limit the development of human features, noting that some features were not influenced by genes.

B) Cultural and social environment, including the unique experience of each child will determine the direction of development of the various features from the heredity.

C) Experience, Satisfaction, and Grievances in childhood will set the direction of individual attention.

D) Incentives that will lead to achievement are depending on the level of demand and ability to meet those needs.

Some criticism of Roe's approach is that the results are difficult to test empirically, ignored non-parental influences and that her classification of occupations is seen as too simplistic (Romine, Robinson, & Owens, 1999).

3. Composite theory of occupational choice by Rodert Hoppock (1967)

Hoppock's theory postulated career development begins when a person realize that career can assist in meeting his or her needs. The needs that happened might be clear in some individuals or can be ambiguous in some people. However, it will still influence the career choices. This awareness was changed into occupational choice improves as the person develops the ability to anticipate how well a prospective occupation will meet those identified needs. Career choice depends on the knowledge of the self, knowledge of occupations and the ability to think clearly. Job satisfaction depends upon the extent to which the job meets the needs that have been identified. However, Hoppock also mentions that the individuals will change their occupation if they feel that the change will make them a better response than the old career (Hoppock, 1967).

2.2.2 Sociological Theories related to career decisions.

Sociological Theory or Socio-economic Theory provides a detailed explanation of how an individual's culture, family background, society, economic conditions and other externalities can influence his or her career choices (Carlson, 1996 cited in (Coertse & Schepers, 2004).

In regards to the Sociological Theory, this research used Social Cognitive Career Theory (SCCT) to explain how individuals make career choices by considering the relationship between internal factor (Personality, Abilities and Interest) and External (or Environmental) Factor.

Social Cognitive Career Theory (SCCT)

SCCT was introduced by Lent, Brown and Hackett's in 1994 which emphasizes Bandura's Concept of Self-efficacy more explicitly (Lent, Brown, & Hackett, 2002) cited in, (Ghuangpeng, 2011). This Theory explained the way of learning experiences, self-efficacy and outcome expectations influence to individuals' career choices. It suggests that learning experiences influence the way individuals develop self-efficacy and perceived outcome expectations (consequences of particular actions, goals or tasks), whereas the interaction between self-efficacy and outcome expectations influence individuals' career interests and choices. The theory states that if individuals have a clear expectation of outcome of their behavior, they will behave in a way that will help them to achieve their goal.

a.) Self-efficacy

Bandura defined self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986 cited in Lent, Brown, and Hackett (1994). In SCCT, self-efficacy is shaped by four primary experiences, which are personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states. Lent (2005) suggested that the personal performance

accomplishment is the most influential for self-efficacy.

b.) Outcome Expectation

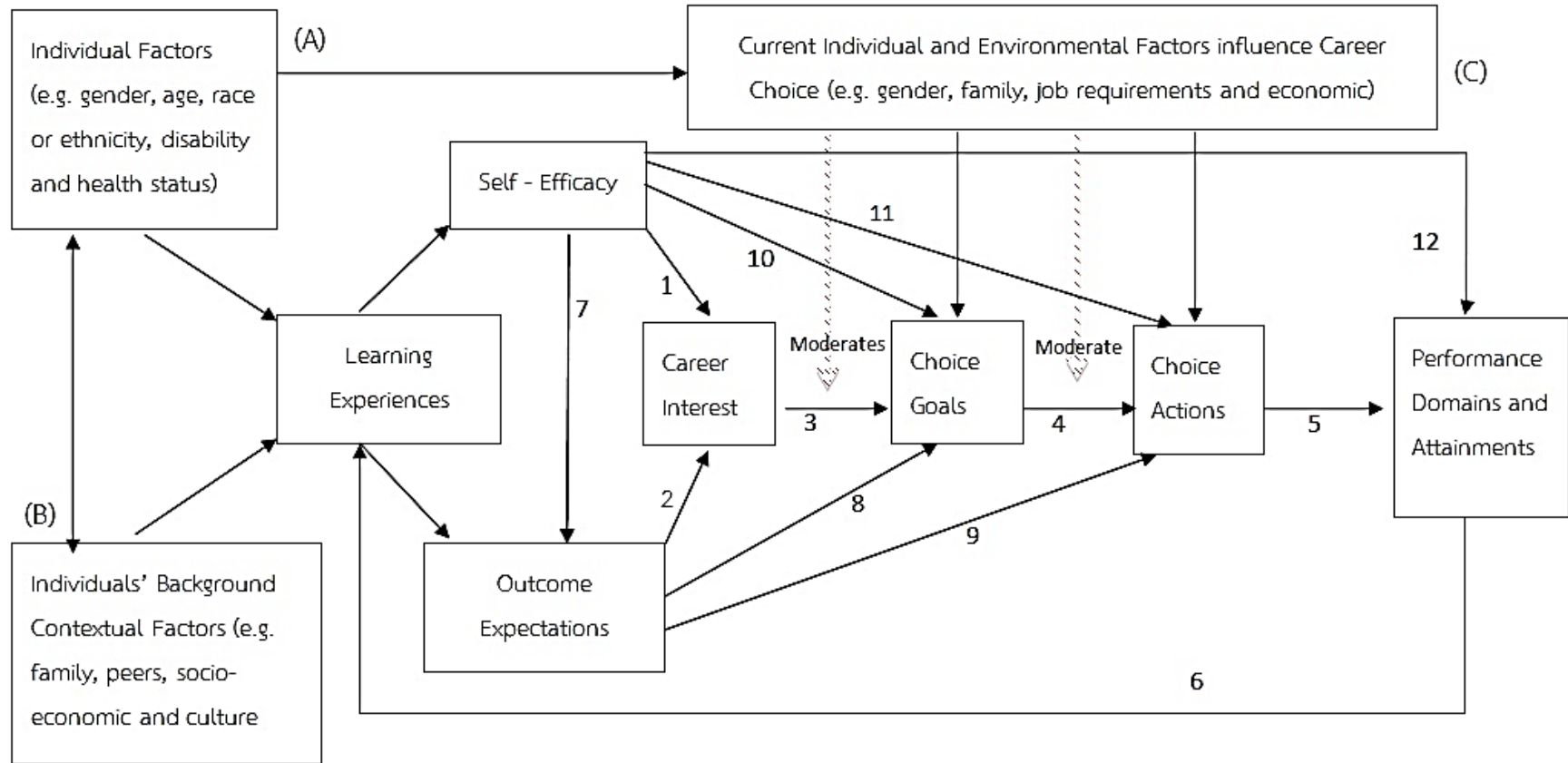
Outcome Expectation is defined as “personal beliefs about the consequences or outcomes of performing particular behavior” (Lent et al., 2002). Typically, outcome expectations are formed through past experiences, either direct or vicarious, and the perceived results of these experiences.

c.) Personal Goals

Lent et al. (1994) stated that Goals are seen as playing a primary role in behavior. Goals refer to the decisions to begin a particular activity or future plan. Behavior is organized or sustained based on these previously set goals

In SCCT, career choice is adjusted by self-efficacy and an outcome expectation, which means individual, will shape lasting interests in activities when they experience personal competency and positive outcomes. On the other hand, a belief of low personal ability will lead a person to avoid activities. The factors such as gender, ethnicity, age, socioeconomic status, or family constraints may create negative outcome expectations, even when people have had previous success in the given area. Lent, Brown and Hackett (1994) has developed a model of career choice (Figure2) to conceptualize the process how contextual factors affecting on individuals' career choices.

Figure 2 Model of person, Contextual and experimental factors affecting career- related choice behavior



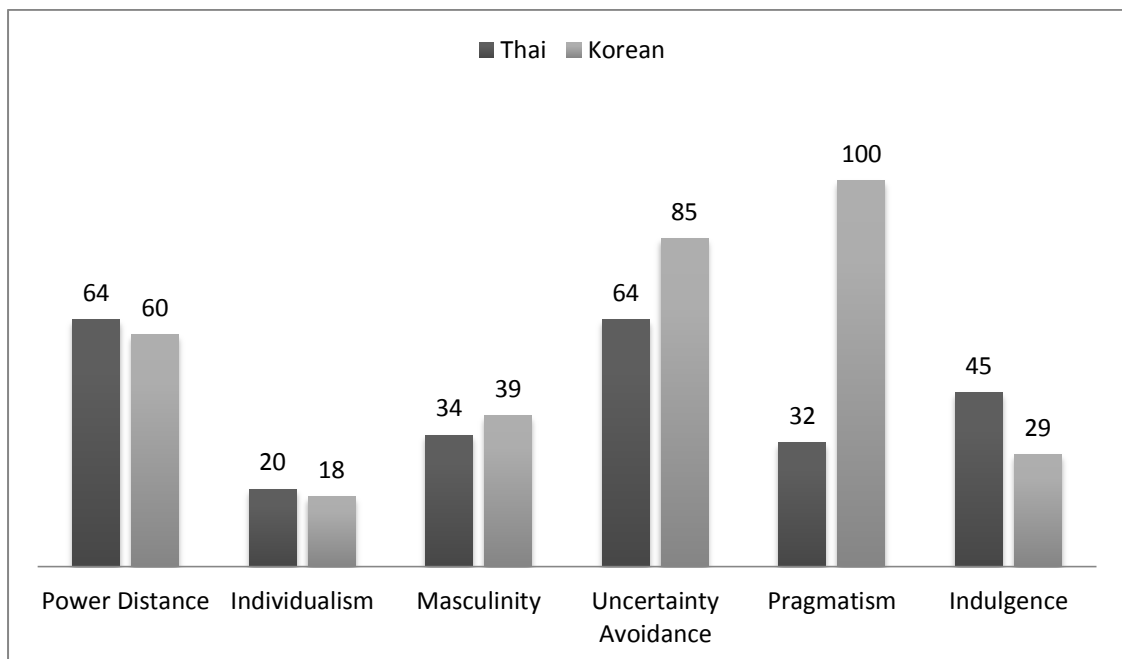
Source: Adapted from Ghuangpeng, Siriwan (2011). Lent, Brown and Hackett (1994)

The social cognitive model has been used in many researches, which aim to investigate career choice among students. SCCT appears to be a helpful theory for better understanding how contextual or environmental factor affecting on individuals' career choice. Lindley (2005) states on her study that SCCT as a “comprehensive frame work by which self-efficacy, outcome expectations and goals interact with demographic variable, contextual factors and life experiences to influence interest development, career choice and performance” (p.30). The environmental factors can either support or shape a barrier to their career choices.

While Social cognitive career theory (SCCT), which discussed above helps to conceptualize the career choice of graduating students, Thai and Korean received a better understanding on the cultural differences may reprioritize the importance factor that influences a career choice of graduating student. The researcher uses the 6 Dimensions of National Culture by Hofstede (Hofstede, 2011) that classifies the theory of culture into 6 dimensions, which are power distance, Individualism, Masculinity, Uncertainty avoidance, Pragmatism and Indulgence as, an overview of the comparison between Thai and Korean culture.

Hofstede's 6 dimensions of national culture which use to compare countries are defined as following:

Figure 3 The 6 dimensions of culture comparison between Thai and Korean



Source: The Hofstede Center 2014

1. Power Distance: This dimension expresses of the fact that all individuals in societies are not equal. This means the people accept a hierarchical order. Thailand scores 64 and South Korean scores 60 on power distance, which indicates that these two countries accept a hierarchical order and the inequalities in society. The royalty and respect for their superiors in return of the protection and guidance as well as paternalistic management or organization hierarchy.
2. Individualism versus Collectivist: Individualism refers to the degree of interdependence a society maintains among its member. In society, people look out for themselves and their family. On the opposite side, collectivist societies, people concerns in group in an exchange for loyalty.

Thailand scores 20 and South Korea 18 is considered a collectivistic society. People in the society encouraged to be an active player in society, to do what is best for society as a whole rather than themselves. They take responsibility for fellow member of their group and support each other as a community, family and nation more than as an individual.

3. Masculinity versus femininity: The fundamental of this dimension is what motives people in the society and refers to the male and female social gender equality. A high score on this dimension indicates to masculine which means that the society cultures' values are driven by power, competition, achievement and success. In the other hand, low score means the dominant values in society are concerns more about relationship and quality of life. Thailand scores 34 and South Korea scores 39, indicated that two country considered as a feminine society or focus on "working in order to live". This lower level shows the society values the quality of life as the indication of success. Also, men and women do have boarder career opportunities to achieve management position. However, Korea shows to be more masculine than Thai.
4. Uncertainty avoidance: Feelings of the people to the uncertainty or an unknown situation in the future, and try to avoid risks, so that they feel safe and secure. If mention on career choice, high scores mean people in the society prefer to work for larger organizations and lower scores mean people in the society has lower stress about uncertainty and less

influenced by the size of organization. Thailand scores 64 on this dimension, which indicates that society tend to avoid uncertainty, in order to eliminate or minimize the level of uncertainty. The rule, laws and policies or else are adopted and implemented. For example, people tend to stay with the same workplace or employer to reduce the unexpected situation and to secure their future. At the score of 85, South Korea is one of the most uncertainty avoiding countries in the world. Indication that society has a low tolerance for uncertainty and ambiguity. Society must establish regulations to control and reduce uncertainty. People urge to work hard, busy, precision and punctuality to avoid the risk in the future.

5. Pragmatism: This dimension describes how people in society understand or believe the fact that happens around them or to understand the complexity of life and how people's attempt to achieve future or current goal. Thailand scores 32 indicated that society have a strong concern to the truth, focus on something visible and tangible. They are normative in their thinking;, most of people have a strong hope as much as possible. Society focuses on short-term goals, quick results and incentive is valued. On the opposite side, South Korea with the highest scores 100 mean this country focuses on their ability. The society emphasis the long term goal, perseverance, practical good and adaptation.
6. Indulgence: The high score stands for a society which allows free gratification of desires and feelings, especially those that have to do with

leisure, merrymaking with friends, spending, consumption and sex. Its opposite pole, the low score refer to Restraint, which stands for a society controls such gratification, and where people feel less able to enjoy their lives. Thailand intermediate score 45 can describe that this dimension cannot be determined for Thailand. However, for South Korea with low scores 29 means, the society shown as a restraint. People tend to pessimistic and not put much on their desire and leisure time. Their action are follow the example of the community's approval or social norm and feel indulge in their desire is somewhat wrong.

Summary

From the above it is clear that there are several different viewpoints regarding career development. All theories agree that Career development is a continuous process that occurs throughout the life of the individuals and can be changed depending on the environmental changes. The difference between the individuals' contextual can causes the different on Personality, Interest and attitude of choosing to engage in a profession. As discussed in the above, while researchers like Holland (1973; 1985) focused on personality, behavior that proposes career choices are the expression of personality, ability and the appropriate environment. The other researchers, like Roe (1956) used human genetics and early childhood experience as the basis for their theories of career development by argued that the difference in a person can affecting into the professions as a result of childhood experiences. Particularly influential in raising the child, parents can affect the personalities toward

the child and the choice of a career. And on Hoppock's Theory, which explains the needs of individuals make them to realize that they have to make an activity to achieve their needs. The awareness was changed into occupational choice improves as the person develops the ability and it is depends on the knowledge of the self-knowledge of occupations and the ability to think clearly.

To enter a profession, each profession usually requires a differential knowledge and capabilities that force an individual to adapt and developed themselves for career success. Each and everyone will be able to apply his and her personality to the career, depending on the composition of the attitude, motivations and values. These factors determine the perception of the situation and decide on the future expectations. These individuals can learn about career in a various ways;, from family, friends, society and life experience, which can be explained by using Social Cognitive Career Theory by Lent, Brown and Hackett. The postulation of the environmental factors could either support or shape a barrier to their career choices. The achievement of career-seeker depends on factors such as the individual's personal attitudes to career, interests, values and circumstances that currently exist such as the opportunity, the economy condition, or Social influences such as community values and practice, the work environment, the labor market structure, and economic environment.

2.3 Researches related to the study

There are many researches done on the factors of career choices or career development.

Ghuangpeng (2011) studies investigated what factors affecting on career decisions making of Thai and Australian tourism and hospitality students. The result shown that Both Thai and Australian students identified similarly that the important factor were gender, training experience, family obligations and career opportunities in the industry. These factors could have the positive or negative impact on student's career choice.

Waisriseang (2009) studies of factors affecting decision Making of undergraduate Students in Public and Private University on occupation selection in Bangkok. The study use questionnaire to conducted the data. Two hundred and seventy-six samples were selected from undergraduate students from Public and Private University in Bangkok. The results founded that factors affecting on occupation selection were faculty, domicile and expectation from parent towards student's career.

(Arunothong, 1996) studies to investigate the relationships between personal variables and job choice motivators of new graduate students of Thammasart University. The research used questionnaire to collected the data. The populations were 694 students were selected from ten faculties of Thammasart University and 71.47% or 496 students had returned the questionnaire. This study used frequency, percentage, one-way analysis of variance, and T-test to analyzed the data. The study was divided factor into independent variable and dependent variable. The

independent variables were faculty, grade point average, gender, family, monthly income, and home towns. The dependent variables were salary, benefits, job security, job characteristics, working conditions, the popularity of organizations, and opportunity for advancement, career development, supervision, and interpersonal relation with co-workers. The study founded that graduates have the freedom to choose a career very high with 89.9% and Followed by family influential. However, for the job choice motivators, when compare among ten faculties the study founded that 4 job choice motivators were significant different: benefit, job characteristics, supervisions and job security.

Borchert (2002) studies of the factors affect career choices of high school students by dividing factors into three areas:, personality, environment, and opportunities. By using questionnaire to collected the data from seniors at Germantown High School, 325 students were selected. The results, from three areas factors, the student choose personality is the most important in career choice factors. He suggested that the individual must know their personality and use it as a tool for career decisions process. He mentions that the student who had thought about their future career in the early education does not see the grades as an obstacle. On the other hand, the student who did not think about their career in early education will felt to the limitation of their grades.

Clement (2004) studies about Occupational Decisions-Making and Career Choices Among School-Leavers in Ireland with reference to career in hotel and catering industry. He identified influential factors into two tiers, the primary tier are about factors as parental influence, work experience, Friends and Counselors, Social

Class and Culture, Image Status and Career, and Training, Development and Pay. The studies shown that parents are the most influencing on career decisions through their care for the child. And the work experience help students to developed their thinking towards career value as Clement mentions that “ 86 percent of students who had work experience in the industry indicated that this experience had influenced them negatively towards the sector” (p.86). The secondary tier are refer to the influential factor from outside such as the economic, Information and the Media, Size of School and course availability, financial costs, location of college and Childhood Ambitions and interests.

2.4 Conceptual Framework

This part presents the conceptual framework uses in this study to give an explanation for the interaction of various factors that have the affect on a career choice. The researcher has defined a conceptual framework by summarized various factors in previous researches and related Theories which discussed at above. In this study conceptual framework of factors that affecting career choice of graduating seniors was categorized in five majors variable as follow:

Figure 4 Conceptual Framework



Demographic Variable

Nationality: Korean and Thai

Influencing Variable

1. Personal and Social Influences

These factors are about what influence both from personal interest and socially which has a positive effect on student to select his or her study, such as personal interesting, a recommendation from family, friends or counselors, career characteristic, career opportunity in the workforce, academic performance and available of jobs in the industry.

2. Learning Experience

These factors are about the impact of learning experience to student's career choice.

3. Self-efficacy

These factors relates to student's work behavior; how Student understand about their own capabilities and the steps to enter the workforce. This study uses a validated self-efficacy inventory "Career Decision Making Self-Efficacy Scale- Short Form" to examine the relationship between student's self-efficacy and their career choice.

4. Outcome expectation

These factors talks about the career attitudes and their career expectations, as discussed in earlier (Social Cognitive Career Theory (SCCT). This study uses Schien's Career Anchors Inventory to examine the congruence of student's outcome expectation to their career choice.

5. Career Choice Motivators

These factors refer to career interest which has a positive impact on graduating students to career choices and, to examine which factors are important to student when selecting their career such as salary, job description, job prestige, career flexibility, ability to advancement, location, size of organization, career security and work environment.

Career Choice

This section is the results of Graduating student of their future career.

2.5 Research Hypothesis

Hypothesis 1 There is no significant difference between Thai and Korean students in social influences factors.

Hypothesis 2 There is no significant difference between Korean and Thai students to learning experience factors.

Hypothesis 3 There is no significant difference between Korean and Thai students about their self-efficacy factors.

Hypothesis 4 There is no significant difference between Korean and Thai students toward outcome expectation factors.

Hypothesis 5 There is no significant difference between Korean and Thai students toward their career choice motivator factors.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the full breakdown of the research methodology used to collect the data. The design and results of this study were quantitative; by used the statistical information, which collected by anonymous survey.

3.1 Data Collection

This study is focused on factors affecting career choices of Thai and Korean graduates in college of Humanities and Engineering.

3.1.1 Primary Data

This study used the questionnaire to collect data from Thai and Korean students who are in their last year in college of Humanities and Engineer.

3.1.2 Population

The research selected the population from Chulalongkorn University, Thailand and Seoul National University, South Korean. Both National Universities are top ranking in each country. The samplings of this study refer to Thai and Korean graduating seniors who study in college of Humanities and Engineering in order to compare the factors affecting on career choices in different field of study, personalities and environmental. The researcher selected sampling only of the last year student due to the work experience as the students, might have accepted from the job training in or outside of the university.

3.1.3 Sample Size

The size of the sample is calculated according to the formula of Yamane (1967). When total populations in the study are 2,197, the sample size should be at least 338 in order to have 95% confidence level. In this study will calculate the population by selected the total of Last year students in College of Humanities and Engineering of Chulalongkorn University and Seoul National University as follow:

Table 2 The total population in this study: categories by university and field of the study.

Field of The Study						
Humanities		Engineering		Total Number of Populations	Calculate by Yamane table 95% of confidence level	Approximately Sampling
Thai Students Chulalongkorn University	Korean Students Seoul National University	Thai Students Chulalongkorn University	Korean Students Seoul National University			
362	319	700	816	2197	338	400

Source: The website of each college which shown in the statistic of faculty and student in each year.

3.1.4 Sampling Method

This study investigates the factor affecting career choices of Thai and Korean new graduates in college of Humanities and Engineering, which aim to find out the difference and similarities of factors that are influential on their career choice. The

research used convenience sampling method to selected population. As discussed in the table2, the total of 400 questionnaires were distributed: 200 to Thai students at Chulalongkorn University, 100 in Humanities Department and 100 in Engineering Department. And for Korean students at Seoul National University, 100 in Humanities Department and 100 in Engineering Department, in order to get the target amount of the sample group as sample size.

3.1.5_Questionnaire Distribution

The questionnaire was designed to take approximately 10-15 minutes to finish. In this study the questionnaire has 70 items and divided into five parts as following:

Part 1: Individual Factor or Personal information, the section is pre-closed question, which designed to collect the descriptive information about the personal information of the respondent: gender, age, major of the study, parents occupation and work experience.

Part 2: This part's questions are about the perspective of the respondent towards the influences of Demographic and Environmental on career choice such as: personal Interesting, impact of family member or friend, community Values and practice, the labor market structure and economic environment. Each question use a five point likert scale and ask the participants to identify their level of the important from a given factors.

Part 3: This part asks about the influences of learning experience after student enters the course or learning experience from contextual environment,

which discussed in previous chapter. Also, each question uses a five point likert scale have the participants identify their level of the agreement or disagree from a given factors.

Part 4: Self-efficacy and Outcome expectations, this part uses two previously exited career inventories: the Career Decision-Making Self-Efficacy Scale-Short Form (CDMSE-SF) (Betz, Klein, & Taylor, 1996) and the Career Anchors (Schein, 1990), as discussed in previous chapter. These inventories were used to examine factor influencing on student's career decision making process and related to their behavior and career orientation, which were seen as likely to consequently influence their career choice. The questions use a five point likert scale and ask the participants to identify their confidence level of the given factors.

Part 5: The questions in third part are regarding the perspective of the respondent toward career choice motivators: salary, job description, job prestige, career flexibility, ability to advancement, location, size of organization, career security and work environment. This part also uses a five point likert scale to ask the participants to indicate their level of given factors which are important to their career choice. And the last item asks participants to identify their career choice after graduation, which are the perspective of the graduating student on career choice after they graduate that are they intends to seek a career in the profession of their education after graduation or not.

The questionnaires In part two until part five the research used 5-point Likert scale (Boone & Boone, 2012) as shown below:

Table 3 5-Point Likert score

Score	Score Meaning
1	Not Important at all / Strongly Disagree / Not Confidence at all/ Not match their Behavior at all / Not at all positive
2	Unimportant / Disagree / Not Confidence / Not match their Behavior/ Not positive
3	Neutral
4	Important / Agree / Confidence / Match their Behavior / Positive
5	Very important / Strongly agree / Complete confidence / Really match their Behavior /Very positive

3.2 Data analysis

The research will use the Statistical program software to analyze all data. The data was analyzed in descriptive statistic and inferential statistic. Descriptive statistics will use such as percentage, mean to give an explanation of the various factors affecting on career choice. Cross Tabulation method was used to summarize the general information of the participant (individual information). The Inferential statistics are used to describe distributions of variables and their interrelation. On the

other hand, inferential statistics are more suitable to test the hypothesis. Independent t-tests were used to test hypothesis to determine if there is any statistically significant differences between two groups or not.

This study use means score to give an explanation of the various factors affecting on career choice by uses the average level of score in to five groups ranking as the following table.

Table 4 The average level of score

Ranking of mean score					
Factors	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
1. Personal and Social Influences	Not important at all	Not Important	Neither important nor unimportant	Important	Very Important
2. Learning Experience	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
3. Self-efficacy	No confidence at all	Very Little confidence	Moderate Confidence	Much confidence	Completely Confidence
4. Outcome Expectation	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
5. Career Choice Motivators	Not important at all	Not Important	Neither important nor unimportant	Important	Very Important

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter is divided into six parts. 400 questionnaires were obtained for the quantitative data analysis and computer program were used to analyze all the data. The first part provides an overview of the participant's information which shown student's demographic details, working experience and Parent's occupation. The following part were present the quantitative result of questionnaire survey and the regression results were then present to identified the important or the significance of each factor to graduating student's career choice. These chapter will concludes with a discussion of the findings in the study.

4.1 Reliability Results

4.2 Individual Information (Personal Information)

4.3 Factor affecting to recent graduate career choices

4.4 Hypothesis Testing Results

4.1 Reliability Results

Table 5 is an overview of the cronbach's alpha results. Cronbach's Alpha used to test a measure of internal consistency of the scale questions in a survey/questionnaire to determine if the scale is reliable. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. Normally, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater

the internal consistency of the items in the scale. However, alpha coefficients of 0.6 are also accepted for inventory like this study. In table 5, the scales have a score of coefficient over 0.6, with the lowest scale being learning experience (Alpha = .660) and the highest is self-efficacy (Alpha = .853).

Table 5 Reliability Results of variables

Questionnaire	Cronbach's Alpha	Cronbach's Alpha Based on Standardize Items.	N. of Item.
Part 2 Personal & Social Influences	.728	.722	9
Part 3 Learning Experience	.660	.670	7
Part 4 Self-efficacy	.853	.855	19
Part 4 Outcome Expectation	.684	.683	17
Part 5 Career Choices Motivation	.713	.723	12
Total	.882	.885	64

4.2 Individual Information (Personal Information)

Individual Information which collected from participants was divided by nationality, Thai and Korean, shows in table 6, Faculty in table 7, gender in table 8, age in table 9, working experience in table 10, related of work experience in major of the study in table 11, and parent's occupation in table 12.

This research, the researcher selected participants in order to get the target amount of sample size (400 peoples) and collected the survey by divided the population into two groups as shown in table 6, 200 (50%) peoples from Thailand and 200 (50%) from South Korea. And also each country will selected the participant from two major of the study, 100 students in college of Humanities and 100 students from college of Engineering (Table 7). There was a slightly difference between male and female, because in college of Humanities most participants are female and also most students who study in Engineering are men. Table 8 is an overview of the age of the participants which categorized into two groups: 349 respondents are 21-25 accounting for 87.25%, while 12.75% or 51 peoples of the respondents are 26-30 years old and all are Korean male students. In South Korea, men over the age of 18 are subject to compulsory military service around 21 – 24 months and most of them choose to take a leave of absence in the middle of their undergraduate study.

In term of work experiences Table 10 shows 244 people (56%) or over the half of the respondents had work experience before or during their study. And 176 peoples accounting for 44% not have any work experience. However, the amount of students who has work experience among Thai and Korean are different. In additional table 11 also represent the number of student who had work experience in the field of their study. From 224 peoples, 50.89% or 114 had and experience in the field of their study, more than half at 33.04% or 74 people are Korean student. In the other hand 110 people or 49.11% has a work experience in other career field.

Table 12 shows the occupation of student's parent. As the researcher mention in chapter 2 about how parents can be influential to student's decisions to enter a career path or choose their major of the study. Nonetheless as the results shows in table 12, most of the parents are not work in the same profession, accounting for 73.50% or 294 people. Followed by 55 or 13.75 is only father, while 45 people or 11.25% for both parents, and just only 6 people or 1.50% has a mother that works in the same occupation field.

Table 6 Nationality

Count

		Frequency	Percent	Valid Percent	Cumulative Percent
Nationality	Thai	200	50.0	50.0	50.0
	Korean	200	50.0	50.0	100.0
Total		400	100.0	100.0	

Table 7 Faculty

Count

		Faculty				Total	
		Humanities		Engineering		N	Percent
		N	Percent	N	Percent		
Nationality	Thai	100	50	100	50	200	50
	Korean	100	50	100	50	200	50
Total		200	50	200	50	400	100

Table 8 Gender

Count

Gender			Faculty				Total	
			Humanities		Engineering			
			N	Percent	N	Percent	N	Percent
Male	Nationality	Thai	17	8.5	86	43	103	25.75
		Korean	32	16.0	79	39.5	111	27.75
	Total	49	24.5	165	82.5	214	53.50	
Female	Nationality	Thai	83	41.5	14	7	97	24.25
		Korean	68	34.0	21	10.5	89	22.25
	Total	151	75.5	35	17.5	186	46.50	
Total			200	50.0	200	50.0	400	100

Table 9 Age

Count

Age			Faculty				Total	
			Humanities		Engineering			
			N	Percent	N	Percent	N	Percent
21-25	Nationality	Thai	100	50.0	100	50.0	200	50.0
		Korean	93	46.5	56	28.0	149	37.5
	Total	193	96.5	156	78.0	349	87.25	
26-30	Nationality	Thai	0	0.0	0	0.0	0	0.0
		Korean	7	3.5	44	22.0	51	12.75
	Total	7	100.0	44	100.0	51	12.75	
Total			200	50.0	200	50.0	400	100.0

Table 10 Work Experience

Count

Work Experience			Faculty				Total	
			Humanities		Engineering			
			N	Percent	N	Percent	N	Percent
Yes	Nationality	Thai	45	22.5	28	14.0	73	18.25
		Korean	66	33.0	85	42.5	151	37.75
	Total	111	55.5	113	56.5	224	56.0	
No	Nationality	Thai	55	27.5	72	36.0	127	31.75
		Korean	34	17.0	15	7.5	49	12.25
	Total	89	44.5	87	43.5	176	44.0	
Total			200	50.0	200	50.0	400	100.0

Table 11 Work Experience related to Major of the study

Count

Work Experience related to Major of the study			Faculty				Total	
			Humanities		Engineering			
			N	Percent	N	Percent	N	Percent
Yes	Nationality	Thai	31	27.93	9	7.96	40	17.86
		Korean	40	36.04	34	30.09	74	33.04
	Total	71	63.96	43	38.05	114	50.89	
No	Nationality	Thai	14	12.61	19	16.81	33	14.73
		Korean	26	23.42	51	45.13	77	34.37
	Total	40	36.04	70	61.95	110	49.11	
Total	Nationality	Thai	45	40.54	28	24.78	73	32.59
		Korean	66	59.46	85	75.22	151	67.41
	Total	111	49.55	113	50.45	224	100.00	

Table 12 Parent's Occupations

Count

Faculty	Nationality	Parent's occupation								Total	
		Yes, Both of them		Yes, Only father		Yes, Only Mother		No			
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Humanities	Thai	9	9.00	3	3.00	3	3.00	85	85.00	100	100.0
	Korean	13	13.00	3	3.00	3	3.00	81	3.00	100	100.0
	Total	22	11.00	6	3.00	6	3.00	166	83.00	200	100.0
Engineering	Thai	12	12.00	24	24.00	0	0.00	64	64.00	100	100.0
	Korean	11	11.00	25	25.00	0	0.00	64	64.00	100	100.0
	Total	23	11.50	49	24.50	0	0.00	128	64.00	200	100.0
Total	Thai	21	10.50	27	13.50	3	1.50	149	74.50	200	100.0
	Korean	24	12.00	28	14.00	3	1.50	145	72.50	200	100.0
	Total	45	11.25	55	13.75	6	1.50	294	73.50	400	100.0

4.3 Factors influencing recent graduate career choice

The second set of questionnaire was asked about various factors which has an effect to graduating career choices. This part will categorize into five sections, started with personal interest and social influencing (table 14), followed by learning experience (table 15), self-efficacy (shown on table 16), outcome expected (table 17) and the lastly career choice motivator (table 18).

The table of each part will show the items, the average level of score (Mean or \bar{X}) which indicated that how much these variables are affecting the graduating students. The interpretation is based on the mean scores mentioned at table 4 in previous chapter. And also each table will present the detailed result of T-test which indicates that each factor has a significant difference among Thai's and Korean's career choice.

4.3.1 Personal and Social influences

These are the factors that have had an influential or positive effect on student's decision to choose their career path or entering into the major of their study. The interpretation of the mean score categorized to five items as mentioned in chapter three, table 4, ranging from 1.00 which is "Not Important At all" to 5.00 which is "Very Important".

Based on the observation on table 14, in terms of their personal interest in the education profession, according to item.-1 indicates that this factor is very important to Korean students ($\bar{X} = 4.32$) compared to Thai student ($\bar{X} = 3.74$). Especially for

Korean student in college of Humanities, which had the high mean score at 4.42. On “Tertiary entry rank” Koreans also think this factor are really important ($\bar{X} = 4.44$) to them than Thais ($\bar{X} = 3.54$) in both major (Korean Humanities $\bar{X} = 4.46$ and Engineering $\bar{X} = 4.41$). However, in case of the influences of family, both of Thais and Koreans did not think this factor is neither important nor unimportant for them by have the mean score at 3.02 and 2.97 respectively. As for Parent’s occupation in table 12, majority of student’s parent’s occupation in both countries are worked in different of career profession, indicates that family might not have a lot of influences in their children’s career path. Friends are also not important influencing for Korean student ($\bar{X} = 2.30$), but are in moderate level for Thai students ($\bar{X} = 2.64$). On the other hand, Korean students give more attention to recommend from counselors than from their parents or friends but just in the neutral level ($\bar{X} = 3.08$). For Thai students these factor are not important ($\bar{X} = 2.56$).

Move to the career characteristic, the image of career in their education field are very important for Korean students ($\bar{X} = 4.22$), but not for Thai students ($\bar{X} = 3.28$), except for Thai students in college of Engineering that has a slightly difference in mean score level at 3.56, indicated that these factor is important but not much. For the opportunity to entering in the workforce this factor has a slightly different between Thais ($\bar{X} = 3.73$) and Koreans ($\bar{X} = 3.61$). This factor is important for them both but it is more a significant for students in Engineering, this factor is important for Thai ($\bar{X} = 4.07$) than Korean students ($\bar{X} = 3.62$) in same major. Talking about the jobs

characteristic such as incentive, salary or working environment in the profession, this factor has a very influential to Korean students to choose their study major and has a high mean score at 4.52 (Humanities $\bar{X} = 4.55$ and Engineering $\bar{X} = 4.48$). And there are significantly different for both countries, because for the overall level for this factor for Thai students has mean score at 3.50, indicated that this factor are important but not much, especially for Humanities student which response this factor in moderate level ($\bar{X} = 3.29$). Last factors on table 14 are perspective of students toward the availability of jobs in the industry. Both groups think this factor is in moderate level. Thai has mean score at 3.15 and 3.00 for Korean However, Thai students thinks this factor is slightly more important than Korean students.

4.3.2 Learning Experience

This part is about student's perspective of the influences from learning experience after student enters the course or learning experience from contextual toward their career choice. The interpretation of the Mean score categorized to five levels as mentioned in chapter three, table 4, from 1.00 is "Strongly Disagree" to 5.00 is "Strongly Agree".

According to the result in table 15, The first items shows that after student entering to the study course, Korean students are strongly agree ($\bar{X} = 4.23$) that learning experience made them understand more about career in their education field. Same goes with, Thai students are agree ($\bar{X} = 3.74$) for this factor. Both Thais and Koreans agree that learning experience made them know which profession that

suitable for them, accounting for 3.55 of mean score for Thai student and slightly different more for Korean at 3.64. Korean students disagree ($\bar{X} = 2.63$) that learning experience made their interest in career are changed from the target, but differently for Thai student they are neither agree nor disagree ($\bar{X} = 3.18$). Thai and Korean students both agree that learning experience help them plan for future career, the average mean score is 3.43 for Thais and slightly different for Korean students at 3.66. In this factor allow students to see the opportunity to work in the future has a significant difference between both countries. Thai students agree has mean score at 3.61, especially in college of Engineering ($\bar{X} = 3.65$), but Korean students neither agree or disagree for this case. However, if mentioned about learning experience made the student to think about study higher education in the future, Thai and Korean students both agree by calculating the mean score at 3.69 for Thai students and more agree for Korean students at 4.08. Lastly, for “Learning experience help them to understanding of tendency rate or the labor market in their education career”, Korean students agree with this subject at 3.51 of mean score but different from Thai students that, neither agree nor disagree ($\bar{X} = 3.37$) to this case.

4.3.3 Self-efficacy

These factors are the present of student’s work behavior; how students understand about their own capabilities and the steps to enter the workforce. The existing inventory “Career Decision Making Self-Efficacy Scale- Short Form” is used to examine student’s self-efficacy and their career choice. The table 16 shows the result of this observation. The interpretation of the Mean score categorized to five

levels as mentioned in chapter three, table 4, from 1.00 “Not confidence at all, Not match to their behavior at all” to 5.00 “Complete confidence or Really match to their behavior”.

Based on the results from table 16, separated by each item; the first one is the preparation of the student about their career making decision. Both Thais and Koreans find information about career which they are interested in the library, 3.61 of mean score for Thai students, especially for Thai students in Engineering ($\bar{X} = 3.79$) and 3.46 for Korean students. There are significantly different for Thai and Korean students in planning their goals for next five years. Thai students give a mean score at 3.13 and more preparing for Korean student at 3.72. Furthermore, Korean student confidently on accurate assess their abilities more than Thai student, at 3.92 of mean score for Korean and 3.33 for Thai. Both accepted that they will select the job from the list of potential occupations they are considering. The level of this item is the same but is slightly different in statistical, for Thais have the mean score at 3.74 of mean score and Koreans at 3.94. Both are confident in determining the steps they need to take to successfully attain their chosen jobs. Korean rate the mean score at 3.45 and a little bit higher for Thai at 3.47. The next item asked about how student persistently work at their career goal even when they get frustrated. There are significantly different between Thais and Koreans. Korean students are completely confident for this subject at mean score 4.28, especially for students in Humanities ($\bar{X} = 4.30$). On the other hand, Thai students are less confident in this case at 3.91 of mean score. And also there are different for the confidence of the students on determining what their ideal job will be. Korean Student is confident in this subject

by have mean score at 3.59, but Thai students are neither confident nor not confident in this case. Thai and Korean students both pay attention at moderate level in finding out the employment trends in their profession over the next five years, accounting mean score for Thais at 3.00 and 3.11 for Koreans. They are both confident on decision that they will choose a career that fit their preferred lifestyle, which both countries give the confidential rank in the same level of mean score at 3.76. However, the attitude toward the subject “Changed career if they did not like their first choice” both group also give the same response on level that they are agree with. Koreans has the mean score at 3.52 and the same for Thai at 3.52. Both have a confidence in deciding what they value most in an occupation at mean score 3.83 for Thais and slightly more confidence at 3.98 for Korean students.

According to table 16, items number 12 which asked about “Find out about the average years earning of people in an occupation that they interested in”, the perspective of both countries are significantly difference. Korean students rated this item at a confidence level ($\bar{X} = 4.03$) that means they are interested to find out the average years earning of people who work in career that they interested in, but not for Thai student. They neither confidence nor not confidence about that at 3.31. Both countries are confident in making a career decision and they are not worried about whether it was right or wrong, accounting for the mean score at 3.52 for Thais and 3.57 for Korean students. Korean students are completely confident ($\bar{X} = 4.27$) on figuring out what they are and are not ready to sacrifice to achieve their career goals. On the opposite, Thai student are just confident ($\bar{X} = 3.84$). There are significantly difference in statistical among Thai and Korean on this subject. Both Thai

and Korean give the response level that they talk with a person who already employed in the field they are interested in by Thai has a mean score at 3.67 and Korean at 3.92. Next, item 16, mentions that are they identify employers, firms or institutions relevant to their career possibilities or not. Both of them response in the same level. Thai students has mean score at 3.48 and 3.68 for Korean students. However, only Thai students in Humanities are response at neutral ($\bar{X} = 3.37$) level. Thai and Korean students have the same response level on “Find information about universities and college that they are interesting in”. Thai and Korean student has the same response rate, which Thai students got a mean score at 3.58 and slightly more match on Korean students’ behavior at 4.03. About the confidential on the job interview process. Thai students thinks they are confident by has mean score at 3.58 and 3.53 for Korean students. Last but not least, to “Identify some reasonable of another career if they are unable to get their first choice”, Korean students think this subject are match to their behavior ($\bar{X} = 3.48$), but not for Thai students which give a response at neutral level 3.35.

4.3.4 Outcome Expectation

The table is an overview about the career attitudes and career expectations of the recent graduates which indicated about how the graduating Thai and Korean students are expected in their future career. The interpretation of the mean score categorized to five levels as mention in chapter three, table 4, from 1.00 “Strongly Disagree” to 5.00 “Strongly Agree”.

Based on the observation in table 17, the first item asks “are they aspire to be a good at what they do that the expert advice will be sought regularly”. There are a significantly difference on this subject; Korean students agree ($\bar{X} = 3.72$) with this item. While, Thai students neither agree nor disagree ($\bar{X} = 3.22$). They both agree that they will be successful in their career on if they develop the technical skill into a very high level of competence. Thai students have a mean score at 3.80 and Korean students at 4.00. Both graduating Thais and Koreans also agree that they are more interested to be a senior manager in a functional area of expertise than becoming a general manager; Thai students responded at 3.50 and Korean student at 3.54. Nevertheless, table 17, item 4 “I am happy in my own work when I be able to manage the efforts of others.” is significantly different in this subject. Korean students have a mean score at 3.76 and Thais at 3.48, yet only Thai students in Humanities neither agree nor disagree on this subject. Both Thai Korean students agree that their career goal is to be in a position that requires making decisions that affect many people, which Thai students have a mean score at 3.62 and 3.87 for Korean students. Item 6 on table 17 “they will fell successful in their career if they became a General Manager or even higher level position”. Both group agree with this, Thai students’ mean score was 3.97 and slightly higher at 4.19 for Korean students, especially for students in Humanities strongly agree ($\bar{X} = 4.21$).

As detailed in Table 17 item 7, “Their ideal job is one that allow them the freedom to do a job with their own way and in their own time” there is significantly difference on this item. Thai students agree with this factor by has a mean score at 3.99, but on the opposite side, Korean students neither agree nor disagree ($\bar{X} = 3.40$)

with this items. Thai students agree that they are most satisfied in their work when they are completely free to define their own tasks and procedures, which has the mean score at 4.16 and highly rate for Thai students in Engineering ($\bar{X} = 4.24$). This subject are significantly different in statistical, as Korean students agree just at 3.48 of mean score. Furthermore, Korean students strongly agree ($\bar{X} = 4.44$) that they consider themselves successful when they get credit for something that is entirely the result of their own ideas and efforts. That is different between two countries, because Thai students agree at 4.08.

Next item on table 17 review the answer of respondent about the freedom to do the job or job that has more security is good for them. Item 10, "I think the freedom to do job in my own way, free from organization and company rules in more important to me than feeling secure in my job." Thai students agree ($\bar{X} = 3.63$), while Korean students neither agree nor disagree ($\bar{X} = 3.18$). Item 11 is "I would rather leave the organization than reduce the independence I currently have." Also Thai students agree ($\bar{X} = 3.44$) but Korean students neither agree nor disagree ($\bar{X} = 3.20$). However, Korean students agree ($\bar{X} = 3.82$) that the security and stabilities of a job are more important than freedom and autonomy. There are some significant difference in this item as, Thai student are neither agree nor disagree ($\bar{X} = 3.23$) about that. Besides, both Thai ($\bar{X} = 3.21$) and Korean ($\bar{X} = 3.39$) students are neither agree nor disagree that they would rather resign from the company than accept the assignment that would reduce that security in the company. Moreover, both groups of students are agreeing that the financial and employment security are primary

important in their career decisions. Thai students have mean score at 3.61 and slightly higher for Korean students at 4.13.

Last three items on table 17 are the answers of the respondents on the perspective toward the idea of building their own business. Both Thais and Koreans agree that they always lookout for ideas that would allow them to start their own business. The mean score of Thai students is 3.72 and 3.49 for Korean students. However, there are significantly different on the next item that “Building their own business is more important than achieving a high level managerial position in someone else’s organization”, Thai students agree ($\bar{X} = 3.56$) with this item but not for Korean students as, they neither agree nor disagree ($\bar{X} = 3.28$) about this. Lastly, item 17 is the answer about students’ perspective on “they will be success when they have successfully starts their own business” These item are also significantly different between Thai and Korean students as, Thai students agree ($\bar{X} = 3.72$) with this but Korean students are response at the neutral ($\bar{X} = 3.23$) rank.

4.3.5 Career Choice motivators

Table 18 are the response of graduating students to the perspective toward career choice motivators which has an impact to their career decision making, such as: Salary, Job Description, Job Prestige, Career flexibility, Ability to Advancement, Location, Size of Organization, Career Security and Work Environment. The

interpretation of the Mean score (\bar{X}) divided into five levels as mentioned in chapter three, table 4, from 1.00 “Not important at all” to 5.00 “Very important”.

According to the observation table 18, the first item is the answer of “Job that is appropriate to gender”, there are different between both countries as Korean students thinks this factor are important ($\bar{X} = 3.40$) for them but Thai student thinks in moderate ($\bar{X} = 2.96$) rate for. Both countries consider the job that fits to their personality, abilities and interest is an important factor for them (Thai ($\bar{X} = 4.07$) and Korean ($\bar{X} = 4.11$)). Mentioned about career incentives such as salary or an allowance, this factor is really important at high average rate ($\bar{X} = 4.55$) for Korean students to select their choice and on the other site it is also important ($\bar{X} = 4.07$) for Thai students. Both group of students think that job that fits their educational qualification or experience are important for them on career choice. The nature of the job is also an important factor for Thai and Korean students, accounting for Thai has mean score at 3.62 and slightly low for Korean students at 3.90. Both Thai and Korean students think the career advancement are important to them as the results in table 18 shown the average mean score for Thai students at 3.95 and 3.87 for Korean students. The next factor is career status, this talking about jobs or careers that are in a good standing in society. Thais and Koreans think this factor is important for them: 3.71 of mean score for Thai students and higher mean score at 4.09 for Korean. However, if mentioned about the Location of organization or workplace Thai students think there are important ($\bar{X} = 3.42$) factor for them but on the Korean

students responded at moderate ($\bar{X} = 3.34$) level. Thai and Korean students answer that organization's profile and stability is an important factor for their career choice also which have a mean score at 3.64 for Thais and 3.89 for Koreans. However, the availability of any type of the job in labor market is neither important nor unimportant factor for both of Thais and Koreans. As shows in the table, the response for both countries are in the moderate level (Thai students $\bar{X} = 2.85$ and Korean student $\bar{X} = 2.79$). Thai students think that job that fits their lifestyle is an important ($\bar{X} = 3.81$) factor for them to career decisions making but it is not the same for Korean student which responded for this factor in the neutral level at 3.38. Last but not least, talking about the rate on number of available position at that time, both Thai and Korean students think this factor is neither important nor unimportant for them (Thai $\bar{X} = 3.01$ and $\bar{X} = 2.88$ for Korean).

Table 13 the overall mean score of each factor which influence on career choice

Factors	Thai		Korean	
	Overall Mean \bar{X}	Overall Meaning	Overall Mean \bar{X}	Overall Meaning
1. Personal and Social Influences	3.24	Neutral	3.61	Important
2. Learning Experience	3.50	Important	3.58	Important
3. Self-efficacy	3.53	Confidence	3.74	Confidence
4. Outcome Expectation	3.64	Agree	3.65	Agree
5. Career choice Motivators	3.59	Important	3.68	Important

According to table 13, the perspective of Thai and Korean student toward Personal and social influences are different. Korean student thinks these factors are Important ($\bar{X} = 3.61$) for them. On the other hand Thai student had a moderate level ($\bar{X} = 3.24$) toward this factor. Move to Learning experience the overall mean score of these factors are not different among Thai and Korean students. Both are agreeing that these factors have an influence on their career decision making with mean score at 3.51 for Thais and 3.58 for Korean students.

Also table 13 shows the overall score of self-efficacy which indicated that they are confident to enter the workforce in the same level which Korean students are more confident at 3.75 of average mean score and following by Thai students at

3.53. The overall of outcome expectations among Thai and Korean students are similar. Accounting at 3.64 of mean score for Thai students and 3.65 for Koreans. This means both group have the same level in perspective of outcome expectations which influence their career choices. Lastly The overall mean score of factor “career choice motivation” on table 13 shows that this variable are important for both Thai and Korean students: Thai students has overall mean score at 3.59 and 3.69 for Korean students.



Table 14 Personal Interest and Social Influence Factors Total Items: 9	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean score (\bar{X})								
1. Personal Interest in the education profession	3.74	4.38	3.49	4.42	3.99	4.33	-7.634*	-7.330*	-3.332*
2.Tertiary Entry Rank	3.54	4.44	3.50	4.46	3.58	4.41	-10.399*	-8.020*	-6.686*
3.Family	3.02	2.97	2.88	2.92	3.15	3.01	.523	-.290	1.063
4.Friends	2.64	2.30	2.69	2.21	2.58	2.38	3.546*	3.580*	1.459
5.School teachers or counselor	2.56	3.08	2.48	3.06	2.63	3.10	-5.276*	-3.868*	-5.583*
6.Image of career in the education field	3.28	4.22	2.99	4.23	3.56	4.21	-10.704*	-9.556*	-5.734*
7.Career Opportunity in the workforce	3.73	3.62	3.38	3.61	4.07	3.62	1.228	-1.654	4.389*
8.Job Characteristic such as salary, working hours, incentive or working environment	3.50	4.52	3.29	4.55	3.71	4.48	-11.539*	-9.111*	-7.320*
9.Availability of jobs in the industry	3.15	3.00	3.07	2.98	3.23	3.01	1.711	.659	1.845
Total	3.24	3.61	3.09	3.60	3.39	3.62	-7.379*	-7.003*	-3.460*

*Statistically significant at 5% confidence level ($P < 0.05$)

Table 15 Learning Experiences Total Items: 7	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
1. More understanding about career in education field.	3.74	4.23	3.76	4.24	3.72	4.21	-6.687*	-4.672*	-4.764*
2. Know the profession that suitable for your own.	3.55	3.64	3.50	3.61	3.60	3.66	-1.100	-.943	-.590
3. Interested in a career are changed from the target.	3.18	2.63	3.25	2.57	3.11	2.68	6.431*	5.361*	3.675*
4. Make a plan of your future career.	3.43	3.66	3.34	3.66	3.52	3.66	-3.039*	-2.762*	-1.441*
5. Saw the opportunity to work in the future.	3.61	3.34	3.56	3.32	3.65	3.35	3.489*	2.091*	2.879*
6. Have an idea about study higher education in the future.	3.69	4.08	3.73	4.11	3.64	4.04	-4.911	-3.402*	3.533*
7. Understanding of the tendency rate or the labor market in their educational career	3.37	3.51	3.30	3.50	3.44	3.51	-1.708	-1.802	-.621
Total	3.51	3.58	3.49	3.57	3.53	3.59	-1.556	-1.176	-1.014

*Statistically significant at 5% confidence level ($P < 0.05$)

Table 16 Self-efficacy Total Items: 19	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
1. Find information in library about career you are interested in.	3.61	3.46	3.79	3.46	3.79	3.46	1.789	-.328	3.168*
2. Make a plan of your goals for next 5 year.	3.13	3.72	3.13	3.73	3.13	3.70	-6.789*	-4.571*	-5.087*
3. Accurately assess your abilities.	3.33	3.92	3.41	3.92	3.41	3.91	-8.136*	-5.757*	-5.930*
4. Select one occupation from a list of potential occupations you are considering.	3.74	3.94	3.86	3.95	3.86	3.92	-2.613*	-2.757*	-.670
5. Determine the steps you need to take to successfully attain your chosen career.	3.47	3.45	3.55	3.44	3.55	3.46	.181	-.475	.840
6. Persistently work at your career goal even when you get frustrated.	3.91	4.28	4.04	4.30	4.04	4.25	-5.206*	-5.012*	-2.245*
7. Determine what your ideal job will be.	3.27	3.59	3.27	3.57	3.27	3.61	-3.663*	-2.199*	-3.095*
8. Find out the employment trends for an career over the next 5 years.	3.00	3.11	2.92	3.09	2.92	3.13	-1.385	-.147	-2.194*

Table 16 Self-efficacy Total Items: 19	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
9. Choose a career that will fit your preferred lifestyle.	3.76	3.76	3.72	3.75	3.79	3.77	-.068	-.257	.219
10. Change careers if you did not like your first choice.	3.52	3.52	3.57	3.52	3.46	3.52	-.057	.418	-.466
11. Decide what you value most in an occupation.	3.83	3.98	3.89	3.99	3.77	3.96	-2.150*	-1.011	-2.068*
12. Find out about the average years earnings of people in an occupation.	3.31	4.03	3.24	4.05	3.38	4.00	-9.669*	-8.641*	-5.420*
13. Make a career decision and then not worry about whether it was right or wrong.	3.52	3.57	3.42	3.54	3.61	3.59	-.606	-.984*	.180
14. Figure out what you are and are not ready to sacrifice to achieve your career goals.	3.84	4.27	3.78	4.30	3.90	4.23	-5.693*	-4.681*	-3.305*

Table 16 Self-efficacy Total Items: 19	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
15. Talk with a person already employed in the field you are interested in.	3.67	3.92	3.70	3.92	3.63	3.92	-3.135*	-1.903	-2.524*
16. Identify employers, firms' institutions relevant to your career possibilities.	3.48	3.68	3.59	3.68	3.37	3.67	-2.624*	-.905	-2.731*
17. Find information about universities and college.	3.87	4.03	3.93	4.05	3.81	4.00	-1.950	-1.132	-1.601
18. Successfully manage the job interview process.	3.58	3.53	3.51	3.52	3.65	3.54	.681	-.094	1.086
19. Identify some reasonable career alternatives if you are unable to get your first choice.	3.35	3.48	3.43	3.46	3.26	3.50	-1.706	-.265	-2.178*
Total	3.53	3.75	3.51	3.75	3.56	3.74	-5.257*	-3.799*	-3.650*

*Statistically significant at 5% confidence level ($P < 0.05$)

Table 17 Outcome Expectations Total Items: 17	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean scores (\bar{X})								
1. I aspire to be good at what I do that my expert advice will be sought regularly.	3.22	3.72	3.19	3.71	3.25	3.73	-6.276*	-4.470*	-4.388*
2. I will be successful in my career only if I develop the technical skills in my functional area to a very high level of competence.	3.80	4.00	3.80	4.03	3.80	3.97	-1.839	.141	-1.478
3. Being a senior manager in a functional area of my expertise is more attractive to me than becoming a General Manager.	3.50	3.54	3.49	3.53	3.51	3.55	-.373	.699	-.387
4. I am happy in my own work when I have been able to manage the efforts of others.	3.48	3.76	3.26	3.76	3.69	3.76	-3.445*	-4.016*	-.665
5. My career goal is to be in a position that requires making decisions that affect many people.	3.62	3.87	3.47	3.87	3.77	3.86	-3.101*	-3.435*	-.855

Table 17 Outcome Expectations Total Items: 17	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean scores (\bar{X})								
6. I will feel successful in my career if I became a General Manager or even higher level position.	3.97	4.19	3.94	4.21	4.00	4.17	-2.678*	-2.237*	-1.518
7. My ideal job is one that allows me the freedom to do a job on my own way and in my own time.	3.99	3.40	3.91	3.38	4.06	3.41	8.904*	5.505*	7.149*
8. I am most satisfied in my work when I am completely free to define my own tasks and procedures.	4.16	3.48	4.08	3.45	4.24	3.50	10.915*	6.678*	8.979*
9. I consider myself successful when I get credit for something that is entirely the result of my own ideas and efforts.	4.08	4.44	4.08	4.44	4.07	4.43	-4.685*	-3.217*	-3.400*
10. I think the freedom to do job in my own way, free from organization and rules and constraints is more important to me than feeling secure in my job.	3.63	3.18	3.48	3.13	3.77	3.22	5.872*	3.202*	5.197*

Table 17 Outcome Expectations Total Items: 17	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean scores (\bar{X})								
11. I would rather leave my organization/ company than reduce the amount of independence I currently have.	3.44	3.20	3.35	3.18	3.52	3.22	2.901*	1.464	2.658*
12. The security and stabilities of a job are more important to me than freedom and autonomy.	3.23	3.82	3.26	3.81	3.19	3.83	-7.413*	-4.902*	-5.553*
13. I would rather resign from my organization/ company than accept an assignment that would jeopardize my security in organization/ company.	3.21	3.39	3.33	3.38	3.09	3.39	-2.384*	-.489	-2.873*
14. Financial and employment security are primary importance in my career decisions.	3.61	4.13	3.71	4.12	3.50	4.13	-6.095*	-3.234*	-5.534*

Table 17 Outcome Expectations Total Items: 17	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean scores (\bar{X})								
15. I am always lookout for ideas that would allow me to start my own business.	3.72	3.49	3.67	3.45	3.77	3.53	2.721*	1.759	2.106*
16. Building my own business is more important to me than achieving a high level managerial position in someone else's organization.	3.56	3.28	3.52	3.23	3.60	3.32	3.403*	2.235*	2.635*
17. My career will be a success when I have successfully starts my own business.	3.72	3.23	3.53	3.19	3.91	3.26	5.807*	2.623*	6.020*
Total	3.64	3.65	3.59	3.64	3.69	3.66	-.302	-1.083	.554

*Statistically significant at 5% confidence level ($P < 0.05$)

Table 18 Career Choice motivators Total Items: 12	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
1. Job that is appropriate to gender.	2.96	3.40	2.66	3.39	3.25	3.41	-4.436*	-4.872*	-1.255
2. Job that fits my personality, abilities and interest.	4.07	4.11	4.08	4.14	4.06	4.08	-.650	-.646	-.247
3. Career incentives (Salary, allowances)	4.01	4.55	4.02	4.61	4.00	4.49	-7.785*	-6.415*	-4.713*
4. Job that fits my educational qualification/ experience.	3.62	4.07	3.42	4.09	3.82	4.05	-5.462*	-5.705*	-2.043*
5. The nature of the job.	4.07	3.90	4.05	3.90	4.09	3.89	2.445*	1.510	1.933
6. Career Advancement.	3.95	3.87	3.90	3.89	3.99	3.85	1.144	.109	1.487
7. Career status.	3.71	4.09	3.63	4.13	3.79	4.04	-4.925*	-4.607*	-2.346*
8. Location of organization or workplace.	3.42	3.34	3.46	3.34	3.38	3.33	1.004	.929	.455
9. Organization's profile and stability.	3.64	3.89	3.56	3.91	3.72	3.87	-2.972*	-2.763*	-1.354

Table 18 Career Choice Motivators Total Items: 12	All		Humanities		Engineering		t-test		
	Thais N=200	Koreans N=200	Thais N=100	Koreans N=100	Thais N=100	Koreans N=100	All N=400	HM N=200	Eng. N=200
	Mean (\bar{X})								
10. The availability of any type of job in the labor market.	2.85	2.79	2.82	2.78	2.88	2.80	.622	.272	.636
11. Job that fits my lifestyle.	3.81	3.38	3.77	3.36	3.85	3.39	5.910*	3.652*	4.810*
12. The rate on number of available position at that time.	3.01	2.88	3.08	2.85	2.94	2.91	1.495	1.856	.246
Total	3.59	3.69	3.54	3.70	3.65	3.68	-2.389*	-2.891*	-.504

*Statistically significant at 5% confidence level (P< 0.05)

Table 19 Do you intend to seek a career in the profession of you education after graduation?

Count

1.Do you intend to seek a career in the profession of you education after graduation?			Faculty				Total	
			Humanities		Engineering		N	Percent
			N	Percent	N	Percent		
Yes	Nationality	Thai	45	22.50	80	40.00	125	31.25
		Korean	84	42.00	76	38.00	160	40.00
	Total		129	64.50	156	78.00	285	71.25
No	Nationality	Thai	55	27.50	20	10.00	75	18.75
		Korean	16	8.00	24	12.00	40	20.00
	Total		71	35.50	44	22.00	115	28.75
Total			200	50.00	200	50.00	400	100.00

Based on the overview of table 19, the results show the amount of student that intends to seek a career in the profession of their education after graduated. The majority of the students answered yes, accounting for 285 of 71.25% and 115 or 28.75% said no. If divided in to each countries and college of the study, Thai students in Humanities answered yes 45 people and 55 people said no. Thai students in Engineering, 80 people answered yes and only 20 people said no. On the other side, Korean students in Humanities, 84 students answered yes and 16 answered no. And for students in Engineering, 76 people said yes and 24 said no. The result presents that graduating students in college of Humanities, Korean students are more active seeking a career in their profession than Thai students. But Thai Engineering students choose to apply for the job in their major more than Koreans.

4.4 Hypothesis Testing Results

This part reveals an analysis testing of the hypotheses. There were five hypotheses tested for this study. Each item concern about the significantly different of the factors influential to career choice between Thais and Koreans.

- Hypothesis 1 There is no significant difference between Thai and Korean students in Personal and Social Influences factors.

H0 : $\mu_1 = \mu_2$

H1 : $\mu_1 \neq \mu_2$

Table 20 Hypothesis 1

Nationality	Mean	Std. Deviation	Std. Error Mean	T- Statistics	Sig.
Thai	3.2372	.64517	.04562	-7.379	.000**
Korean	3.6106	.30929	.02187		

**Statistically significant at 5% confidence level ($P < 0.05$)

This hypothesis H0 is rejected and H1 are accepted, according to table 20, shown the P-value is .000 which is less than the significant level($P < .05$), indicates that Thai and Korean graduating students have a significant difference in Personal and Social Influences variable.

- Hypothesis 2 There is no significant difference between Korean and Thai students to Learning Experience factors.

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Table 21 Hypothesis 2

Nationality	Mean	Std. Deviation	Std. Error Mean	T-Statistics	Sig.
Thai	3.5086	.56286	.03980	-1.556	.120
Korean	3.5800	.32331	.02286		

**Statistically significant at 5% confidence level ($P < 0.05$)

This hypothesis are accepted, according to table 21, shown the P-value is .120 which more than the significant level ($P < .05$) The t-test result indicated that Thai and Korean graduating students have been influenced in the same level from learning experience variable

- Hypothesis 3 There is no significant difference between Korean and Thai students for their self-efficacy factors.

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Table 22 Hypothesis 3

Nationality	Mean	Std. Deviation	Std. Error Mean	T-Statistics	Sig.
Thai	3.5334	.51016	.03607	-5.257	.000**
Korean	3.7468	.26347	.01863		

**Statistically significant at 5% confidence level ($P < 0.05$)

This hypothesis are rejected and H1 are accepted, according to table 22, shown the P-value is less than the significant level ($P < .05$) The result indicated that Thai and Korean graduating students have a significant difference on self-efficacy variable.

- Hypothesis 4 There is no significant difference between Korean and Thai students toward the outcome expectation factors.

H0 : $\mu_1 = \mu_2$

H1 : $\mu_1 \neq \mu_2$

Table 23 Hypothesis 4

Nationality	Mean	Std. Deviation	Std. Error Mean	T-Statistics	Sig.
Thai	3.6415	.38070	.02692	-.302	.763
Korean	3.6515	.27292	.01930		

**Statistically significant at 5% confidence level ($P < 0.05$)

This hypothesis H1 are accepted, according to table 23, shown the P-value is .763 which more than the significant level ($P < .05$) The t-test result indicated that There are not different among Thai and Korean graduating students on their perspectives toward the outcome expectation variable.

- Hypothesis 5 There is no significant difference between Korean and Thai students toward their career choice motivator factors

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Table 24 Hypothesis 5

Nationality	Mean	Std. Deviation	Std. Error Mean	T-Statistics	Sig.
Thai	3.5925	.47640	.03369	-2.389	.017**
Korean	3.6875	.29874	.02112		

**Statistically significant at 5% confidence level ($P < 0.05$)

This hypothesis H1 are accepted, according to table 24, shown the P-value is less than the significant level ($P < .05$). The t-test result indicated that Thai and Korean graduating students are significantly different of their perspectives toward career choice motivators which influencing their career choice.

CHAPTER V

CONCLUSION AND RECOMMENDATION

From the study of factors of making career choices for Thai and Korean graduating seniors. This chapter reveals the conclusion and provides recommendations as follow:

5.1 Conclusion

The purpose of this study is to investigate factors that are affecting the career choice of the recent college students, which include Personal factors and social, Learning Experience, Their self-efficacy, Perspective of career outcome expectation and Career choice motivators. This study focus on the last year undergraduate students in Thailand and South Korea in college of Humanities and Engineering. Data collections are from two sources. First is from literature reviews, references data, journals and previous studies. The second or primary research was conducting by creating a quantitative questionnaire and collected data from graduating students at Chulalongkorn University, Thailand and Seoul University in South Korea in college of Humanities and Engineering.

The sampling group was selected by calculated with Taro Yamane's formula by setting the confidence level at 95%, which consists of 338 people, however the researcher chose to do a survey with 400 sampling in order to get the target amount of the sample group as sample size. The inventory consists with five measurement

parts which are individual information, Personal and Social Influences, Learning experience, Self-efficacy, Outcome expectation and Career Interest.

The descriptive results of the questionnaires show the demographic of the respondents which include nationality, major of the study, gender, ages, work experience, parent's occupation and their decision of career after graduation. The inferential statistic results provide the distribution of each factor and describe how much there are affecting on graduating student career choice and the hypothesis testing showed that each factor has difference effect among Thai and Korean students.

The result and Discussion

The researcher would like to provide the result of this study by divided according to the research question as follows:

1. Identify the factors that influencing career choices of Thais and Koreans graduating student.

This question is answer by collected data from the secondary research such as literature reviews, references data, journals and exiting study, which the research used to conceptualize this study conceptual framework and creating the questionnaire to collected the primary data. The result of the study shows that there are many factors that can be influential on the career choice of the graduating students, which are Personal interest and social influences, Learning Experience, Self-efficacy, Outcome expectation and Career choice motivators.

2. Each factor has a different effect to career choice of Thai and Korean students.

This question is answered by using the result of the survey questionnaire and has been separated in to five different parts.

First is Personal and Social Influences. The result from hypothesis test indicates that, these factor has a different effect on career choices between Thai and Korean graduating students. The result showed that the Koreans been affected more from these factors than Thais. Korean students responded that the most affecting factor to their career path decision is the Job characteristic such as salary, working hours or incentive, which is synonymous to the Maslow's general Theory of Human Motivation or hierarchy of need (Maslow, 1970). The theory states that physiological need is the first need for human. Follows by the tertiary entry rank includes personal interest in the profession and the image of the career. Thai students consider the job characteristic first, followed by the career opportunity in the workforce, and tertiary entry rank, but not at higher rate like Korean. However, it is notable that, at present, parents do not influence the career choices of students, which contradicts to Roe's theory (1956) that said parents are particularly influential and can greatly has an effect on a child's choice of a career. This argument was support by Romine, Robinson and Owens (1999), which mention on chapter two.

A second factor is the influence from learning experience. Regarding to the hypothesis test, the effect from this factor toward that career choice are not different between the Thai and Korean students. Both think this factor has an important effect as it made them understand about careers in their education field more and help

them to plan their future career. This was supported by theory of occupation choice by Robert Hoppock (1967), which stated that career choice depends on the knowledge of the self, knowledge of occupations.

The third factor is self-efficacy which indicates how much graduating students know about their abilities and the confidence student have to enter the workforce. From the result of hypothesis test, Thai and Korean graduating students are different on these factors. Korean students are more confident and prepared when it comes to enter a career than Thai students. The result from the study shown the highest three item from, Korean students: “Persistently work at your career goal even when get frustrated.”, “Figure out what you are and are not ready to sacrifice to achieve your career goals.” and Find out about the average years earnings of people in an occupation that they are interest. As stated on the survey researched by the 6 dimensions of National Culture by Hofstede (2011), indicates that Korean (with the highest score), focuses on their ability practical and adaptation which can help them success to achieve future.

The fourth factor is the outcome expectation. It describes what graduating students expect from their future career. As the result from hypothesis test, there is no significantly different among Thais and Koreans student, which means that these factors has an effect to career choice of Thai and Korean students at the same level. However, from the same result, Thai students expected the freedom to do the job on their own way and lookout for ideas to open their own business more than Korean students. On the other hand, Korean students expected the security and stabilities of the job more than Thais. Correlating to the findings, the 6 dimensions of National Culture by Hofstede (2011) on uncertainty avoidance stated that Korean

society is one of the most uncertainty avoiding countries in the world, which help explains why Korean students lean toward careers which are secure and stable, whereas Thai students value freedom in a job more than Korean students. Nevertheless, both consider salaries, compensation and employment security as a primary career decision indicator.

The last factor is career choice motivators, which includes: the appropriation for gender, Career incentive like salary, job description, job status in society, ability to Advancement, location, size of organization, career security or work environment, and the available position in the labor market. The result from hypothesis test shown that Thai and Korean graduating students have the slight different with their' perspectives toward these factors. Korean students has been influenced from these factors more than Thai students. Korean students consider on Job incentive first, followed by how the job fits their personality and career status in society. On other hand, the factor which had most effect for Thai students are the nature of job, job that fits their personality, abilities and interest, and career incentives. However, both groups did not pay much attention on available positions on the labor market.

The present study has provided a detailed of the factor affecting on career choice of Thai and Korean graduating students, which investigate about the perspective of the students since the beginning of the entering into career path or before entering to the university until before they will enter to the workforce. In the present day the recommendation from family members and teachers or counselors seem to be less influential to student's career decisions and replace with the

influences from contextual environment such as image of the job and job characteristic like salary or incentive. From the result of this study, the graduating student should pay more attention on the available of job in labor market as it may help them avoid the unemployment after graduation. Also the researcher would like to give a suggestion to families and counselors that they need to help students understand and prepare themselves before choosing their career profession or entering the workforce. Even if the student thinks their personal interest and their expectations are more important to their career choice but learning experiences from parents, teachers or contextual environment can also help them to conceptualize their thinking and they might able to adapt themselves for more success in making their career choice.

5.2 Recommendation for Further Study

The study of factors on career choice of graduating students uses the case study of Thai and Korean students has generated insightful information but still faced some limitations. Additional studies required for more understanding about factors affecting on career choice of graduating student, the researcher would like to give recommendations for further study as follows:

- This study considers only the comparison between Thai and Korean graduating students in Humanities and Engineering. Further studies can try to focus on other countries or other major of the study for more understanding on each different group.
- Further studies can try to focus or be more specific on the factors affecting on a career choice or add more variable such as how career interest are affecting career choices in different gender.
- This study is useful for teachers and counselors to give a recommendation or suggestion to students for their career decisions making in the future.

REFERENCES

- Arunothong, N. (1996). *Personal variables and job choice motivators of new graduate students of Thammasat University*. (Master), Thammasat University.
- Betz, N. E., Klein, K. L., & Taylor, K. M. (1996). Evaluation of a short-form of career decision making self-efficacy scale. *Journal of Career Assessment*, 4, 47-57.
- Boone, H., & Boone, D. (2012). Analyzing Likert Data. *Journal of Extension*, 50(2).
- Borchert, M. (2002). *Career Choice Factors of High School Students*. (Master), University of Wisconsin-Stout.
- Clement, H. (2004). *Occupational Decision-making and Career Choice among School-Leavers in Ireland 2002-2004 with Particular Reference to a Career in the Hotel and Catering Industry*. (Master), Dublin Institute of Technology.
Retrieved from
<http://arrow.dit.ie/cgi/viewcontent.cgi?article=1011&context=ltcdis>
- Coertse, S., & Schepers, J. (2004). Some Personality and Cognitive Correlates of Career Maturity. *Journal of Industrial Psychology*, 30 (2) 56-73.
- Dose, J. J. (1997). Work values: An integrative framework and illustrative application to organizational socialization. *Journal of Occupational and Organizational Psychology*, 70(3), 219-240.
- Ghuangpeng, S. (2011). *Factors Influencing Career Decision-Making: A Comparative Study of Thai and Australian Tourism and Hospitality Students*. (Doctoral), Victoria University, Melbourne.
- Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. (978-0-9845627-0-1). from

International Association for Cross-Cultural Psychology

<http://dx.doi.org/10.9707/2307-0919.1014>

Holland, J. (1992). *Making vocational choice: a theory of vocational personalities and work environments*: Inc.,Florida.

Hoppock, R. (1967). *Occupational information*. New York: McGraw-Hill.

Ivancevich, J. M. (1994). *Human Resource Management*. Boston: Irwin.

Johnson, M., & Mortimer, J. (2002). *Career choice and development from a social perspective* (D. Brown & Association Eds.). San Francisco: Jossey-Bass Awiley Company.

Joost, C. F. and D. D. (2012). "Practical Assessment, Research and Evaluation." *Journal of BioMechanical Engineering* 15.

Kong, M. (2013). Economically active Population survey in January 2013 [Press release]. Retrieved from <http://kostat.go.kr>

Krumboltz, J. D. (1979). *A social learning theory of career decision-making*. Cranston, RI., Carroll Press

Lavonen, J., et al. (2008). "Students' Motivational Orientations and Career Choice in Science and Technology: A comparative Investigation in Finland and Latvia." *Journal of Baltic Science Education* 7(No.2): 86-102.

Lee, K. H. and P. S. Kim (2012). Factor affecting job satisfaction among public servant: a South Korean case., *Int. J. Public Policy*.

Lent, R. (2005). *A social cognitive view of career development and counseling*: Hoboken, NJ: Wiley.

- Lent, R., Brown, D., & Hackett, B. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior, 45*, 79-123.
- Lent, R., Brown, D., & Hackett, G. (2002). *Social cognitive career theory* (4th ed.). San Francisco: CA: Jossey-Bass.
- Leung, S. A. (2008). The Big Five Career Theories, The Chinese University of Hong Kong.
- Lindley, L. D. (2005). Perceived barriers to career development in the context of social cognitive career theory. *Journal of Career Assessment*(13(3)), 271-187.
- Maharaj, S. H. (2008). An Investigation of the factors affecting the career choice of selected Health-care Students (Physiotherapy, Chiropractic, Medicine and Occupational Therapy) In Kwazulz Natal. Faculty of Health Science, Durban University of Technology. Master.
- Mary, E. K. (2009). Social Cognitive Career Theory as Applied to The School-To-Work Transition. Philosophy, Seton Hall University. Doctor.
- Maslow., A. H. (1970). *Motivation and Personality*.: New York: Harper & Row Publisher 35ff.
- Mohsen, T., Reg, Dennick. (2011). "Making sense of Cronbach's alpha." *International Journal of Medical Education*.
- Nasta, K. A. (2007). Influence of Career Self-efficacy Beliefs on Career Exploration Behaviors. The department of Psychology The state university of New York at New Paltz. Master.

Office of Education Council. (2013). from

http://www.onec.go.th/onec_web/page.php?mod=Newseducation&file=view&itemId=1079

Romine, D., Robinson, J., & Owens, Z. (1999). *Roe's theory of Career Development*. (February 3, 2001 ed.).

Sarwar, A. and A. Azmat (2013). "Factors Having Impact on the Career Decisions: Study of Business Graduates in Pakistan. ." *Business Management Dynamics* 2(No.7): 9-19.

Schein, E. (1990). *Career Anchors: Discovering Your Real Values*. New York: Jossey-Bass/Pfeiffer.

Scofield, G. G. (1994). "An Iowa Study: Factors Affecting Agriculture Students Career Choice." *NACTA Journal*.

Slocum, W. (2009). *Occupational Careers*. Unitedstate of America, Library of Congress.

Super, D. E. (1973). *The work values inventory*. Minneapolis: University of Minnesota Press.

Super, D. E. and I. Sverko (1995). *Life roles, values and careers: International findings of work importance study*. San Francisco, CA: Jossey-Bass.

Tadic, I. (2005). *Career Development of Graduates in Economics and Business Administration in Croatia*. Faculty of Economics, University of Ljubljana. Master.

Waisriseang, J. (2009). *Factors Affecting Decision Making of Undergraduates Students in Public and Private University on Occupation Selection in Bangkok*. (Mater), National Institute of Development Administration.

Xiao, J. J. and B. Newman (2014) *Career Preparations of High school Student in China, Japan, South Korea, and USA*.

Yamane, T. (1967). *Statistics: An Introductory Analysis* (2 ed.). New York: Harper and Row.



APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



Appendix A: Questionnaire in English Version

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



Questionnaire

Questionnaire was designed to collect the data for fulfilling my thesis writing, entitled “I am a master’s degree student in Korean studies at Chulalongkorn University, Thailand. This **FACTORS AFFECTING CAREER CHOICES OF GRADUATING SENIORS: A COMPARATIVE STUDY BETWEEN KOREAN AND THAI STUDENTS IN COLLEGE OF HUMANITIES AND ENGINEERING**”

The purpose of this survey is to investigate **Korean and Thai students who will graduate in this year 2014** about their career decision process and factors that affected on their career choices. I kindly ask for cooperation from Korean Students who are:

- ✓ **Korean Seniors Student who have been studying in college of Humanities and Engineering, Seoul National University.**
- ✓ **At least 4th year student and up to.**

I hoped that the result of this study will contribute to a better understanding Korean and Thai students on career choices and factors that may affect career choice process. This questionnaire will take only 10-15 minutes to complete. Your information will be kept confidential and used for academic purpose only. Your time and efforts are greatly appreciated. If you have any further questions about this project, please feel free to contact me by e-mail (deeprompong@yahoo.com) or to the Department of Korean Studies, Chulalongkorn University at (pang_jonsen@hotmail.com)

Part 1 Individual Information

1. Gender Male Female
2. Ages 21-25 years 26-30 years 31 up
3. Major of the study

4. Did you have work experience or not?
 Yes (Please answer question number 5) No (Please skip to number 6)
5. Is the work experience are related to your major of the study or not?
 Yes No
6. Do your parent’s occupation or their previous work are in the same field of you study?
 Yes, both of them Yes, only Father
 Yes, only mother No

Part 2 Personal interest and Social influences

7. What motivated you to enroll in the current major of your study?

Please mark ✓ into the box to rate each of the following in terms of their important to you;

1 = Not important at all 5 = Very Important

Items	1	2	3	4	5
1. Personal Interest in the education profession.					
2. Tertiary Entry Rank					
3. Family					
4. Friends					
5. School teachers or counselor					
6. Image of career in the education field					
7. Career Opportunity in the workforce					
8. Job Characteristic such as salary, working hours, incentive or					
9. Availability of jobs in the industry					

Part 3 Learning experience

8. How learning experience after entering to the study or from social environment are effecting to your career decision in future?

Please mark ✓ into the box to rate each of the following in terms of you agreement;

1 = Strongly Disagree 5 = Strongly Agree

Items	1	2	3	4	5
1. More understanding about career in education field.					
2. Know the profession that suitable for your own.					
3. Interested in a career are changed from the target.					
4. Make a plan of your future career.					
5. Saw the opportunity to work in the future.					
6. Have an idea about study higher education in the future.					
7. Understanding of the tendency rate or the labor market in their					

Part 4 Student's Career Profile

9. How confidence you are about the preparation yourself to enter the workforce?

(Career Decision-Making Scale –Short Form)

Please mark ✓ into the box to rate each of the following in terms of your behavior;

1 = Not match to your behavior at all 5 = really match to your behavior

Items	1	2	3	4	5
1. Find information in library about career you are interested in.					
2. Make a plan of your goals for next 5 year.					
3. Accurately assess your abilities.					
4. Select one occupation from a list of potential occupations you are considering.					
5. Determine the steps you need to take to successfully attain your chosen career.					
6. Persistently work at your career goal even when you get frustrated.					
7. Determine what your ideal job will be.					
8. Find out the employment trends for a career over the next 5 years.					
9. Choose a career that will fit your preferred lifestyle.					
10. Change careers if you did not like your first choice.					
11. Decide what you value most in an occupation.					
12. Find out about the average years earnings of people in an occupation.					
13. Make a career decision and then not worry about whether it was right or wrong.					
14. Figure out what you are and are not ready to sacrifice to achieve your career goals.					
15. Talk with a person already employed in the field you are interested in.					

16. Identify employers, firms' institutions relevant to your career possibilities.					
17. Find information about universities and college.					
18. Successfully manage the job interview process.					
19. Identify some reasonable career alternatives if you are unable to get your first choice.					

10. The outcome expectation from your future career (Career Anchors)

Please mark ✓ into the box to rate each of the following in terms of your agreement;

1 = Strongly Disagree

5 = Strongly Agree

Items	1	2	3	4	5
1. I aspire to be good at what I do that my expert advice will be sought regularly.					
2. I will be successful in my career only if I develop the technical skills in my functional area to a very high level of competence.					
3. Being a senior manager in a functional area of my expertise is more attractive to me than becoming a General Manager.					
4. I am happy in my own work when I have been able to manage the efforts of others.					
5. My career goal is to be in a position that requires making decisions that affect many people.					
6. I will feel successful in my career if I became a General Manager or even higher level position.					
7. My ideal job is one that allows me the freedom to do a job on my own way and in my own time.					
8. I am most satisfied in my work when I am completely free to define my own tasks and procedures.					

9. I consider myself successful when I get credit for something that is entirely the result of my own ideas and efforts.					
10. I think the freedom to do job in my own way, free from organization and company rules and constraints is more important to me than felling secure in my job.					
11. I would rather leave my organization/ company than reduce the amount of independence I currently have.					
12. The security and stabilities of a job are more important to me than freedom and autonomy.					
13. I would rather resign from my organization/ company than accept an assignment that would jeopardize my security in organization/ company.					
14. Financial and employment security are primary importance in my career decisions.					
15. I am always lookout for ideas that would allow me to start my own business.					
16. Building my own business is more important to me than achieving a high level managerial position in someone else's organization.					
17. My career will be a success when I have successfully starts my own business.					

Part 5 Career Choice Motivators

11. Please mark ✓ into the box to rate each of the following factors in terms of their important for you to choose the career;

1 = Not Important at all 5 = Very Important

Items	1	2	3	4	5
1. Job that is appropriate to gender.					
2. Job that fits my personality, abilities and interest.					
3. Career incentives (Salary,					
4. Job that fits my educational qualification/ experience.					
5. The nature of the job.					
6. Career Advancement.					
7. Career status.					
8. Location of organization or workplace.					
9. Organization's profile and stability.					
10. The availability of any type of job in the labor market.					
11. Job that fits my lifestyle.					
12. The rate on number of available position at that time.					

12. Do you intend to seek a career in the profession of you education after graduation?

yes No

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Thank you for your participation

Appendix B: Questionnaire in Thai Version



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



แบบสอบถาม

เรื่อง ปัจจัยที่มีผลต่อการเลือกอาชีพของนักศึกษาที่กำลังจะสำเร็จการศึกษา
กรณีศึกษาเปรียบเทียบระหว่างนักศึกษาเกาหลีและไทย ในสาขาวิชามนุษยศาสตร์และวิศวกรรมศาสตร์

คำชี้แจง: แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาโท คณะบัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย โดยผลที่ได้จะนำไปใช้เพื่อวัตถุประสงค์ทางการศึกษาเท่านั้น

กรุณาทำเครื่องหมาย ลงใน ตามแนวความคิดในการตัดสินใจเลือกอาชีพของท่าน

ขอแนะนำสำหรับผู้ตอบแบบสอบถาม

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัย เรื่อง ปัจจัยที่มีผลต่อการเลือกอาชีพของนักศึกษาที่กำลังจะสำเร็จการศึกษา กรณีศึกษาเปรียบเทียบระหว่างนักศึกษาเกาหลีและไทย ในสาขาวิชามนุษยศาสตร์และวิศวกรรมศาสตร์ จัดทำโดย นางสาวจิตรลดา ดีพร้อมพงษ์ นักศึกษาปริญญาโท จุฬาลงกรณ์มหาวิทยาลัย ประเทศไทย

งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาทำความเข้าใจเกี่ยวกับปัจจัยที่มีอิทธิพลในการเลือกงานของนักศึกษาเกาหลีและไทยที่ศึกษาในคณะมนุษยศาสตร์และวิศวกรรมศาสตร์ ซึ่งผู้วิจัยหวังเป็นอย่างยิ่งว่าผลการวิจัยในครั้งนี้จะทำให้เข้าใจถึงแนวคิดต่างๆในการเข้าสู่การประกอบอาชีพของนักศึกษาในสาขาวิชาดังกล่าว และสามารถเปรียบเทียบแนวความคิดของกลุ่มคนที่มีความแตกต่างกันได้

การตอบแบบสอบถามของนักศึกษาในครั้งนี้ถือเป็นความสมัครใจทางผู้วิจัยขอยืนยันว่าข้อมูลที่ได้จากนักศึกษาในการตอบแบบสอบถามนี้จะถูกเก็บเป็นความลับและใช้เพื่อวัตถุประสงค์ทางการศึกษาเท่านั้น หากมีข้อสงสัยเกี่ยวกับงานวิจัย สามารถติดต่อผู้วิจัยได้ที่เบอร์โทรศัพท์ +66 2735 7697 หรือ deeprompong@yahoo.com หรือสาขาวิชาเกาหลีศึกษา จุฬาลงกรณ์มหาวิทยาลัย pang_jonsen@hotmail.com

ส่วนที่ 1 ข้อมูลทั่วไป

1. เพศ ชาย หญิง
2. อายุ 21-25 26-30 31 ขึ้นไป
3. คณะที่ศึกษา

4. นักศึกษามีประสบการณ์ในการทำงานหรือไม่
 มี (โปรดตอบคำถาม ข้อ 5) ไม่มี (โปรดข้ามไปตอบคำถาม ข้อ 6)
5. งานที่นักศึกษาเคยทำหรือ กำลังทำอยู่ เป็นงานที่เกี่ยวข้องกับสาขาที่กำลังศึกษาหรือไม่
 ใช่ ไม่ใช่
6. บิดา/มารดา ของนักศึกษา กำลังทำงานหรือ เคยทำอาชีพที่อยู่ในสายงานที่นักศึกษา กำลังเรียนอยู่หรือไม่
 ใช่ ทั้งบิดา /มารดา ใช่ บิดาเท่านั้น
 ใช่ มารดาเท่านั้น ไม่ใช่

ส่วนที่ 2 ปัจจัยแวดล้อมของนักศึกษาที่ส่งผลให้เลือกรเรียนในสายอาชีพที่กำลังศึกษา

7. ปัจจัยจูงใจที่ทำให้นักศึกษาเลือกรเรียนในสาขาวิชาที่กำลังศึกษาอยู่ในปัจจุบัน

โปรดทำเครื่องหมาย ✓ ลงในช่อง เพื่อแสดงระดับความสำคัญของปัจจัยที่ตรงกับความคิดเห็นของนักศึกษา

1 = ไม่ใช่ปัจจัยสำคัญเลย 5 = เป็นปัจจัยสำคัญอย่างยิ่ง

รายละเอียด	1	2	3	4	5
1. ความสนใจส่วนตัวในอาชีพสายงานที่กำลังศึกษาอยู่					
2. ลำดับคะแนนที่ใช้ในการสอบเข้าคณะ เหมาะสมกับตนเอง					
3. คำแนะนำของครอบครัว					
4. คำแนะนำของเพื่อน					
5. คำแนะนำของครูที่โรงเรียน					
6. ภาพลักษณ์ของอาชีพที่อยู่ในสาขาวิชาที่ศึกษาอยู่					
7. โอกาสในการทำงานในอนาคต					
8. ผลตอบแทนหรือลักษณะงานในสายอาชีพ เช่น เงินเดือน, ชั่วโมงการทำงาน, สวัสดิการหรือ สถานที่ทำงาน					
9. อัตราหรือ จำนวนตำแหน่งงานที่เปิดรับในสายอาชีพนั้นๆ					

ส่วนที่ 3 ประสบการณ์เรียนรู้ มีผลต่อการเลือกอาชีพของนักศึกษาอย่างไร

8. ประสบการณ์เรียนรู้จนถึงปัจจุบันจาก บุคคลรอบข้าง, สังคม หรือ จากการศึกษาในสาขาวิชาที่ศึกษาอยู่ มีผลกระทบต่อการศึกษาเลือกอาชีพของนักศึกษาอย่างไร

โปรดทำเครื่องหมาย ✓ ลงในช่อง เพื่อแสดงระดับความสำคัญที่ตรงกับความคิดเห็นของนักศึกษา

1 = ไม่ตรงกับความคิดเลย 5 = ตรงกับความคิดมากที่สุด

รายละเอียด	1	2	3	4	5
1. มีความเข้าใจเกี่ยวกับอาชีพที่ตรงกับสาขาวิชาที่กำลังศึกษามากขึ้น					
2. เข้าใจถึงลักษณะอาชีพที่เหมาะสมกับตนเอง					
3. ทำให้ความสนใจในการเลือกอาชีพเปลี่ยนไปจากที่ตั้งเป้าหมายไว้					
4. สามารถกำหนดเป้าหมายอาชีพในอนาคตให้กับตนเองได้					
5. เล็งเห็นถึงโอกาสทำงานในอนาคต					
6. คิดเกี่ยวกับการศึกษาเพิ่มเติมในอนาคต เพื่อเพิ่มความสามารถในการแข่งขันกับผู้อื่น เพื่อให้ได้ตำแหน่งที่สนใจ					
7. มีเข้าใจเกี่ยวกับแนวโน้มในอนาคตของอัตราหรือตลาดแรงงานในสายอาชีพที่ศึกษา					

ส่วนที่ 4 ข้อมูลพื้นฐานด้านการเลือกอาชีพของนักศึกษา

9. แบบสอบถามเกี่ยวกับพฤติกรรมและความเชื่อมั่นในความสามารถของตนเอง ในการเลือกอาชีพของนักศึกษา (Career Decision-Making Scale –Short Form)

โปรดทำเครื่องหมาย ✓ ลงในช่อง เพื่อแสดงระดับความสำคัญของปัจจัยที่ตรงกับพฤติกรรมของนักศึกษา

1 = ไม่ใช่พฤติกรรมของตนเลย 5 = ตรงกับพฤติกรรมของตนที่สุด

รายละเอียด	1	2	3	4	5
1. รวบรวมข้อมูลของอาชีพต่างๆที่สนใจก่อน ที่จะเลือกจะทำอาชีพใด					
2. วางแผนไว้แล้วสำหรับอนาคตอีก 5 ปีข้างหน้า					
3. ประเมินความสามารถของตนเองได้อย่างถูกต้อง					

4. เลือกอาชีพจาก การจัดลำดับงานที่ตนเองให้ความสนใจ					
5. วางแผนอย่างเป็นขั้นตอนเพื่อความสำเร็จในการประกอบอาชีพที่ต้องการ					
6. แม้จะรู้สึกเครียดกับงานแต่ก็จะพยายามบรรลุเป้าหมายที่ตั้งเอาไว้					
7. รู้แน่ชัดแล้วว่างานที่อยากทำคืออะไร					
8. ค้นหาในอีก 5 ปีข้างหน้าแนวโน้มของการจ้างงานในอาชีพที่สนใจจะเป็นอย่างไร					
9. เลือกอาชีพที่เข้ากับวิถีชีวิตของตนเอง					
10. หากไม่ชอบงานแรกที่กำลังทำอยู่ ก็จะลาออกและหางานใหม่					
11. รู้คุณค่าของงานหรืออาชีพที่สนใจ					
12. ค้นหาข้อมูลเกี่ยวกับรายได้ต่อปี ของคนที่ทำงานในอาชีพที่สนใจ					
13. เมื่อตัดสินใจเลือกอาชีพได้แล้ว จะไม่กังวลว่าสิ่งที่เลือกถูกหรือผิด					
14. สามารถบอกตนเองได้ว่า พร้อมทั้งจะทุ่มเทแค่ไหนเพื่อจะบรรลุเป้าหมายในอาชีพ					
15. พูดคุยกับบุคคลที่อยู่ในสายงานนั้นเพื่อหาข้อมูล					
16. รู้เกี่ยวกับองค์กร หรือบริษัทใดที่มีตำแหน่งงานที่สนใจ					
17. หาข้อมูลเกี่ยวกับมหาวิทยาลัยและคณะที่สนใจก่อนเข้าศึกษา					
18. เชื่อมั่นว่าสามารถเตรียมตัวเพื่อให้ผ่านการสัมภาษณ์งานได้					
19. มองหาอาชีพอื่นที่ทำได้สำรองไว้ หากไม่สามารถได้งานที่ต้องการเป็นอันดับแรก					

10. แบบสอบถามเพื่อค้นหาอาชีพที่เหมาะสม (Career Anchors)

โปรดทำเครื่องหมาย ✓ ลงในช่อง เพื่อแสดงระดับความสำคัญที่ตรงกับความคิดเห็นของนักศึกษา

1 = ไม่ตรงกับความคิดเลย

5 = ตรงกับความคิดมากที่สุด

รายละเอียด	1	2	3	4	5
1. ฉันรู้สึกว่า ฉันมีความสามารถในสิ่งที่ฉันทำ เพราะมีคนมาขอปรึกษาหรือขอคำแนะนำจากฉันอยู่เสมอ					
2. ความสำเร็จในอาชีพของฉันคือ สามารถปฏิบัติงาน จนเกิดความเชี่ยวชาญและ เป็นผู้ชำนาญทางด้านเทคนิคในสาขาที่ฉันทำอยู่					
3. ฉันสนใจตำแหน่งผู้จัดการฝ่ายปฏิบัติการของแผนกที่ฉันมีความถนัดหรือคุ้นเคย มากกว่าตำแหน่งผู้จัดการทั่วไป					
4. ความสุขในการทำงานของฉันคือการทำงานที่สามารถบริหารจัดการ หรือดูแลการทำงานของผู้อื่น					
5. เป้าหมายในอาชีพของฉันคือ การได้ทำงานในตำแหน่งที่ฉันมีหน้าที่เป็นผู้ตัดสินใจ และการตัดสินใจของฉันมีอิทธิพลต่อคนอื่นๆ					
6. เป้าหมายในอาชีพของฉันคือ มีตำแหน่งหน้าที่การงานมั่นคง ในองค์กรที่ฉันทำงานอยู่					
7. อาชีพที่ฉันสนใจคืออาชีพที่เปิดให้ฉันมีอิสระในการทำงาน และมีความเป็นเอกเทศของหน่วยงาน					
8. ฉันพอใจเป็นที่สุดเมื่อ ฉันมีโอกาสได้ทำงานอย่างอิสระในแนวทางของตนเอง					
9. ฉันคิดว่าตนเองประสบความสำเร็จเมื่อได้รับการยอมรับและความเชื่อถือจากงานที่ฉันทำ					
10. ฉันคิดว่างานที่ได้รับอิสระในการทำงานและมีความสำคัญกว่าความมั่นคงในการทำงาน					
11. ฉันคงจะลาออกจากองค์กรหากพบว่า กำลังถูกรีดรอนความเป็นอิสระในการทำงานที่มีอยู่					
12. ฉันคิดว่างานที่ให้มั่นคงยืนยาว สำคัญกว่างานที่เป็นอิสระ					
13. ฉันคงจะลาออกจะองค์กร หากฉันต้องรับงานที่อาจบั่นทอนต่อความมั่นคงในตำแหน่งหรือหน้าที่การงานของฉันในอนาคต					
14. การเงินและความมั่นคงในการจ้างงานเป็นเงื่อนไขหลักที่มีอิทธิพลในการเลือกงานของฉัน					
15. ฉันมองหาความคิดริเริ่มที่จะสร้างธุรกิจของตนเองตลอดเวลา					

16. ฉันให้ความสำคัญต่อการสร้างธุรกิจของตน มากกว่าการทำงานเป็นผู้บริหารขององค์กรอื่น					
17. ความสำเร็จของฉัน คือการได้มีธุรกิจเป็นของตนเอง					

ส่วนที่ 5 ปัจจัยที่เกี่ยวข้องกับการเลือกอาชีพของนักศึกษา

11. โปรดใส่เครื่องหมาย ✓ เพื่อแสดงระดับความสำคัญของปัจจัย ที่นักศึกษาคิดว่ามีอิทธิพลต่อการเลือกประกอบอาชีพ
 1 = ไม่ใช่ปัจจัยสำคัญเลย 5 = เป็นปัจจัยสำคัญอย่างยิ่ง

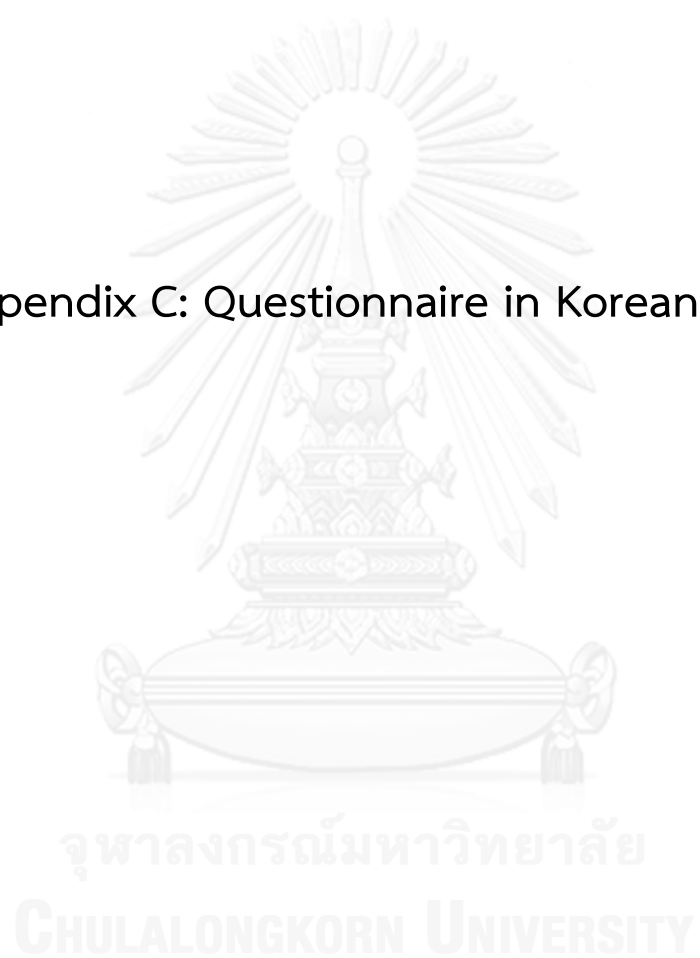
รายละเอียด	1	2	3	4	5
1. งานที่เหมาะสมกับเพศ					
2. งานที่ตนเองสนใจและเหมาะสมกับบุคลิกภาพของตนเอง					
3. ค่าตอบแทนของอาชีพเช่น เงินเดือนหรือ สวัสดิการ					
4. งานที่ตรงกับสายอาชีพที่ศึกษา วุฒิการศึกษาหรือ ประสบการณ์					
5. ลักษณะของงานในอาชีพนั้นๆ					
6. โอกาสก้าวหน้าในตำแหน่งงาน					
7. งานหรืออาชีพที่มีสถานภาพที่ดีในสังคม					
8. สถานที่ตั้งขององค์กรหรือ สถานที่ปฏิบัติงาน					
9. ภาพพจน์ หรือขนาดและความมั่นคงขององค์กร					
10. งานอะไรก็ได้ที่ตรงกับความต้องการของตลาดแรงงานขณะนั้น					
11. งานที่เหมาะสมกับการดำรงชีวิตของตน					
12. อัตราหรือ จำนวนตำแหน่งงานที่เปิดรับในสายอาชีพนั้นๆ					

12. เมื่อสำเร็จการศึกษาแล้ว นักศึกษาต้องการจะเข้าทำงานที่อยู่ในสายวิชาที่ศึกษามาหรือไม่
 ใช่ ไม่ใช่

ขอขอบคุณที่กรุณาให้ความร่วมมือในการตอบแบบสอบถามของงานวิจัยในครั้งนี้ค่ะ

จุฬาลงกรณ์มหาวิทยาลัย
 CHULALONGKORN UNIVERSITY

Appendix C: Questionnaire in Korean Version





설문지

설문 내용: 대학교를 졸업하는 취업 준비생들의 직업선택에 영향을 끼치는 요인들.

설문 대상: 한국과 태국 대학교 인문학부 학생들과 공학부 학생들

설명: 이 설문지는 쭈라롱킨 대학교 대학원 석사 과정의 연구를 위해 작성되었습니다.

이 설문지는 오직 학술 연구 목적으로만 사용되어 질 것입니다.

이 설문지에 답하시는 분들에게

본 설문은 쭈라롱킨 대학교 대학원에서 석사 과정중인 짜뜨라다 디프롬퐁 학생의 “대학교를 졸업하는 취업 준비생들의 직업선택에 영향을 끼치는 요인들”에 대한 자료를 수집하고자 합니다.

이 조사의 목적은 한국과 태국 대학교 인문학부와 공학부에서 공부하는 학생들이 직업을 선택 할때 그들의 선택에 영향을 끼치는 여러 요인들에 대한 이해를 가지기 위함입니다. 본 연구자는 이번 조사 결과를 토대로 인문학부와 공학부 학생들이 어떤 생각을 가지고 직업을 가지게 되는지에 대한 이해도와 서로 다른 생각들을 비교해 볼 수 있는 기회들을 가질 수 있을 것이라고 기대하고 있습니다.

본 설문 작성시간은 평균 10-15 분 사이입니다. 본 설문지는 총 5 항목의 내용들이 있습니다. 작성해 주신 모든 설문지들은 보안이 유지되며 오직 학술연구용으로만 사용할 것임을 분명하게 약속 드립니다. 혹 궁금한 사항들이 있으시면 연구 조사자 번호: +66-2735-7697, 이메일: deeprompong@yahoo.com 이나 쭈라롱킨 대학교 한국학과 이메일: pang_jonsen@hotmail.com 으로 연락 주시기 바랍니다.

<일반 정보들>

❖ **제 1 항** 일반 정보 ✓ 표시를 해 주시기 바랍니다.

1. 성별 남자 여자

2. 나이 21 세-25 세 26 세-30 세 31 세 이상

3. 본인의 학과에 대하여서 기록하여 주십시오

.....

4. 학생으로써 일을 해서 수입을 가져 본 경험이 있습니까?

있다 없다(6 번 질문에 대하여서 답을 해 주시기 바랍니다)

5. 전에 한 일이나, 지금 하고 있는 일이 지금 현재 내가 공부하는 분야와 연관성이 있는 일들이었습니까?

예 아니오

6. 당신의 아버지나 어머니께서 현재 하고 계신 일이나, 과거에 가지셨던 직업이 당신이 현재 배우고 있는 공부와 연관성이 있는 일들입니까?

예, 양 부모님 모두 예, 아버지만
 예, 어머니만 아니오, 양 부모님 모두 관련성이 없습니다.

- ❖ **제 2 항** 대학생들이 직업적 진로를 위해서 현재 배우고 있는 학과를 선택한 환경적 요인.
 7. 현재 배우고 있는 학과를 선택하게 된 결정적인 요인에 대하여.
 본인이 생각하기에 결정적 요인이었다고 생각한 정도에 따라 ✓ 표시를 하여 주시기 바랍니다.
 1=결정적 요인이 아니었다. 5=매우 결정적 요인이었다.

세부 항목	1	2	3	4	5
1. 직업과 연관성이 있는 학문으로 인한 개인적인 흥미					
2. 대입 수능 시험 성적과 고교내신 점수					
3. 가족들의 추천					
4. 친구들의 추천					
5. 학교 선생님의 추천					
6. 학과속에 내포되어져 있는 직업적 이미지					
7. 미래의 직업적 전망					
8. 기대 수입과 직업의 성격(예:월급,노동시간,직장복지,거주지)					
9. 학과와 연관성 있는 직업에서 채용하는 인원수와 비율					

- ❖ **제 3 항** 학습경험이 학생들의 직업 선택에 어떤 영향력을 미치는가?
 8. 주변인들, 사회, 그리고 현재 학부 과정 속에서 배우는 것 등, 이런 학습 경험들이 학생들의 직업 선택에 끼치는 영향력들과 본인의 생각과 일치하는 정도에 따라 ✓ 표시를 해 주시기 바랍니다.
 1=전혀 일치하지 않는다. 5=매우 일치한다.

세부 항목	1	2	3	4	5
1. 본인의 학과 공부와 직업과의 관련성에 대한 이해도가 생김					
2. 본인에게 맞는 직업이 무엇인지에 대한 이해도가 생김					
3. 본인이 세운 목표 직업에서 새로운 직업에 대한 흥미가 생김					
4. 스스로 미래의 직업에 대한 목표를 설정하게 됨.					
5. 미래에 일할 수 있는 기회를 열보게 됨.					
6. 타인과 경쟁하여 관심 있는 직위를 얻고 능력을 더욱 키우기 위해 학업에 더욱 열중하게 됨.					
7. 미래 노동 시장의 경향을 이해하게 됨.					

- ❖ **제 4 항** 대학생들의 직업 선택에 대한 기본 자료
 9. 대학생들의 직업 선택 행동에 관한 설문(진로 결정 자기 효능감 단축형 척도:Career Decision-Making Scale –Short Form) 본인의 행동과 일치하는 정도에 따라 ✓ 표시를 해 주시기 바랍니다.
 1=나의 행동이 아니다. 5=나의 행동에 가장 유사하다.

세부사항	1	2	3	4	5
1. 관심이 있는 다양한 직업에 대한 자료를 수집하고 그 자료를 기반으로 직업을 선택 할 것이다.					
2. 향후 5년 계획을 미리 세운다.					
3. 나 자신의 능력을 정확하게 평가한다.					
4. 흥미 있는 여러 가지 일들로부터 직업을 선정한다.					

5. 원하는 직업을 얻기 위해 계획부터 세운다.					
6. 일로 인해 스트레스를 받아도 설정한 목표를 달성하기 위해 노력한다.					
7. 내가 하고자 하는 일이 무엇인지 명확하게 안다.					
8. 흥미를 가지고 있는 직업의 고용 동향이 향후 5년 내에 어떻게 바뀔지를 미리 조사한다.					
9. 나의 라이프 스타일과 잘 맞을만한 직업을 선택한다.					
10. 만약 내가 가지는 직업에서의 일을 좋아하지 않는다면 그 일을 그만두고 새로운 일을 찾을 것이다.					
11. 흥미 있는 일 또는 흥미 있는 직업에 대한 가치를 알게 된다.					
12. 내가 관심 있는 직업의 연봉을 찾아 볼 것이다.					
13. 일단 내가 선택한 직업에 대해 나의 선택이 옳았는지 틀렸는지 염려하지 않을 것이다.					
14. 얼마나 헌신적으로 준비를 해야 목표한 직업에 도달할 수 있는지 스스로에게 묻는다.					
15. 본인이 원하는 직업을 가지고 있는 사람과 대화를 함으로 필요한 정보를 구한다.					
16. 관심 있는 회사, 조직(단체)의 일자리에 대해 잘 알고 있다.					
17. 관심 있는 대학교나 학부에 입학하기 전에 정보를 구한다.					
18. 취업 인터뷰를 준비하며 통과할 것이라고 확신한다.					
19. 본인이 원하는 일자리를 찾지 못하면 차선택으로 다른 일자리를 찾아 볼 것이다.					

10. 적합한 직업을 찾기 위한 설문(경력 닷: Career Anchors)

본인의 생각과 일치하는 정도에 따라 ✓ 표시를 하여 주시기 바랍니다.

1=전혀 일치하지 않는다

5=매우 일치한다.

세부 항목	1	2	3	4	5
1. 나는 내가 하는 일에 대해 그것을 수행할 능력이 있다고 생각한다. 그것은 사람들이 나에게 그 일과 관련된 조언을 요구하기 때문이다.					
2. 직업에서의 성공이란 해야 할 일들을 능숙하게 처리하며 기술적으로도 전문가의 수준에 도달하는 것을 말한다.					
3. 나는 일반 관리직 보다는 나의 기술과 능력을 펼칠 수 있는 관련 부서의 관리직에 관심이 있다.					
4. 나는 다른 사람들의 일들을 돌보아 주거나 행적적으로 도움을 주는 일을 할 때 만족감을 느끼며 행복하다.					
5. 나의 직업에 대한 목표는 내가 가진 결정권으로 다른 사람들에게 영향을 미치는 직위에 오르는 것이다.					
6. 나의 직업에 대한 목표는 내가 일하고 있는 조직 내에서 안정된 위치에 오르는 것이다.					
7. 내가 관심 있어하는 직업은 내가 자유롭게 일할 수 있도록 해주는 직업이며 부서 내에서도 자율성을 가지는 직업이다.					
8. 나는 나의 방식으로 독립적으로 일할 기회를 가질 때 가장 만족함을 가진다.					
9. 나는 내가 하는 일에 대하여서 인정을 받고 신뢰를 얻는 것이 성공이라고 생각한다.					
10. 나는 일을 함에 있어서 자유로움이 안정적인 것보다 중요하다고 생각한다.					
11. 나는 내가 자유롭게 일할 수 있는 상황이 아니라면 그 직장을 그만 둘 것이다.					
12. 나는 안정적인 일이 자유로운 일보다 더 중요하다고 생각한다.					
13. 미래에, 나의 직위와 역할이 흔들리거나 위태하다고 생각 된다면 사직할 것이다..					
14. 직업을 선택함에 있어서 고용과 재정적 안정이 고려 대상이다.					
15. 나는 개인 사업을 위한 창조적 아이디어들을 늘 찾을 것이다.					
16. 다른 조직체를 위한 중역이나 임원이 되는 것 보다 개인 사업체를 세우는 것을 더 선호한다.					
17. 내가 생각하는 성공은 나의 개인 사업을 하는 것이다.					

❖ **제 5 항** 대학생들의 직업 선택과 관련된 요소들.

11. 본인이 직업을 선택할 때 영향을 끼치는 **중요** 요인이라고 생각되는 정도에 따라 표시를 해주시기 바랍니다.

1=결정적 요인이 아니었다. 5=매우 결정적 요인이었다.

세부 항목	1	2	3	4	5
1. 본인의 성별에 적합한 일인가?					
2. 본인의 관심과 취향에 적합한 일인가?					
3. 직업에 대한 보상(예, 월급, 직장복지)					
4. 본인의 전공과 연관성이 있는 일인지, 또는 학력, 경력과 적합한 일인가?					
5. 직업 내 일의 성격					
6. 직업 내에서의 발전적 기회					
7. 일과 직업이 사회 속에서 좋은 이미지를 가지고 있는가?					
8. 조직(단체)의 장소와 일하는 장소					
9. 조직(단체)의 이미지, 규모, 안정성					
10. 현재 노동시장에서의 필요와 일치하는 일들인가?					
11. 나의 라이프 스타일에 적당한 일인가?					
12. 직원 채용 비율과 인원수					

12. 대학 과정을 모두 마치는 취업 준비생들은 반드시 본인이 공부하였던 동종 학과와 연계된 곳에 취업을 해야 한다고 생각합니까?

예

아니요

*연구 조사용 설문지를 작성해 주셔서 매우 감사합니다.

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

VITA

Chitrada Deeprompong was born on March 20,1984 in Krabi province, Thailand. She graduated from University of Thai Chamber of Commerce with Bachelor Business Administration major in Hotel and Tourism Management in 2008. In 2013, she joined the Master of Arts in Korean Studies (Interdisciplinary Program) at Chulalongkorn University,Thailand.





จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY