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College students' part-time jobs: factors, opportunities,
and challenges for future careers

大專生在學兼差：成因、暗示、機會與挑戰

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中文摘要

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摘要

當今學生打工人數上升得比以往都來得快也來得多，不管是家長或教育界人士都應該注意當今大學生和大專生打工的狀況。此篇研究主要探討大專生打工的優點、缺點及對未來職涯發展的幫助，其中主要探討工作態度、工作選擇、職業成熟度及自信心四個面向。這篇研究的參與者由 58.8% 的女學生（276 人）及 41.5% 的男學生（196 人）所組成，主要有 201 位大學三年級學生（42.6%）、113 名大學二年級學生（23.9%）、81 名大學四年級學生（17.2%）及 77 名大學一年級學生。有 188 名參加者每個禮拜打工 1 到 10 小時、132 人（28%）月收入超過新台幣一萬元。參加者共有 472 個來自台灣各地的學生。在這個量化研究裡，克隆巴赫係數為 0.84，大於 0.75。結果顯示工作態度和工作選擇相關、自我認同和工作學習相關，以這些變數來看，職業成熟度和自我認同與工作學習最為相關。表 4-3 顯示出自我認知和自我探索有相關性，表 4-4 顯示出自我探索和自我認知有相關性，表 4-5 顯示出工作學習和自我認同有相關性，表 4-6 顯示出職業成熟度和自信心有相關性，表 4-7 顯示出人際關係和家庭支持有相關性，結果還顯示出台灣中部大學生職業成熟度表現最高，另外還顯示出大學生打工收入越高者職業成熟度越高。綜合上述的結果，職業態度、職業選擇、職業成熟度和自信心等面向是影響打工學生最明顯的。根據這篇調查有 243 名學生（51.4%）打工是為了賺零用錢，211 名學生打工只是為了殺時間，

253名學生為了減輕家庭負擔而打工，76名學生是因為別人都在打工，才跟著打工，352名學生是為了增加競爭力，185名學生覺得他們的工作和學校所學相關，此外學者指出影響學生決定的因素很多(Curtis, 2007; Moreau and Leathwood, 2006)，以學術觀點來看，打工可能影響課業：如沒時間讀書、疲勞或上課不專心(Sorensen and Win, 1993)。這也正是為什麼學術界這麼關心此議題。學生透過打工可以增進技術這點是無庸置疑的，許多學校也鼓勵學生在職場上履行在學專業(Holmes, 2008)，總體來說，大學生打工主要是希望增加未來競爭力，打工對大學生的好處也可以藉由此篇研究得出。試想如果大學生打工的工作內容和他們在校專業有關，打工可能可以間接的增強他們團隊工作、溝通、與客人應對和實務的能力(Lucas and Lammont, 1998)。各大學和教育機構如有注意到大學生們打工的必要性，此篇研究建議教育機構開新課程時能讓打工學生有更彈性的授課時間，學生也值得一窺此研究的必要性和建議。

關鍵字： 溝通技巧、生涯選擇、工作態度、實務運用、家庭經濟狀況

College students' part-time jobs: factors, opportunities, and challenges for future careers

Abstracts Written

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Abstract

The number of part-time students is more rapidly growing than ever before. There are pros and cons of going to college or university, which is a good idea for parents and educators. The aim of this paper to explore if the advantages of part-time students at college outweigh the disadvantages and examine if working part-time jobs can be beneficial to their future career development, including their work attitudes, career choices, career maturity, and self-esteem. In this study the sample consisted of 58.5% (276 females) and 41.5% (196 males). In the quantitative study, the internal reliability coefficient (Cronbach's Alpha) was $0.84 > 0.75$. The results show that work attitudes and career choices are statistically significant because of p-value ($p = .000$) $< .05$. The regression model indicated that self-recognition ($\beta = .314$, $t = 7.250$, $p < .5$) and working learning ($\beta = .219$, $t = 5.59$, $p < .05$) were statistically significant. Of all variables, self-readiness ($\beta = .425$, $t = 10.359$, $P < 0.5$) and self-discovery ($\beta = .190$, $t = 4.626$, $P < 0.5$) are highly associated between the variables. Besides, self-discovery ($\beta = .479$, $t = 12.471$, $P < 0.5$) and self-readiness ($\beta = .250$, $t = 6.504$, $P < 0.5$) were statistically significant. Working learning ($\beta = .417$, $t = 9.997$, $P < 0.5$) and self-recognition ($\beta = .171$, $t = 4.093$, $P < 0.5$) were statistically significant. Career maturity ($\beta = .428$, $t = 10.255$, $P < 0.5$) and self-esteem are always important elements. Social relationship ($\beta = .321$, $t = 7.667$, $P < 0.5$) and family support ($\beta = .276$, $t = 6.600$, $P < 0.5$) are important elements. This result shows that college students studying in Central Taiwan and Northern Taiwan had more career maturity than students in southern and Eastern Taiwan due to $F_{(4,467)} = 15.671$, $p\text{-value} = .000 < 0.5$. Moreover, this result shows that income and career maturity are statistically significant on account of $F_{(4,467)} = 5.172$, $p\text{-value} = .000 < .05$. Based upon the above results, work attitudes, career choices, career maturity, self-esteem, and advisory are influential factors of working part-time for college students. According to

this survey, 243 (51.4%) students stated that they had part-time jobs due to insufficient pocket money. Among 472 students, 211 (44.7%) students working part-time only would like to kill their time. Additionally, 253 students (74.8%) would like to reduce their family's financial burden. Only 76 (16.1%) students responded that they followed their peers to work part-time. However, 352 students (74.6%) working part-time would like to increase their future job competition. Among all the participants, 185 students said that their part-time jobs were related to what they learned at college. Apparently, several factors could influence students' decisions to work (Curtis, 2007; Moreau and Leathwood, 2006). All in all, the part-time job benefits can be seen in this paper.

Keywords: communication skills, career choices, work attitudes, practical skills, financial burden

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To accomplish this project work is a long journey for us. During the journey, we encountered several problems, such as data collection, the design of questionnaire, and looking for those who were willing to get interviewed. Even though there were some problems, we were trying to overcome them. At last, our peers, friends, and classmates helped me get our survey done successfully. We are extremely grateful to our advisor, Dr. Yueh-chiu Wang, who directed us how to work on our project work and reviewed it carefully.

While we worked on our project work, we developed labor distribution, team work, collaborative learning by means of giving out our survey and continuous revision. We express our gratitude to our friends and classmates who encouraged us to get our project work done. Without their great support, we cannot finish the project work smoothly.

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Chapter 1

Introduction

Background

According to the survey of Taipei Times (2015), more than 90% college and technical institute students have worked part-time jobs including the stress of student loan grants or the debts they will pay off (38%). Among the respondents conducted by online job bank Yes 123, 47% respondents work part time to “pay living costs” or to “pay tuition” (43%). Thirty-eight percent respondents do so to “get work experience” (38%), “earn some savings” (37%) or “help with family finance” (18%). Undoubtedly, most students in higher education and technical institutes might feel that they will quit school when the economy is getting slow. This warning signal is worthy to be paid attention by educational institutes and Taiwanese Government. Surely, this amazing result urges us to do the study.

Based upon the above result, the number of part-time students is more rapidly growing than ever before. To be worse, when Taiwanese President Tsai announced in September, 2016 that senior high or vocational school students could discontinue going to college, the number of students may be suddenly dropping. There are pros and cons of going to college or university, which is a good idea for parents and educators. The aim of this paper to explore if the advantages of part-time students at college outweigh the disadvantages and examine if working part-time jobs can be beneficial to their future career development, including their work attitudes, career choices, career maturity, and self-esteem.

There has been wide studies of students’ career maturity and related factors, the influence of part-time job on college students’ work values. Little research has been done on part-time students’ work behaviors at their workplaces. The purpose of this paper is to explore whether college part-time students’ work attitudes, career choices, career maturity, self-esteem and consultation are interrelated for their future careers.

The Purpose of This Study

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Research Questions

There are nine research questions addressed as follows:

- H1: Work attitudes and career choices are statistically significant.
- H2: Career choices and career maturity are statistically significant.
- H3: Work attitudes and career maturity are statistically significant.
- H4: Work attitudes and self-esteem are statistically significant.
- H5: Career choices and self-esteem are statistically significant.
- H6: Self-esteem and consultation are statistically significant.
- H7: Part-time students' studying areas and career maturity are statistically significant.
- H8: Participants' studying area and career maturity are statistically significant.
- H9: Income and career maturity are statistically significant.

The Significance of This Study

This study can illustrate the status quo of part-time students in Taiwan. Through this study, higher education administrators and educators can be made aware of what part-time college students think of doing their study, how the students learn at study and work, and how educators help the students get balanced with both study and work.

Chapter 2

Literature Review

Working part-time jobs has been a part of college students' life experience throughout the world. Based upon Barron's study (2007), the concept of students engaged in part-time and sometimes full-time employment while studying is increasing in Western countries such as the United States, the UK and Australia. In the UK, Watts and Pickering (2000) found that working part time while studying full time was an increasingly common among students. Likewise, among 10 students in Taiwan, there are 8.5 college student working part time jobs in Taiwan conducted by online job bank 1111 in 2015. Even though there were a variety of positive outcomes of working part time, the respondents viewed part-time jobs as a necessity to survive in this today's high education. The majority of students they participated in the survey were involved in part-time jobs with eight out of ten students having at least a job during one semester for an average of 17 hours a week. This survey found that earning money was typically spent on essential living costs.

It is clear that students tend to work in different fields of work such as hotels, retailing, restaurants where they demand for labor. Employers in these industries need cheap and flexible labor in order to remain viable (Curtis and Lucas, 2001) and students who would like to work part time could fulfill their different needs. Therefore, a part-time job is often an introduction to see the real-life work settings. Their working experience could assist them to have both personal and career development (Barron, 2007). From the perspective of employers, employers' demand of part-time students focuses on their desire to control their employment costs in three ways (Barron, 2007). First, the employers could afford to pay students working part time so as to control their wage costs (Walsh, 1990) and a reduction of employee benefits (McMullen, 1995). Second, students offer employers to have a highly flexible workforce (Lucas and Ralston, 1996). Finally, students working part time could bring certain qualities to employment that might be lacking in other employees. As a result, part-time jobs for students are found in general service industries, with students commonly utilized in retailing and within hotel and catering industries (Curtis and Lucas,

2001; Lashley, 2005). In short, students are particularly welcomed by the service industry with high labor costs and extreme fluctuations in demand (Barron, 2007).

The Advantages and Disadvantages of Part-time Jobs for Students

Having a part-time job can be beneficial to college students (Korotkykh, 2012). For example, students can earn money to pay their living costs and relieve their parents' financial burden. Some students can pay their own the tuition while others earn money to pay for their expenses or satisfy their varying desires. There is no denying that making money can help students have a sense of independence.

On the other hand, part-time jobs can let students have some working experiences and polish their skills when taking their part-time jobs. The jobs can also have a positive influence on students especially while the part-time jobs are courses-related. Students can see their future jobs and determine whether they prefer the jobs as their future career. Surely, part-time jobs can help students improve time management skills and become efficient learners. Green (2001) also stated the students could "gain job skills, experience, knowledge of a variety of jobs, a sense of accomplishment, a feeling of responsibility, and money for personal and school expenses"(p. 329). This shows that working part-time jobs can be useful to college students in terms of developing their management skills and interpersonal relationship.

By contrast, part-timers tend to leave when offered full-time jobs or higher salaries elsewhere. Furthermore, they may work more than one job in a day, making it hard to change their schedules. To be worse, part-times usually do not have benefits such as health insurance, sick leave, holiday pay or vacations. When they are not working, they do not earn money at all. This may be disadvantageous for part-timers due to sudden illness or practical expertise of full-time employees.

In addition, there are disadvantages of working part time for college students. First, it can affect the process of study because they may spend a lot of time working instead of studying. Moreover, students also feel more anxious and may lose the golden time of being a college student. Likewise, they may feel tired and depressed in terms of the balance of

study and part-time jobs.

The above statements reveal that there are advantages and disadvantages for college students to work part-time. Feng (2006) pointed out that the advantages were independence, self-esteem, working learning, working techniques, accommodation to their own environments, the obedience of their working rules, and the awareness of money values. However, the stress of balancing study and work, less connection with their peers, wrong ideas to use money and poor health due to their overloaded working hours are disadvantages of part-time work for college students. In other words, part-time students are required to have a reasonable plan in order to balance the work and the study at college.

Number of Working Hours

When it comes to the number of working hours for part-time students, Williams (2002) maintained that her survey found that 30% of part-time students were working for 16 hours or more per week. The average number of hours was 13.75 and 69% of the respondents were working 11 or more hours per week. Based upon the survey of Taipei Times (2015), the average respondents planned to work at least 61.7 hours per month. Experts agree that students who work more than 15 to 20 hours per week may decrease their success of academic performance at college (the College Board, 2016). Since working can teach students about responsibility and can also reinforce what they learned at college, working long hours can also have few opportunities to “build friendship and explore interests that can enhance intellectual and emotional development” (the College Board, 2016, p. 1). This shed light on the importance of study outweighing that of work.

Balancing Education and Part-time Work

Manthei and Gilmore (2006) advocated that those who were working part time did not have more time to study. Besides, Curtis and Shani (2002) maintained that part timers could be more likely to miss lectures and achieve lower grades if they spent a lot time working during term time. Consequently, part-time jobs might negatively affect students’

academic achievements, especially for those who were working more than 15 hours per week and they might also drop out (Stern, 1997). Struggling work and study might lead the part-timers to put less efforts into both because they could spread the butter too thin.

Based upon the above literature review, the theoretical framework is shown as follows:

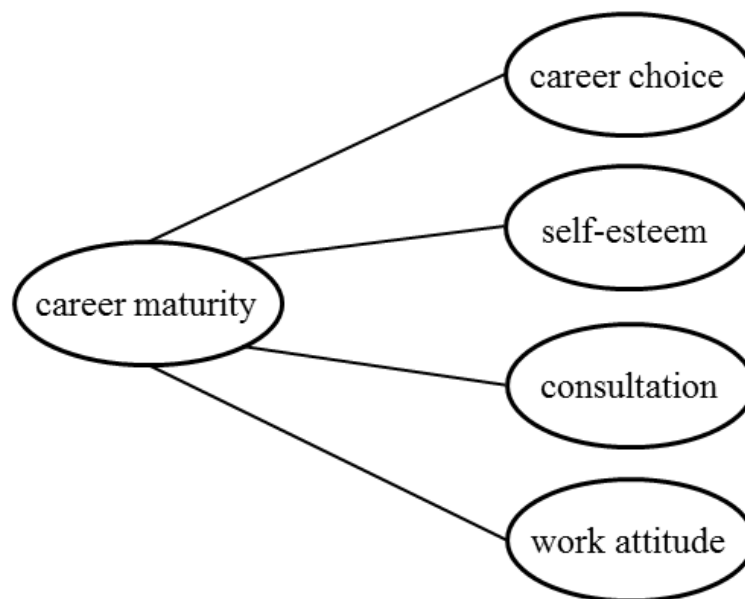


Figure 2.1 The Framework of This Study

H1: Work attitudes and Career choices are statistically significant.

Rhodes (1983) states that work attitudes include one's overall job satisfaction, satisfaction with work itself, pay, promotions, co-workers, and supervision, job involvement, internal work motivation, organizational commitment; and turnover intention. These components may determine the individual's future career choices. If an individual has a deep understanding of the self, is able to understand what kind of job is more suitable for him or her, he or she can make a clear career choice (Tseng, 2003).

H2: Career choice and career maturity are statistically significant.

A person who is emotionally stable and mature is less impulsive and reckless and is more able to achieve his or her ideal through a right career choice (Mao, 2011). The career

maturity has been defined as an individual's readiness for accurate and logical career choice (Birol and Kiralp, 2010).

H3: Work attitudes and career maturity are statistically significant.

According to Super's study (1957), the components of career maturity are made up of a readiness, attitude and competency to cope effectively with the career development tasks consistent with one's life. Career mature people can identify specific occupational preferences and carry out activities so as to achieve their goals (Coertse & Schepers, 2004).

H4: Work attitudes and self-esteem are statistically significant.

Work attitudes refer to the individual's positive or negative feeling while carrying out a certain target behavior (Yao, 2006). A person with self-esteem is the best weapon to allow workers to keep their jobs in the workplace (Wang, 2012). Therefore, a person with a positive attitude towards work can boost his or her self-esteem.

H5: Career choices and self-esteem are statistically significant.

Self-esteem is an important factor that determines why people see certain things in different ways. Davidson, et al. (2012) advocates that self-esteem can affect the career path of university graduates. Saks & Ashforth (1999)'s study indicates that high-level of self-esteem is positively correlated with those who are looking for their jobs because the positive level of self-esteem can help an individual to get a career job. On the other hand, low-level self-esteem may choose an alternative path such as attending schools or taking time off to travel.

H6: Self-esteem and consultation are statistically significant.

Baumeister, et al. (2003) simply put that high self-esteem refers to how much value people place on themselves. The high-level self-esteem can boost people occupational and interpersonal success. It also builds up one's confidence in his/her future career. When

someone has a positive attitude towards his or her own work, he or she may have a strong self-image and self-esteem, including self-efficacy. Once someone has a hard time, he or she may ask for help from his/her peers, teachers, parents, and facilitators. Asking for help means that they are ready for positive change (Saks & Ashforth , 1999). This reveals that self-esteem is closely related to asking for help.

In summary, work attitude, career maturity, and self-esteem determine one's career choices. While students working part-time have trouble at work or study, they tend to ask for help from their family, peers or friends.

Chapter 3

Methodology

Participants

As shown in Table 3.1, the sample consisted of 58.5% (276) female participants and 41.5% (196) male participants. One hundred and fifty-one college (32%) students lived in Northern Taiwan; one hundred and thirty-four respondents (28.4%) lived in Central Taiwan. Seventy-eight students (16.6%) lived in Southern Taiwan. And, the rest of respondents lived at offshore islands (22%) and Eastern Taiwan (1%).

In addition, two hundred and one participants (42.6%) were junior students at college. Next, one hundred and thirteen respondents (23.9%) were sophomore students. After that, eighty-one respondents (17.2%) were senior students. At last, seventy-seven respondents (16.3%) were freshman students. Most of part-time college students (188 respondents) had weekly hours from 1 to 10 hours. The next one respondent (one hundred and ten college students) had weekly hours from 11 to 20 hours. The third one (eighty-three college students) had 21 to 30 hours. The other students (ninety-one college students) had weekly hours from 31 hours up. Among the participants, one hundred and thirty-two participants (28%) had monthly incomes up to NTD 10,001. The next group (28.8%) had monthly incomes with less than NTD 2,000. The third one (17.8%) had monthly incomes from NTD 6,001 to NTD 10,000. The fourth group (13.6%) had monthly incomes from NTD 4,001 to NTD 6,000. The last one (11.8%) has monthly incomes from NTD 2,001 to NTD 4,000. To sum up, the above participants had at least one or more part-time jobs.

Table 3.1 Participants' Personal Data

NO.	Items description	Amount	Percentage
	Total participant	472	100.0%
1	Gender		
	Female	276	58.5%
	Male	196	41.5%
2	Areas		
	Northern Taiwan	151	32.0%
	Central Taiwan	134	28.4%
	Southern Taiwan	78	16.6%
	Offshore islands	104	22.0%
	Eastern Taiwan	5	1.0%
3	Years of study		
	Junior students at college	201	42.6%
	Sophomore students	113	23.9%
	Senior students	81	17.2%
	Freshman students	77	16.3%
4	Weekly hours		
	1 to 10 hours	188	39.8%
	11 to 20 hours	110	23.4%
	21 to 30 hours	83	17.6%
	31 hours up	91	19.2%
5	Monthly incomes		
	Up to NTD 10,001	132	28.0%
	Less than NTD 2,000	136	28.8%
	NTD 6,001 to NTD 10,000	84	17.8%
	NTD 4,001 to NTD 6,000	64	13.6%
	NTD 2,001 to NTD 4,000	56	11.8%

Instrumentation

Questionnaire was administered to 472 part-time college students from different parts of Taiwan, and locals. The questionnaire used 5-point Likert Scale. The questionnaire had 41 closed questions and two open-ended questions. Based upon the closed questions, in addition to the causes of having part-time jobs, the questions were divided into the dimensions of job options, work attitudes, working maturity, confidence, and consultation so that the results could be clearly described.

After the respondents completed the questionnaire, the open-ended questions were voluntarily completed. Based upon their opinions and feedback, the content was transcribed and analyzed.

Validity and Reliability

In the quantitative study, the internal reliability coefficient (Cronbach's Alpha) of 5-point Likert Scale of 38 items in the questionnaire was $0.84 > 0.75$. The nearer the result was above 0.75, the more internally reliable was the scale. In order to analyze the validity, exploratory factor analysis was utilized in this study. In this questionnaire, there are four parts for the 5-point Likert Scale. In the first part, there were 10 items which were good enough on account of $KMO = .636 > .50$ as well as total analysis of variance $= 52.184 > .50$. And then, in the second part, there were 6 items which were good enough because of $KMO = .630 > .50$ as well as total analysis of variance $= 55.197 > .50$. After that, in the third part, there were 5 items which were good enough except item c5 thanks to $KMO = .585 > .50$ as well as total analysis of variance $= 62.394 > .50$. In the fourth part, there were 3 items which were good enough except items d4, d5, d6 due to $KMO = .587$ as well as total analysis of variance $= 55.530 > .50$. In the fifth part, there were 3 items which were good enough except items e4, 5, 6 owing to $KMO = .713$ as well as total analysis of variance $= 51.682$. In the last part, there were seven questions which were good enough on account of $KMO = .747$ as well as total analysis of variance $= 58.596$. This indicates that the construct validity of this questionnaire was good.

The data from the questionnaire was utilized by Statistical Package for the Social

Sciences (SPSS). Their responses to the open-ended questions were analyzed using a content analysis procedure. Apart from this, to check the relationship between two more variables, One-Way ANOVA, correlation, and stepwise regression model were utilized in this study. Interviews were recorded, transcribed, and analyzed with the method of content analysis.

In addition to the quantitative study, informal interviews with those who are willing to get interviewed were made so as to check whether what they told was consistent with what they answered on the questionnaire. All of the participants voluntarily participated in a recorded interview. Each interview was 5 minutes.

Data Collection Procedures

After the design of this questionnaire was completed, the project members asked for help from two or three experts to examine whether the contents were consistent with the topic. In order to check if the questionnaire was highly reliable, the members collected forty copies to do a pilot study this April. The reliability of this pilot study was Cronbach's Alpha was 0.85. After the preliminary questionnaire was highly reliable, the group members tried to give out 500 copies of the questionnaire to their friends, previous classmates and the local students who had working experience as part-time jobs. After that, their friends forwarded their questionnaire to their colleagues and classmates. Finally, 472 copies were collected from early May to late June. The response rate was 94%.

Data Analysis

The data from the questionnaire employed Statistical Package for the Social Sciences (SPSS). Their responses to the open-ended questions were analyzed using a content analysis procedure. Apart from this, to check the relationship between two or more variables, the correlation, canonical correlation and stepwise regression model, and One-way ANOVA were utilized in this study. Interviews were recorded, transcribed, and analyzed with the method of content analysis.

Chapter 4

Results

Hypothesis 1: Work attitudes and career choices are statistically significant.

Table 4.1 Canonical Correlation between Work Attitudes and Career Choices

Roots	Eigenvalue	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor.	Wilk's L.	F	p-value
1	.386	70.774	70.774	.528	.279	.622	62.67	.000***
2	.160	29.226	100.000	.371	.138	.862	74.81	.000***

***p<.001

Table 4.1.1 Canonical Correlation Analysis between Work Attitudes and Career Choices

Control variable	Canon.	Cor.	Criterion variable	Canon.	Cor.
(X Variable)	χ^1	χ^2	(Y Variable)	η^1	η^2
working learning	.494	.911	Self-readiness	.895	-.510
self-recognition	.749	-.716	Self-discovery	.280	.992
DE Cum pct	.62529	.62529	DE Cum pct	.37471	1.000
Var. CO	.17422	.05155	Var. CO	.17422	22.577
			p^2	.528	.279***
			p	.371	.138***

***p<.001

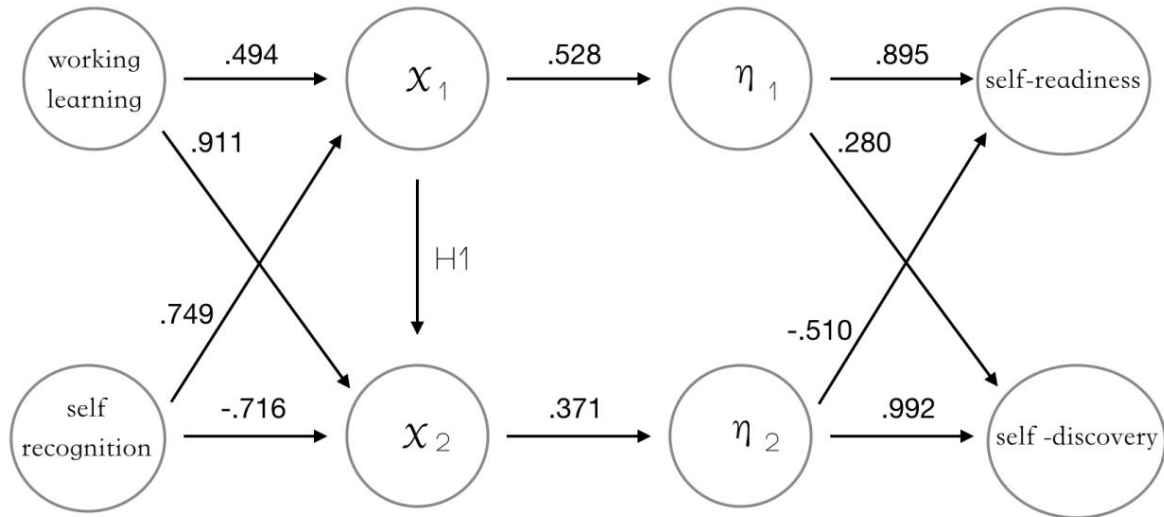


Figure 4.1 The Canonical Correlation Analysis for H1

The above tables show that work attitudes and career choices are statistically significant because of p-value ($p=.000$) $<.05$.

Code #1

"I just want to experience the job."

Code #2

"First, working time can go with my personal schedule. Second, I can earn a lot of money."

Code #3

"I only want a great success instead of a failure."

Hypothesis 2: Career choice and career maturity are statistically significant.

Table 4.2 Regression Analysis of Working Learning and Self-recognition

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.709)	t(Sig.) 8.060 (.000)
1	.371 ^a	.138	.136	75.200(.000 ^a)	.314 (self-recognition)	7.250(.000)
2	.427 ^b	.183	.179	52.363(.000 ^b)	.219 (working learning)	5.059(.000)
Durbin-Watson		2.015				

Regression Model $Y = 1.709 + .314 * \text{Self-recognition} + .219 * \text{Working learning}$

This result shown in Table 4.2 indicates that self-recognition ($\beta = .314$, $t = 7.250$, $P < 0.5$) and career learning ($\beta = .219$, $t = 5.059$, $P < 0.5$) are highly associated between the variables. In other words, self-recognition and working learning are important factors of participants' career maturity.

Code #4

“Being a tutor not only reviews my English skills, but also helps me to understand my English abilities. I do the job happily.”

Code #5

“I have already learned how to be confident in talking to customers and have done my job well. I do everything in a positive manner.”

Code #6

“I know this job well.”

Hypothesis 3: Career attitude and career maturity are statistically significant.

Table 4.3 Regression Analysis of Self-readiness and Self-discovery

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.678)	t(Sig.) 9.133 (.000)
1	.471 ^a	.222	.220	133.912(.000 ^a)	.425 (self-readiness)	10.359(.000)
2	.506 ^b	.256	.253	80.564(.000 ^b)	.190 (self-discovery)	4.626(.000)
Durbin-Watson		2.051				

Regression Model $Y = 1.678 + .425 * \text{Self-readiness} + .190 * \text{Self-discovery}$

This result shown in Table 4.3 indicate that self-readiness ($\beta=.425$, $t=10.359$, $P<0.5$) and self-discovery ($\beta=.190$, $t=4.626$, $P<0.5$) are statistically significant. In other words, self-readiness and self-discovery are important factors of participants' career maturity.

Code #7

“The job can increase my social experience. I can learn a lot of things which haven't got from school, such as social experience, good communication skills, encouragement, confidence, and good service. I always do my job politely.”

Code #8

“I have a positive attitude towards making good impression on my supervisors or customers.”

Hypothesis 4: Career attitude and self-esteem are statistically significant.

Table 4.4 Regression Analysis of Self-discovery and Self-readiness

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.672)	t(Sig.) 11.573(.000)
1	.539 ^a	.290	.289	192.252(.000 ^a)	.479 (self-discovery)	12.471(.000)
2	.591 ^b	.349	.346	125.725(.000 ^b)	.250 (self-readiness)	6.504(.000)
Durbin-Watson		1.646				

Regression Model $Y = 1.672 + .479 * \text{Self-discovery} + .250 * \text{Self-readiness}$

This result shown in Table 4.4 indicates that self-discovery ($\beta = .479$, $t = 12.471$, $P < 0.5$) and self-readiness ($\beta = .250$, $t = 6.504$, $P < 0.5$) are highly associated. In other words, self-discovery and self-readiness are important factors of participants' self-esteem.

Code #9

"I choose this job because the job is suitable for me and this job can make me confident."

Code #10

"If I complete my job, it will enhance my confidence."

Hypothesis 5: Career choices and self-esteem are statistically significant.

Table 4.5 Regression Analysis of Working Learning and Self-recognition

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.863)	t(Sig.) 4.093(.000)
1	.462 ^a	.213	.212	127.506(.000 ^a)	.417 (working learning)	9.997(.000)
2	.490 ^b	.241	.237	74.263(.000 ^b)	.171 (self-recognition)	4.093(.000)
Durbin-Watson		1.607				

Regression Model $Y = 1.863 + .417 * \text{Working learning} + .171 * \text{Self-recognition}$

This result shown in Table 4.5 indicates that career learning ($\beta=.417$, $t=9.997$, $P<0.5$) and self-recognition ($\beta=.171$, $t=4.093$, $P<0.5$) are highly associated between the variables. In other words, working learning and self-recognition are important factors of participants' self-esteem.

Code #11

“After I do this job, I feel more confident in communicating with customers.”

Code #12

“My part-time job can bring me confidence and accomplishment. My attitude comes from the advancement of academic performance. I always keep learning.”

Code # 13

“I choose this job because I want to develop my confidence and I like to make with people. I keep the learning attitude. When I have trouble, I will tell my friends or parents. I work part-time in order to make a living and reduce my family's financial burden. ”

Hypothesis 6: Career maturity and self-esteem are statistically significant.

Table 4.6 Regression Analysis of Career Maturity

Models	R	R ²	Adjusted square	F(Sig.)	β constant (1.664)	t(Sig.)
1	.428 ^a	.183	.181	105.168(.000 ^a)	.428 (career maturity)	10.255(.000)
Durbin-Watson		1.975				

predicted variables remark dependent valuable: career maturity

a. constant, self-esteem

Regression Model $Y = 1.664 + .428 * \text{Career maturity}$

This result shown in Table 4.6 indicate that career maturity ($\beta=.428$, $t=10.255$, $P<0.5$) and self-esteem are always important elements. In other words, career maturity was important factors of participants' self-esteem.

Code #14

"I usually ask my friends for help."

Code #15

"I sometimes ask for advice from my boss."

Code #16

"I always say something good to myself and ask my friends or family for help."

Hypothesis 7: Self-esteem and advisory are statistically significant.

Table 4.7 Regression Analysis of Social Relationship and Family Support

Models	R	R ²	Adjusted square	F(Sig.)	β constant (2.037)	t(Sig.) 6.6(.000)
1	.383 ^a	.147	.145	80.794(.000 ^a)	.321 (social relationship)	7.667(.000)
2	.468 ^b	.219	.216	65.837(.000 ^b)	.276 (family support)	6.600(.000)
Durbin-Watson		1.678				

Regression Model $Y = 2.037 + .321 * \text{Social relationship} + .276 * \text{Family support}$

This result shown in Table 4.5 indicates that social relationship ($\beta=.321$, $t=7.667$, $P<0.5$) and family support ($B=.276$, $t=6.600$, $P<0.5$) are important elements. In other words, social relationship and family support were important factors of participants' self-esteem.

Code #17

“I learn how to socialize people in different way and treat them equally.”

Code #18

“While I have trouble, I will tell my senior friends and parents.”

Code #19

“I make money to reduce my family’s financial burden.”

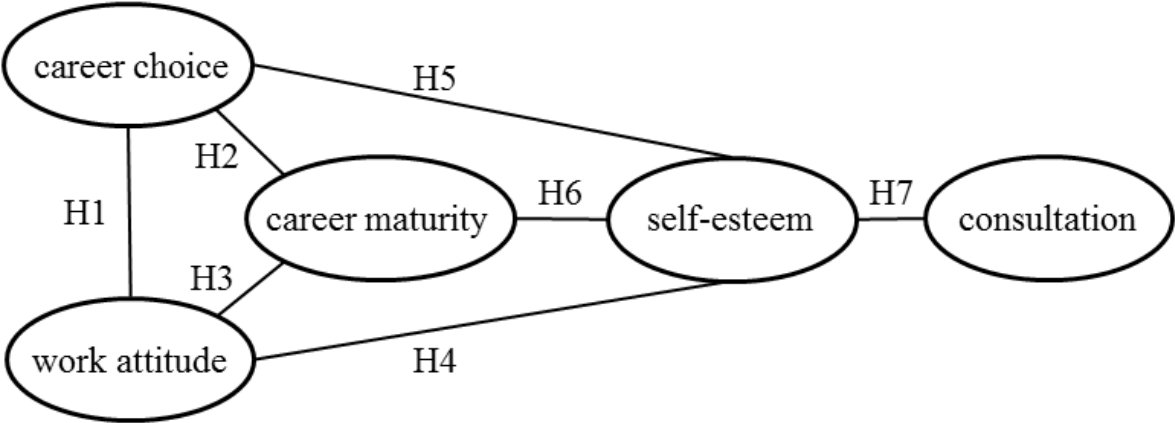


Figure 4.2 The Association of The Factors from H2 to H7

Hypothesis 8: Participants' studying areas and career maturity are statistically significant.

Table 4.8 One-Way ANOVA of Studying Area and Career Maturity

	sum of squares	df	Mean square	F	Sig
Between groups	24.576	4	6.144	15.671	.000
Within groups	183.091	467	.392		
Total	207.666	471			

Post Hoc tests

Multiple comparisons

Dependent variable: Career maturity

Scheffe

(I)area	(J)area	Mean difference(I-J)	Std. Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
Central Taiwan	Northern Taiwan	.35328*	.07417	.000	.1239	.5826
	Southern Taiwan	.12994	.08834	.706	-.1433	.4032
	Eastern Taiwan	.27160	.44602	.985	-1.1077	1.6510
	Offshore islands	.61135*	.08169	.000	0.3587	.8640

This result shows that college students studying in central Taiwan $F_{(4,467)} = 15.671$, $p\text{-value} = .000 < 0.5$ had more career maturity statistically significant than those of students in Northern central Taiwan and offshore island the statistically significant on career maturity.

Code #20

"I choose this job because of the region where I am studying. I do this part-time job in order to make a living."

Code #21

"My workplace is close to my university"

In short, the above comments indicate that the majority of students working part-time would like to make a living and develop their career maturity.

Hypothesis 9: Student's income and career maturity are statistically significant.

Table 4.9 One-Way ANOVA of Income and Professional Maturity

	sum of squares	df	Mean square	F	Sig
Between groups	8.810	4	2.202	5.172	.000
Within groups	198.857	467	.426		
Total	207.666	471			

$F_{(4,467)}=5.172$, $p\text{-value}=.000<.05$

Post Hoc tests

Multiple comparisons

Dependent variable: Career maturity

Scheffe

(I)income	(J)income	Mean difference(I-J)	Std. Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
up10001	Under 2000	.27704*	.07973	.018	.305	.5236
	2001~4000	.19300	.10407	.488	-.1288	.5148
	4001~6000	.37753*	.09939	.007	.0701	.6849
	6001~10000	.08189	.09108	.937	-.1998	.3636

This result shows that income and career maturity are statistically significant. In other words, the more income the participants they have, the more career maturity they have.

Code #22

“I would do anything so as to raise my salary.”

Code #23

“Buying luxurious goods depends on how much money I earn.”

The above comments show that those who get interviewed made different ideas on their attitudes towards work and career choices.

Chapter 5

Discussion and Conclusions

Based upon the above results, work attitudes, career choices, career maturity, self-esteem, and advisory are influential factors of working part-time for college students. Among 472 participants (276 females; 196 males), there were 151 respondents living in Northern Taiwan, 134 participants in Central Taiwan, 78 respondents in Southern Taiwan, and 104 respondents in offshore islands. The largest number of students was the third-year students (201). The second one was sophomore students (113). And then, the third one was senior college students. Finally, the last one was the first-year college students (77). In this study, part-time students were focused on the groups of 2nd-year to 4th year students. One hundred and eighty-eight students (39.8%) were working within 10 hours. One hundred and ten students (23.4%) spent their part-time jobs between 11 and 20 hours. There were 83 college students (17.6%) spent working part-time for the maximum hours between 21 and 30 hours. Fifty-seven college students (12%) spent their working for maximum hours between 31 to 40 hours. Only 34 college students (7.2%) were working part-time for more than 41 hours. Naturally, one hundred and thirty-two college students (28%) had monthly income up to NTD 10,000. One hundred and thirty-six students (28.8%) had monthly income for less than NTD 2,000. Two hundred and four students (43.2%) had monthly income from NTD 2001 to NTD 10,000. This study indicates that working part-time varies, depending on the jobs they were working at.

According to this survey, 243 (51.4%) students stated that they had part-time jobs due to insufficient pocket money. Among 472 students, 211 (44.7%) students working part-time only would like to kill their time. Additionally, 253 students (74.8%) would like to reduce their family's financial burden. Only 76 (16.1%) students responded that they followed their peers to work part-time. However, 352 students (74.6%) working part-time would like to increase their future job competition. Surprisingly, 314 out of 472 respondents stated that they could get both study and work balanced. Incredibly, 365 out of 472 respondents would like to go travelling to buy what they preferred during their trips.

Surely, 318 out of 472 respondents agreed that working part-time could boost their interpersonal relationship between colleagues and customers. Among all the participants, 185 students said that their part-time jobs were related to what they learned at college. Apparently, several factors could influence students' decisions to work (Curtis, 2007; Moreau and Leathwood, 2006).

From the perspectives of academic administrators, undergraduates for paid employment has an adverse effect on their academic study, including less time available for academic work, tiredness and missing lectures to go to their employment (Sorensen and Win, 1993). This is what academic institutes are concerned about. According to their studies, 83% respondents having a part-time jobs said that their part-time jobs can detract from their studies. Many other undergraduates carry out their work which has nothing to do with their study coursework (Ford et al., 1995). This is consistent with the majority of respondents' working part-time that is not related to their work in this study.

In this study, work attitudes and career choices were statistically significant due to $p\text{-value} < .05$, which interprets a fact: one's career choices can be affected by his or her work attitudes. Both of them could constitute one's career maturity, which Super (1977) maintained that "a career spans a person's overall lifespan and symbolizes a changing process instead of a static state and make the person become active driving force to build constructive links between himself/herself and the working environment" (p. 295). In this sense, positive work attitudes could determine one's career choices.

It is an opportunity to build up students' learning by working, which may have a great impact on significant involvement and commitment required by both industry and education (McKee, 200). Undoubtedly, students can work part-time to gain working skills, which universities are encouraged to link the degree programs policy on student skills (Holmes, 2008).

We may also take it for granted that one's confidence may be developed by right career choices and positive work attitudes. In fact, learning changes the internal representations of a shape and the decision criterion to convey choice and confidence from different learning and contexts (Solovey, et al., 2016). Learning effect on confidence is task-based. Therefore, when a person can achieve a task successfully, his or her confidence

can be boosted. Furthermore, when he or she has a positive work attitude, he or she may get to know how to follow the rules speculated by a company or an institute and gradually carry out the tasks assigned by his or her supervisors. In short, good working performance may lead to one's confidence and create positive work attitudes that can achieve his or her right career choices, and can be advantageous to career development.

Conclusions

In this study, 397 out of 472 respondents (84.1%) might insist on their own career goals and their profession even though they might be frustrated at work. Among them, 217 (45.9%) out of 472 respondents were sensitive to the most popular jobs in ten years. The majority of respondents (378) could not find their ideal jobs, they might have other alternative choices. Almost 85% respondents were sure that they did care about what they would like to do in the future. Almost 89% students were thinking about what they were going to do constantly. Although 292 students (61.9%) were worried about their future jobs, some of them (217) were confident in looking for future jobs easily. Interestingly, 388 (82.2%) respondents were aware of what kinds of skills they would possess and 285 (60.4%) clearly understood how to go into their ideal industry. If they had great trouble, 81.4% might ask for help from peers, family (81.3%), and friends (65.7%). Almost 62% were positive about their future jobs. The majority of students (79.2%) might ask people to help them get out of the way. Surely, 73.2% students might think about the other's feelings while deciding their jobs. At last, 360 out of 472 respondents (76.3%) felt that the advantages outweighed disadvantages of working part-time. All in all, the respondents in this study supposed that their working part-time was precious to their future careers.

College students working part-time could earn money, experience academic study, future career and skill development. The part-time job benefits can be seen in this paper. Supposing that part-time jobs are related to their programs which are vocationally specific, it might in turn enhance and improve their teamwork, communication skills, customer care and practical skills (Lucas and Lammont, 1998). The education needs to pay attention to turn their working part-time into enhancing their academic knowledge, learning motivation

and the prospects of employment. This might combine their financial needs and the opportunities to gain experience during term time. This might urge students to learn how to get both study and work balanced. Most importantly, students are required to sharpen their work skills related to their courses and learn work ethics at college so that they could be excellent employees in their future career development.

In this study, it is suggested that part-time jobs be not always disadvantageous to students' academic efforts, if the number of working hours are manageable to cover their course load (Manthei and Gilmore, 2005). University and college administrators are required to be aware of students' necessity of working part-time and introduce flexible schedule of class time by means of structuring assignments and course requirements. This can be a good choice for both students and academic institutes.

It is worth noticing that the university or college has already had strong links with job-related industries such as hospitality and tourism industry or any other industry through the supervised working experience placement offered from the second-year up. By doing so, students can gain work ethics, values, and practical work skills. Likewise, university administrators play a key role of supervised work experience element of the degree to provide students with the information of part-time opportunities and act as an intermediary role between students and part-time employment providers (Manthei and Gilmore, 2005).

The Implication of Educators

In UK and Australia, students are allowed to both study and work during their studying at higher education while students obtain their visas. The working hours are limited to 15 to 20 hours per week. If students violate the rules, they may be dropped out. This reveals that a growing number of students who are applying for their university admissions need to work part-time to earn money for a living. Surely, the number of working hours will create pressures for universities to make their courses more flexible than they traditionally do. The universities also have offered students advisory service for their working part-time. Part-time employment can be one of essential elements of college

students' experience at college, especially in today's economic slowdown in Taiwan. Educators are aware of this undeniable fact: Student need to have part-time jobs to survive in their college lives. It is suggested that universities or colleges be willing to recognize their responsibilities to students and industry and satisfy students' real-life needs (Barron, 2007).

The Limitation of This Study

There were 472 students conducted in this study. The number of the sample was not large enough to generalize the whole target population of the majority of students at the institutes of technology in Taiwan. This is the limitation of the whole study. However, the data collected in this study indicate that the sample is a typical case of the present situation for college students working part-time.

Recommendations for Future Research

Research can be done in the future in the following areas:

- The integration of academic study into their job-related skills into curriculum planning at the institutes of technology in Taiwan
- The links of learning and teaching gaps to their real life job needs
- The effect of working part-time on low-achieving students

These issues are worth studying for those who are interested in working part-time for college students.

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Appendix A

The Questionnaire

I Personal data

Gender : 1. Male 2. Female

1. Your school located in : 1. Northern Taiwan 2. Center Taiwan 3. Southern Taiwan
4. Eastern Taiwan and off islands
2. Studying in : _____
3. Grade : 1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Other
4. Part-time job hours per week : 1. 1-10 hrs (includes no Part-time job) 2. 11-20 hrs
3. 21-30 hrs 4. 31-40 hrs 5. more than 41 hrs
5. Current income : 1. Lower than 2000 NTD 2. 2001-4000 NTD 3. 4001-6000 NTD
4. 6001-10000 NTD 5. more than 10001 NTD

II Questionnaire (5: Strongly agree; 4: Agree; 3: Neutral; 2: Disagree; 1: Strongly disagree)

No.	Question	5	4	3	2	1
1	I get a part-time job because I am short of pocket money.					
2	I get a part-time job to kill time.					
3	I get a part-time job for relieving my family's stress on me.					
4	I get a part-time job because all of my classmate are working.					
5	I get a part-time job to enhance my working abilities for future careers.					
6	I focus both on my part-time job and my college study.					
7	I get a part-time job to buy what I want or to go traveling.					
8	I get a part-time job to get matured.					
9	I get a part-time job to build up the connections with real-life settings.					
10	My part-time job is related to my study in college.					
11	I take steps in learning and improving my professional skills.					
12	Even though I feel frustrated, I still persist in my profession and career goal.					
13	I know what occupations will probably be popular in following decade.					
14	I know the current GDP of my country.					
15	I have another choice if I cannot be hired by my ideal occupation.					
16	I have confidence in writing a satisfying autobiography.					
17	I am sure about my future and I know what I am going to do.					
18	I am concerned and do care about what I can do in my future.					
19	I usually think about what I can do.					

20	I will not start thinking about what I can do until I am about to graduate.					
21	I am active in looking for an opportunity.					
22	I can easily find the occupation is appealing to me.					
23	I clearly know what skills I should to get into my ideal career.					
24	I clearly know how to get into my ideal jobs.					
25	To get prepared for my ideal job is not difficult.					
26	I know what courses I should take at college.					
27	I know whether my occupational plans are realistic.					
28	I will change my personality traits for future career.					
29	I can choose one of my interests to be my ideal job.					
30	I ask many people for their suggestions about what occupation I can do.					
31	I am sure about my future career.					
32	I know who I want to be and I will make it possible.					
33	I take seriously many aspects when making an occupational choice.					
34	I understand people that can be certain about what they want to do.					
35	I will not make an occupational choice alone.					
36	If I do not know what to do, I ask family for help.					
37	When it comes to choosing a career, I will ask any other people to help me.					
38	I will choose my career by paying attention to the feelings of other people.					
39	It is important to consult with close friends before making an occupational choice.					
40	In making career choices, one should pay attention to the thoughts and feelings of family members.					
41	I think the benefits of getting a part-time job are beneficial to me.					