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A Survey of the Actual Condition for Consciousness of Employment in College Students of Health Science

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보건계열 대학생의 취업의식에 관한 실태조사

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Abstract With the change into knowledge-based society and infinite competition, sharp employment competition causes anxiety about their own future among college students going into society, consequently making their employment one of the greatest social problems. As schemes of improving the employment rate for seniors at the department of health science, department professors are required to reinforce employment-related interviews as a provider of information about employment and colleges need to set and implement a specific support plan, for example, by encouraging trips for employment guidance at diverse regions. As an effort for qualitative improvement, colleges are required to develop an employment-based curriculum and support basic employment preparations and academic advisers need to serve as a guide specializing in employment as well as an employment-related information provider.

Key words Health science, The department of health science, Consciousness of employment

Introduction

The 21st century is in the trend of changing into eternal competition along with knowledge-based society. As for undergraduates who advance to society, the undergraduates' employment resulted in being emerged as a social issue due to fierce employment war and uneasiness about untransparent future caused by this. Factors of unemployment are being indicated to be a rise in the highly educated personnel due to a change in labor environment, a change in corporate management policy, a change in structure of employment and industry, a change in a form of employing manpower, and manpower of being needed for knowledge-based society. Factors of employment in university graduates are being analyzed to be reduction in job according to wholly global economic downturn, imbalance in demand and supply of manpower, and prolongation in period of seeking for job. The undergraduates' desired field for employment was surveyed to be public servant, thereby having been emerged as the 1st ranking in the undergraduates' desired employment. This seems to have reflected social conditions that job insecurity is getting higher due to the recent employment difficulty and restructuring[1)]. It was analyzed that the junior college was fostered manpower in a customized form with high adjustment to the field with educational program requested by industries. According to Statistical Yearbook of Education[2)], the employment rate of junior college in 2008 was accounted for 85.6% in total. The employment rate of regular job accounted for 64.5%. The employment rate in case of medical field accounted for 89.5%. Regular employees accounted for 74.4% of the employed. In addition to this high employment rate, the department of health science holds a dominant position in the recruitment of new students. Because of difficulty in recruitment of new students in university, the departments of health science, which had been opened centering on junior college, are being increased. As a result, even the competition in the job market is getting higher day by day between the graduates from junior college and 4-year uni-

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versity. Accordingly, the aim of this study is to survey the actual condition for consciousness of employment in order to increase competitive edge of graduates from health science at 3-year college, and to seek for promoting the employment.

Subjects and Methods

1. Subjects

The research was done on students in the department of health science in a 3-year college in D to nurture medical technicians(department of clinical pathology, department of radiological technology, department of dental laboratory technology, department of dental hygiene, department of physical therapy, department of occupational therapy). The survey was done on a total of 700 students with questionnaires from October 15 to November 15, 2008 and the answers from 531 respondents were analyzed after excluding vague answers.

2. Method

The items on conditions of general characteristics, major, and employment were calculated frequency and percentage. The factors related to employment were analyzed by using chi-square test. The data collected through the survey was analyzed using SPSS WIN 13.0.

Results

1. General facts

General Facts are mentioned in Table 1. The gender ratios of men and women are 33.3% and 66.7% respectively. By majors, the figures were 16.8% for the department of clinical pathology, 30.6% for the department of radiological technology, 16.8% for the department of dental laboratory technology, 22.8% for the department of dental hygiene. By age, 0.4% of respondents were under 20, 50.5% were 21 to 22, 29.2% aged 23 to 25, 16.9% for 26 to 30 and 3.0% for participants over 30 years old.

Table 1. General facts

Unit: N(%)

Division		N	%
Gender	Male	177	33.3
	Female	354	66.7
Age	≤20	2	0.4
	21-22	268	50.5
	23-25	155	29.2
	26-30	90	16.9
	>30	16	3.0
Department	Dental hygiene	121	22.8
	Clinical pathology	89	16.8
	Radiological technology	163	30.6
	Dental laboratory technology	89	16.8
	Physical therapy	42	7.9
	Occupational therapy	27	5.1
	Total	531	100.0

2. Motivation for selecting majors

The result of response to a reason for selecting a major is as Table 2. A case of selecting by considering the desired job was the highest with 37.7% for being moderate, and the lowest with 5.7% for being not at all. A case of selecting in line with score was surveyed to be 34.8% and 32.0%, respectively, for being moderate and being so. Being so because of having good outlook for employment was the highest with 50.3%. Being not at all was surveyed to be 0.9%. Being so for developmental possibility accounted for 43.7%, thereby having been surveyed to be the highest. Being not at all was surveyed to be 1.5%. Interest and aptitude were the highest with 45.4% for being moderate. Being not at all was surveyed to be 3.6%. A reason for selecting the department was surveyed to be due to the good outlook for employment and to the devel-

Table 2. Motivation for selecting majors

Unit: N(%)

Division	Absolutely no	Generally no	So so	Generally yes	Absolutely yes	Total
Occupation	30(5.6)	90(16.9)	200(37.7)	173(32.6)	38(7.2)	531(100.0)
Credits	37(7.0)	111(20.9)	185(34.8)	170(32.0)	28(5.3)	
Expectation in employment	5(0.9)	21(4.0)	119(22.4)	267(50.3)	119(22.4)	
Development potential	8(1.5)	42(7.9)	200(37.7)	232(43.7)	49(9.2)	
Interest and aptitude	19(3.6)	116(21.8)	241(45.4)	130(24.5)	25(4.7)	
Interest studying	36(6.8)	142(26.7)	247(46.5)	94(17.7)	12(2.3)	
Suggestions from teachers or parents	74(13.9)	136(25.6)	163(30.7)	116(21.8)	42(7.9)	

opmental possibility. In the response as saying of being because of possibly studying interestingly, being moderate was the highest with 46.5%. Being very so was the lowest with 2.3%. As for a reason of a teacher or parent's recommendation, being moderate was the highest with 30.7%. Being very so was the lowest with 7.9%. A reason for students to select a major is considered to be a choice that they themselves selected after thinking of the outlook for employment and the developmental possibility.

3. Selecting employment-related work places

The results of selecting employment-related work places are shown in Table 3. 39.2% and 37.7% of respondents answered that they would work in university or general hospitals. About 10.5% answered that they would be employed in health institutions. By gender, women were indicated to have higher hope for being employed by medical institution in over the hospital level than men. The significant difference was shown according to gender ($p < .001$). By age, the undergraduates in 21-22 years old and 23-25 years old were indicated to have higher hope for being employed by medical institution in over the hospital level. According to age, the significant difference was shown($p < .05$). By major academic department, the department of clinical pathology, radiological technology, and occupational therapy were indicated to have higher hope for being employed by medical institution in over the hospital level. According to major academic department, the significant difference was shown($p < .001$). It can be inferred that there shall be aggressive advertisements and consultations to attract more students.

4. Selecting employment-related job fields

The results of selecting employment-related job fields are shown in Table 4. Salary, stability and development potential in work places accounted for 30.5%, 24.7% and 23.5% respectively and 13.6% chose welfare including working hours, workloads and vacations. By gender, men were indicated to be higher in annual salary as condition for selecting work place than women($p < .001$). By age, the undergraduates in 23-25 years old and were indicated to be high in annual salary($p < .01$). By major academic department, the department of radiological technology and physical therapy were indicated to be high in annual salary($p < .001$).

5. Collecting information related to employment

Opinions about collecting employment-related information are shown in the Table 5. 72.1% of respondents used the Internet to collect information for employment and 41.4% chose elder and family relatives. The department of clinical pathology accounted for 69.7%, department of radiological technology for 59.6%, department of dental hygiene for 84.3%, department of physical therapy 64.3% and department of occupational therapy for 59.3%. The second largest source of getting information is as follows:

Table 3. Selecting employment-related work places **Unit: N(%)**

Division		University hospital	General hospital	Clinic	Health institution	Public official	Etc	Total	χ^2	*p-value*
Gender	Male	86(48.6)	44(24.9)	10(5.6)	24(13.6)	5(2.8)	8(4.5)	177(100)	24.927	0.000***
	Female	122(34.5)	156(44.1)	26(7.3)	32(9.0)	2(0.6)	16(4.5)	354(100)		
Age	≤20	0(0.0)	2(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	2(100)	32.462	0.039*
	21-22	92(34.3)	122(45.5)	19(7.1)	23(8.6)	2(0.7)	10(3.7)	268(100)		
	23-25	71(45.8)	49(31.6)	10(6.5)	17(11.0)	2(1.3)	6(3.9)	155(100)		
	26-30	39(43.3)	24(26.7)	5(5.6)	12(13.3)	2(2.2)	8(8.9)	90(100)		
	>30	6(37.5)	3(18.8)	2(12.5)	4(25.0)	1(6.3)	0(0.0)	16(100)		
Department	Clinical pathology	56(62.9)	20(22.5)	0(0.0)	8(9.0)	1(1.1)	4(4.5)	89(100)	164.067	0.000***
	Radiological technology	76(46.6)	60(36.8)	5(3.1)	17(10.4)	2(1.2)	3(1.8)	163(100)		
	Dental laboratory technology	31(34.8)	21(23.6)	6(6.7)	12(13.5)	4(4.5)	15(16.9)	89(100)		
	Dental hygiene	16(13.2)	75(62.0)	23(19.0)	6(5.0)	0(0.0)	1(0.8)	121(100)		
	Physical therapy	18(42.9)	12(28.6)	2(4.8)	10(23.8)	0(0.0)	0(0.0)	42(100)		
	Occupational therapy	11(40.7)	12(44.4)	0(0.0)	3(11.1)	0(0.0)	1(3.7)	27(100)		
	Total	208(39.2)	200(37.7)	36(6.8)	56(10.5)	7(1.3)	24(4.5)	531(100)		

*p < .05, ***p < .001

Table 4. Selecting employment-related job fields **Unit: N(%)**

Division		Salary	Stability	Development potential	Humane treatment	Welfare	Etc	Total	X^2	p-value
Gender	Male	65(36.7)	54(30.5)	41(23.2)	6(3.4)	9(5.1)	2(1.1)	177(100)	25.708	0.000***
	Female	97(27.4)	77(21.8)	84(23.7)	30(8.5)	63(17.8)	3(0.8)	354(100)		
Age	≤20	0(0.0)	1(50.0)	1(50.0)	0(0.0)	0(0.0)	0(0.0)	2(100)	41.751	0.003**
	21-22	76(28.4)	58(21.6)	56(20.9)	28(10.4)	47(17.5)	3(1.1)	268(100)		
	23-25	60(38.7)	42(27.1)	32(20.6)	6(3.9)	15(9.7)	0(0.0)	155(100)		
	26-30	21(23.3)	24(26.7)	34(37.8)	2(2.2)	7(7.8)	2(2.2)	90(100)		
	>30	5(31.3)	6(37.5)	2(12.5)	0(0.0)	3(18.8)	0(0.0)	16(100)		
Department	Clinical pathology	31(34.8)	40(44.9)	8(9.0)	1(1.1)	8(9.0)	1(1.1)	89(100)	146.972	0.000***
	Radiological technology	69(42.3)	49(30.1)	25(15.3)	3(1.8)	14(8.6)	3(1.8)	163(100)		
	Dental laboratory technology	20(22.5)	14(15.7)	37(41.6)	11(12.4)	6(6.7)	1(1.1)	89(100)		
	Dental hygiene	17(14.0)	13(10.7)	37(30.6)	17(14.0)	37(30.6)	0(0.0)	121(100)		
	Physical therapy	20(47.6)	8(19.0)	9(21.4)	1(2.4)	4(9.5)	0(0.0)	42(100)		
	Occupational therapy	5(18.5)	7(25.9)	9(33.3)	3(11.1)	3(11.1)	0(0.0)	27(100)		
Total		162(30.5)	131(24.7)	125(23.5)	36(6.8)	72(13.6)	5(0.9)	531(100)		

**p < .01, ***p < .001

Table 5. Collecting information related to employment **Unit: N(%)**

Department	Internet	Newspaper	TV radio	Volume	Employment information centers	Consulting organizations other than colleges	Educational institute	Elder and family relatives	Professor	Assistant teacher	Total
Dental hygiene	102 (84.3)	29 (24.0)	3 (2.5)	8 (6.6)	34 (28.1)	1 (0.8)	0 (0.0)	31 (25.6)	31 (25.6)	3 (2.5)	121 (100)
Clinical pathology	62 (69.7)	17 (19.1)	7 (7.9)	4 (4.5)	11 (12.4)	5 (5.6)	2 (2.2)	33 (37.1)	35 (39.3)	2 (2.2)	89 (100)
Radiological technology	123 (75.5)	16 (9.8)	9 (5.5)	14 (8.6)	29 (17.8)	8 (4.9)	2 (1.2)	80 (49.1)	44 (27.0)	1 (0.6)	163 (100)
Dental laboratory technology	53 (59.6)	17 (19.1)	2 (2.2)	8 (9.0)	18 (20.2)	5 (5.6)	0 (0.0)	43 (48.3)	30 (33.7)	2 (2.2)	89 (100)
Physical therapy	27 (64.3)	11 (26.2)	4 (9.5)	0 (0.0)	4 (9.5)	2 (4.8)	0 (0.0)	21 (50.0)	15 (35.7)	0 (0.0)	42 (100)
Occupational therapy	16 (59.3)	2 (7.4)	1 (3.7)	1 (3.7)	5 (18.5)	0 (0.0)	1 (3.7)	12 (44.4)	11 (40.7)	5 (18.5)	27 (100)
Total	383 (72.1)	92 (17.3)	26 (4.9)	35 (6.6)	101 (19.0)	21 (4.0)	5 (0.9)	220 (41.4)	166 (31.3)	13 (2.4)	531 (100)

Multiple choice

39.3% of students in the department of clinical pathology selected thesis advisors, 49.1% of students in the department of radiological technology selected elder and family relatives, 48.3% for students in the department of dental laboratory technology, 50.0% for students in the department of physical therapy and 44.4% for students in the department of occupational therapy. For students in the department of dental hygiene, employment information centers in colleges ranked the second 28.1%.

6. Factors in determining employment

The answer from what is the key factor in being employed is shown in the Table 6. GPA and language skills are the main factors accounting for 38.2% among students in the department of clinical pathology, followed by licenses at 32.6%. For students in the department of radiological technology, language skills ranked the first accounting for 58.9%, followed by GPA at 31.9%. For students in the department of dental laboratory technology, majors and the colleges where students graduated

Table 6. Factors in determining employment **Unit: N(%)**

Department	College	Major	Appearance	GPA	Language skills	Licenses	Interview skills	Parent background	Luck	Total
Dental hygiene	30 (24.8)	54 (44.6)	13 (10.7)	16 (13.2)	32 (26.4)	60 (49.6)	24 (19.8)	2 (1.7)	11 (9.1)	121 (100.0)
Clinical pathology	29 (32.6)	15 (16.9)	3 (3.4)	34 (38.2)	34 (38.2)	29 (32.6)	17 (19.1)	6 (6.7)	11 (12.4)	89 (100.0)
Radiological technology	44 (27.0)	32 (19.6)	30 (18.4)	52 (31.9)	96 (58.9)	30 (18.4)	30 (18.4)	3 (1.8)	9 (5.5)	163 (100.0)
Dental laboratory technology	30 (33.7)	48 (53.9)	7 (7.9)	5 (5.6)	20 (22.5)	41 (46.1)	12 (13.5)	4 (4.5)	11 (12.4)	89 (100.0)
Physical therapy	17 (40.5)	23.0 (54.8)	2.0 (4.8)	2.0 (4.8)	9 (21.4)	23 (54.8)	6 (14.3)	0 (0.0)	2.0 (4.8)	42 (100)
Occupational therapy	8 (29.6)	5 (18.5)	5 (18.5)	6 (22.2)	13 (48.1)	7 (25.9)	8 (29.6)	0 (0.0)	2 (7.4)	27 (100.0)
Total	158 (29.8)	177 (33.3)	60 (11.3)	115 (21.7)	204 (38.4)	190 (35.8)	97 (18.3)	15 (2.8)	46 (8.7)	531 (100.0)

Multiple choice

Table 7. Supports for employment from college **Unit: N(%)**

Division	Very much	Relatively much	Moderate	Relatively little	Very little	Total
Vocational psychological tests	128(24.1)	233(43.9)	138(26.0)	26(4.9)	6(1.1)	531(100.0)
Consulting future	166(31.3)	246(46.3)	113(21.3)	6(1.1)	0(0.0)	
Providing major-related information	242(45.6)	212(39.9)	72(13.6)	5(0.9)	0(0.0)	
Opening classes for future and employment	167(31.5)	219(41.3)	133(25.1)	10(1.9)	1(0.2)	
Program to improve fundamental capacity	124(23.4)	253(47.6)	135(25.4)	18(3.4)	1(0.2)	
Consulting university lives	101(19.1)	230(43.4)	176(33.5)	22(4.2)	1(0.2)	
Field experience	185(35.0)	218(41.2)	113(21.4)	11(2.1)	2(0.4)	
Providing information about part-time jobs	90(16.9)	201(37.9)	199(37.5)	35(6.6)	6(1.1)	
How to prepare for employment	147(27.7)	228(42.9)	140(26.4)	15(2.8)	1(0.2)	
Supporting connection with alumni	166(31.3)	226(42.6)	125(23.5)	13(2.4)	1(0.2)	
Employment (wanted) information	205(38.6)	218(41.1)	96(18.1)	12(2.3)	0(0.0)	
Providing information about overseas employment	155(29.2)	189(35.6)	173(32.6)	13(2.4)	1(0.2)	
Providing information about studying abroad	136(25.6)	179(33.7)	195(36.7)	19(3.6)	2(0.4)	
Providing information about certificates	187(35.2)	222(41.8)	107(20.2)	14(2.6)	1(0.2)	
Studying foreign languages	171(32.2)	221(41.6)	128(24.1)	11(2.1)	0(0.0)	
Upgrading computer capacity	143(26.9)	212(39.9)	157(29.6)	18(3.4)	1(0.2)	
Seeking plans for self-employed	69(13.0)	145(27.3)	240(45.2)	71(13.4)	6(1.1)	
Professors in charge of employment	143(26.9)	162(30.5)	193(36.3)	31(5.8)	2(0.4)	
Employment workshop	92(17.3)	175(33.0)	223(42.0)	36(6.8)	5(0.9)	

from ranked the first and second, 53.9% and 33.7% respectively. For students in the department of dental hygiene, licenses accounted for 49.6%, followed by major for 44.6%. For students in the department of physical therapy, licenses and major ranked the first, 54.8% and colleges and interview skills accounted for 29.6% for students in the department of occupational therapy. It can be inferred that the factors depend on the respondent's departments. The survey suggests that language skills accounted for 38.4%, followed by licenses, 35.8%.

7. Supports for employment from college

Table 7 shows the answers from what the colleges have conducted students to be employed. A total of 68.0% students including 24.1% who answered very much and 43.9% who answered yes showed positive answers from whether there needs to be Vocational psychological tests and 77.6% including 46.3% who answered yes and 31.3% who answered very much gave positive answers as to their need for consultations regarding private issues. 85.5% of the students including a 45.6% who answered very much

and 39.9% who answered yes needed information related to students majors to be provided. A total of 72.8% of respondents including 41.3% who answered yes and 31.5% who answered very much expressed that there is a need to establish classes oriented toward future careers and 71.0% of the students, such as the 7.6% who answered yes, 25.4% who answered well and 23.4% who answered very much, showed that there is a need to establish programs to improve fundamental abilities like social chemistry and communication skills. 43.4%, 33.5% and 19.1% of the respondents answered yes, well and very much respectively to the question regarding the necessity to guide university students in their path towards a successful university life including management of GPA. 41.2% and 35.0% of the respondents answered yes and very much respectively from the question about field experience including internship (clinical experience). 37.9%, 37.5% and 16.9% of the students answered yes, well and very much about the necessity for part-time jobs. 42.9% of the respondents answered yes and 27.7% answered very much to the question about specific methods of being employed like preparing for interviews and writing resumes. A total of 73.9% including 42.6% who answered yes and 31.3% who answered very much answered that they need support to connect with employed alumni. 79.7% of the students including 41.1% who answered yes and 38.6% who answered very much expressed the need to provide job information quickly. A total of 64.8% of the students including 35.6% who answered yes and 29.2% who answered very much answered the question about information on overseas employment. 33.7%, 25.6% and a total of 59.3% of the students said yes and very much respectively that they need information about studying abroad. For information about certificates, a total of 77.0% including 41.8% who answered yes and 35.2% who answered very much answered respectively. In regards to learning foreign languages for seeking jobs, 73.8% (including 41.6% who answered yes and 32.2% who answered very much) were responsive. 66.8% of the students including 39.9% who answered yes and 26.9% who answered very much answered that they need to improve their ability to utilize computers for employment. 45.2%, 36.3% and 42.0% of the respondents answered that they are seeking activities for self-employment, designated professors for seeking jobs, and employment workshops organized by personnel in business administration/human resources departments respectively.

Discussion

University students have been faced with fierce competitions for seeking jobs and with uncertainty of the future, leading them to depression and massive suspensions of their studies[3]. The work environment has changed, causing the increase of highly educated people along with changing business administration policies, changes in recruiting patterns, changes in trends for human resources in a knowledge-based society. The factors in the increasing number of unemployed university students include an economy in recession, loss of job positions, loss of balance in supply and demand for employees and longer periods of time spent seeking jobs[4]. There should be policies to help university students to develop their capacities individually and competitively seek out colleges[5-14]. Therefore, employment rates for each college have emerged as an important factor for university applicants to decide their universities and colleges because the employment rate of universities and departments have been released online. This leads universities' interest in aggressively assisting students in seeking jobs by taking advantage of 'support for seeking jobs' from the Ministry of Labor. The ministry implemented their 'Expansive Project for Universities to Support Job Seekers' in 2007 to address the increase in unemployment rates among the young[15]. This is a program which guides universities to try and discover ways of solving unemployment issues among the youth voluntarily by selectively supporting funds for consulting and designing careers and supporting job seeking skills for university students.

It can be said that competitive edge of colleges, relatively high employment rates, are at danger. Fundamental crises include a decline in school children due to lowering birth rates, reshuffling in industrial structures and changes in values and concepts of careers. In this trend, universities have failed to have a distinct model of competition for them to be in line with a variety of complex social changes[4,16]. From a question about the basis for selecting majors, 72.2% of the respondents answered that they chose their majors based on employment rates and this suggests that the prospect of employment is more important than any other factor. But other research conducted by Kim et al[17] showed different results, showing that 56.8% of respondents chose aptitude and 21.5% chose employment prospect. It is shown that 76.9% of the respondents including the 37.7% who answered clinics and 39.2% who answered general and university hospitals chose clinics as

their work places. This is consistent with the result of the survey for preferred jobs by university students[18] which stated that 92.2% of the respondents would like to have jobs in the health management sector. It was researched that the Internet, elder or family relatives and professors as the sources of finding employment information. In the research by Kim et al[17], it was shown that the Internet ranked the highest at 28.0%, followed by friends or family relatives, 24.3%. Even though the results are consistent with this research, the portion is relatively high, suggesting that there shall be policies to invigorate employment through the Internet. The respondents chose language scores, licenses and majors as factors in employment respectively but there was a difference shown among the respondents. Students in the department of clinical pathology chose GPA and licenses and colleges. Students in the department of radiological technology chose language scores and GPA as their competitive edge in seeking jobs. Students in the department of dental laboratory technology chose major, licenses and colleges and students in the department of dental hygiene chose licenses, majors and language skills. Students in the department of physical therapy chose licenses and colleges and students in the department of occupational therapy language skills and licenses. This showed a difference from the survey for preferred jobs by university students[18] where 94.8% chose GPA, 73.8% chose licenses and 60.9% chose English ability for their competitiveness in finding jobs. Regarding activities for which school needs to support aiming at employment, there is necessity for the occupational psychology test for exploring own quality and aptitude, and for the counseling on individually career matter. There is necessity for opening the subject of career and employment that can offer information on employment related to a major and can be conducive to systematically designing career. A program of reinforcing basic ability is considered to be necessary for interpersonal-relation ability, communication skill, and working life. This is consistent with the results from the research by Lim et al[19] which stated that 44.9%, 42.0%, 39.8% and 38.9% of the respondents chose consultation, services provided by departments, taking classes for future employment and the Vocational psychological tests respectively and represented a relatively high portion in overall services and satisfaction. Also, the successful university life needs to be guided such as credit management at university. The learning of field experience such as internship needs to be increased. It is thought that there is necessity for supporting connection with seniors who are employed, for specifically preparing for employment.

Summary

The research was done on students in the department of health science in a 3-year college in D to nurture medical technicians. The survey was done on a total of 700 students with questionnaires from October 15 to November 15, 2008 and the answers from 531 respondents were analyzed after excluding vague answers. The data collected through the survey was analyzed using SPSS WIN 13.0.

1. 39.2% and 37.7% of respondents answered that they would work in university or general hospitals. About 10.5% answered that they would be employed in health institutions. The significant difference was shown according to gender($p < .001$), age($p < .05$) and major academic department($p < .001$).
2. Salary, stability and development potential in work places accounted for 30.5%, 24.7% and 23.5% respectively and 13.6% chose welfare including working hours, workloads and vacations. The significant difference was shown according to gender ($p < .001$), age($p < .01$) and major academic department ($p < .001$).
3. 72.1% of respondents used the Internet to collect information for employment and 41.4% chose elder and family relatives. It can be inferred that the factors depend on the respondent's departments. The survey suggests that language skills accounted for 38.4%, followed by licenses, 35.8%.
4. 85.5% of the students including a 45.6% who answered very much and 39.9% who answered yes needed information related to students majors to be provided. 41.2% and 35.0% of the respondents answered yes and very much respectively from the question about field experience including internship. 79.7% of the students including 41.1% who answered yes and 38.6% who answered very much expressed the need to provide job information quickly.

In conclusion, colleges are vocational institutions and if their goal is to improve employment rates of the graduates, the colleges shall make specific plans including shortening lecture times of professors and stimulating them to take business trips for expanding employment in the metropolitan area. The colleges shall support students to prepare themselves, develop curriculums based on

employment as measures for upgrading qualities and the professors shall be counselors and providers for employment.

요 약

지식기반사회로의 변화와 더불어 무한경쟁 시대에 살아가면서 사회로 진출하는 대학생들의 취업전쟁은 자신의 미래에 대한 불안으로 작용하면서 대학생의 취업은 가장 큰 사회 문제의 하나로 대두되고 있다. 보건계열학과 3학년 학생들 대상으로 취업률 향상 방안으로는 학과교수는 취업관련 정보제공자로서 취업면담을 강화하고, 대학은 다양한 지역의 취업지도를 위한 출장 장려 등의 구체적인 대학 측 지원 계획과 시행이 요구된다. 또한 질적 향상을 위한 노력으로 대학 측은 취업중심 교육과정 개발과 학생의 기본적인 취업 준비를 위한 지원, 지도교수는 취업관련 정보제공 및 취업 전문 안내자가 되어야 할 것으로 사료된다.

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