

Career Development Competencies by Individual Characteristics of Food Service-related College Students in Korea

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ABSTRACT: The purpose of this study is to analyze the level of career development competency recognized by the specialists who major in food service currently. To achieve the purpose of this study, the five two-year-courses technical colleges in Gyeonggi-do, Daejeon, Daegu Metropolitan City which include food service department were selected. And total 280 samples of enrolled students were extracted and the 256 students were treated statistically besides the 24 students who responded dishonestly. The analysis results are as follows. First, the male students showed partially higher career development competencies than female students. Second, the second grade students showed partially higher career development competency than the first grade students. Third, the specialists whose family income is over 5 million won showed the highest career development competency, and the students in 3-5 million won and less than 3 million won followed them in order. Fourth, there were differences in competencies of lifelong learning, networking, collecting and utilizing the job information, and self-understanding, and career transition, and the specialists with more qualifications showed higher competency than those who with less qualifications. Therefore, it is necessary to develop a various career education program to enhance career development competencies of food service specialist by individual characteristic.

Keywords: Career Development, Competence, Food Service, Culinary Arts, College Student, Individual Characteristic

INTRODUCTION

In the aspect of human resource development of country and career development of individual, the role of university is very important in that it should let the students in career preparation period search their career and support them to have skill about the career(Park, 2013). However, the universities are criticized in that the qualitative level cannot follow the external growth; thereby the university students are suffering from the severe unemployment.

Likewise, the recognition about the importance of career education is increasing not only to general university students, but also to the students who are major in food service and culinary arts. The professional education about the food service in Korea was started with the establishment of culinary arts department in Kyunghee hotel technical college in 1983, and the 4-year-course in the tourism department was established in Kyonggi University (Kim, 2005). And now, total 70 two-year-courses technical colleges and 25 four-year-courses University in Korea provide the major related with culinary arts(Im & Oh, 2014). In contrast to that the expectation level of academic ability and career of specialist are increasing by the quantitative and qualitative increase of demand of the culinary arts major, the job opportunity for the specialist which is in accordance with the expectation of the specialist is limited. So, many specialists are often delaying their getting job or try to change their job(Lee & Na, 2013).

What should the college educate for the students to live va-

luable life in 21th century? With this question, the term 'Competency' is often referred recently(So, 2007). The previous studies about food service related with the competency are having been widely used mainly in analyzing the specific abilities preferred by companies and important factor influencing the job satisfaction and organization outcome of employees(Yu, 2013; Monica, 2010; Zopiatis, 2010; Choi *et al.*, 2006).

Recently, the efforts to emphasize the 'Competency' are also found in Korean education area. In the circumstance where the training system and qualification system cannot reflect the demand of industrial scene, the standardized criteria reflecting the opinion of industrial scene was needed to be applied as a training course, training standard, and qualification standard and the institution by which the training and qualification can be operated under the connection with the national human resource development was necessary. So, the necessity of development of NCS (national competency standards) emerged as an alternative(Cho *et al.*, 2000) and many technical colleges are revising the curriculum with emphasizing the competency(Jung & Lim, 2013). In addition, recent programs related with the career of university students are focusing on the career development competency and the career development competency is coming to the fore as a goal and accomplishing standard for the effective career education in school, but there is not a study about the career development competency in food service area besides Im and Oh (2014) which evaluated the career development competency of those who

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major in four-year-courses culinary arts.

In other words, the time of university student is the period for searching the potential job and deciding it as a job selection, therefore, the job education in this period has important meaning for subsequent career development and career development focused in competency is demanded essentially for the job education of university. With this context, it is the time that the research for analyzing and developing the ability to accomplish what is needed in specific organization and circumstance is demanded for the career development and getting a job of university students who major in food service.

Therefore, this study will analyze the level of career development competency recognized by those who currently major in food service. So, the recognition level of food service specialist is analyzed with dividing into perspective and attitude competency and skill and capability competency, and the result of this study is thought to be valuable material in establishment of characteristic career education plan and program development of food service specialist.

THEORETICAL BACKGROUND

Career Development Competency

The notion of competency which is widely used in various organizations such as company, public institution, and school is firstly introduced by McClland (1973). Recently, the notion of competency goes beyond the essential ability demanded for the job life and be expanded to the comprehensive notion for the successful life and it is even expanded to the area related with career development (Go, 2010). So, it is called career competency, career development competency, employment development competency, or career job competency.

Jung and Lim (2013) defines the career development competency of adolescents as "Individual internal characters needed in the successful development of career in the context of overall life of adolescents and knowledge, attitude, and technology needed to plan, prepare, and realize their life by themselves with understanding themselves and circumstance." And, Lee (2013) defines it as "An ability of adolescents in the whole context of an adolescent's life to understand himself/herself subjectively · objectively, to get knowledge about the career by having interests to career world, to widen the perspective to surrounding world, and to plan, select, prepare the own life and adjust to the future society. Im and Oh (2014) defines the career development competency as "An ability which increases the employment potential by understanding and developing his/her own ability by himself/herself."

The factors which influence this career development competency are as follows. Go (2010) tried to analyze the career development competency along with the gender, region, affiliation, and grades, and Nam (2011) divided the influencing factors of career development competency into individual variables (gender, high school type, school record, and economic level) and career education (school education, home education, and institution education). Lee (2012) divided the factors into individual characters (gender, grades, school type, and school record), family characters (parental form, existence of brothers and sisters, academic background of father, job of mother, and economic level), and

career characters (job value, success factor of the job, and career education). Lee (2013) analyzed the career development competence along with the gender, school record, academic background of parents, job values, career preparation behavior, and Im and Oh (2014) tried to analyze the career development competency along with the number of qualification acquisitions and gender aimed at culinary arts specialists.

Putting together preceding studies, the career development competencies are thought to be different for individual variables for each food service specializing college students such as gender, grades, income level, and the number of qualification acquisition. To achieve the purpose of this research, the following hypotheses were set up.

Hypothesis 1: The perspective and attitude competency of food service specializing college students will be different for the individual characteristics.

Hypothesis 2: The skill and capability competency of food service specializing college students will be different for the individual characteristics.

The Components of Career Development Competency

The components of career development competency in Korea are different for each researcher. Park (2009) conducted preliminary researches to select the educational contents helpful to career development capacity, and recognized the career development competency into two parts: The ability enhancement of skill for looking for a job and adjusting to the job and the career design · searching and job perspective establishment. And Kim (2012) divided the factors into two parts to estimate the career development competency of university students: self management & job searching and career planning & management. And the two parts are divided into 19 sub factors. However, Ahn (2013) evaluated the examine tools of these two studies as not focusing to the measurement of career development competency; rather they compare the current level of students with the necessary level.

The domestic researches focused into the measurement of career development competency are as follows. There search of Lee (2001) which is conducted to the Korean university students divided the career development competency into three areas: 'Self-recognition', 'Study and job searching', and 'Career planning'. And the research of Go (2010) focused to the high school students of technical school divided it into three areas: 'Self-understanding', 'Career information searching', and 'Career decision'. The measuring tools of Lee (2013) and Ahn (2013) based on the career development competency index developed by Jin and Yoon (2004) consist of the perspective and attitude area which includes understanding and acceptance about the changes, maintenance ability of positive ego, lifelong study ability, and capability of maintaining of balance among the various roles and skill and capability area which includes self-understanding ability, collecting and utilizing ability of job/employment information, decision making technology, networking ability, working ability, and career transition ability. Jung and Lim (2013) developed the career development competency criteria for adolescents, which were divided into three areas that self-understanding, career searching, and career planning and preparation, and each area was divided into three sub factors. The study of Im and Oh (2014) based on the

Table 1. Descriptive profile of the respondents

Characteristics		<i>n</i>	%
Gender	Female	114	44.5
	Male	142	55.5
Grade	First	135	52.7
	Second	121	47.3
Number of qualification acquisition	0	74	28.9
	1	120	46.9
	2	51	19.9
	3 and more	11	4.3
Monthly household income (ten thousand won)	Below 300	31	12.1
	300~499	90	35.2
	500~699	92	35.9
	700 or above	43	16.8
Total		256	100.0

culinary arts specialists of four-year-courses university used the career development competency with dividing it into six factors such as the certainty of career decision, employment technology, efficacy of relationship utilization, self-understanding, decision making efficacy, and professional and career knowledge.

Most of domestic and foreign criteria divided the career development competency into similar 2~3 areas (such as self-understanding, academic and job searching, and career plan) and also divided each area again into from single sub factor to more than five sub factors.

METHODOLOGY

Data Collection

To achieve the purpose of this study, the five technical colleges in Kyonggi-do, Daejeon, and Daegu Metropolitan City which include food service department were selected, and the convenience sampling among the non-probability sampling was used to include the various grades as even as possible.

The research period was from May 20th, 2014 to June 10th, 2014. Total 280 samples of enrolled students were extracted and they completed the questionnaires in the regular class. And The 256 questionnaire were analyzed after excluding the 24 incomplete questionnaires.

Measurement Instruments

To measure the career development competency of college students who major in food service, this study used the research tool of Ahn (2013) and Lee (2013) with referring the career development competency index of Jin and Yoon (2004) and modifying the terms and contents to be relevant to the university students. The subscales of the research tool consist of 30 questions with the two divisions of perspective and attitude competency and skill and capability competency. This study used the Likert 5 point scale evaluation from 1 point (not at all) to 5 point (very relevant). In addition, to examine the demographic characteristics of research subjects, total four questions such as gender, grades, mon-

thly family income, and the number of qualification acquisition were composed.

Data Analysis

The collected data was analyzed statistically by SPSS 17.0 version for Window, and the specific analyzing method is as follows. First, the frequency analysis and descriptive analysis were conducted to understand the demographic characteristics of subjects and the characteristics of major variables. And the factor analysis and reliability analysis were conducted to verify the validity and reliability of measuring tool of each variable. Second, the independent sample *t*-test and one-way ANOVA were conducted to analyze the career development competency level along with the demographic characteristics.

RESULTS

Sample Profile

Descriptive information of the study sample is presented in Table 1. Among the 256 respondents, 114 respondents were female (44.5%) and 142 respondents were male (55.5%), and 135 respondents were the first grade (52.7%) and 121 respondents were the second grade (47.3%). In the number of qualification acquisition of professional area, 120 respondents had one (46.9%), 74 respondents had nothing (28.9%), 51 respondents had two (19.9%), and 11 respondents had more than three (4.3%). And in the family monthly income, 92 respondents had 5~6.99 million won of income (35.9%), 90 respondents had 3~4.99 million won (35.2%), 43 respondents had more than 7 million won (16.8%), and 31 respondents had less than 3 million won (12.1%).

Exploratory Factor Analysis

The exploratory factor analysis was conducted to verify the construct validity which shows whether the measuring tool of the career development competency of food service specializing college students measured the notion really appropriately. The principle component analysis was used as a factor extracting

Table 2. Results of the exploratory factor analysis for perspective & attitude competencies

Items	Mean±SD	Factor loading ^a			
		1	2	3	4
After the graduation, I will participate in the education program consistently or learn on my own for the ability development and job adjustment.	3.50±1.04	.865	-.007	-.013	.124
I know my aptitude.	3.64±0.98	.855	.028	.081	.106
The education and training are what are continued lifelong.	3.37±1.09	.851	.030	.008	.087
I understand the various role of me such as me as a career man, me as a family member, me in the leisure, and I can fix the priority if necessary.	3.36±0.98	.010	.908	.042	-.005
I know the lifestyle I prefer, and I can maintain the balance between the working life, family life, and leisure life.	3.31±1.00	.015	.859	.054	-.104
I know what I want to be in work, family, and leisure, and I think I would be.	3.13±0.85	.029	.724	.058	.191
I know what the recent social changes influenced the jobs related with the food service.	2.86±0.80	.019	.007	.835	.123
I know well about the disappeared job and emerging job in the recent food service business world.	2.93±0.98	.046	.018	.810	-.088
If I graduate the college and get a job, I will stop learning.	3.15±0.93	-.003	.136	.809	.126
I think that the maintenance of healthy ego influences the work, learning, and leisure seriously.	3.13±0.81	.006	-.044	.061	.862
I have more than one method to resolve the stress from the work or human relationship.	2.96±0.71	.095	.062	.227	.771
I have strong points which can offset against my weakness.	3.23±0.89	.305	.083	-.139	.695
Eigen value		2.309	2.119	2.096	1.941
Distributed description(%)		19.244	17.658	17.465	16.176
Cumulative description(%)		19.244	36.902	54.367	70.543
Cronbach's alpha			0.701		

KMO = 0.684, Bartlett test=1,014.141, $df=66$, $p=0.000$.

^a 1: Lifelong learning capability, 2: Capability of maintaining of balance among the various roles, 3: Understanding and acceptance of changes, 4: Capability of maintenance for positive self-concept.

method to secure the independency among the factors, and varimax rotation was conducted as a factor rotation to understand the characteristics of each factor. In addition, in the factor extraction procedure, the eigen value criteria was applied so that the variable is bigger than 1.0, and the Cronbach's alpha was computed to examine the internal consistency among the questions and factors.

Perspective & attitude competencies

As shown in Table 2, the KMO(Kaiser-Meyer-Olin) value which examines if the measuring tool of perspective and attitude competency among the career development competency factors of food service specializing college students is relevant for the factor analysis was shown high in 0.684. And the Bartlett's test of sphericity which examines if the correlation between the variables is 0 appeared to be 1,014.141 ($p=.000$), which can be interpreted that the correlation matrix is proper to factor analysis.

As a result of analysis, factor loadings of the four factors were all over than 0.5, and the cumulative explanation power appeared to

be 70.543%, which can verify the validity as criteria measuring each variable. In addition, the Cronbach's alpha was 0.701 which is far over above the minimal confidence coefficient, which can be interpreted that the inner consistency is relatively high. The factor 1 was named "Lifelong learning capability" and the factor 2 was named "Capability of maintaining of balance among the various roles." And the factor 3 was named "Understanding and acceptance of changes", and the factor 4 was named "Capability of maintenance for positive self-concept."

Skill & capability competencies

As shown in Table 3, the KMO(Kaiser-Meyer-Olin) value which examines if the measuring tool of skill and capability competency among the career development competency factors of food service specializing college students is relevant for the factor analysis was shown high in 0.818. And the Bartlett's test of sphericity which examines if the correlation between the variables is 0 appeared to be 2231.867($p=.000$), which can be interpreted that the correlation matrix is proper to factor analysis.

Table 3. Results of the exploratory factor analysis for skill and capability competencies

Items	Mean±SD	Factor loading ^a					
		1	2	3	4	5	6
I do not have confidence to construct a relationship to give and take helps about the future job.	2.57±1.18	.874	.122	.023	.220	.178	.064
I know the one who are currently working in the area in which I want to have a job and I am getting information from him/her.	2.52±1.12	.852	.160	-.013	.180	.120	.045
I know the importance of human networking in living as a working man in the society, and I am making good relationship with the juniors/seniors and professors.	2.69±1.16	.798	.123	-.071	.240	.184	.176
I know the information of career education and training program provided in and out of the school.	2.78±1.07	.110	.862	-.016	.141	.133	.143
I can use much information (job prospect and employment information) in the career decision.	2.89±1.17	.023	.851	-.012	.147	.113	.181
I know more than three institutions and organizations which I can get a job in and I know the employment custom of the institutions and organizations.	2.61±1.09	.225	.821	.029	.068	.066	.055
I know well about which jobs can be obtained by the major in food service.	3.70±0.96	.001	-.009	.895	-.031	-.020	-.037
I know which values I consider important.	3.49±1.03	-.065	.024	.884	.006	-.031	-.039
I know well about which work I like and which work I hate.	3.53±1.00	.025	-.005	.872	.010	.094	.026
I know about the efforts that the experts in the field I admire spent to become an expert.	3.60±1.07	.062	.117	.006	.861	.122	.031
I know about which knowledge and technology should be trained to get a job and maintain it.	2.78±1.17	.247	.180	-.036	.781	-.018	.090
I am confident to be credited about the knowledge or technology related with the job.	3.14±0.97	.313	.051	.015	.734	.056	.070
If I am not satisfied with the career I chose, I can change the major.	3.29±1.09	.094	.048	.018	.071	.905	.110
I know how to plan and prepare when I want to change my job.	2.98±1.10	.415	.223	.030	.066	.686	.139
If I am not satisfied with the job I chose, I can change the job, and I can manage the opportunity costs and additional effort with the job change.	2.99±1.14	.311	.483	.046	.053	.563	.094
My career object reflects on the realistic conditions such as family life and economic condition.	3.35±1.24	.127	.049	.069	-.115	-.110	.845
To meet the career object, I can distinguish what I can give up and what I cannot give up.	2.89±1.20	-.012	.218	-.091	.210	.339	.722
My career object is impossible with considering my current conditions.	2.93±1.15	.152	.205	-.076	.211	.238	.672
Eigen value		2.675	2.624	2.375	2.190	1.933	1.837
Distributed description(%)		14.86	14.58	13.19	12.17	10.73	10.21
Cumulative description(%)		14.86	29.44	42.63	54.80	65.53	75.74
Cronbach's alpha		0.844					

KMO=0.818, Bartlett=2231.867, $df=153$, $p=0.000$.

^a 1: Networking capability, 2: Capability of gathering and utilizing vocational information, 3: Self-understanding capability, 4: Work ability, 5: Career transition effort, 6: Decision-making skill.

As a result of analysis, factor loadings of the four factors were all over than 0.5, and the cumulative explanation power appeared to be 75.737%, which can verify the validity as criteria measuring each

variable. In addition, the Cronbach's alpha was 0.844 which is far over above the minimal confidence coefficient (0.70), which can be interpreted that the inner consistency is relatively high. The factor

Table 4. The difference in perspective & attitude competencies according to individual characteristic

Characteristics		1 ¹⁾	2	3	4
Gender	Female	3.37±0.91	3.09±0.72	2.95±0.72	3.05±0.60
	Male	3.61±0.88	3.40±0.82	3.00±0.77	3.11±0.54
	<i>t</i>	-2.131*	-3.179**	-.580	-.786
Grade	First	3.28±0.97	3.24±0.84	2.90±0.74	3.00±0.54
	Second	3.74±0.75	3.30±0.73	3.07±0.75	3.17±0.58
	<i>t</i>	-4.269***	-.611	-1.750	-2.514*
Monthly household income (ten thousand)	Below 300	2.80 ^{a2)} ±0.87	3.28±0.70	3.05±0.78	3.01±0.51
	300~499	3.31 ^b ±0.82	3.24±0.81	3.00±0.70	3.06±0.55
	500~699	3.69 ^c ±0.80	3.30±0.78	2.95±0.77	3.11±0.55
	700 or above	4.01 ^c ±0.90	3.24±0.85	2.96±0.77	3.13±0.66
	<i>F</i>	15.927***	.117	.175	.389
Number of certification	0	3.25 ^a ±0.90	3.17±0.83	2.97±0.69	3.02±0.55
	1	3.52 ^{ab} ±0.87	3.32±0.79	2.96±0.80	3.10±0.58
	2	3.77 ^b ±0.91	3.28±0.76	2.99±0.71	3.10±0.58
	3 and more	3.73 ^b ±0.84	3.27±0.76	3.15±0.69	3.15±0.48
	<i>F</i>	3.783*	.577	.219	.449
Total		3.50±0.90	3.27±0.79	2.98±0.74	3.08±0.57

¹⁾ 1: Lifelong learning capability, 2: Capability of maintaining of balance among varied role, 3: Understanding and acceptance of changes, 4: Capability of maintenance for positive self-concept.

²⁾ Results of Duncan pre-hoc test.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

Table 5. The difference in skill & capability competencies according to individual characteristic

Characteristics		1 ¹⁾	2	3	4	5	6
Gender	Female	2.49±1.02	2.52±0.90	3.43±0.88	3.01±0.93	2.94±0.95	3.00±0.94
	Male	2.68±1.07	2.96±1.00	3.69±0.87	3.30±0.85	3.20±0.89	3.11±0.96
	<i>t</i>	-1.504	-3.630***	-2.390*	-2.608**	-2.237*	-.946
Grade	First	2.50±1.08	2.63±0.96	3.46±0.99	3.13±0.94	2.97±0.92	2.89±0.94
	Second	2.70±1.01	2.91±0.99	3.70±0.74	3.22±0.85	3.21±0.91	3.25±0.93
	<i>t</i>	-1.477	-2.270*	-2.272*	-.749	-2.103*	-3.133**
Monthly household income (ten thousand)	Below 300	2.27 ^{a2)} ±1.16	2.43 ^a ±1.01	3.18 ^a ±1.00	3.25±0.95	2.65 ^a ±0.98	2.78±1.10
	300~499	2.46 ^{ab} ±0.91	2.61 ^{ab} ±0.95	3.42 ^{ab} ±0.90	3.11±0.93	3.02 ^b ±0.88	3.05±0.91
	500~699	2.72 ^b ±1.06	2.98 ^b ±0.97	3.73 ^{bc} ±0.80	3.18±0.89	3.24 ^b ±0.94	3.09±0.94
	700 or above	2.84 ^b ±1.14	2.84 ^b ±0.97	3.84 ^c ±0.80	3.24±0.85	3.20 ^b ±0.86	3.22±0.94
	<i>F</i>	2.799*	3.530*	5.473***	.292	3.733*	1.327
Number of certification	0	2.55 ^{ab} ±1.13	2.72 ^a ±0.99	3.38 ^a ±0.93	3.18±0.83	2.92 ^a ±1.02	3.04±1.01
	1	2.41 ^a ±0.99	2.61 ^a ±0.98	3.52 ^{ab} ±0.85	3.08±1.00	2.97 ^a ±0.85	3.01±0.98
	2	3.05 ^c ±0.96	3.01 ^a ±0.88	3.92 ^b ±0.78	3.42±0.75	3.42 ^b ±0.82	3.11±0.85
	3 and more	2.88 ^{ab} ±0.93	3.55 ^b ±0.86	3.85 ^b ±1.03	2.94±0.55	3.88 ^c ±0.87	3.48±0.69
	<i>F</i>	5.107**	4.573**	4.353**	2.039	6.854***	.888
Total		2.60±1.05	2.76±0.98	3.57±0.88	3.17±0.90	3.08±0.92	3.06±0.95

¹⁾ 1: Capability to networking, 2: Capability of gathering and utilizing vocational information, 3: Self-understanding skills, 4: Work ability, 5: Career transition efforts, 6: Decision-making skills.

²⁾ Results of Duncan pre-hoc test.

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

1 was named "Networking capability" and the factor 2 was named "Capability of gathering and utilizing vocational information." And the factor 3 was named "Self-understanding capability", and the factor 4 was named "Work ability. And the factor 5 was named "Career transition effort", and the factor 6 was named "Decision-making skill."

Hypothesis Testing

Perspective & attitude competencies

The analysis result of difference of mean according to the perspective and attitude competencies among the career development competencies along with the gender, grades, family income level, and the number of qualification acquisition of food service specializing college students is shown in Table 4. The male students were shown to have higher capability in lifelong learning capability and capability of maintaining of balance among the various roles than female students. And, the lifelong learning capability and positive self-concept maintaining capability of the second grade college students were shown higher than that of the first grade college students with the statistical reliability. In case of family income level, the lifelong learning capability of specializing students whose family income is over 5 million won was the highest, and the 3~5million won, and less than 3 million won followed in order. In case of the number of qualification acquisition, the lifelong learning capability of specializing students who have more than two qualifications was the highest, and the students without qualification showed the lowest lifelong learning capability.

Skill & capability competencies

The analysis result of difference of mean according to the skill and capability competencies among the career development competencies along with the gender, grades, family income level, and the number of qualification acquisition of food service specializing college students is shown in Table 5. The male students showed higher capability of gathering and utilizing vocational information, self-understanding, working, and career transition effort than female students. And the second grade college students showed higher capability of gathering and utilizing vocational information, self-understanding, career transition effort, and decision-making skill than the first grade students with the statistical reliability. In case of the family income level, the differences were found in the capability of networking, gathering and utilizing vocational information, self-understanding, and career transition effort, and the specializing students whose family income was higher showed higher capability than those who had lower family income. In case of the number of qualification acquisition, the differences were found in the capability of networking, gathering and utilizing vocational information, self-understanding, and career transition effort, and those who had more qualifications showed higher capability than those who had less qualification.

CONCLUSIONS & IMPLICATIONS

The purpose of this study was to analyze the level of career development competency recognized by the college students

who major in food service by the individual characteristics. For this, the recognition level of food service specialists was analyzed with dividing the career development competencies into perspective and attitude competencies and skill and capability competencies. To achieve the purpose of this study, the five two-year-courses technical colleges in Kyeonggi-do, Daejeon, and Daegu Metropolitan City which include food service department were selected. And total 280 samples of enrolled students were extracted and they completed the questionnaires in the regular class. The 256 questionnaire were analyzed after excluding the 24 incomplete questionnaires.

The analysis results are as follows.

First, the male students showed higher competencies of lifelong learning, maintaining of balance among the various roles, gathering and utilizing vocational information, self-understanding, working, and career transition effort than female students. This result supports the result of Im and Oh (2014) which said that the male students have higher career development competency than female in case of culinary arts specialists in four-year-courses university.

Second, the second grade students showed higher competency of lifelong learning, maintenance for positive self-concept, gathering and utilizing vocational information, self-understanding, career transition effort, and decision-making skill than the first grade students with the statistical reliability.

Third, the specialists whose family income is over 5 million won showed the highest competency of lifelong learning, networking, gathering and utilizing vocational information, positive self-concept, and career transition effort, and the people in 3~5 million won and less than 3 million won followed them in order.

Fourth, in case of the number of qualification acquisition, there were differences in competencies of lifelong learning, networking, gathering and utilizing vocational information, and self-understanding, and career transition effort, and the specialists with more qualifications showed higher competency than those who with less qualifications. This result was different from the research of Im and Oh (2014) which argues that there is no difference in career development competency from the number of qualifications.

Based on these results, the implications which can be applied to the career guidance and education of food service specializing college students are as follows.

First, the networking capability and job information collecting and utilizing capability among the understanding and acceptance of changes and skill and capability competencies among the perspective and attitude competencies were shown to be lower than other factors. Therefore, various career programs should be provided to the food service specialists to enhance these competencies. For this, the universities are operating the one-time educations such as celebrity special lecture or workshop and the regular curriculum. Because the career education included in the regular curriculum is an effective way to enhance the job basic capability and secure the self-consciousness, the students should be managed by individual coefficients such as ability, aptitude, interest, and academic ability with individual management and crediting about the career programs.

Second, though the necessary career competency is different for each major and the corresponding education policy is different,

the rapid change of modern social structure and industrial structure does not demand the specialist in one area, rather it demands the specialist who can adjust to any task flexibly. ultimately, regardless of the preparing job, the concentration to the career development competency will be needed so that the students can adjust to the changing circumstance and demands.

Finally, there are some propositions about the follow-up studies based on the limitation of this study. First, this study only researched limited area for subject universities, so there is limitation for the generalization. So, the follow-up studies should expand the researching area to the various areas. Second, this study analyzed the career development competency along with the individual characteristics of food service specialists. So, the follow-up studies should analyze the causal relationship of various variables related with the career such as career searching and career preparation behavior, and career determining level.

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