

진로탐색과 창업교육이 대학생의 취업가능성에 미치는 영향: 희망의 조절된 매개효과

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Effect of Career Exploration and Entrepreneurship Education on the Employability of University Students: Moderated Mediation Effect of Hope

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요약 본 연구는 진로탐색과 취업가능성의 관계에서 희망이 창업교육의 매개역할을 조절 매개하는지를 규명하는데 목적이 있다. 조사대상은 중국 광둥성의 대학생을 대상으로 의도적 샘플링 방법을 적용하여 선정하였다. 진로탐색, 희망, 창업교육, 취업가능성 등에 대한 총 346개의 설문지를 수집하여 최종 분석하였다. 수집된 자료는 SPSS PC+ Mac ver. 26.0 및 SPSS PROCESS macro ver. 4.2를 활용하여 분석하였다. 적용한 통계방법은 빈도분석, 상관분석, 조절매개효과분석이었다. 연구의 결론은 다음과 같다. 첫째, 진로탐색은 창업교육, 희망, 취업가능성과 유의한 정적 상관관계를 보였다. 둘째, 희망은 진로탐색과 취업가능성의 관계에서 창업교육의 매개역할을 조절매개하였다. 본 연구에서는 진로탐색, 창업교육, 희망을 활용하여 대학생의 취업가능성을 높일 수 있는 방안을 제시하였다.

주제어 : 진로탐색, 창업교육, 희망, 취업가능성, 대학생

Abstract As the employment situation has become increasingly severe in recent years, the employment pressure has become intense. How to improve the employability of university students has become the focus of public attention. This study aims to investigate that hope moderates the mediating role of entrepreneurship education in the relationship between career exploration and employability. The purposive sampling method was applied to the sampling of the survey subjects from Guangdong Province, China. A total of 346 questionnaires on career exploration, hope, entrepreneurship education and employability were collected and analyzed. The collected data was analyzed using SPSS PC+ Mac ver. 26.0 and SPSS PROCESS macro ver. 4.2. The statistical methods applied were frequency analysis, correlation analysis, and moderated mediation effect analysis. The conclusion of the study is as follows. First, career exploration had a significant positive correlation with entrepreneurship education, hope and employability. Second, hope showed the moderated mediation effect on the mediating role of entrepreneurship education in the relationship between career exploration and employability. This study suggested a plan to utilize career exploration, entrepreneurship education and hope to increase college students' employability.

Key Words : career exploration, entrepreneurship education, hope, employability, university student

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1. Introduction

As global economic growth slows, employment rates have begun to decline in many countries. Especially for a large economy, such as China, changes in the external economic environment have a great impact on the job market. As uncertainty and instability in the global economy increase, employment pressures will also continue to increase [1].

According to previous research, there is a significant positive correlation between career exploration and employability [2,3]. However, most studies only demonstrate the relationship between the two and do not determine whether there are other ways to affect employment competitiveness.

In addition, entrepreneurship education is a dependent variable influenced by career exploration [4]. At the same time, entrepreneurship education is also a variable that affects employability [5]. Therefore, it is necessary to choose entrepreneurship education as a mediating variable to explore whether career exploration affects entrepreneurship education and then affects students' employability.

Furthermore, in the relationship between career exploration and entrepreneurship education, it is meaningful to study the moderating effect of hope on the relationship between the two. The focus is to observe the impact of college students' career exploration on entrepreneurship education under different hopes.

Therefore, to promote university students' employability, this study aims to confirm the impact of career exploration on employability through entrepreneurship education and hope, which could provide reasonable suggestions to improve university students' employment core competitiveness and employment rate.

Two research questions are presented as follows. First of all, what is the relationship between career

exploration, entrepreneurship education, hope and employability? Secondly, does hope moderate the mediating role of entrepreneurship education in the relationship between career exploration and employability?

2. Literature Review

2.1 The relationship between career exploration and employability

The foundation of career exploration theory is career development theory. This theory advocates that career exploration is a cognitive and behavioural process of seeking information or problem-solving [6]. Career exploration is a series of mental or physical activities taken by individuals for the purpose of self-development and integration and the achievement of career goals. This includes information seeking and an individual's perception of themselves and their environment. From the perspective of individual adaptive function and lifelong development, once an individual forms a relatively stable exploration attitude and skill in career exploration, it will continue to act on the career development in the following stages [7]. An individual's career is divided into five stages: growth, exploration, establishment, maintenance, and decline [8]. At this stage, individuals choose and establish career goals through various career explorations. The exploration period is the most important stage in career development. Career exploration is a series of mental or physical activities taken by individuals for the purpose of self-development and integration and the realization of career goals, including information search and an individual's awareness of themselves and the environment. From the perspective of individual adaptive function and lifelong development, once an individual forms a relatively stable exploration attitude and skill in career exploration, it will

continue to play a role in the subsequent stages of career development, which has a far-reaching and lasting effect [6,7].

Employability refers to the ability of employees to perform their jobs and create long-term development value [9,10]. The International Labour Organization (ILO) defines employability as the ability of a job seeker to successfully obtain a job and to be able to do it. According to the Conference Council of Canada (CBC), employability is the sum of an individual's ability to perform in a job and realize the value of life. With the continuous development of society and the change in the workplace environment, the employability of graduates has become one of the topics that has attracted much attention in the field of human resource management. The reserve and cultivation of talents is the cornerstone of the sustainable development of the country, organizations and enterprises. As an important part of the new generation of workforce, the employability of graduates is directly related to the long-term development of the whole society [11,12].

The research shows that career exploration is conducive to improving students' professional quality and comprehensive ability and enhancing their employment competitiveness [2,3]. In the environment of fierce competition and complex and changeable social environment, only by making career planning in advance formulating corresponding action plans, and implementing effective and feasible action measures accordingly, can students continue to discover and tap the potential in the process, which could improve their comprehensive ability and professional quality. Only by being well prepared can students stand out when opportunities arise and when competition arises. Therefore, improving students' career exploration ability can effectively promote the enhancement of their employability and realize their career dreams and life values.

2.2 The mediating role of entrepreneurship education

The research on entrepreneurship education is still in its early stages [13]. Large numbers of research to date simply present entrepreneurship programs and courses [14], and demonstrate the content of the important meaning of entrepreneurship education [15]. Practical experience shows that entrepreneurship education can not only help entrepreneurs find employment, but also bring considerable employment opportunities. More importantly, entrepreneurship can also effectively promote macroeconomic growth in terms of development and innovation, and is an extremely effective way of employment [16].

The previous study was reviewed to determine whether entrepreneurship education plays a mediating role in the relationship between career exploration and employability [4,5]. Entrepreneurship education is highly likely to improve employment competitiveness [17]. Entrepreneurship education has positive effect the employability, as well as a positive predictive effect on employability [5], which means that students who experience entrepreneurship education have better employability skills and provide advantages to the workforce, community and national economy [18].

Furthermore, career exploration education can improve students' self-awareness and help them determine their entrepreneurial goals [4], so as to enhance their willingness to receive entrepreneurship education. Students who are more active in career exploration will be more likely to participate in entrepreneurship education. Therefore, there is a positive correlation between career exploration and entrepreneurship education.

Career exploration influences entrepreneurship education. Entrepreneurship education affects employability. Therefore, it is expected that

entrepreneurship education will play a mediating role in the relationship between career exploration and employability. In this paper, the mediating role of entrepreneurship education will be verified.

2.3 The moderating role of hope

Hope theory is a psychological theory that aims to explain why and how people go from setting goals to setting paths and actions [19]. It identifies path thinking, agency beliefs, and goal recognition as the core of hope development [20]. Moreover, hope is a moderated mediator[21], which will give people confidence that they can perform better in the future and inspire a positive pursuit of new experiences [22]. Significantly, individuals with high hopes were more able than their low-hope counterparts to use feedback to alter and improve their strategies [20]. Furthermore, In the entrepreneurship education of college students, it is often the students who have a higher degree of hope and higher expectations for the market who are more willing to receive entrepreneurship education [23]. Therefore, it was predicted that the effect of career exploration on entrepreneurship education would be different depending on whether hope was high or low, so this study attempted to use hope as a moderating variable. Furthermore, if hope moderates the relationship between career exploration and entrepreneurship education, this study sought to confirm, targeting Chinese college students, whether hope plays a moderated mediating role by influencing employability affected by career exploration through entrepreneurship education..

3. Methodology

3.1 Research model

To confirm whether hope moderates the mediating role of entrepreneurship education in the relationship between career exploration and employability, model

7 of the SPSS PROCESS macro proposed by Hayes [24] was applied, and the research model was established as shown in Figure 1. The researcher attempted to control university students' gender and grade, which affect the mediating and dependent variables.

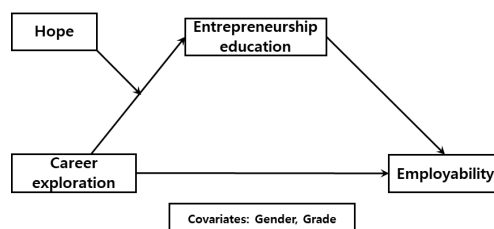


Figure 1: Research Model

3.2 Study subjects and collection procedure

Guangdong province, a southeast part of China, was purposively chosen as the study area. The candidates for this study were university students. The purposive sampling method was applied to the sampling of the survey subjects. All the data was collected via an online survey software from September to December 2023. After excluding missing data and invalid questionnaires, a total of 346 valid questionnaires were collected. According to the results, there were 230 girls and 116 boys, broken down by gender. By grade, there are 10 students in the second grade, 193 in the third grade, and 143 in the fourth grade.

3.3 Research Tools

3.3.1 Career Exploration

Among the career exploration scales, the more prominent one is the Career Exploration Questionnaire (CES), designed by Stumpf in 1983 [25], which includes three parts: career exploration beliefs, exploration activities, and emotional reflections. What is more prominent in China is the career exploration questionnaire revised by Xu Cun in 2008 [26], which includes four dimensions:

environmental exploration, self-exploration, systematic exploration and information quantity, with a total of 18 items. This study uses Xu's Career Exploration Questionnaire, which is scored on a 5-point Likert scale, with 1-5 representing "rarely" to "often" respectively. In this study, the reliability of this scale was Cronbach's $\alpha=0.958$.

3.3.2 Entrepreneurship education

The Entrepreneurship education scale in this study used the scale developed by Ma, and Liang [27]. In this study, two of the four dimensions were chosen for a total of six questions, which include the following statements: "I often listen to the school's innovation and entrepreneurship lectures". This study used a 5-point Likert scale from "strongly disagree" to "strongly agree". Higher scores symbolize the candidates get higher entrepreneurship education. In this study, the reliability of the entrepreneurship education scale was Cronbach's $\alpha=0.92$.

3.3.3 Hope

The hope scale which was developed and supplemented by Snyder et al. [28] was used in current study. This scale consists of a total of 8 items, which include the following statements: "I can think of many ways to get out of trouble" and "I follow my own goals." Four of the items are a pathway thought, and four items are an agency thought. Each item is a 5-point Likert scale ranging from "not at all (1 point)" to "very well (5 points)." The candidates who get higher scores symbolize they have higher hope. In this study, the reliability of hope scale was Cronbach's $\alpha=0.911$

3.3.4 Employability

The employability scale which was developed and supplemented by Knight and Yorke [29] and modified

by Ni [30] was used. In this study, four of the five dimensions were chosen for a total of 15 questions, which include the following statements: "You have the professional knowledge and principles required to complete the task". This study used a 5-point Likert scale from "strongly disagree" to "strongly agree". A higher score symbolize that the candidates get higher employability. In this study, the reliability of the employability scale was Cronbach's $\alpha=0.964$.

3.3.5 General characteristics

Among the general characteristics affecting mediating and dependent variables, gender and grade were analyzed after controlling.

3.4 Data Analysis

The data was analyzed using SPSS PC+ Mac Ver. 26.0 and SPSS PROCESS macro Ver. 4.2 for data analysis, which includes Pearson's bivariate correlation, Cronbach's reliability, and frequency analysis. The moderated mediation effect used PROCESS macro Ver. 4.2 Model 7 proposed by Hayes [24].

4. Results

4.1 Correlation of Main Variables

A result of Pearson's bivariate correlation analysis was presented in <Table 1>. Career exploration was significantly related to entrepreneurship education ($r=.607, p<.01$), employability ($r=.819, p<.01$), and hope ($r=.693, p<.01$). Entrepreneurship education also showed a positive correlation with employability ($r=.603, p<.01$) and hope ($r=.531, p<.01$). Employability and hope also showed a positive correlation ($r=.750, p<.01$). This research use the VIF (Variance Inflation Factor) test to eliminate multicollinearity of the employability,

career exploration, as well as hope and employability. In conclusion, the overall VIF values ranged from .531 to .768, and it was judged that there was no multi-collinearity of major variables

As a result of descriptive statistical analysis, all scores were higher than the median 3 points. Both career exploration and hope were the highest (M=3.65)

<Table 1> The correlation coefficients and descriptive statistics

	1	2	3	4
1. Career exploration	1			
2. Entrepreneurship education	.607**	1		
3. Employability	.819**	.603**	1	
4. Hope	.693**	.531**	.750**	1
M	3.65	3.26	3.59	3.65
SD	.53	.66	.56	.56

**p<.01

4.2 The moderated mediation effect of hope on the relationship between career exploration and entrepreneurship education

The research results of moderated mediation effect are presented below in <Table 2>. Career exploration has a significant positive effect on entrepreneurship education (B=.5416, p<.001) and employability (B=.7634, p<.001). Looking at the moderating variable, hope has a significant positive effect on entrepreneurship education (B=.2343, p<.001). The interaction term between career exploration and hope also has a significant positive effect on entrepreneurship education (B=.2566, p<.001). In this way, hope moderated the relationship between career exploration and entrepreneurship education. When hope is at the M and M±SD, the conditional effect of career exploration on entrepreneurship education is significant. The Johnson-Neyman's result revealed that the

moderating effect was significant when hope exceeded -1.1842, encompassing 98.2659% of the survey subjects.

<Table 2> Analysis of moderated mediation effect of hope in the relationship between career exploration, entrepreneurship education and employability

Mediating variable model (DV: Entrepreneurship Education)						
Variables	Effect	SE	t value	LLCI*	ULCI**	
Constant	3.2123	.0311	103.3520	3.1512	3.2735	
Career Exploration	.5416	.0731	7.4062***	.3978	.6855	
Hope	.2343	.0681	3.4417***	.1004	.3682	
Career exploration × Hope	.2566	.0728	3.5265***	.1135	.3998	
Conditional effects of the career exploration at values of hopes:						
Hope	Effect	se	t value	LLCI	ULCI	
-	.5595	.3980	.0887	4.4863***	.2235	.5726
0	.0000	.5416	.0731	7.4062***	.3978	.6855
+	.5595	.6852	.0784	8.7442***	.5311	.8394
Johnson-Neyman's conditional effect significance area						
hope	% below	% above				
-	-1.1842	1.7341				
98.2659						
Significance area of conditional effects of the Career Exploration at values of hopes:						
Hope	Effect	se	t value	LLCI*	ULCI**	
-	-1.6507	.1180	.1494	.7898	-.1759	.4120
⋮						
-	-1.2007	.2335	.1218	1.9168	-.0061	.4731
-	-1.1842	.2377	.1209	1.9669	.0000	.4754
-	-1.0507	.2720	.1132	2.4023*	.0493	.4947
⋮						
+	1.3493	.8879	.1136	7.8167***	.6645	1.1114
Dependent variable model(DV: Employability)						
Variables	Coeff	SE	t value	LLCI	ULCI	
Constant	3.1252	.1058	29.531***	2.9171	3.3334	
Career Exploration	.7634	.0403	18.9410***	.6844	.8426	
Entrepreneurship Education	.1417	.0320	4.4260***	.0787	.2046	
Direct effect of X on Y: Career Exploration →						

Employability				
Effect	se	t value	BootLLCI	BootULCI
.7634	.0403	18.9410***	.6841	.8426
Conditional indirect effects of X on Y: Career exploration → Entrepreneurship education → Employability				
Hope	Effect	BootSE	BootLLCI	BootULCI
-.5595	.0564	.0168	.0262	.0927
.0000	.0767	.0199	.0387	.1174
.5595	.0971	.0254	.0475	.1472
Index of moderated mediation:				
Hope	Index	BootSE	BootLLCI	BootULCI
	.0364	.0147	.0092	.0662

* $p < .05$, ** $p < .01$, *** $p < .001$

Since the conditional effect was significant, it was presented in [Fig. 2]. The conditions for hope were given as M, $M \pm 1SD$, and the variable career exploration was displayed on the X-axis and the variable entrepreneurship education on the Y-axis. When hope was at $M+SD$, entrepreneurship education increased significantly as hope increased. On the other hand, when hope was in $M-SD$ when career exploration increased, entrepreneurship education increased slowly. In other words, the impact of career exploration on entrepreneurship education was different when hope was high and low.

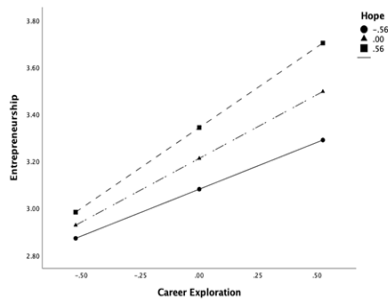


Figure 2. The moderating effect of hope on the relationship between career exploration and entrepreneurship education

Moreover, as the <Table 2> presented before, the

direct effect between career exploration and employability was significant and the value was .7634 (.6844 ~ .8426), because the value 0 is not within the 95% confidence interval between the bootstrap lower limit (BootLLCI) and upper limit (BootULCI) at M and $M \pm 1SD$. Next, the conditional indirect effect is significant at the conditions for hope were given as M, and $M \pm 1SD$. Therefore, the moderated mediating effect was confirmed, and the index was .0364 (.0092 ~ .0662), indicating statistical significance. To sum up, the moderated mediating effect of hope on the path from career exploration to employability through entrepreneurship education was verified.

6. Discussion and conclusion

Firstly, career exploration had a significant positive correlation with entrepreneurship education, hope and employability, which is consistent with previous findings [5,7,18]. Entrepreneurship education mediated in the relationship between career exploration and employability. Therefore, it is necessary to enhance the employability of university students by improving their career exploration and enhancing entrepreneurship education.

Secondly, the result illustrates that hope shows the moderating effect on the relationship between career exploration and entrepreneurship education. The interaction term between career exploration and hope had a positive and significant impact on entrepreneurship education. Therefore, hope moderated the relationship between career exploration and entrepreneurship education. Additionally, the conditional effect of entrepreneurship education on employability is significant to the entire interval of $M \pm SD$.

Finally, it was analyzed whether hope moderates the pathway of career exploration → entrepreneurship education → employability. The

conditional indirect effect of career exploration on employability through entrepreneurship education was significant at the conditions for hope were given as M , and $M \pm 1SD$. Therefore, the moderated mediating effect of hope was confirmed.

Based on the results of this research, it was concluded to increase the employability of university students by increasing their career exploration, hope and entrepreneurship education.

The limitations of this research and suggestions for further study are as follows. Firstly, the candidates of this research were only selected from Guangdong province. In this way, the result is likely to be unrepresentative. Three or more samples from different areas may reduce sampling error. Secondly, students' career choices will change according to the economic situation and social environment, so they should be considered in future research.

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