

The Effect of Social Capital on College Students' Initial Job Selection in South Korea

Hyeon-Jin Kim¹, Daeyeon Cho^{2*}, Youngsup Hyun³ & Jae Hyun Kim⁴

¹Nuclear Training and Education Center, Korea Atomic Energy Research Institute, Daejeon, South Korea

²College of Education, Korea University, Seoul, South Korea

³Teacher's College, Kyungpook National University, Daegu, South Korea

⁴Department of the Aged and Welfare, Gyeongsan University, Gyeongsan, South Korea

*Correspondence: Daeyeon Cho, College of Education, Korea University, Anam-dong, Sungbuk-gu, Seoul, 136-701, South Korea. Tel: +82-2-3290-2294. E-mail: chodae@korea.ac.kr

DOI: 10.12735/jbm.v3i2p17

Abstract

This study aims to explore whether college and family social capital influences the job selection of college students. When demographic variables such as gender and college type are controlled for, logistic regression of 2,145 college students shows that only college social capital, such as peer friendship ($\beta = .160$), extracurricular activities ($\beta = .096$), and academic advisors counseling ($\beta = .047$), affects their job selection. Based on this finding, college students, on and off campus, are recommended to form close networks with various college constituents, and academic advisors to make continuous network with their students. In addition, college administrations can help build career-oriented extracurricular activities and encourage college students to participate in these activities.

JEL Classifications: J13, J24, O53

Keywords: college student, social capital, job selection

Abbreviations: Korean Educational Development Institution (KEDI)

1. Introduction

1.1 Introduce and Explore Importance of the Problem

A few decades ago, it was widely recognized that someone can be easily employed by obtaining a bachelor's degree. On the basis of this belief, some researchers (Grubb & Lazerson, 2004; Grubb, Sweet, Gallagher, & Tuomi, 2006) have shown that education is one of the essential factors for an individual's career development and upward economic mobility. As such, educational stakeholders were concerned mainly on providing various educational opportunities for students.

Indeed, however, college graduates often have difficulty choosing a job they desire. To address this issue, many researchers (e.g., J. S. Kim, 2005; Lightbody, Nicholson, Siann, & Walsh, 1997; Saks, Wiesner, & Summers, 1994; Saks, Wiesner, & Summers, 1996) have put much effort into investigating which factors have an impact on the job selection of college students. In their studies,

the demographic, psychological, and socio-economic aspects of college students' job selection have been highlighted.

On the other hand, a few researchers have turned their focus on social capital among those elements closely linked to one's educational and social status attainment (Qian & Blair, 1999; Stanton-Salazar & Dornbusch, 1995). In particular, Coleman (1990) emphasized the importance of the structure of relations between and among actors in terms of helping our understanding of social capital. From a similar perspective, Putnam (1995) argued that social capital is a "feature[s] of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit (p. 67)." On the importance of social capital, social capital allows an individual to easily find job opportunities (Lin, 2001). That is, through networking activities on social capital, a college student can more easily acquire significant information in selecting jobs. Therefore, a legitimate suspicion is that college students can easily select their desired jobs by obtaining high-quality job-related information through social capital.

In addition, research regarding job selection in Korea may be effective in focusing on the post-secondary level, considering that a very high proportion of high school graduates (about 80%) go to college (KEDI, 2010). Most high school students tend to spend a considerable portion of their high school life preparing for college entrance (H. Kim, 2007). Because most parents in Korea send their children a powerful signal which someone can be easily employed and guaranteed much wages by obtaining a bachelor's degree, the students postpone their job selection after graduating from college as well. Therefore, there is little chance for the students to think of their future job and career. This is why we are more interested in investigating college students than high school students in Korea. In addition, most college students in Korea tend to select a job that is mismatched with their college major (KEDI, 2010). Such a *major-job mismatch* suggests that their major may not be in line with their career path. If college students could identify their future job more quickly, it would be good for them in terms of saving time to plan their career and life. Their career would be closely linked to their initial job selection in the labor market. In this sense, this study focuses on college students' initial job selection within the setting of Korea.

Notably, few research on social capital have been accumulated at the post-secondary level compared to the extensive literature on the K-12 level (Bank, Slavings, & Biddle, 1990; Bryk & Schneider, 2002; Garner & Raudenbush, 1991; Jones & Maloy, 1988; Lareau, 1987; Lee & Croninger, 1994; Sui-Chu & Willms, 1996). In particular, little is known about the elements of social capital that influence college students' job selection. Considering the scarcity of research between social capital and college students' job selection, it is important to extend and study the role of social capital on job selection.

Along with demographic, psychological, and socio-economic factors as have been long found to affect job selection, but more needs to be known about whether the elements of social capital have a positive association. As such, the purpose of this study is to explore the relationship between the elements of college students' social capital and job selection, given the condition that other factors related with job selection are controlled. In particular, regarding the importance of the two elements, family and college, which is more important in terms of influencing the college students' initial job selection is highlighted.

1.2 Describe Relevant Scholarship

1.2.1 *Social Capital Theory: Conceptualization and Characteristics*

Since Hanifan's (1916) research, researchers have developed social capital as exploring different features such as structural and process elements as well as different levels such as family and school (Parcel, Dufur & Zito, 2010). The development of features and levels has created many measures of social capital (Lin & Erikson, 2008).

From a network/relationship perspective, Coleman (1988) highlighted the function of social structures and certain actions of members within the structure in terms of explaining the concept of social capital. In other words, social capital that can be built through social relationships is productive and makes shared goals possible. Cho and Imel (2003) explained that social capital enables members to work together toward mutual goals based on establishing common interests to be shared among members. Stanton-Salazar (1997) conceptualized social capital as the relationships among institutionalized agents and the networks to achieve social progress and goals. According to Putnam (2000), social capital refers to the collective value on social networks with trust and reciprocity. These concepts have emphasized both networking and relationships among members for achieving certain shared goals. Thus, in the sense of the network/relationship, social capital is produced through close relationships among social constituents for shared purposes and resources.

In this sense, social capital that has been established by an individual provides a basis for his or her job selection. According to Perna (2000), social capital “may take the form of information-sharing channels (p. 119).” In particular, some researchers have shown that social capital is related to relationships, norms, and information channels (Coleman, 1988; Lin, 2001). Indeed, someone can obtain information and resources with norms created by the relationship that he or she has with others (Coleman, 1988; Lin, 2001; Portes, 1998). Information-channels are closely linked to the ability of building networks. In short, this characteristic of social capital contributes to the quality of learning interactions.

Furthermore, social capital includes excludability and convertibility. An individual can deliberately exclude access of other individuals to information and resources through relationships between the individual and others connected to the individual (Bourdieu, 1986). Through exclusion, the individual obtains a great benefit compared with those excluded from the relationship. According to Dika and Singh (2002) and Portes (1998), social capital can be converted into various values and opportunities based on the quality and quantity of such relationships. From the perspective of *the access to opportunity for mobility*, social capital can be closely linked to an individual’s many job opportunities in the perspective of convertibility (Putnam, 2004). Consequently, an individual can easily access information and resources through social capital with excludability and convertibility. Because of these characteristics of social capital, many opportunities for the job selection of college students can be easily obtained.

According to Putnam (2000), social capital can be categorized into bridging and bonding. The former is a *weak tie* or loose connection among constituents who may provide one another with useful information, and the latter is a *strong tie* or emotionally intimate relationship. Ellison, Steinfield, and Lampe (2007) identified family as an example of strong ties. That is, people can accumulate *social capital as a strong tie* through relationships with other constituents closely connected to them. On the other hand, Granovetter (1995) stated that “other things being equal, information transmitted via weak ties would ultimately reach a large number of people than if sent through strong tie (P. 53).” On the direct relevance between social capital and information, weak ties would contribute to form social capital through relationships with more people around him/her (Perna, 2000). Therefore, along with a bridging and bonding of social capital, someone can obtain emotional support as well as a lot of information and resources, which allow many opportunities for college students to select a job.

1.2.2 Relationship between College Students’ Social Capital and Job Selection, and Demographic Factors

Academic expectation is one of the outcomes of social capital established through the relationship among college students, and their peers, family, and academic advisors (Kahne & Bailey, 1999). College students’ social capital can be considered from the perspective of family and college (Ellison *et al.*, 2007). That is, college students’ social capital needs to be fundamentally categorized into two aspects: family and college.

College students can obtain a lot of opportunities to improve their social networks that can positively change their educational achievement and status in the labor market (Portes, 1998). In other words, college students can not only increase their educational achievement through networking with other internal and external constituents in college, but also have meaningful information related with their job selection. Specifically, networking with *significant others* such as faculty and peers directly influences the achievement of college students' desired outcome, owing to access to information and resources through the relationship that they have with these very others (Harper, 2008). Although college students' prerequisite knowledge suffices, they can achieve their desired outcome on the basis of social capital (Coleman, 1988; Lin, 2001). Some researchers have delineated the importance of non-redundant information transmitted through weak ties to significant others, which tends to suppose that information properties are responsible for variations in job selection as well (Granovetter, 2005; Capellari & Tatsiramos, 2010). Therefore, it can be expected that college students' activities, such as peer friendship, academic advisor counseling, and extracurricular activities contribute to social capital, and help influence their job selection.

Second, college students' social capital can be considered with regard to familial aspects. Kahne and Bailey (1999) reported that college students obtain their desired outcome through the relationship with their family constituents. Through a relationship regarded as a strong tie, a college student can generate much information-shared channels between family members (Coleman, 1988; Lin, 2001; Perna, 2000; Portes, 1998). Through these information-shared channels, college students increase the possibility that they can obtain their desired outcomes. As a result, college students' family social capital such as living and conversations with their father or mother influences their job selection, which can be regarded as a desired outcome.

Gender is one of main components of a college students' job selection in Korea as well. According to Bae (2003), Korean women have more intimate disclosures than men. Most male college students enter the military in Korea while they are attending university. Therefore, in the case of male college students, they have relatively enough time to think about their future job before graduation. On the other hand, female college students cannot help but select their jobs more quickly. Female students are likely to communicate with many individuals around them, and the priority for their job selection tends to be more realistic, such as economic independence from their family, compensation, and so on (S. Kim, 1999; J. S. Kim, 2005).

In addition, college students tend to spend their college life under the culture of collectivism in Korea. Collectivism is based on the assumption that groups bind and mutually obligate members to achieve common goals rather than individual goals (Bae, 2003). Individuals in a collectivistic culture such as Korean colleges are more likely to have a stronger and highly intimate social network and relationships with their members. As such, Korean college students have more opportunities to obtain job-related information from their peers and senior members on and off campus than individuals in an individualistic culture such as Europe and America.

1.3 Conceptual Framework

A review of literature revealed that significant others include families, peers, and faculty members who can easily keep in touch with the college students. Therefore, college students' social capital should be basically considered from both family and college perspective. In the family perspective, college students' social capital may be formed on the basis of living with father or mother, and conversation with father or mother. In the college perspective, the relationships with either peers or faculty members are sources on which college students' social capital can be established. Concretely, all peer friendships, academic advisor counseling and extracurricular activities can be forms of college students' social capital.

In sum, it is important to examine empirically the relationship between college students' social capital and their job selection that came from the literature review. On the importance of the two

aspects such as family and college, the purpose of this study is: How college students' social capital significantly influences their job selection from the aspects of both family and college?

2. Method

2.1 Sample Characteristics

The sample size used for this study on the utilization of a Korean Education Employment Panel (KEEP)⁽¹⁾ was 2,415 college students enrolling in educational institutions above a 2-year college from. In Table 1, the number of male and female students was almost equal (male = 1,375; female = 1,040). Most students were enrolled in two or four year colleges (two-year =830, three-year=245, and four-year=1,299, equal to or more than five-year four-year=41). In Korea, college types are largely divided into two types: community colleges such as two- and three-year colleges, and universities such as four-, five-, and six-year colleges. Most students attending community colleges learn ready-to-use knowledge and skills to meet the demand of the industry, whereas universities focus on developing students' academic knowledge and skills. Furthermore, most architecture majors attend five-year colleges, and most medical majors do six-year colleges.

Table 1. Demographic distribution of college students

Section	Frequency	Ratio
Gender		
Male	1,375	56.9
Female	1,040	43.1
College type		
2-year	830	34.4
3-year	245	10.1
4-year	1,299	53.8
5-year	36	1.5
6-year	5	0.2

2.2 Variables

2.2.1 Dependent Variable

In the KEEP questionnaire, the dependent variable focused on each college student's job selection for the future. Table 2 shows the questionnaire variables and how they were coded. Because the original question of the dependent variable was 'Have you decided your specific job for the future?' the respondents were asked to answer as 'yes or no'. The dichotomous dependent variable was inserted in the model as a dummy variable.

¹ This research was based on the utilization of a Korean Education Employment Panel (KEEP) data collected in 2007, as variables related to social capital were included only from that year. The Korean Educational Development Institution (KEDI) started an investigation to understand the educational experience, career plan/path, job selection/search/experience of Korean adolescents and college students as research subjects beginning in 2004 (KRIVET, 2010). The KEEP sample was selected using a two-stage stratified sampling, such as province/county and school. Therefore, it can be easily recognized that KEEP is a nationally representative sample of college students in Korea. KEEP has obtained data every year from nearly equivalent samples since 2004, and the data announced in 2007 are relevant to college students' social capital and their job selection.

Table 2. Research variables

Variables	Questions (coding)
Dependent	
JOB	Have you decided your specific job for the future? (Yes = 1, No = 0)
Independent	
Demographic Elements	
GEN	What is your gender? (Female = 1, Male = 0)
GRA	Which educational institution do you study at?
COL-2	(2-year college = 1)
COL-3	(3-year college = 1)
COL-4	(4-year college = 1)
COL-5	(5-year college = 1)
COL-6	(6-year college = 0)
College Social Capital	
FRI	Have you shared a close relationship with other college friends? (absolutely disagreeable = 1, somewhat disagreeable = 2, neutral = 3, somewhat agreeable = 4, absolutely agreeable = 5)
EXT	How often do you participate in extracurricular activities? (none = 1, a little = 2, some = 3, quite a lot = 4, a great amount = 5)
ADV	How many times do you interview with academic advisor until now? (logarithmic transmission, continuous)
Family Social Capital	
LIVE-f	Do you live with your father? (Yes = 1, otherwise = 0)
CON-f	How much do you converse with your father per day (Unit: Minute-logarithmic transmission, continuous)
LIVE-m	Do you live with your mother? (Yes = 1, otherwise = 0)
CON-m	How much do you converse with your mother per day (Unit: Minute-logarithmic transmission, continuous)

2.2.2 Independent Variable

Independent variables were categorized into three groups: (1) demographic element, (2) college social capital, and (3) family social capital. The characteristic of KEEP as secondary data restricted more comprehensive measures of social capital. As in Table 3, college social capital was further divided into three elements (i.e., peer friendship, extracurricular activities, and academic advisor counseling), and family social capital into four (i.e., living with father, conversation with father, living with mother, and conversation with mother). The extracurricular activities in the Korean

context indicate that college students participate in club activities and/or major-related events on campus. Other variables that were analyzed as dummy variables include peer friendship, extracurricular activities, academic advisor counseling, conversations with their father, and conversations with their mother.

Table 3. Organization of variables

	Explanation of Variables
Dependent	JOB: Job selection for the futuer
Independent	
(Demographic Elements)	GEN: Gender
	GRA: Types of schooling
(College Social Capital)	FRI: Peer friendship
	EXT: Extracurricular activities
	ADV: Academic advisor counseling
(Family Social Capital)	LIVE-f: Living with father
	CON-f: Conversation with father
	LIVE-m: Living with mother
	CON-m: Conversation with mother

3. Results

This study analyzed the data through Logistic Regression Analysis. A logistic regression analysis, inputting variables in two phases, has been applied to explore how college students’ social capital variables significantly influence their initial job selection, while controlling for demographic variables including gender and college type.

Table 4 shows the overall findings of this study, such as the coefficient of variables and supplementary statistics. In the first model (step 1), the only significant variable was gender ($p < .05$). This implies that college students’ future job selection differs by gender. As evaluated through a Hosmer and Lemeshow Test in Model 1 (Hosmer & Lemeshow, 2000), Model 1 was consistent across the data ($\chi^2 = 2.460, p = .652$).

College students’ college capital and family capital variables were added in the second step. Of the independent variables, gender, peer friendship, extracurricular activities, and academic advisor counseling were significantly related to college students’ future job selection. The finding showing that the coefficients of peer friendship and extracurricular activities were positive suggests that college students’ close friendships with their peers and their extracurricular activities positively influence their job selection ($p < .05$). Academic advisor counseling also positively influences the students’ job selection ($p < .01$).

The coefficients of dwelling with their father, conversations with their father, dwelling with their mother, and conversation with their mother were small. This finding suggests that living and conversing with parents has no statistical impact on college students’ job selection. Thus, it is unlikely that college students’ family social capital considerably influences their job selection.

In terms of the goodness-of-fit of the model, as evaluated through the Hosmer and Lemeshow Goodness-of-Fit Test in Model 2, Model 2 was consistent across the data ($\chi^2 = 9.079, p = .336$). Furthermore, the explanatory power of the model on college students’ job selection modestly

improved through the addition of social capital variables (Nagelkerke R^2 of the Model 1 = .049; Nagelkerke R^2 of the Model 2 = .072).

Table 4. Effects of college students' social capital on their job selection

	Step 1		Step 2	
	<i>B (S.E.)</i>	<i>EXP (B)</i>	<i>B (S.E.)</i>	<i>EXP (B)</i>
Constant	21.034 (17908.439)	1364265069.481	19.727 (17852.487)	369306041.375
GEN	.458** (.084)		.436** (.092)	1.546
GRA				
COL-2	-21.330 (17908.439)	.000	-21.348 (17852.487)	.000
COL-3	-20.546 (17908.439)	.000	-20.572 (17852.487)	.000
COL-4	-21.516 (17908.439)	.000	-21.552 (17852.487)	.000
COL-5	-21.500 (17908.439)	.000	-21.390 (17852.487)	.000
FRI			.160* (.069)	1.174
EXT			.096* (.048)	1.110
ADV			.047** (.018)	1.048
LIVE-f			.340 (.223)	1.405
CON-f			.054 (.047)	1.055
LIVE-m			.074 (.229)	1.077
CON-m			.024 (.048)	1.025
-2LogL		3249.412		2760.617
χ^2		90.017**		114.693**
Nagelkerke R^2		.049		.072
Hosmer and Lemeshow Test				
χ^2		2.460		9.079
<i>p</i> -value		.652		.336

Note: * $p < .05$, ** $p < .01$

Overall, the findings of this study showed that a college student's gender can be a critical factor on their job selection. That is, female college students select their desired jobs more easily than

male counterparts. According to some researches (Major & Konar, 1984; Marini, Fan, Finley, & Beutel, 1996), female job-seekers tend to assign a higher value to vocational interest than male job-seekers. In addition, some literature (Major & Konar, 1984; Marini *et al.*, 1996; Heckert & Wallis, 1998; Heckert *et al.*, 2002) has shown that wage is less important than other considerations for job selection in the eye of female job-seekers. Because female college students assign a higher weight on invisible elements in searching for their prospective job, their job selection will be clear and quick despite a lengthy job-seeking period (J. S. Kim, 2005).

College type had no impact on job selection. A 4-year college is the most popular in Korea. High school graduates prefer to enroll in 4-year colleges, and their parents also share same goal with their children. On the other hand, 2- or 3-year colleges mainly focus on vocational and technical education for students to directly apply after graduation. However, this study presented that college type has nothing to do with college students' job selection. These results echoes and extends the findings of several previous studies. For example, gender has a fairly high level of influence on job selection, while college type has a low level of influence (H. Kim, 2007). In this study, the results show that female college students select their job more quickly than male college students, since female college students select their job more for practical reasons (J. S. Kim, 2005). Meanwhile, most Korean college students, irrespective of college type, exhibit a tendency to consider *occupational stability* as an important criterion for their job selection (H. Kim, 2007). Therefore, most college students are likely to select their job irrespective of their college type. Given the condition that gender affecting job selection is controlled for, college students' peer relationship, extracurricular activity, and academic advisor counseling significantly influence their job selection. This result can be supported by the aspect of social capital as a weak tie. For instance, family exhibits a tendency to produce redundant information closely linked to inaccurate and misleading information (Granovetter, 1995). From another angle, given the rapid expansion of higher education in Korea, combined with a rapid change in the economy and the labor market, many families have a weak intergenerational endowment when it comes to a job search in the graduate labor market.

That is, college students' social capital such as a weak tie to peers, extracurricular activities, and academic advisors is beneficial in selecting their future job. Some researchers have indicated that college students' extracurricular activities with other college constituents are beneficial for their career path (Joo, 1997; J. K. Kim, 1993). Furthermore, a group of Korean researchers highlighted the importance of peer relationship to a college student's job selection (Joo, 1997; Y. O. Kim, 1998; J. Lee, 1997). Another group of studies conducted in Korea (Cheong, 1999; Y. J. Kim, 1994; S. Lee, 1992; J. Lee, 1997; Yang, 1998) showed how important the relationship between college students and their academic advisor is in selecting their job. Considering all the theoretical grounds and the findings of empirical studies, it can be concluded that college students can easily select their future job, using social capital on the basis of networking with peers, extracurricular activities, and academic advisors in Korea.

However, college students' family social capital has nothing to do with their job selection. Compared with college social capital, college students' family social capital has little impact on their future job selection. This result is inconsistent with that of Ko (2005), who stressed the importance of family social capital for college students' career choice. That is, the effect of college may be greater than that of family in the aspect of college students' job selection.

4. Conclusions and Implication

This study aimed at identifying the relationship between college students' social capital and their job selection. In particular, this study revealed which elements of college students' social capital influence their desired job selection, after controlling for gender and college type. In addition, this study showed the importance of social capital in college students selecting their desired job in the

future. Among the factors related to social capital, this study focused on the relationship between college students and other various constituents on campus. Based on the findings, the following conclusions and implications can be discussed.

First, on and off campus, college students need to endeavor to form intimate networks with various college constituents, and academic advisors should continuously do so with college students as well. This study showed that college students' college social capital significantly influences their job selection. Specifically, the extent to which college students have a relationship with their peers, participate in extracurricular activities, and consult their academic advisors is closely linked to what job they will select in the future. This implies that college students need to form intimate networks with various constituents, such as peers and academic advisors. In addition, college students can obtain job-related information through mutual trust created by the relationship with their peers. With the students' effort, this study showed that academic advisors also need to regularly and frequently meet and talk with their students to provide them with job-related information. Although most college students tend to obtain job- and career-related information at a career development center on campus, close networking with their academic advisor can be a significant asset to obtain their desired outcomes as argued by Coleman (1988) and Lin (2001).

Second, college authorities can provide college students with information on how to participate in extracurricular activities. Under administrative support, college students may be given affluent job-related information. College authorities are also recommended to provide college students with not only many career-related subjects but also opportunities for their career search, such as an internship, seminar, practicum, and other career-related activities.

Third, how relationships and networks can be continuously maintained when college students move from one community to another needs to be considered. Furthermore, as college students' participation in a variety of extracurricular activities would be encouraged in terms of building their social capital, one has to think of ways to maintain their continuous and positive participation. To address these issues, instead of offline connections, online social networks are expected to play a great role in current college society. This technology usage might support a variety of college people such as professors, alumni, and others who take advantage of established ties.

Fourth, as participation in online Social Network Service (SNS) and offline communities is strongly encouraged, colleges need to explore ways in which college students have proper online and offline social network citizenship. In this sense, colleges may want to develop education programs to help college students become proper online and offline social network citizens.

For the purpose of further developing the following research on the results of this research, it is necessary that the future direction of such research should be based on potential interaction effects between the college students' gender and their social capital measures. Considering the strong effect of gender and social capital for college students' job selection, one may influence the other.

References

- [1] Bae, Y. A. (2003). *Differences in friendship qualities of Korean and American college students*. Illinois Wesleyan University, Honors Projects Paper 22. Retrieved from http://digitalcommons.iwu.edu/psych_honproj/22/
- [2] Bank, B. J., Slavings, R. L., & Biddle, B. J. (1990). Effect of peer, faculty, and parental influence on students' persistence. *Sociology of Education*, 63(3), 208-225.
- [3] Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Westport, CT: Greenwood.

- [4] Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A cored resource for improvement*. New York: Russell Sage Foundation.
- [5] Capellari, L., & Tatsiramos, K. (2010). *Friends' networks and job finding rates*. IZA Discussion Paper No. 5240.
- [6] Cheong, S. K. (1999). *An empirical study on career values and job choices*. Thesis obtained from Kyonggi University.
- [7] Cho, D., & Imel, S. (2003). *The future of work: Some prospects and perspectives: A compilation*. Columbus, OH: ACVE.
- [8] Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, 95-120.
- [9] Coleman, J. S. (1990). *Foundations of social theory*. MA: The Belknap Press of Harvard University Press.
- [10] Dika, S. L., & Singh, K. (2002). Applications of social capital in educational literature: A critical synthesis. *Review of Educational Research*, 72(1), 31-60.
- [11] Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of facebook "Friends": Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143-1168.
- [12] Garner, C. L., & Raudenbush, S. W. (1991). Neighborhood effect on educational attainment: A multilevel analysis. *Sociology of Education*, 64(4), 251-262.
- [13] Granovetter, M. (1995). *Getting a job: A study of contacts and careers* (2nd ed.). Chicago, IL: University of Chicago Press.
- [14] Grubb, W. N., & Lazerson, M. (2004). *The education gospel: The economic power of schooling*. Cambridge, MA: Harvard University Press.
- [15] Grubb, W. N., Sweet, R., Gallagher, M., & Tuomi, O. (2006). *Thematic review of Tertiary education: Korea*. The Organisation for Economic Co-operation and Development [OECD].
- [16] Hanifan, L. J. (1916). The rural school community center. *Annals of the American Academy of Political and Social Science*, 67(1), 130-138.
- [17] Harper, S. R. (2008). Realizing the intended outcomes of brown: High-achieving African American male undergraduates and social capital. *American Behavioral Scientist*, 51(7), 1030-1053.
- [18] Heckert, T. M., & Wallis, H. A. (1998). Career and salary expectations of college freshmen and seniors: Are seniors more realistic than freshmen? *College Student Journal*, 32(3), 334-339.
- [19] Heckert, T. M., Droste, H. E., Farmer, G. W., Adams, P. J., Bradley, J. C., & Bonness, B. M. (2002). Effect of gender and work experience on importance of job characteristics when considering job offers. *College Student Journal*, 36(3), 344-355.
- [20] Hosmer, D. W., & Lemeshow, S. (2000). *Applied Logistic Regression* (2nd ed.). New York: Wiley.
- [21] Jones, B. I., & Maloy, R. W. (1988). *Partnerships for improving schools*. New York: Glenwood.
- [22] Joo, Y. S. (1997). *A study on technical high school students' career decision-making and career guidance*. Thesis obtained from Hanyang University.
- [23] Kahne, J., & Bailey, K. (1999). The role of social capital in youth development: The case of "I have a dream" programs. *Educational Evaluation and Policy Analysis*, 21(3), 321-343.

- [24] KEDI. (2010). *2010 Education statistics analysis data*. Seoul, Korea: KEDI.
- [25] Kim, H. J. (2007). *The factors influencing the vocational selection intention of college students: Based on the experience of vocational education and the related variables*. Thesis obtained from Korea University.
- [26] Kim, J. K. (1993). A study on occupational choice and change of the workers. *Journal of Business Management*, 2(1), 129-153.
- [27] Kim, J. S. (2005). *Occupational perceptions and choices of female college students*. Dissertation obtained from Korea University.
- [28] Kim, S. Y. (1999). *A study on the influence of university education on the decision making process of female university students' expected occupation after graduation*. Dissertation obtained from Ewha Woman's University.
- [29] Kim, Y. J. (1994). *A study on the career choice of vocational course students in general high school*. Thesis obtained from Chungnam University.
- [30] Kim, Y. O. (1998). *A study on the sense of occupation value and occupation choice of technical high school students*. Thesis obtained from Seowon University.
- [31] Ko, Y. R. (2005). *A study on the academic and career counseling and choice of technical high school students*. Thesis obtained from Gyeongsang University.
- [32] KRIVET (2010, September 3). *KEEP User guide: 2004 - 2009*. Retrieved September 3, 2010, from http://www.krivet.re.kr/ku/ha/prg_kuFBADs.jsp.
- [33] Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital, *Sociology of Education*, 60(2), 73-85.
- [34] Lee, J. M. (1997). *A study on factors in the determining of a vocation: Based on the survey of the commercial girls' high school students in Ulsan area*. Thesis obtained from Ulsan University.
- [35] Lee, S. M. (1992). *A study on the actual condition of career determination and the transition of occupational choice*. Thesis obtained from Kyonggi University.
- [36] Lee, V. E., & Croninger, R. G. (1994). The relative importance of home and school in the development of literacy skills for middle-grade students. *American Journal of Education*, 102(3), 286-329.
- [37] Lightbody, P., Nicholson, S., Siann, G., & Walsh, D. (1997). A respectable job: Factors which influence young Asians' choice of career. *British Journal of Guidance and Counselling*, 25(1), 67-79.
- [38] Lin, N. (2001). *Social capital: A theory of social structure and action*. New York: Cambridge University Press.
- [39] Lin, N., & Erikson, B. H. (2008). *Social capital: an international research program*. Oxford, UK: Oxford University Press.
- [40] Major, B. & Konar, E. (1984). An investigation of sex differences in pay expectations and their possible causes. *Academy of Management Journal*, 27(4), 777-792.
- [41] Marini, M. M., Fan, P. L., Finley, E., & Beutel, A. M. (1996). Gender and job values. *Sociology of Education*, 69(1), 49-65.
- [42] Parcel, T. L., Dufur, M. J., & Zito, R. C. (2010). Capital at home and at school: A review and synthesis. *Journal of Marriage and Family*, 72(4), 828-846.

- [43] Perna, L. W. (2000). Differences in the decision to attend college among African Americans, Hispanics, & Whites. *The Journal of Higher Education*, 71(2), 117-141.
- [44] Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24(1), 1-24.
- [45] Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.
- [46] Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon and Schuster.
- [47] Putnam, R. D. (2004). Bowling together. *OECD Observer No. 242*. Retrieved March, 2004, from http://www.oecdobserver.org/news/fullstory.php/aid/1215/Bowling_together.html.
- [48] Qian, Z., & Blair, S. L. (1999). Racial/Ethnic differences in educational aspirations of high school seniors. *Sociological Perspectives*, 42(4), 605-625.
- [49] Saks, A. M., Wiesner, W. H., & Summers, R. J. (1994). Effects of job previews on self-selection and job choice. *Journal of Vocational Behavior*, 44(3), 297-316.
- [50] Saks, A. M., Wiesner, W. H., & Summers, R. J. (1996). Effects of job previews and compensation policy on applicant attraction and job choice. *Journal of Vocational Behavior*, 49(1), 68-85.
- [51] Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard Educational Review*, 67(1), 1-41.
- [52] Stanton-Salazar, R. D., & Dornbusch, S. M. (1995). Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students. *Sociology of Education*, 68(2), 116-135.
- [53] Sui-Chu, E. H., & Willms, J. D. (1996). Effect of parental involvement on eighth-grade achievement. *Sociology of Education*, 69(2), 126-141.
- [54] Yang, K. S. (1998). *A Study on technical high school students outlook on vocation and choose a vocation by an industrial society*. Thesis obtained from Chosun University.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license.

