

## 出國報告（出國類別：其他：國際會議）

參加『第十一屆夏威夷社會政策與治理革新國際研討會』  
「The 11<sup>th</sup> Annual Hawaii International conference on social policy and governance innovation」

服務機關：國立暨南國際大學 通識教育中心

姓名職稱：田劉從國 約聘專任講師

派赴國家：美國 夏威夷州

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## 摘 要

參加由University of Louisville，美國加州州立大學東岸分校(California State University East Bay)，Pepperdine University 與 New Horizons in Education所主辦的「夏威夷國際教育研討會(Hawaii International Conference On Education)」國際研討會，在美國夏威夷州所主辦之國際教育研討會並發表文章收穫豐碩。除了累積再次以英文發表文章的自身經驗以外，更多藉此機會與來自不同國家的學者與專家進行學術性交流與溝通。

為了提升研究的品質與增加增廣見聞，透過此會議的過程，結交國際人士，並交換彼此的研究與教學經驗。由於在會中也可聆聽傑出學者精闢的專題報告。進一步，該組織在舉辦國際研討會已舉辦多年，並且參加此會議的學者眾多。不但促進各國學者在此會議的研究成果交流，更可帶動此區域的觀光產業。在會議結束後，自行進行短暫的該市區觀察，進一步該國文化歷史瞭解。此一短暫的觀察，更體驗到不只是「讀萬卷書不如行萬里路」，更能體會自然環境所帶給這地區的無工業的商機。所以藉著此學術交流機會除可增廣見聞，還可開闊視野，真可謂一舉數得。

## 目次

壹、	目的-----	1
貳、	過程-----	1
參、	心得與建議-----	3
肆、	附錄	
一、	臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研究之口頭報告專題論文-----	5
二、	活動照片-----	25

## 壹、目的

一、代表我方參加『第十一屆夏威夷社會政策與治理革新國際研討會(The 11<sup>th</sup> Annual Hawaii International conference on social policy and governance innovation)』。

吳榮文副教授、翁福元教授與田劉從國講師共同發表「臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研究(Explored on the Relationship between Career Perception and Preparation of the University Students in Physical Education in Taiwan)」，並由田劉從國講師於會場進行專題報告。

二、田劉從國講師於專題報告後，進行該研究的交流與討論。在此會議的學術討論中，並與多為國際學者交流與討論有關在各國在體育教學的政策與體育畢業生的就業相關議題。藉此強調臺灣目前在大專院校體育相關科系學生的職涯認知與職涯準備，並積極與各國學者交換意見，尋求並臺灣對目前在大專院校體育相關科系學生的職涯認知與職涯準備的意見收集。

## 貳、過程

一、2012 年 4 月查閱「夏威夷國際教育研討會(Hawaii International Conference On Education)」國際研討會。

二、於 2013 年 7 月向該組織提出「臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研究(Explored on the Relationship between Career Perception and Preparation of the University Students in Physical Education in Taiwan)」研究報告。並接受本研究的學術性之審查。

三、2012 年 10 月 24 日收到該組織的論文接受函，並通知須繳交參加此國際研討會的相關費用。

四、會議行程

(一) 航班時間(飛行過程\_啟程): 2013 年 1 月 4 日下午 14:30 在桃園國際

機場搭乘華航 CI-18 班機飛往美國夏威夷州。並於 1 月 5 日抵達美國夏威夷檀香山國際機場，由本人自行搭車前往下塌(RAMADA PLAZA WAIKIKI)飯店休息並調整時差。

(二)參加會議:2013 年 1 月 6 日下午 11:30~13:30 於美國夏威夷州的 Honolulu 會場的 Lehua 區進行研究發表與雙向討論，先聆聽來自美國 East Georgia State College 的 Simmons Amelia 學者進行 Variations in Language: Teaching within the Confines of Black English in Rural Georgia 口頭專題報告，並在現場進行該研究題問與意見交流。例如：Amelia 學者論述黑人文化(她也說，用此語言或文字的呈現，在研討會以外出現是非常不禮貌以及可能引起不必要的文化衝突與誤會，相關文字僅在本次研討會使用) 在美國的英語教學中，觀察發現黑人學生在運用或使用英文時，經常為了方便或便將創新或者是將文字或句子縮短。因此在 Amelia 認為在教學上經常發生教學的困擾(不知或是誤解學生的語意)，所以其研究是將此類型文字進行歸類與理解，以利英文教學過程與修正。之後，由田劉從國講師進行「臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研究(Explored on the Relationship between Career Perception and Preparation of the University Students in Physical Education in Taiwan)」口頭專題研究報告。也在現場進行本研究提問與意見交流。例如：與會學者題問我國體育教學的現況，當討論到體育教學的授課時數，我國每周授課時數為每周 2-4 小時，現場的美國學者(當然也包括 Amelia 學者)認為身體教育(Physical Education, PE)是一種需要持續性與不可間段的教育，並提供美國的體育教育授課時段為每天下午 2 點之後進行各類型的體育課程教學(2-4 小時)。還有他們對本研究也提出質疑，大學教育是專業訓練場所，專業訓練不就是提供專業就業嗎?為何還需要提供第二專長訓練。之後，依據題問並進一步提供我國教育與文化背景訊息與知識，發現我國教育規劃與美國教育規劃有一定程度的差異。當討論至此，與會的專家學者認為身體教育授課時間的延伸與發展，並不會影響各學科領域學習，並且是有助於學生的學習。此外，與會學者認為增加體育教育課程並不會影響整體性的智能學習，而且

體育教育課程式更能增加學習者的學習過程的興趣與專注力。也間接提供更多的體育專業就業機會看法與建議。

(三) 航班時間(飛行過程\_返程): 2013年1月7日上午9:25在美國夏威夷檀香山國際機場搭乘華航 CI-17 班機飛回臺灣桃園國際機場。並於時間 2013年1月8日抵達臺灣桃園國際機場。

## 參、心得與建議

### 一、心得：

此次參加由「夏威夷國際教育研討會(Hawaii International Conference On Education)」國際研討會，在美國夏威夷州所主辦之國際教育研討會並發表文章收穫豐碩。除了累積再次以英文發表文章的自身經驗以外，更多藉此機會與來自不同國家的學者與專家進行學術性交流與溝通。

在聆聽Simmons Amelia學者進行Variations in Language: Teaching within the Confines of Black English in Rural Georgia口頭專題報告，以及學術意見交後，可瞭解到在美國的美語教學也有困境，由於不同種族有其不同的文化背景，也會產生在語言的學習態度與歷程。這種不同文化所進行的英語學習，就可能產生相同的英語環境，也會發生相同字(word)或句子(sentence)有不同發音的情形。在此研究議題上，可以發現美國學者也希望透過不同的教學方式，進行有效的英語教學，已得不同種族文化背景的美國人，能夠有效學習正統的英語學習。

在田劉從國講師進行「臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研究(Explored on the Relationship between Career Perception and Preparation of the University Students in Physical Education in Taiwan)」口頭專題研究報告。以及學術意見交後，臺灣的體育教育的實施，大多數都是每周從事體育教育課程約2-4小時。然而在美國的體育教育則是從每天下午2點或3點就開始進

行，這是我國與美國有相當大的差異。此外，本研究的目的是希望提供體育相關學系畢業的學生能學習就業的第二技能。然而與會者卻很困惑的提出”專業學習不就是專業就業”，為何還要提出第二技能學習。由於我國與美國在教育制度與文化背景不同，對體育相關系所的教育產生不同的見解與認知，也是本次參加此次國際研討會的重大收穫之一。

此外，也透過此會議的過程，結交國際人士，並交換彼此的研究與教學經驗。由於在會中也可聆聽傑出學者精闢的專題報告。除此之外，該組織在舉辦國際研討會已舉辦多年，並且參加此會議的學者眾多。不但促進各國學者在此會議的研究成果交流，更可帶動此區域的觀光產業。在會議結束後，自行進行短暫的該市區觀察，進一步該國文化歷史瞭解。此一短暫的觀察，更體驗到不只是「讀萬卷書不如行萬里路」，更能體會自然環境所帶給這地區的無工業的商機。所以藉著此學術交流機會除可增廣見聞，還可開闊視野，真可謂一舉數得。

## 二、 建議：

由於此次體驗，因該更鼓勵同仁參加國際性的學術性交流。使得我校的聲望可藉由國際會議場合中，提升能見度。更可以結交更多國際友人，使國際化得以實現。也讓國際社會更瞭解我國在研究上的努力與國際社會的貢獻。

## 肆、附錄

### 一、臺灣大專院校體育相關科系學生的職涯認知與職涯準備之相關研

#### 究之口頭報告專題論文

### **Explored on the Relationship between Career Perception and Preparation of the University Students in Physical Education in Taiwan**

*Tien-Liu, Tsung-Kuo<sup>1</sup>, Jung-Wen Wu<sup>2</sup>, Fwu-Yuan Weng<sup>3</sup>*

*<sup>1</sup>Center for General Education, National Chi Nan University, Taiwan  
no.1, Daxue Rd., Puli Township, Nantou County 54561 Taiwan (R.O.C.)*

*tkliu@ncnu.edu.tw*

*<sup>2</sup>School of Liberal Education, Kaohsiung Campus, Shih Chien University, Taiwan  
no.200, University Road., Neimen, Kaohsiung 84550 Taiwan(R.O.C.)*

*archery@mail.kh.usc.edu.tw*

*<sup>3</sup>Dept. of Ed. Policy and Administration, National Chi Nan University, Taiwan  
no.1, Daxue Rd., Puli Township, Nantou County 54561 Taiwan (R.O.C.)*

*fyweng@ncnu.edu.tw*

#### **Abstract**

The main purposes of this study are to explore the relationships between career awareness and career readiness of university PE-related undergraduates of Taiwan, and to afford the helpful suggestions for government policymaking and future research.

First of all, this research commits itself into literature review in order to develop the rationale, then, to develop the survey tool entitled as *Questionnaire of the Relationship between Career Awareness and Career Readiness of University PE-related undergraduates*. The samples are randomly selected from the undergraduates of the PE related departments of the university. There are 1003 copies of Questionnaires mailed to the objects and 966 copies of valid questionnaires were sent back. After the analysis, the findings are shown as the following:

#### **I. The Career Awareness of the university PE-related undergraduates of Taiwan**

After the analysis of the data, this study finds that: (1) the score of career awareness of PE-related undergraduates is higher than average, and male student's score higher



than female students; (2) the score of career awareness of the PE-related undergraduates of normal/educational university is of higher level; (3) the score of career awareness of the PE-related undergraduates is of higher level; (4) the score of the PE-related undergraduates with the second majority is of higher level; (5) the score of the PE-related undergraduates with running sport-business friends is of higher level; and (6) the vocational-orientation of the PE-related undergraduates is PE teacher and sports-leisure entrepreneurship.

## **II. The Career Readiness of the PE-Related undergraduates of Taiwan**

According to the data analysis, the findings show the following: (1) the readiness of career of the PE-related undergraduates is of average level but their capacity of English and ICT is of lower level; (2) the score of career-readiness of male PE-related undergraduates is higher than that of female PE-related undergraduates; (3) the career-readiness score of the PE-related undergraduates of vocational-oriented higher education institutions is higher than that of university PE-related undergraduates; (4) there is no significant difference of the career-readiness score amongst the PE-related undergraduates with different backgrounds, such as department, school year, admission system, sport performance and the jobs of family members and friends.

## **III. The Relationship between Career Awareness and Career Readiness of PE-related Undergraduates**

In fact, there is no significant correlation between career awareness and career readiness of the PE-related undergraduates of Taiwan.

**Key words:** career awareness, career readiness, PE-related undergraduates, Physical Education, Taiwan

## **Introduction**

Taiwan's overall employment environment was impacted by the financial turmoil. The employment rate universality in Taiwan decline also resulted in a change of the general public career, personal health and work values. In PE-relative university's students whether reaction of them future career development needs. Understanding about the college sports department students prepared awareness and their personal career preparation that will help to nurture our talent for sports, sports-related industries. It is to make reliable recommendations. College or university is the critical turning point from student life to becoming an adult (Su, 2011). If we can plan for the future in detail at university, you can speed up the adaptation time of your career life. Further, there is a change to find their ideal career.

## **Literature Review**

The career awareness that individuals based on their own interests, hobbies,

knowledge, abilities, professional skills, the fundamental values and personality traits (Super, 1990; Su, 2011). Students were selected work to by future, when they conduct system of learning and preparation (Ylijoki, Lyytien, & Marttila, 2011). If college students can recognize the importance of career awareness, via a fully self-exploration that find out to contribute to the future development of the beliefs and actions of force, self-confident and proactive attitude. The development of future is employment and subsequent stages of life that must have the positive support (Super, 1985).

All sports career development stage theory (Bordin, 1984; Crites, 1969; Carney & Well, 1995; Lock, 1996; Marcia, 1980; Roe, 1956) discourse can be found. The student's current stage is preparation transition from student life to a career transition point. Thus, self-awareness, as well as the exploration of the career environment is sure to do so at this stage. According to career choice theory scholars (Bordin, 1984; Crites, 1969; Carney & Well, 1995; Lock, 1996; Marcia, 1980; Roe, 1956) indicates that most of the people entering this stage of the career history, due to the inherent qualities of each person is different, and there will be a variety of career choices. If we can first identify our own characteristics than identify which career is more suitable for us (Horne, Lingard, Weiner, & Forbes, 2011).

Generally athletes encounter problems like injuries or elimination which will see them withdrawn from the stadium, these factors may cause them to be in a bad mood. Psychological reactions usually occur when including the loss of self-positioning, and loneliness, fear of the uncertainties and concerns about the future is going to face the way out and livelihood issues. Further, the face of sports employment market will shrink, coupled with the non-sports-related graduates from the competition that is sports department students in traditional sports industry career planning. So exploring the case of our college sports student work, career planning and preparation. We are able to expect the understanding of the current situation of college sports students currently working career planning and lack of places to put forward the proposed direction. We will be assisting in career planning of college sports students to be successful in life.

## **Method**

The purpose of this study is The Sports talented college student's career development, career awareness and career preparation discussion analysis. **Career awareness:** University or college students recognize the career they are about to enter. **Career preparation:** School students will enter to do career preparations.

The completion was draft questionnaire. Inviting sports-related scholars designed for ten (Head of Department of Physical Education 7; Department of Physical

Education of the Vice professor 2; sports lecturer 1) questionnaire expert content validity Construction. This is pre-test sample of 110, physical education college 45, education university 25, and multiversity 40. The formal questionnaire was a total of 699 questionnaires that sent a total of 648 documents, the recovery rate of 92.7% approximately.

The present questionnaire was item analysis and exploratory factor analysis that was an internal consistency test. Career awareness was Cronbach  $\alpha = .75-.90$  , KMO = 0.834; Career preparation was Cronbach  $\alpha = .67-.94$  , KMO = 0.848. Therefore, the scale has acceptable reliability and validity.

## Results

This is the study of the analysis of the colleges and universities the department of PE student career awareness and career preparations. A total of 1003 official questionnaires, 965(96.3%) valid questionnaires were issued.

### 3.1 The differences of the different background variables of career awareness

#### 3.1.1 Career awareness of different genders of the students

Table 3.1 Independent samples t-test of student gender and career awareness

Variables	Sex	N	M	SD	<i>t</i>
Career awareness	<i>M</i>	523	4.5468	1.01681	2.501*
	<i>F</i>	442	4.3725	1.12822	
Sense of belong to the organization	<i>M</i>	523	4.5789	1.02664	2.743**
	<i>F</i>	442	4.3846	1.15125	
Teamwork and the ability to professional	<i>M</i>	523	4.5212	1.10113	2.147*
	<i>F</i>	442	4.3629	1.18757	

\* $P < .05$       \*\* $P < .01$

Students gender were significantly associated with career awareness ( $t = 2.50$ ,  $p = .012 < .05$ ), sense of organization ( $t = 2.74$ ,  $p = .006 < .05$ ) and teamwork and professionalism ( $t = 2.15$ ,  $p = .032 < .05$ ), it is high core male than female. Further, all males are higher than females (4.55>4.37, 4.58>4.38, 4.52>4.36).

#### 3.1.2 The career awareness differences of school students

Table 3.2 single-factor analysis of variance of the student's school and career awareness

Variables	S	N	M	SD	<i>f</i>	<i>p</i>
Career awareness	<i>A</i>	334	4.3011	1.15484	5.331	.000
	<i>B</i>	140	4.7143	.78320		

	<i>C</i>	176	4.6503	.90860		
	<i>D</i>	115	4.4309	1.10937		
	<i>E</i>	200	4.4306	1.16502		
	<i>Total</i>	965	4.4670	1.07225		
Sense of belong to the organization	<i>A</i>	334	4.3413	1.19617	5.711	.000
	<i>B</i>	140	4.8214	.77116		
	<i>C</i>	176	4.6136	.97864		
	<i>D</i>	115	4.4174	1.07132		
	<i>E</i>	200	4.4388	1.14207		
	<i>Total</i>	965	4.4899	1.08923		
Teamwork and the ability to professional	<i>A</i>	334	4.2689	1.20057	4.823	.001
	<i>B</i>	140	4.6286	.91748		
	<i>C</i>	176	4.6795	.95907		
	<i>D</i>	115	4.4417	1.19663		
	<i>E</i>	200	4.4240	1.25783		
	<i>Total</i>	965	4.4487	1.14366		

\* $p < .05$

*A* = PE-university, *B*=Normal university, *C* = multiversity, *D* = technology college, *E* = technology university.

According to table 3.2 different types of school sports significantly different in student's career awareness ( $f = 5.33, p < .05$ ), sense of organization ( $f = 5.71, p < .05$ ), and Teamwork and professionalism ( $f = 4.82, p < .05$ ). Shown from this study that normal universities have more excellent results for career awareness, Sense of organization, but multiversity had more excellent results for teamwork and professionalism. Furthermore, PE-university is least in all school.

### 3.1.3 Different department students career awareness differences

Table 3.3 independent sample t-test of students by faculty and career awareness

Variables	<i>Apartment</i>	<b>N</b>	<b>M</b>	<b>SD</b>	<b><i>t</i></b>
Career Perception	<i>PE</i>	386	4.6223	.90775	3.880***
	<i>non-PE</i>	579	4.3635	1.15836	
Sense of belong to the organization	<i>PE</i>	386	4.6690	.94065	4.338***
	<i>non-PE</i>	579	4.3705	1.16346	
Teamwork and the ability to professional	<i>PE</i>	386	4.5850	.97612	4.3579***
	<i>non-PE</i>	579	4.3579	1.23536	

\*\*\* $P < .001$

According to table 3.3 Different types of non-PE student significant difference in student's Career awareness ( $f = 3.88, p < .05$ ), sense of belonging to the organization ( $f = 3.43, p < .05$ ), and teamwork and professionalism ( $f = 3.58, p < .05$ ). Further, PE-students feel career awareness, sense of organization, teamwork and

professionalism higher than non-PE student.

### 3.1.4 Whether have friend in the sports-related industry career cognitive

Table 3.4 Independent sample t-test students whether a second skill learning experience and career awareness

Variables	<i>Second skill learning experience</i>	N	M	SD	t
Career Perception	<i>yes</i>	178	4.6717	.90041	3.207**
	<i>no</i>	786	4.4211	1.10332	*
Sense of belong to the organization	<i>yes</i>	178	4.6938	.92115	3.132**
	<i>no</i>	786	4.4440	1.11983	
Teamwork and the ability to professional	<i>yes</i>	178	4.6539	.96995	2.992**
	<i>no</i>	786	4.4028	1.17565	

\*\* $P < .01$  \*\*\* $P < .001$

According to table 3.4 second skill experience different types of PE-relative student significant difference in student's Career awareness ( $f = 3.21, p < .05$ ), sense of organization ( $f = 3.13, p < .05$ ), and teamwork and professionalism ( $f = 2.99, p < .05$ ). Further, PE-students have second skill experience that feels career awareness, sense of organization, and teamwork professionalism higher than the other one.

### 3.1.5 Student's friends engaged in sports-related industry career awareness

Table 3.5 independent sample t-test of friends of students engaged in sports related industries and career awareness

Variables	<i>Sports related industries by friends</i>	N	M	SD	t
Career awareness	<i>yes</i>	7 04	4.5170	1.05237	2.335*
	<i>no</i>	2 56	4.3290	1.12143	
Sense of belong to the organization	<i>yes</i>	7 04	4.5423	1.06546	2.498*
	<i>no</i>	2 56	4.3438	1.15066	
Teamwork and the ability to professional	<i>yes</i>	7 04	4.4969	1.12511	2.104*
	<i>no</i>	2	4.3172	1.18607	

\* $P < .05$

According to table 3.5 friends of students engaged in sports related industries significant difference in student's career awareness ( $f = 3.36, p < .05$ ), sense of belonging to the organization ( $f = 2.50, p < .05$ ), and teamwork and professionalism ( $f = 2.10, p < .05$ ). Further, non-friends of students engaged in sports have higher career awareness than the other one. But friends of students engaged in sports have sense of organization and teamwork and professionalism higher than the other one.

### 3.2 Career choice of students of university sports direction

#### 3.2.1 Distribution of students' career choices of the related departments of the University Sports

Table 3.6 The related departments of the University Sports student career choice status table

Variables	N	%
Vocation athletes	107	5.5%
PE-teacher	<b>330</b>	<b>16.9%</b>
Sports coach	239	12.2%
Public officials	121	6.2%
Sports trainer	71	3.6%
Vocational judge	110	5.6%
Fitness trainer	76	3.9%
Exercise and leisure industry	<b>293</b>	<b>15.0%</b>
Other sports & exercise related occupations	<b>307</b>	<b>15.7%</b>
Other sports & exercise non-related occupations	160	8.2%
No specific direction	140	7.2%
Total	1954	100.0%

According to Table 3.6 showing students' future career choices in the PE teacher (16.9%), other sports & exercise related occupations (15.7%), and exercise leisure industry (15%). °

#### 3.2.2 Different gender students career preparation

Table 3.7 Independent sample t test of students' gender and career preparation

Variables	Sex	N	M	SD	t
Career preparation	M	523	3.6109	.97543	2.159*
	F	442	3.4761	.95604	
Know of the job market of ability	M	523	3.7075	1.24491	1.153
	F	442	3.6160	1.20820	

Sports professional competence	<i>M</i>	523	4.2191	1.17611	1.511
	<i>F</i>	442	4.1054	1.15022	
Foreign language skill	<i>M</i>	523	3.2478	1.40457	2.356*
	<i>F</i>	442	3.0367	1.36620	
Ability of computer and information	<i>M</i>	523	3.4054	1.30779	2.369*
	<i>F</i>	442	3.2059	1.29729	
Ability of teamwork	<i>M</i>	523	3.4202	1.52712	0.737
	<i>F</i>	442	3.3473	1.53267	
Communication skill	<i>M</i>	523	3.6641	1.40545	1.372
	<i>F</i>	442	3.5392	1.41264	
Planning capability of financial	<i>M</i>	523	3.6176	1.31109	1.027
	<i>F</i>	442	3.5324	1.25971	

\* $P < .05$

According to table 3.7 career preparation was significant,  $t = 2.16$ ,  $p < .05$ , and male is higher than female; foreign language skill was significant,  $t = 2.36$ ,  $p < .05$ . male is higher than female; ability of computer and information was significant,  $t = 2.37$ ,  $p < .05$  male is higher than female.

### 3.2.3 Different school students in their career preparation

Table 3.8 Career preparative single-factor analysis of variance of the school's student

Variables	<i>S</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Career preparation	<i>A</i>	334	3.2729	.88092	17.610	.000
	<i>B</i>	140	3.4466	.84056		
	<i>C</i>	176	3.7813	.90030		
	<i>D</i>	115	<b>4.0111</b>	1.08539		
	<i>E</i>	200	3.6126	1.02609		
	<i>Total</i>	965	3.5492	.96843		
Know of the job market of ability	<i>A</i>	334	3.2642	1.15713	28.952	.000
	<i>B</i>	140	3.2696	1.10186		
	<i>C</i>	176	<b>4.1605</b>	1.10429		
	<i>D</i>	115	4.1478	1.10118		
	<i>E</i>	200	3.9000	1.29140		
	<i>Total</i>	965	3.6655	1.22844		
Sports professional competence	<i>A</i>	334	4.1042	1.17150	1.590	.175
	<i>B</i>	140	4.1529	1.16288		
	<i>C</i>	176	<b>4.3545</b>	1.01901		
	<i>D</i>	115	4.2000	1.23060		
	<i>E</i>	200	4.0980	1.22913		

	<i>Total</i>	965	4.1670	1.16510		
Foreign language skill	<i>A</i>	334	2.8347	1.26481	11.009	.000
	<i>B</i>	140	3.1357	1.22051		
	<i>C</i>	176	3.3432	1.34834		
	<i>D</i>	115	<b>3.7530</b>	1.50259		
	<i>E</i>	200	3.1750	1.53118		
	<i>Total</i>	965	3.1511	1.39040		
Ability of computer and information	<i>A</i>	334	2.9952	1.22701	25.182	.000
	<i>B</i>	140	2.8600	1.18739		
	<i>C</i>	176	3.4841	1.19589		
	<i>D</i>	115	<b>4.1374</b>	1.27441		
	<i>E</i>	200	3.5410	1.33673		
	<i>Total</i>	965	3.3140	1.30611		
Ability of teamwork	<i>A</i>	334	3.1198	1.48689	5.268	.000
	<i>B</i>	140	3.4696	1.35494		
	<i>C</i>	176	3.5938	1.53172		
	<i>D</i>	115	<b>3.7609</b>	1.45450		
	<i>E</i>	200	3.3775	1.68200		
	<i>Total</i>	965	3.3868	1.52930		
Communication skill	<i>A</i>	334	3.2695	1.38847	9.305	.000
	<i>B</i>	140	3.8452	1.13474		
	<i>C</i>	176	3.8011	1.47967		
	<i>D</i>	115	<b>4.0116</b>	1.32962		
	<i>E</i>	200	3.6000	1.48320		
	<i>Total</i>	965	3.6069	1.40940		
Planning capability of financial	<i>A</i>	334	3.2994	1.23600	9.420	.000
	<i>B</i>	140	3.5714	1.30012		
	<i>C</i>	176	3.7765	1.25354		
	<i>D</i>	115	<b>4.0667</b>	1.34077		
	<i>E</i>	200	3.5950	1.25786		
	<i>Total</i>	965	3.5786	1.28785		

A=PE-university, B=Normal university, C=multiversity, D=technology college, E=technology university.

According to table 3.8 variance of the school's student significant difference in student's career preparative ( $f = 17.67, p < .05$ ), know of the job market of ability ( $f = 28.95, p < .05$ ), Foreign language skills ( $f = 11.01, p < .05$ ), computer and information knowledge ( $f = 11.01, p < .05$ ), ability of teamwork ( $f = 5.27, p < .05$ ), communication skilla ( $f = 9.31, p < .05$ ), planning capability of financial ( $f = 9.42, p < .05$ ). Further,



Technology College in career preparation, foreign language skill, computer and information, communication skill, and financial planning capabilities are higher than other ones. Moreover, normal universities are known for job market abilities and sports professional competence higher than other ones.

### 3.2.4 Different department students career preparation

Table 3.9 independent sample t-test of students by faculty and career preparation

Variables	Apartment	N	M	SD	t
Career preparation	PE	386	3.5576	.86955	0.23
	non-PE	579	3.5436	1.02979	
Know of the job market of ability	PE	386	3.5576	1.16039	-2.27*
	non-PE	579	3.7375	1.26768	
Sports professional competence	PE	386	4.3394	1.06834	3.87**
	non-PE	579	4.0522	1.21272	*
Foreign language skill	PE	386	3.0927	1.31540	-1.08
	non-PE	579	3.1900	1.43803	
Ability of computer and information	PE	386	3.1399	1.23352	-3.46*
	non-PE	579	3.4301	1.34086	*
Ability of teamwork	PE	386	3.5006	1.47121	1.91
	non-PE	579	3.3109	1.56349	
Communication skill	PE	386	3.7763	1.29793	3.14**
	non-PE	579	3.4940	1.46932	
Planning capability of financial	PE	386	3.5829	1.27113	.085
	non-PE	579	3.5757	1.29996	

\*\*\*P < .001

According to table 3.9 variance of PE/non-PE school's student were significantly associated with the job market of abilities ( $t = -2.27$ ,  $p < .05$ ), sports professional competence ( $t = 3.87$ ,  $p < .05$ ), computer and information knowledge ( $t = -3.46$ ,  $p < .05$ ), and communication skills ( $t = 3.14$ ,  $p < .05$ ). Further, this study express in non-sports school that know of job market abilities and communication skills are higher than female ( $3.74 > 3.56$ ,  $3.43 > 3.14$ ). Besides, this is non-sports school that sports professional competence and communication skills are higher than female ( $4.34 > 4.05$ ,  $3.78 > 3.49$ ).

### 3.2.4 Different grades of students career preparation

Table 3.10 Single-factor analysis of variance of student year level and career

preparation

Variables	Grade	N	M	SD	F	P
Career preparation	1	159	3.5977	.965	1.792	.14
	2	282	3.5660	1.001		
	3	301	3.5985	.934		
	4	218	3.4168	.959		
	Total	960	3.5476	.966		
Know of the job market of ability	1	159	3.7075	1.19	.957	.41
	2	282	3.6729	1.27		
	3	301	3.7168	1.224		
	4	218	3.5436	1.208		
	Total	960	3.6630	1.227		
Sports professional competence	1	159	4.2365	1.106	.396	.75
	2	282	4.1652	1.176		
	3	301	4.1794	1.159		
	4	218	4.1064	1.203		
	Total	960	4.1681	1.164		
Foreign language skill	1	159	3.1774	1.296	.392	.75
	2	282	3.1489	1.444		
	3	301	3.1940	1.383		
	4	218	3.0651	1.393		
	Total	960	3.1488	1.389		
Ability of computer and information	1	159	3.2994	1.272	3.855	<b>.00</b>
	2	282	<b>3.4191</b>	1.318		
	3	301	3.4007	1.282		
	4	218	3.0596	1.318		
	Total	960	3.3119	1.305		
Ability of teamwork	1	159	3.5031	1.527	.866	.45
	2	282	3.3484	1.574		
	3	301	3.4344	1.493		
	4	218	3.2729	1.515		
	Total	960	3.3839	1.528		

Communication skill		159	3.6478	1.368	1.703	.16
	<i>1</i>					5
	<i>2</i>	282	3.6371	1.459		
	<i>3</i>	301	3.6910	1.352		
	<i>4</i>	218	3.4220	1.438		
	<i>Total</i>	960	3.6069	1.408		
Planning capability of financial		159	3.6604	1.209	.800	.49
	<i>1</i>					4
	<i>2</i>	282	3.5839	1.306		
	<i>3</i>	301	3.6024	1.289		
	<i>4</i>	218	3.4664	1.321		
	<i>Total</i>	960	3.5757	1.288		

$P > .05$

According to table 3.10 variance of the school's student significant difference in student's ability of computer and information ( $f = 3.85$ ,  $p < .05$ ). Further, this is second student higher than the other ones.

### 3.2.5 Different Enrollment methods of students career preparation

Table 3.11 one-way ANOVA of different Enrollment methods of student's career preparation

Variables	Enrollment	N	N	SD	F	P
Career preparation	<i>Examinations</i>	315	3.5028	.95335	4.450	.0
						01
	<i>Validation</i>	147	3.6892	1.03547		
	<i>Validation and test</i>	33	3.3856	1.01660		
	<i>Independence stroke</i>	135	3.8107	.91430		
	<i>Transfer</i>	94	3.2883	1.08291		
	<i>School admission</i>	239	3.5053	.88652		
	<i>Total</i>	963	3.5501	.96920		
Know of the job market of ability	<i>Examinations</i>	315	3.5897	1.25766	3.958	.0
						01
	<i>Validation</i>	147	3.8554	1.18889		
	<i>Validation and test</i>	33	3.3333	1.26810		
	<i>Independence</i>	135	3.9648	1.13754		

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	<i>stroke</i>					
	<i>Transfer</i>	94	3.4096	1.31106		
	<i>School</i>	239	3.6224	1.18881		
	<i>admission</i>					
	<i>Total</i>	963	3.6646	1.22921		
Sports professional competence	<i>Examinations</i>	315	4.1390	1.16918	2.989	.0
	<i>Validation</i>	147	4.3878	1.15040		11
	<i>Validation and</i>	33	3.8788	1.18632		
	<i>test</i>					
	<i>Independence</i>	135	4.3185	1.05556		
	<i>stroke</i>					
	<i>Transfer</i>	94	3.9064	1.27396		
	<i>School</i>	239	4.1222	1.16047		
	<i>admission</i>					
	<i>Total</i>	963	4.1664	1.16620		
Foreign language skill	<i>Examinations</i>	315	3.0756	1.42971	2.525	.0
	<i>Validation</i>	147	3.2680	1.47537		28
	<i>Validation and</i>	33	3.1333	1.32445		
	<i>test</i>					
	<i>Independence</i>	135	3.4089	1.25136		
	<i>stroke</i>					
	<i>Transfer</i>	94	2.8043	1.37003		
	<i>School</i>	239	3.1766	1.35639		
	<i>admission</i>					
	<i>Total</i>	963	3.1522	1.39135		
Ability of computer and information	<i>Examinations</i>	315	3.2629	1.30506	2.825	.0
	<i>Validation</i>	147	3.5116	1.37833		15
	<i>Validation and</i>	33	3.4121	1.27077		
	<i>test</i>					
	<i>Independence</i>	135	3.5467	1.22296		
	<i>stroke</i>					
	<i>Transfer</i>	94	3.0128	1.37561		
	<i>School</i>	239	3.2444	1.25847		
	<i>admission</i>					
	<i>Total</i>	963	3.3167	1.30609		

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Ability of teamwork	<i>Examinations</i>	315	3.3619	1.53618	1.788	.1
						13
	<i>Validation</i>	147	3.4524	1.64856		
	<i>Validation and test</i>	33	3.1591	1.40287		
	<i>Independence stroke</i>	135		1.36597		
	<i>Transfer</i>	94	3.2287	1.58014		
	<i>School admission</i>	239	3.2971	1.51745		
	<i>Total</i>	963	3.3884	1.52998		
	Communication skill	<i>Examinations</i>	315	3.6000	1.37751	2.382
						37
<i>Validation</i>		147	3.6168	1.55682		
<i>Validation and test</i>		33	3.3737	1.27682		
<i>Independence stroke</i>		135	3.9531	1.25858		
<i>Transfer</i>		94	3.3901	1.53154		
<i>School admission</i>		239	3.5397	1.38323		
<i>Total</i>		963	3.6089	1.40947		
Planning capability of financial		<i>Examinations</i>	315	3.5291	1.25631	2.564
						26
	<i>Validation</i>	147	3.6893	1.32167		
	<i>Validation and test</i>	33	3.3232	1.23177		
	<i>Independence stroke</i>	135	3.8617	1.33108		
	<i>Transfer</i>	94	3.3404	1.34758		
	<i>School admission</i>	239	3.5467	1.24891		
	<i>Total</i>	963	3.5791	1.28878		

According to table 3.11 different enrollment methods of students career preparation significantly different in student's career preparations ( $f = 4.450, p < .05$ ), know of the job market abilities ( $f = 3.958, p < .05$ ), sports professional competence ( $f = 2.989, p < .05$ ), foreign language skills ( $f = 4.450, p < .05$ ), computer and information knowledge ( $f = 2.525, p < .05$ ), communication skills ( $f = 2.382, p < .05$ ), financial

planning skills ( $f = 2.564, p < .05$ ). In addition, this is validation and test higher than the other ones.

### 3.2.6 Different Performance levels of sports of student's career preparation

Table 3.12 Different Performance levels of sports of student's career preparation one-way ANOVA

Variables	Sports level	N	M	SD	P	F
Career preparation	<i>International</i>	13	3.5761	.94600	.567	.637
		7				
	<i>National</i>	37	3.5092	.96958		
		6				
	<i>state</i>	22	3.5400	.91772		
		0				
	<i>Non</i>	23	3.6111	1.03090		
<i>Total</i>	96	3.5501	.96920			
Know of the job market of ability	<i>International</i>	13	3.7464	1.19280	3.07	.027
		7				
	<i>National</i>	37	3.5771	1.22666		
		6				
	<i>state</i>	22	3.5682	1.26955		
		0				
	<i>Non</i>	23	3.8511	1.19855		
<i>Total</i>	96	3.6646	1.22921			
Sports professional competence	<i>International</i>	13	4.3431	1.16819	2.20	.086
		7				
	<i>National</i>	37	4.1085	1.18503		
		6				
	<i>state</i>	22	4.2500	1.10385		
		0				
	<i>Non</i>	23	4.0757	1.18271		
<i>Total</i>	96	4.1664	1.16620			
Foreign language skill	<i>International</i>	13	3.0759	1.38248	.368	.776

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		7				
	<i>National</i>	37	3.1277	1.38058		
		6				
	<i>state</i>	22	3.1718	1.36590		
		0				
	<i>Non</i>	23	3.2191	1.44306		
		0				
	<i>Total</i>	96	3.1522	1.39135		
		3				
Ability of computer and information	<i>International</i>	13	3.3577	1.27289	2.06	.104
		7			1	
	<i>National</i>	37	3.2681	1.29155		
		6				
	<i>state</i>	22	3.2000	1.32099		
		0				
	<i>Non</i>	23	3.4835	1.32572		
		0				
	<i>Total</i>	96	3.3167	1.30609		
		3				
Ability of teamwork	<i>International</i>	13	3.3759	1.61425	.194	.901
		7				
	<i>National</i>	37	3.3464	1.53640		
		6				
	<i>state</i>	22	3.4273	1.47790		
		0				
	<i>Non</i>	23	3.4272	1.52504		
		0				
	<i>Total</i>	96	3.3884	1.52998		
		3				
Communication skill	<i>International</i>	13	3.5182	1.51998	.406	.749
		7				
	<i>National</i>	37	3.6046	1.41431		
		6				
	<i>state</i>	22	3.5955	1.35578		
		0				
	<i>Non</i>	23	3.6826	1.38903		
		0				
	<i>Total</i>	96	3.6089	1.40947		

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		3				
Planning capability of financial	<i>International</i>	13	3.5937	1.27168	.039	.990
		7				
	<i>National</i>	37	3.5789	1.29694		
		6				
	<i>state</i>	22	3.5939	1.27886		
		0				
	<i>Non</i>	23	3.5565	1.30294		
		0				
	<i>Total</i>	96	3.5791	1.28878		
		3				

P < .05

According to table 3.12 different Enrollment methods of students career preparative significant difference in Know of the job market of ability ( $f = 3.07, p < .05$ ). Further, this is non-experience highest than other ones.

### 3.2.6 Students whether second skill learning experience and career preparation

Table 3.13 Independent sample t-test students whether second skill learning experience and career preparation

Variables	Second skill learning		N	M	SD	t
	experience					
Career preparation	<i>yes</i>		178	3.5694	.90580	0.298
	<i>no</i>		786	3.5454	.98294	
Know of the job market of ability	<i>yes</i>		178	3.4354	1.21055	-2.789
	<i>no</i>		786	3.7188	1.22753	
Sports professional competence	<i>yes</i>		178	4.2348	1.15935	0.842
	<i>no</i>		786	4.1534	1.16633	
Foreign language skill	<i>yes</i>		178	3.1742	1.32716	0.241
	<i>no</i>		786	3.1463	1.40591	
Ability of computer and information	<i>yes</i>		178	3.1719	1.27890	-1.614
	<i>no</i>		786	3.3468	1.31153	
Ability of teamwork	<i>yes</i>		178	3.5548	1.43804	1.694
	<i>no</i>		786	3.3496	1.54838	
Communication skill	<i>yes</i>		178	3.8914	1.27438	3.206*
	<i>no</i>		786	3.5441	1.43136	
Planning capability of financial	<i>yes</i>		178	3.6573	1.33589	0.920
	<i>no</i>		786	3.5589	1.27671	

\*P < .05



According to table 3.13, Second skill learning experience and career preparation were significantly associated with communication skills ( $t = 3.20, p < .05$ ). Further, they have Second skill learning experience and are higher than other one ( $3.89 > 3.54$ ).

### 3.2.7 The families of students engaged in sports related industries and career-preparation

Table 3.14 Independent sample t-test of the families of students engaged in sports related industries and career-preparation

Variables	Sports related industries by family	N	M	SD	t
Career preparation	yes	18	3.5165	.92782	-0.540
		2			
	no	78	3.5595	.97883	
		0			
Know of the job market of ability	yes	18	3.4780	1.24718	-2.289*
		2			
	no	78	3.7090	1.22229	
		0			
Sports professional competence	yes	18	4.1670	1.16686	0.001
		2			
	no	78	4.1669	1.16605	
		0			
Foreign language skill	yes	18	3.1659	1.37087	0.128
		2			
	no	78	3.1513	1.39693	
		0			
Ability of computer and information	yes	18	3.2154	1.28458	-1.173
		2			
	no	78	3.3415	1.31087	
		0			
Ability of teamwork	yes	18	3.4368	1.51197	0.440
		2			
	no	78	3.3814	1.53297	
		0			
Communication skill	yes	18	3.6703	1.31991	0.656
		2			
	no	78	3.5979	1.42945	
		0			

Planning capability of financial		18	3.5220	1.34130	-0.652
	yes	2			
	no	78	3.5910	1.27352	
		0			

\*P < .05

According to table 3.14, the families of students engaged in sports related industries were significantly associated with knowing the job market abilities ( $t = -2.29, p < .05$ ). Further, the families that didn't engage in sports and related industries are higher than the other one ( $3.71 > 3.48$ ).

## Discussion & Conclusions

According to the above conclusions, we proposed the following suggestions:

### 1. Curriculum planning:

We should strengthen the student's workplace basic skills training. We want to increase the expertise training of students in single movement restrictions, so that they can have more contact in learning or inauguration opportunities. In addition, the design of the course, you should consider the employment force into instructional design, in order to enhance students' competitiveness in the job market in the future. The campus needs to create a learning environment, willingness to improve the students learning environment. And help students grow in learning, and to improve the competitiveness of the relevant employment.

### 2. Employment counseling:

The school agencies need the school to assist the students to explore their inner self and the external world of work. So that students can fully understand the relationship between their ability and workplace. It is to find out the lack of a place to establish the direction of efforts. For students analysis of the job market for the social construct complete employment information system. They will reference-service career planning to find jobs, groundwater flow. During their studies, counseling to enterprises for technical and vocational training. We will have taken for graduate alumni career development tracking system, so that students can pursue the basis.

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現場全英文之口頭報告(一)



田劉從國講師在會議的  
現場全英文之口頭報告(二)



田劉從國講師與 Simmons Amelia 學者  
會後留影(一)



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