

# Categorization of experiences in extracurricular activities that lead to the acquisition of career resilience

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**Abstract:** The purpose of this research is to determine the kinds of experiences in extracurricular activities that lead to the acquisition of career resilience. To investigate this, semi-structured interviews were conducted. The results indicate that experiences that could lead to acquisition of career resilience were classified into three groups: (1) experience of acquiring career resilience, (2) experience hindering the acquisition of career resilience, (3) factors supporting experience. The first group consists of five concepts: (a) creating solutions out of nothing, (b) reacting to unexpected events, (c) dealing with differences among members in motivation, (d) achieving things that seem impossible, and (e) communication with diverse people. These are the opposite of the second group and supported by the third group.

**Keywords:** Career resilience, Extracurricular activities, Higher education, Career education

## INTRODUCTION

### Importance of career resilience in higher education

Recently, there has been a shift away from the standard employment model, in which workers earn wages and salaries in a dependent employment relationship vis-à-vis their employers, have stable jobs, and work full-time (International Labour Organization 2015). In advanced economies, the standard employment model is less and less dominant (International Labour Organization 2015). Such changes make individuals responsible for their own career development. Along with these changes, career resilience has received much attention.

Career resilience is the ability to adapt to changing circumstances, even when the circumstances are discouraging or disruptive (London and Mone 1987).

Experiences in the early stages of life, such as experiences at university, are important factors of career resilience.

Recently, career resilience has also received much attention in higher education in Japan, because many students face various difficulties such as depression caused by job-hunting anxiety or inability to find employment (Li 2013). "The Survey on University Students 2016," conducted by the Employment Mirror Research Institute (2016), shows that 57.1% of students felt anxiety about the future after graduation.

Moreover, at all but the most prestigious private universities, the proportion of students who graduate and cannot find jobs exceeds 25%, regardless of

economic conditions (Kosugi 2013). Therefore, it is important to study ways to enhance students' career resilience, but there is little research that focuses on undergraduate students.

### Extracurricular activities and career resilience

Extracurricular activities enhance students' career resilience, because they allow students to overcome difficulties similar to those experienced in business. Scholars have argued that resilience has been enhanced through extra-curricular activities (e.g., Neil and Dias 2001). However, the previous study does not disclose the specific kinds of experiences that enable students to acquire career resilience.

### The purpose of the study

The purpose of this research is to determine the kinds of experiences in extracurricular activities that lead to the acquisition of career resilience.

## METHODS

### Participants and data collection

To investigate experiences in extracurricular activities that lead to the acquisition of career resilience, semi-structured interviews were conducted from December 2015 to February 2016. Twelve students took part in the study: eight men and four women. They were six third-year students and six fourth-year students. Two students belonged to sports clubs, four students to artistic clubs, four to social

activities, and two students belonged to other activities.

We asked the students the following four questions: (a) What kind of extracurricular activities have you done? (b) What do you especially strive for? (c) What experiences in the extracurricular activity led you to acquire career resilience? (d) What made you continue your extracurricular activity? Interviews ranged in time from 40 minutes to one hour. All interviews were tape-recorded and transcribed.

### Data analysis

Analysis was conducted with reference to Sato (2008). First, we conducted open coding. Second, focus coding was conducted, and relationships between concepts generated by coding were analyzed.

## RESULTS AND DISCUSSION

As a result of analysis, 13 concepts, six categories, and three groups were generated. The first group, experience of acquiring career resilience, was categorized into communication with others and accomplishment of tasks by oneself. Accomplishing tasks by oneself consists of four concepts: (a) creating solutions out of nothing, (b) reacting to unexpected events, (c) dealing with differences among members in motivation, (d) achieving things that seem impossible. Communication with others consists of a single concept: (e) communication with diverse people.

The second group was experience hindering the acquisition of career resilience, which consists of a single concept: (f) failing to overcome tasks by oneself. The third group, factors supporting experience, was categorized into characteristics of extracurricular activities, sensing value in extracurricular activities, and personal factors. Characteristics of extracurricular activities consist of three concepts: (g) sense of responsibility due to holding a position, (h) support from members, and (i) having an attractive goal. Sensing value in extracurricular activities consists of four concepts: (j) attachment to members, (k) doing one's best for members, (l) interest in the field. Personal factors consist of one concept: (m) innate resilience.

Personal factors can be equated with a single concept: (m) innate resilience.

### conclusion

The present result suggests that experiences that could lead to acquisition of career resilience were classified into three groups: (1) experience of acquiring career resilience, (2) experience hindering the acquisition of career resilience, and (3) factors supporting experience. The first group is the opposite of the second group and supported by the third group. In the future, it is necessary to increase the number of samples of students who have not obtained career resilience.

### note

This paper has built on Ikeda et al. (2017).

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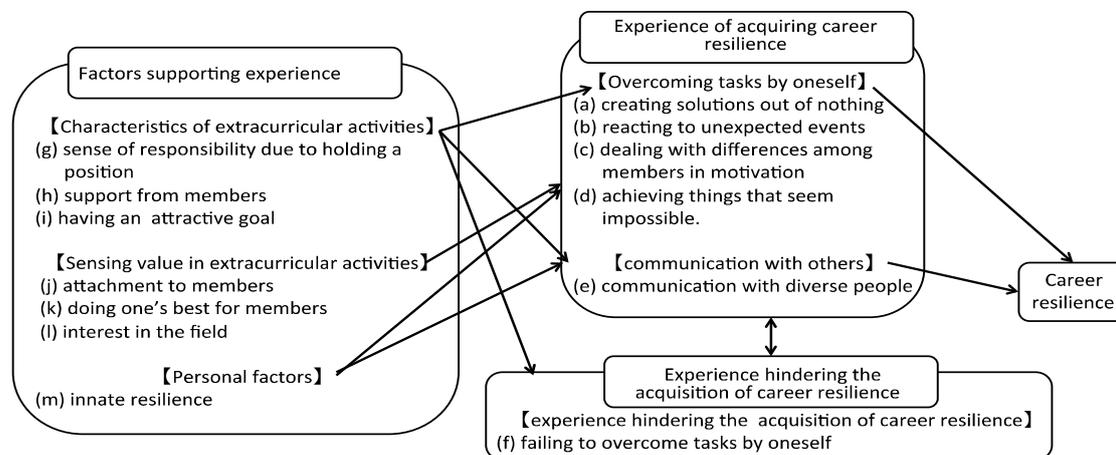


Figure 1. Result of the analysis