The Effect of Social Support and Self-Directed Learning Ability on Middle School Students' Career Attitude Maturity

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Abstract

The purpose of this study was to identify the effects of social support and self-directed learning ability on the maturity of career attitude of middle school students. For this purpose, 302 middle school students were selected and surveyed. Social support test (Cho, 2010), self-directed learning ability test (Yang, Lee, & Kim, 2018) and career attitude maturity test (Limon et al., 2012) were used in this study for measuring the variables. The results of the study were as follows: First, it confirmed that social support affected career attitude maturity (planning, independence, occupation attitude, self-understanding, information search, rational decision making). Thus, it is required to have accurate recognition of social support to improve career attitude maturity of the middle school students. Second, it confirmed that self-directed learning ability affected middle school students' career attitude maturity. It is necessary to make a special program for proper recognition of self-directed learning ability and its significance to one's job, and to develop the ability to be self-directed learners at home. Third, there were correlations between social supports, self-directed learning ability, and career attitude maturity. Based on the results of this study, the program is necessary to develop mature attitude towards a career through considering the level of middle school students and confirming the individual's self-directed learning ability and social support.

Keywords: middle school student, social support, self-directed learning ability, career attitude maturity

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Introduction

With the acceleration of the development of science and technology, changes in society as a whole have occurred, and the perspective of human resources in various social areas has changed. As society has changed, the world of occupations has changed; many existing occupations have disappeared, and various occupations have newly emerged. In order to prepare for such a shifting society, schools are focusing on career education for youth, and the Ministry of Education (2017) has developed the *Career and Job* subject-materials for secondary schools to provide education on career paths.

As a result, as young people are looking for and preparing for their own career path (Kim, 2017) and at the same time setting their own concrete and practical goals, they need to explore the selection of proper career paths by finding information on occupations (Lee & Han, 1997). Also, in order to address the problems youth have with selecting a future career path, career-related education must start from childhood and be suited to each stage of development (Kim, 2009). It is necessary to form career-related attitudes to increase the understanding of aptitude, ability and overall value of jobs in the development of career maturation (Kim, 2014). *Career attitude maturity* is an attitude that fosters ability, aptitude, and value regarding a job and generally allows students to make reasonable choices and decisions that fit their career path (Kim, 2013).

Prior to youth determining that path, it is important to develop career attitude maturity as a basis for understanding one's aptitude, ability, and value regarding a particular job and selecting a path to fit (Park, 2017). Career attitude maturity includes environmental and related factors such as *career barriers*, *parental nurturing attitude* and *social support* (Lent, 2005). Social support is necessary for human interaction and growth (Lee, 2000), and this support—one of the external environmental factors associated with youth's path—helps youth to actively engage in career path-related behavior (Kim, 2015). *Self-directed learning ability*, which is the ability to continually strive to select and solve problems on one's own in various learning situations, is also related to the development of a career path, as young people in today's society play a role in preparing and planning their own path (Choi & Joo, 2013). Self-directed learning ability emphasizes not only student achievement at school but also life overall, in which students acquire the knowledge and information required to discover, collect, analyze and process own future (Km & Park, 2003).

There are a number of prior studies showing how self-directed learning ability and social support affect the development of career paths for youth, however, they mainly focus on high school and university students (Jeong, 2013, Kang, 2009; Lee, 2017).

Although the importance of the middle school years is highlighted with regard to early development and early decision-making, there are not many studies on career attitude maturity at the middle school level. Therefore, it is necessary to analyze factors affecting middle school students and their career attitude maturity, building on prior research.

Accordingly, the purpose of this study is to identify which variables affect the career attitude maturity of middle school students. According to the needs and purposes of such research, this study aims to show how social support and self-directed learning ability affect the career maturity attitude of middle school students.

The results of this study are expected to provide practical points of reference and suggestions for career education for middle school students, thereby helping to improve future career education at the middle school level. In response to the needs and purposes of such research, the following research criteria were established. The study addresses the following questions:

Question 1. How does social support (parents, teachers and friends) affect the career attitude maturity of middle school students?

Question 2. How does self-directed learning ability (cognition, definition and behavior) affect the career attitude maturity of middle school students?

Question 3. What are the relationships between social support, self-directed learning ability and career attitude maturity?

Method

Participants

The object of this study was to identify the effects of social support and self-directed learning ability on the career attitude maturity of middle school students. A total of 330 students were surveyed with 110 students each per grades 1, 2 and 3 respectively at two middle schools in Seoul. The demographic characteristics of the participants are shown in Table 1.

Table 1. Demographic characteristics of participants

General Characteristics	Category	Frequency	Percentage
Gender	Male	166	55.0
	Female	136	45.0
Grade	1st	105	34.8
	2nd	94	31.1
	3rd	103	34.1
	All	302	100.0

Instruments

Social support scale

In this paper, to measure the level of social support middle school students have, the scale revised and updated by Cho (2010) based on an adaptation of the Student Social Support Scale developed by Nolten (1994) was used. The subscales of social support used in this study consist of perceived social support from parents, instructor, friend (see Table 2).

Table 2. Sub-factors and reliability analysis of social support scale

Sub-factors	Number of items	Item number	Cronbach's α
Parental support	5	1-5	.886
Instructor support	5	6-10	.914
Friend support	5	11-15	.886
All	15		.910

Self-directed learning ability scale

In order to measure self-directed learning ability, Self-Directed Learning Ability (SDLAT) for middle school students developed and validated by Yang, Lee, and Kim (2018) was used. Self-directed learning ability is classified into three domains, *cognition*, *affective* and *behavioral*, with three sub-factors per domain (see Table 3).

Table 3. Sub-factors and reliability analysis of self-directed learning ability

Domains	Sub-factors	Number of items	Item number	Cronbach α
Cognitive	cognitive thinking	8	1-8	.956
	metacognition	5	9-13	
	problem-solving	8	14-21	
Affective	intrinsic motivation	5	22-26	.943
	future-oriented motivation	6	27-32	
	self-efficacy	7	33-39	
Behavioral	Seeking help	7	40-46	.945
	Managing physical environment	5	47-51	
	Time management	7	52-58	
All		58		.979

Career attitude maturity scale

To measure the career attitude maturity of middle school students, we used the Career Net Career Maturity Test (Lim et al., 2012) developed in 2001 and revised in 2012 by Korea Occupation Ability Development Institution. The scale is divided into three domains: *attitude*, *ability* and *behavioral*. The Career Maturity Test on Career Net includes eight sub-factors: *planning*, *independence*, *occupation attitude and self-understanding*, *information search*, *rational decision making*, *knowledge of desired career*, and finally *career exploration and career preparation* (see Table 4).

Table 4. Sub-factors and reliability analysis of career attitude maturity

Domains	Sub-factors	Number of items	Item number	Cronbach α
Attitude	planning	9	(a)1,4,8,12, 15,16,20,27,29	.878
	independence	6	(a)3,6,13,19,25	
	occupation attitude	7	(a)9,11,17,21,26,28,30	
Ability	self-understanding	8	(a)2,5,7,10,14,18,22,23	.942

	information search	4	(b)1,2,3,10	
	rational decision making	7	(b)4,5,6,7,8,9,11	
	knowledge of desired occupation	7	(c)1-1,1-2,1-3,1-4,1-5, 1-6,1-7	
Behavioral	career exploration and career preparation	16	(d)1,1-1,1-2,1-3,1-4,1-5, 1-6,2,3,4,5,6,7,8,9,10	.757
All	64			.952

Procedure

The questionnaire was selected through a survey of relevant literature and its appropriateness was confirmed via consultation with experts. The survey was carried out from October 17th to October 30th, 2018. The researcher visited schools and had preliminary meetings with the teachers in charge in order to explain the purpose of the study and to obtain permission to conduct the survey.

Data Analysis

The collected data were statistically processed using SPSS 24.0. To determine internal consistency Cronbach's alpha was computed. Additionally, multiple regression analysis was performed to establish the relationship between variables. To confirm this relationship, the Pearson's correlation coefficient was calculated.

Results

Influence of social support on career attitude maturity

Influence of social support on the planning of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the independent variables of *parental support*, *instructor support* and *friend support* on the planning of career attitude maturity. The results are shown below in Table 5.

Table 5. Effect of social support on the planning of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Planning	(constant)	15.903	2.469		6.442	.000
	Parental support	1.527	.726	.134	2.104	.036
	Instructor support	2.139	.686	.192	3.118	.002
	Friend support	2.018	.679	.183	2.937	.003
R^2(adjusted R^2)=.163(.154), F=19.287, p<.001						

The results show the t and p values of parental support (t=2.104, p<.05), instructor support (t=3.118, p<.01), and friend support (t=2.973, p<.01). The F value of the regression model was 19.287 (p<.001), and the explanatory power of the sub-factors of parental support, instructor support, and friend support was 16.3%. The results show that parental support, instructor support, and friend support have an effect on the planning of career attitude maturity.

Influence of social support on the independence of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support as prediction variables on the independence of career attitude maturity. The results are shown below in Table 6.

Table 6. Effect of social support on the independence of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Independence	(constant)	11.073	1.330		8.326	.000
	Parental support	.678	.391	.106	1.733	.084
	Instructor support	1.503	.370	.240	4.068	.000
	Friend support	1.566	.366	.253	4.280	.000
R^2(adjusted R^2)=.229(.221), F=29.524, p<.001						

The F value of the regression model was 29.524 (p<.001), accounting for 22.9% of the explanatory power of the sub-factors parental support, instructor support, and friend support. There was a significant effect by friend support (t=4.280, p<.001) and instructor support (t=4.068, p<.001) on the independence of career attitude maturity.

Influence of social support on the occupation attitude of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the independent variables parental support, instructor support and friend support on the occupation attitude of career attitude maturity. The results are shown below in Table 7.

Table 7. Effect of social support on the occupation attitude of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Occupation attitude	(constant)	19.569	1.939		10.093	.000
	Parental support	.253	.570	.029	.444	.658
	Instructor support	1.860	.539	.219	3.452	.001
	Friend support	1.267	.533	.151	2.376	.018
R^2(adjusted R^2)=.108(.099), F=11.993, p<.001						

The results show the *t* and *p* values of instructor support (*t*=3.452, *p*<.01), friend support (*t*=2.376, *p*<.05). The F value of the regression model was 11.993 (*p*<.001), and the sub-factors had an explanatory power of 10.8%.

Influence of social support on the self - understanding of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support on the self-understanding of career attitude maturity. The results are shown below in Table 8.

Table 8. Effect of social support on the self-understanding of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Self-understanding	(constant)	14.426	1.959		7.363	.000
	Parental support	1.757	.576	.187	3.049	.003
	Instructor support	1.005	.544	.109	1.846	.066
	Friend support	2.643	.539	.290	4.905	.000
R^2(adjusted R^2)=.226(.218), F=28.943, p<.001						

The results show the *t* and *p* values of parental support (*t*=3.049, *p*<.01) and

friend support (t=4.905, p<.001). The F value of the regression model was 28.943 (p<.001), and the three sub-factors had an explanatory power of 22.6%.

Influence of social support on the information search of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support on the information search of career attitude maturity. The results are shown below in Table 9.

Table 9. Effect of social support on the information search of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	t	p
Information search	(constant)	4.916	1.168		4.210	.000
	Parental support	1.042	.343	.189	3.035	.003
	Instructor support	.940	.324	.173	2.897	.004
	Friend support	1.112	.321	.208	3.461	.001
R^2(adjusted R^2)=.204(.196), F=25.481, p<.001						

The results show the t and p values of friend support (t=3.461, p<.001), parental support (t=3.035, p<.01), instructor support (t=2.897, p<.01). The F value of the regression model was 25.481 (p<.001), and the three sub-factors had an explanatory power of 20.4%.

Influence of social support on the rational decision making of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support on the rational decision making of career attitude maturity. The results are shown below in Table 10.

Table 10. Effect of social support on the rational decision making of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	t	p
Rational decision making	(constant)	11.750	1.819		6.461	.000
	Parental support	1.377	.535	.158	2.574	.011
	Instructor support	.905	.505	.106	1.792	.074
	Friend support	2.618	.500	.311	5.235	.000
R^2(adjusted R^2)=.221(.213), F=28.115, p<.001						

The results show the t and p values of friend support (t=5.235, p<.001), parental support (t=2.574, p<.01). The F value of the regression model was 28.115 (p<.001), and the three sub-factors parental support and friend support had an explanatory power of 22.1%.

Influence of social support on the knowledge of desired occupation of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support on the knowledge of desired occupation of career attitude maturity. The results are shown below in Table 11.

Table 11. Effect of social support on the knowledge of desired occupation of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Knowledge of desired occupation	(constant)	14.774	2.284		6.470	.000
	Parental support	.938	.672	.096	1.397	.164
	Instructor support	.267	.635	.028	.421	.674
	Friend support	.768	.628	.081	1.224	.222
R^2(adjusted R^2)=.028(.018), F=2.869, p<.05						

The explanatory power of regression analysis was statistically significant at 2.8% (F=2.869, p<.05), but parent support, instructor support and friend support had no significant effect on knowledge of desired occupation.

Influence of social support on the career exploration and career preparation of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of parental support, instructor support and friend support on career exploration and career preparation of career attitude maturity. The results are shown below in Table 12.

Table 12. Effect of social support on the career exploration and career preparation of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
career exploration and career preparation	(constant)	5.784	1.517		3.812	.000
	Parental support	-.161	.446	-.025	-.361	.718
	Instructor support	.813	.422	.128	1.928	.055
	Friend support	.375	.417	.060	.898	.370
R^2(adjusted R^2)=.022(.012), F=2.266, p<.05						

The explanatory power of regression analysis was not statistically significant at 2.2% (F=2.266, p<.05) and parent support, instructor support and friend support had no significant effect on career exploration and career preparation.

Influence of self-directed learning ability on career attitude maturity

Influence of self-directed learning ability on the planning of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of cognitive, affective, and behavioral variables as independent variables on the planning of career attitude maturity. The results are shown below in Table 13.

Table 13. Effect of self-directed learning ability on the planning of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Planning	(constant)	8.521	1.311		6.501	.000
	Cognitive	1.709	.688	.187	2.485	.013
	Affective	3.142	.682	.350	4.608	.000
	Behavioral	2.352	.605	.274	3.884	.000
R^2(adjusted R^2)=.583(.579), F=139.035, p<.001						

The results show the t and p values of affective (t=4.608, p<.001), behavioral (t=3.884, p<.01), cognitive (t=2.485, p<.001) variables. The F value of the regression model was 139.035 (p<.001), and the sub-factors of the cognitive, affective, and behavioral variables had an explanatory power of 58.3%. The results show that the cognitive, affective, behavioral variables have an effect on the planning of career attitude

maturity.

Influence of self-directed learning ability on the independence of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables as prediction variables on the independence of career attitude maturity. The results are shown below in Table 14.

Table 14. Effect of self-directed learning ability on the independence of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Independence	(constant)	10.093	.829		12.170	.000
	Cognitive	1.128	.435	.220	2.593	.010
	Affective	1.533	.431	.304	3.554	.000
	Behavioral	.988	.383	.205	2.578	.010
R^2(adjusted R^2)=.471(.466), F=88.439, p<.001						

The results show the t and p values of the affective (t=3.554, p<.001), cognitive (t=2.593, p<.05), behavioral (t=2.578, p<.05) variables. The F value of the regression model was 88.439 (p<.001), and the explanatory power of theses sub-factors was 47.1%. The results show that the cognitive, affective, and behavioral variables have an effect on the independence of career attitude maturity.

Influence of self-directed learning ability on the occupation attitude of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables as prediction variables on the occupation attitude of career attitude maturity. The results are shown below in Table 15.

Table 15. Effect of self-directed learning ability on the occupation attitude of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Occupation attitude	(constant)	19.960	1.410		14.161	.000
	Cognitive	1.066	.740	.154	1.442	.150
	Affective	.728	.733	.107	.993	.321

Behavioral	1.145	.651	.176	1.759	.080
R^2(adjusted R^2)=.168(.159), F=20.015, p<.001					

The explanatory power of the regression analysis was statistically significant at 16.8% (F=20.015, p<.001), but the cognitive, affective, and behavioral variables had no significant effect on knowledge of occupation attitude.

Influence of self-directed learning ability on the self-understanding of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables on the self-understanding of career attitude maturity. The results are shown below in Table 16.

Table 16. Effect of self-directed learning ability on the self-understanding of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	t	p
Self-understanding	(constant)	15.233	1.343		11.345	.000
	Cognitive	1.095	.704	.145	1.555	.121
	Affective	2.693	.698	.364	3.856	.000
	Behavioral	.862	.620	.122	1.391	.165
R^2(adjusted R^2)=.358 (.352), F=55.437, p<.001						

The results show the t and p values of the affective (t=3.856, p<.001) variable. The F value of the regression model was 55.437 (p<.001), and the explanatory power of the sub-factors was 35.8%.

Influence of self-directed learning ability on the information search of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables on the information search of career attitude maturity. The results are shown below in Table 17.

Table 17. Effect of self-directed learning ability on the information search of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Information search	(constant)	4.641	.770		6.027	.000
	Cognitive	1.186	.404	.268	2.935	.004
	Affective	.912	.401	.210	2.278	.023
	Behavioral	.774	.356	.186	2.176	.030
R^2(adjusted R^2)=.389(.383), F=63.278, p<.001						

The results show the *t* and *p* values of the cognitive (t=2.935, p<.01), affective (t=2.278, p<.05), behavioral (t=2.176, p<.05) variables. The F value of the regression model was 63.278 (p<.001), and the explanatory power of the sub-factors was 38.91%. The results show that the cognitive, affective, and behavioral variables have an effect on the information search of the career attitude maturity.

Influence of self-directed learning ability on the rational decision making of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables on the rational decision making of career attitude maturity. The results are shown below in Table 18.

Table 18. Effect of self-directed learning ability on the rational decision making of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Rational decision making	(constant)	9.774	1.118		8.743	.000
	Cognitive	2.106	.587	.302	3.590	.000
	Affective	.844	.581	.123	1.451	.148
	Behavioral	2.032	.516	.310	3.934	.000
R^2(adjusted R^2)=.480(.475), F=91.753, p<.001						

The results show the *t* and *p* values of the cognitive (t=3.590, p<.01) and behavioral (t=3.934, p<.01) variables. The F value of the regression model was 91.753 (p<.001), and the explanatory power of the sub-factors was 48.0%. The results show that the cognitive and behavioral variables have an effect on rational decision making of career attitude maturity.

Influence of self-directed learning ability on the knowledge of desired occupation of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables on the knowledge of desired occupation of career attitude maturity. The results are shown below in Table 19.

Table 19. Effect of *self-directed learning ability* on the knowledge of desired occupation of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
Knowledge of desired occupation	(constant)	8.902	1.583		5.622	.000
	Cognitive	2.100	.831	.268	2.528	.012
	Affective	.689	.824	.089	.837	.503
	Behavioral	.610	.731	.083	.834	.405
R^2(adjusted R^2)=.175(.167), F=21.102, p<.001						

The results show the t and p values of the cognitive (t=2.528, p<.05) variable. The cognitive variable had the highest effect on knowledge of desired occupation. The F value of the regression model was 21.102 (p<.001), and the explanatory power of the sub-factors was 17.5%.

Influence of self-directed learning ability on the career exploration and career preparation of career attitude maturity

A multiple regression analysis was conducted to analyze the effect of the cognitive, affective, and behavioral variables on career exploration and career preparation of career attitude maturity. The results are shown below in Table 20.

Table 20. Effect of *self-directed learning ability* on the career exploration and career preparation of the career attitude maturity

Criterion Variable	Predictor Variable	B	SE	β	*t*	*p*
career exploration and career preparation	(constant)	1.566	1.064		1.472	.142
	Cognitive	1.470	.558	.283	2.633	.009
	Affective	.864	.554	.169	1.562	.119
	Behavioral	-.277	.492	-.564	-.564	.573
R^2(adjusted R^2)=.151(.142), F=17.666, p<.001						

The results show the t and p values of the cognitive (t=2.633, p<.01) variable. The cognitive variable had the highest effect on career exploration and career preparation. The F value of the regression model was 17.666 (p<.001), and the explanatory power of the sub-factors was 15.1%.

The relationship between social support, self-directed learning ability and career attitude maturity

A correlation analysis was conducted to analyze the relationship between social support, self-directed learning ability, and career attitude. The results are shown below in Table 21. Self-directed learning ability, social support and career attitude maturity had positive correlations in all areas at the significant level of p<.01.

Table 21. Correlation matrix between social support, self-directed learning ability, career attitude maturity

No.	Social Support			Self-Directed Learning Ability			Career Attitude Maturity							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.461**	1												
3	.466**	.396**	1											
4	.386**	.336**	.387**	1										
5	.400**	.416**	.426**	.840**	1									
6	.412**	.395**	.389**	.812**	.815**	1								
7	.308**	.326**	.321**	.704**	.731**	.712**	1							
8	.335**	.389**	.397**	.643**	.657**	.632**	.777**	1						
9	.201**	.292**	.251**	.386**	.379**	.387**	.484**	530**	1					
10	.373**	.310**	.421**	.550**	.585**	.536**	.711**	.680	.419**	1				
11	.366**	.343**	.364**	.595**	.586**	.574**	.710**	.666**	.394**	.573**	1			
12	.352**	.302**	.427**	.658**	.630**	.656**	.750**	.733**	.517**	c	.807**	1		
13	.147*	.104	.137*	.411**	.382**	.374**	.545**	452**	.207**	.470**	.447**	.456**	1	
14	.062	.140*	.099	.379**	.361**	.311**	.334**	.249**	.158**	.238**	.291**	.317**	.365**	1

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

Note. 1=Parental support, 2=Instructor support, 3=Friend support, 4=Cognitive, 5=Affective, 6=Behavioral, 7=Planning, 8=Independence, 9=Occupation attitude, 10=Self-understanding, 11=Information search, 12= Rational decision making, 13=Knowledge of desired occupation, 14=Career exploration and Career preparation.

Discussion and conclusion

The purpose of this study was to identify the effects of social support and self-directed learning ability on the maturity of career attitude of middle school students. In order to do so, it was necessary to investigate the relationship between social support, self-directed learning ability and maturity of career attitude, in order to apply the program to middle school students in a way that affects their maturity of career attitude with consideration for their grade level. Therefore, the results of this study can be used as a reference for cultivating students' career attitude maturity in determining their future careers. The results of the study are as follows.

First, the results of the multiple regression analysis demonstrate that social support and self-directed learning ability both have an effect on career attitude maturity. This answers the first research question. The sub-factors are parental support, instructor support and friend support of social support. The confirmation of the effect of social support on the improvement of career attitude maturity of middle school students is similar finding to those of Kim (2012) and Kim (2015). Accurate recognition of social support and each element of career attitude maturity need to be considered. Second, the results confirmed that higher self-directed learning ability corresponds with higher career attitude maturity. This result is similar to those of prior studies that argue self-directed learning has a positive effect on career attitude maturity (Kim, 2010; Jeong., & Baek, 2018). In Kang's (2017) study of elementary school students, self-directed learning ability and career attitude maturity are correlated. Kang emphasizes the need for career education appropriate to the level of schooling. Third, there was a positive correlation between social support, self-directed learning ability and career attitude maturity. This result is similar to the findings of Oh (2003) and Lee (2017), who argue for a positive relation between social support and career maturity.

In conclusion, before any consideration of career attitude maturity of middle school students, it is very important to examine the students' level of social support and self-directed learning ability. Parents should be training their children to identify their relevant personal characteristics, and key teachers need to form appropriate bonds with the students and provide positive intervention. Since friends are important to middle school students, it is important for them to establish proper and positive relationships with their peers. Additionally, as self-directed learning ability and career attitude maturity are related, schools need to create professional programs that correctly identify the importance of self-directed learning ability on the success of a student's future career.

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Korean Abstract

사회적 지지와 자기주도학습력이 중학생의 진로태도성숙에 미치는 영향

최은주(숭실대), 이경화(숭실대)

이 연구는 중학생의 진로태도성숙에 미치는 사회적 지지와 자기주도학습력의 영향을 확인하는데 목적이 있었다. 따라서 연구대상으로 서울시의 중학생(1,2,3학년) 302명을 선발하여 설문 조사를 실시하였다. 본 연구에서 사용된 측정도구는 사회적 지지검사(조준한, 2010), 자기주도학습력검사(양영모, 이경화, 김수연, 2018), 진로태도성숙도검사(임언 외, 2012)였다. 연구결과는 다음과 같다.

첫째, 사회적 지지는 중학생의 진로태도성숙에 영향을 미치는 것으로 밝혀졌다. 특히 사회적 지지가 진로태도성숙의 하위요인인 계획성, 독립성, 직업에 대한 태도, 자기이해, 정보탐색, 합리적 의사결정에 정적인 영향을 미치는 것이 확인되었으므로 중학생의 진로태도성숙을 증진시키기 위하여 사회적 지지에 대해 영향을 주는 사람들이 정확하게 인식해야 할 것이다. 둘째, 자기주도학습력은 중학생의 진로태도성숙에 영향력을 미침이 확인되었다. 따라서 학교에서는 자기주도학습력과 직업에 대한 중요성을 바르게 인식할 수 있는 전문적인 프로그램을 만들고 가정에서는 자기주도적인 학습자가 되도록 분위기를 조성하여 학습활동뿐만 아니라 진로와 진학까지도 스스로 고려할 수 있도록 양육할 필요가 있다. 또한 셋째, 사회적 지지, 자기주도학습력, 진로태도성숙은 간에는 상관관계가 나타났다. 부모와 교사, 친구는 가정과 학교에서 학생의 자기주도성을 키우도록 정서적, 물질적, 환경적인 지지를 함으로써 중학생들이 진로태도성숙을 증진시킬 수 있도록 지원하는 것이 필요할 것이다. 인간발달의 단계 중에서 특히 중요성이 강조되고 있는 중학생 시기에 향후 진로에 대해 긍정적이며 미래지향적인 태도를 가질 수 있도록 하기 위한 학교에서 체계적이고 전문적인 진로교육과 수업이 이루어져야 할 것이다.

주요어: 중학생, 진로태도성숙, 사회적 지지, 자기주도학습력