

Research on the Relationship between Adolescents' School Adaptation and Career Development

Li-Jung Chen,¹ Chi-Kao Chang²

¹Department of Industrial Technology Education, National Kaohsiung Normal University

²Department of Business Administration, Fortune Institute of Technology

116, Ho Ping 1Rd., Kaohsiung, Taiwan, R.O.C.

1-10, Nong-Chang Rd., Dah Liao, Kaohsiung, Taiwan, R.O.C.

t644722@ms13.hinet.net

Abstract: Attitudes toward career development are indicators for presenting the level of individual career development, which also reflects the preparatory status of career choices. The better the attitudes for career development are, the higher the level of career development is. In addition, wise and adequate career choices can only be made by a better preparatory status. This study discusses the relationship between vocational school students' school adaptation and career development, which includes two dependent variables—an attitude toward Career Preparation and Career Exploration—and five independent variables, that is, the status of students' relationship with classmates and teachers, their satisfaction with school curriculum, adaptation to teachers' teaching methods, and to the school environment. In addition, the research uses "Career Development Index" (CDI) form as the evaluation tool for the career development attitude, which is in accordance with Super's theoretic structure. The following results are obtained: (1)How well junior high school students' getting along with teachers is closely related to students' career development. (2)How well they accept the curriculum has close relations with students' attitude toward career development. (3)Students' identification with the environment has significant relations with Career Planning.(4) Students' identification with the environment has significant relations with Career Planning. Furthermore, some suggestions are stated as follows: (1) Teachers' roles have been changed - growing with their students. (2) Innovation of curriculum design and teaching methods. (3) Strengthening junior high school students' counseling for career education. (4) Offering information about the working environment to the students. (5) Improving adaptation to school life and teaching environments to enhance the harmony of human relations. (6) Offering clear counseling directions.

Key-Words: Career development, Career Development Index (CDI), Attitudes, Junior high school, Career planning

1 Introduction

Career development means the process of all kinds of roles played by a person in his entire life, and since growth is a continuous process, the concept of career covers one's whole life, and its development is also a continuous process in his life[1] [17], which means an individual's position on the continuous line of career development [19] [21] [22]. Different age groups have different conditions of the development of body and mind, having their unique needs and missions [18]. The better the attitude of career development is, the higher the level of career development is[1], and one of the most important aspects of an individual's personal happiness is affected by one's career choice[13][14] [26]. Also, wise and adequate career choices will be made by a better preparatory status. Junior high school students cannot explore or choose educational occupational goals if they do not know about the career development [7] [23].

Young people in junior high schools, with the growing of age, face the preparatory period in terms of physiology and psychology. Due to the continuous development of physiology, they are gradually regarded as adults by people around them as well as themselves. At the elementary school stage, an understanding about career is based on fantasy, while at the high school stage, on exploration and preparation [5]. Young people between the ages of 12 and 18 are, because of the cognitive development, at concrete operational stage [11] and during the process of seeking for self-identity [2], increasing experiences, high school students have the ability to implement the fantasy in the realistic world. Besides, they will learn to find out their interests in the activities, and make plans to achieve their goals. How to meet young people's needs, lead them to know themselves, and know the outside working environment is one of the most important lessons in today's education.

Young people become aware of the career opportunities and choices around them as they become exposed to friends and people around them, parents' occupations, role models, television programs, school programs and counseling, church and community activities, etc [10]. Edwin L. Herr and Stanley H. Cramer (1996) stated that major goals of career guidance for senior high school students are specifically planned for next steps in education and work. Edwin L. Herr and Stanley H. Cramer (1996) consistent with the setting, resources, and program design the facilitation of some career guidance goals best achieved by teachers, others by counselors, and still others through cooperative activities between school personnel and specialists in the community. Junior high school students spend a lot more time at school with their teachers than with their parents. And the school is also their main source of information. Therefore, how well junior high school students get adapt with their school is supposed to be closely related to students' career development.

This research mainly discusses the relationship between junior high school students' school adaptation and career development, which includes two dependent variables: attitude toward career preparation and career exploration; and five dependent variables, that is: relations between teachers and students, how well they get along with classmates and teachers, satisfaction with school curriculum, adaptation to teachers' teaching methods, and adaptation to school environment. The research also refers to related documents on career development in order to substantially help with junior high school students' career education, and with academic research.

2 Causes of Adolescents' School Adaptation Problems

The word, adolescence, is derived from the Latin word "adolescere," which originally meant growth or growing to maturity. This is an important period for a person growing from an immature one to a mature one, a period between childhood and adulthood, or a stage of transformation and transition. On this stage, the bodies and minds of adolescents grow in a very rapid and complicated way. They are no longer regarded or caressed as children, and are not yet as independent and mature as adults. They are, therefore, called "marginal citizens." Adolescents have to not only prepare for entering the adults' world, but also abandon their behaviors and concepts in the childhood. During the period of transformation, troubles and torments of adolescents continuously come from the external environment

and their adaptation to it. At the same time, countless conflicts and shocks that the adolescents encountered also directly cause some tension and pressure to them. Scholars have different descriptions of the common adolescent phenomenon. For example, an American psychologist, Dr. G. S. Hall, regarded the adolescence as a stormy and tense period. Other similar descriptions include a period of hurricanes, a period of conflicts, a period of depression, a period of frustration, and the like. All of these have negative connotations, and also imply all kinds of adaptation problems and torments that the adolescents experienced. By adopting a more careful approach, psychologists believe that adolescence can be divided into three periods: period of early youth, period of puberty and period of youth, while the adolescence is a comprehensive term. It is thus clear that different people use the term, adolescence, in a different way. However, obviously, everyone thinks that "adolescence" refers to a stage during one's growing process, a transitional stage between childhood and adulthood, but the ways they divide the stage also vary from person to person. At the same time, they also have different attitudes toward and opinions of this stage. Adolescence in this paper is limited to the junior high school stage, since adolescents at this stage have many school adaptation problems and thus need special attention. Causes of adolescents' school maladaptation problems are as follows [2][4] [6] [12] [15] [16] [25] [26]:

2.1 Disequilibrium of the development in body and mind

Adolescents in the past became physically mature at later ages, and psychologically mature at earlier ages, while the development of contemporary adolescents' bodies and minds has opposite trends. According to some studies, in the recent hundred years, the average age of females' menarche in the Western countries has advanced from 16.5 to 12.5 years old, about 4 months earlier every decade [11]. Life in the past was difficult. Children got involved in the life of adults and engaged in the production task, even though they were very young. Some of them had to take the responsibilities of raising their families. They, as a result, definitely became psychologically mature at earlier ages. Adolescents in the contemporary era become physically mature at earlier ages, while psychologically mature at later ages, which represents a disequilibrium of the development in their bodies and minds. Their mental ability cannot control their impulses coming from the physical maturity, which are the root causes of adolescents' increasingly problematic behaviors in schools today.

2.2 Discontinuity of Traditional Cultures in the Rapidly Changing Society

In a traditional agricultural society, human cultures were continuous; interpersonal relationships rarely changed, with living styles fixed. In addition, norms of conduct, moral standards, judgments of value, and religions were passed on from generation to generation without any change. New generations in the past, thus, mostly grew up by following the footsteps of their parents. The so-called “generation gap” was never an issue. Today, cities are industrialized and the society is pluralized, while the cultures have lost their continuity. The environment in which fathers and sons, or even brothers live might be totally different. During the growing process of the new generation, in terms of life and knowledge, the situations in which parents are not able to teach their children, and older brothers and sisters are incapable of teaching their younger brothers and sisters will inevitably take place. This shows that the discontinuity of cultures will make the following negative influences on the growth of the new generation.

The educational function of families is becoming less significant, while schools are not able to take more responsibilities. This is caused by the urbanization, industrialization as well as women’s employment, which makes the families unable to take the responsibility of educating children, while the other phenomenon is influenced by the oversized classes, overloads of teachers as well as the overemphasis on pursuing higher education.

Knowledge has exploded and rapidly changed. Human beings, as a result, have lost their authority in passing it on. The explosion of knowledge dazzles people’s eyes and makes them become too busy to respond properly. The knowledge itself might lose its usefulness at any moment. The era of “regarding a professional skill as a carefree life” is a history now. During the process of pursuing knowledge, the position of teachers has been degraded and the authority of scholars has declined. The highly valued traditions of teachers’ roles, the ones who propagate doctrines of the ancient sages, instruct booklore and solve students’ puzzles, can no longer be realized in contemporary schools.

Diversified information from mass media has disarranged the educational order. Compared to the formal education, information from the mass media, such as TV, movies, radios, newspapers and magazines, has a greater influence on children’s and adolescents’ personality identity. The information, however, is disordered, inconsistent, or even against

the educational principles, and therefore, destroys the life order that the school has established.

2.3 Failing to Appreciate a Happy Living

The youths in the modern times experience quite different objective situations and subjective feelings. Therefore, people’s impression on them is that they always fail to appreciate a living in happiness. In other words, they live in affluence, but have no ideas of how to use the conditions in the environment to improve themselves. As a matter of fact, in terms of contemporary youth’s subjective feelings, they can never realize that they are living in happiness. Only those who “realize happiness” will “appreciate happiness.” “Realizing happiness” relies on one’s life experience. The youth in this generation have lived comfortable lives since they were children. They, as a result, will not appreciate a living in affluence. Since receiving education, they have never experienced the pain of discontinuing schooling. They, of course, cannot realize the value of pursuing education. Some young people even feel agonized for having no choice but to study.

2.4 Narrowing Educational Function Causes Maladaptation

The function of school education is to help students adapt to the society, understand themselves in order to achieve self-identify, develop their ability to adapt to the environment, distinguish between truth and false, and know the present environment to achieve the social identity. However, since the rate of continuing further education has put a lot of pressure on schools, it is unlikely for them to spare any attention on students’ personality development. The well-known phenomenon today is that schools focus only on one single educational goal, that is, helping students advance to higher schools, which has narrowed the function of education. Three disastrous effects, thus, come along.

2.4.1 Narrowed knowledge

Except repeatedly memorizing the subjects included in the entrance examinations, students are unwilling and not allowed to dabble in knowledge or activities except the textbooks.

2.4.2 Narrowed interests

The interests of students have to be developed, while the development of a certain interest has to rely on actually engaging in a certain activity. Today, students study in order to go on to higher schools. Numerous tests accompany threats of countless failures. Students neither have other chances to read

books except those included in the examinations, nor are able to develop the interests in pursuing knowledge voluntarily. Eventually, they will lose their interests in major subjects due to mechanically repeated memorization.

2.4.3 Narrowed ability

Except receiving knowledge from the books, students under the pressure of continuing further education learn neither social abilities nor the abilities of voluntarily pursuing knowledge.

2.5 Harm done by False Identity and Label of Subcultures

The adolescence of today lasts for ten years. Also, the total number of adolescents accounts for a large percentage in the total population. The mainstream culture passed around among people, and passed on from one generation to another now has less influence on the youth. Therefore, when re-identifying themselves, they will easily be affected by their own "subcultures" of this generation. We can find that the youth of this world have their own popular languages, songs, clothes and concepts. When they get together, their influence on one another's behaviors is much greater than that of their parents or teachers. Because of the youth's identifying themselves with their own subcultures, they will experience setbacks if the mainstream culture has too strict requirements for them. They, as a result, will abandon their identity with the mainstream culture, and turn to subcultures. If groups of subcultures are organized and purposive as well as accretive, protective, and supportive, which makes them feel belonged and secured, they will change their attitudes toward, identify with and pledge loyalty to the subcultures. This is the main reason why the faction of delinquent boys exists.

3 Career Development Theories

The origin of the career development theory is related to differential psychology, developmental psychology, sociology of occupations and the personality theory [17][20]. Differential psychology has made important contributions to the compilation of psychological assessment tools, especially the selection tools applied by the American psychologists to military personnel during the World War I, and the Strong Interest Inventory, which play important roles in improving self-realization. Super (1976, 1984) conducted a longitudinal study on domains like self-development, assessment, occupational adaptation and self-concept,

proposing twelve basic ideas, which can be regarded as the basis of the developmental theory. People's abilities, interests, and personality traits vary from person to person, and each has a unique merit. They are, therefore, suitable for many types of occupations. Even though every occupation requires some special abilities, interests and personality types, there is still a lot of flexibility to allow people to be engaged in different occupations. Besides, one's occupational preferences, abilities, working and living environments and self-concepts change with environments, time and experiences. Occupational choice and adaptation, therefore, is a continuous process, which also forms a series of life stages: growth, exploration, establishment, maintenance and degeneration. The exploratory stage can be further divided into a fantasy period, a tentative period and a realistic period, and the establishment stage can be further categorized into a tentative period and a stable period. The quality of one's occupational or career development model is greatly influenced by parents' socioeconomic status, one's own psychological abilities, personality traits and experiences. The process of career development is basically the development and realization of self-concepts, a harmonizing process. During the process, self-concept is developed under the influence of the reciprocation among the following factors, including the potential orientation, central nervous system and incretion situation, the chances for undertaking all kinds of roles, and the assessment of the senior's or peer's level of recognition of their roles and tasks. In addition, job satisfaction and life satisfaction also depend on whether in one's growth and exploration experiences, s/he feels competent in doing his or her jobs or undertaking tasks. Jobs and occupations are the core of personality structures, and the level of job satisfaction and actualization of self-concept are positively correlated [17] [19][20].

At the career development stage, the career development usually grows with the increase of ages. Many scholars, therefore, divided the process of career development into the following periods. The fantasy period refers to children less than ten years old, especially when they gradually show their occupational interest and orientation when they are four or five years old. The tentative period can be categorized into four stages: interests, abilities, value and diversion. The realistic period includes three stages: a tentative one, a materialized one and a professionalized one. Based on the integrated results of the previous period, one starts to carry out all kinds of tentative activities and makes further decisions after experiencing them in person. Once there is an outcome, s/he will move on to the materialized state.

As to the model of cognitive development, Super's career development theory once mentioned the relationship between self-concept and career development. The self-actualization process in career development definitely involves the deliberation function, but does not specifically elaborate the cognitive function. Based on the viewpoints of cognitive development, after associating with Perry's wisdom, considering the structure of ethic development as the basis, integrating Erikson's theory of personality development stages and the results of empirical studies conducted by a lot of scholars, Knefelkamp and Slepitzka proposed the model of career development in cognitive development. They found that during the process of career development, there is a series of changes, a total of nine, which make an important influence on an individual's career development: locus control, which refers to a standpoint in which an individual changes from emphasizing external factors to taking internal reference structures as the core of information processing; analysis, synthesis, semantic structure, self-processing, openness and alternative perspectives, ability to assume responsibility, ability to take on new roles, and ability to take risks with oneself [3][12] [24][27].

The career development theory integrates the results of long-term studies on differential psychology, developmental psychology, self-psychology, and development directions for occupational behaviors. The viewpoints of this theory have gained widespread support in the empirical research, and even influenced the career education having been promoted in the U.S.A. since the 1970s. Furthermore, Super's career development theory has proposed some critical concepts of development and adaptation for the middle-aged and elderly people, which allows scholars to make further studies, and has added an updated stage between the establishment and maintenance stages. This makes the theory become more comprehensive. The development theory seems to ignore the influence of economic and social factors on career development. In addition, the relationship between learning factors and the process of career development also needs to be studied further, while the domains involved are very extensive, including personality development, life styles, and adaptation behaviors. However, the relationship among the variables is too complicated to be understood. The viewpoints in the cognitive development model have an in-depth investigation into the cognitive factors during the process of career development, which can make up for the deficiency of Super's career

development theory. Although this is considered an advantage, some aspects still need to be investigated further [3].

4 Research Design

This research aims to discuss the relationship between junior high school students' adaptation and career development. The basic structure is to use Attitude toward Career Development as a dependent variable, and to respectively discuss the relationship between junior high school students' career development and the five independent variables, including relations between students and teachers, getting along with classmates, getting along with teachers, the satisfaction with school curriculum, adaptation to teachers' teaching methods, and adaptation to school environment.

4.1 Subject

Objects of the research are Feng Shan Junior High School, and Chou Liao Junior High School. One to two classes from each grade were drawn out to become the research objects, and students from these classes were told to fill out the "Career Development Index" form.

4.2 Instrument

This research uses "Career Development Index" (CDI) form as the evaluation tool for career development attitude, which is in accordance with Super's and CPS's theoretic structure. In addition, in recent years, a lot of research used it as the research tool, and its reliability and accuracy are highly valued. Career Development Index, which was revised by Mr. Ching-wen Lin is used as the research tool, and as the operating definition. Career Development Index consists of two criteria, Career Preparation and Career Exploration. Ching-wen Lin (1985) Reliability coefficient in the CDI forms is as follows: Career Preparation .87 and Career Exploration .81. In terms of accuracy, this form uses the "Questionnaire of Attitude toward Career Maturity" with the validity coefficient being as follows: Career Development .44 and Career Exploration .31.

4.3 Procedure

Three hundred questionnaires were sent out. After being returned, the answers were carefully reviewed, and there are about 252 effective questionnaires, about 84%, excluding the ones with missing pages and obviously with incredible answers. Data of these questionnaires were analyzed and processed by the

SPSS/PC software. The statistical method is describing the normal situation of samplings based on basic statistic number (average, and standard error). The multivariate analysis of variance (MANOVA) was used for different group responses to Career Preparation and Career Exploration subscales. All significant MANOVA results were followed by analysis of variance (ANOVA) and post hoc Tukey method to determine the specific locus of the group differences. The MANOVA revealed that school adaptation differed significantly in Career Preparation and Career Exploration subscales. ANOVA is used to test school adaptation, including the five independent variables, namely, getting along with teachers, getting along with classmates, satisfaction with school curriculum, adaptation to teachers' teaching methods, and adaptation to school environment. After the analytical result comes out, if the figure of F in each group reaches significantly standard, $P < .05$, Tukey method will be applied to conduct the aftermath test.

5 Results: Basic data analysis

There are 252 effective samples in the research. Among these samples, the ratio between the males and females is 40.6:59.4. As to the families' social and economic positions, the ratio among low, middle and high class is around 36.2:47.2:16.6. The ratio of school adaptation among good, fair and bad is about 28.2:44.4:27.4, and the ratio of bad, 27.4, is not low, which deserves more attention. The previous two items are based on the highest percentage, 27%, middle one, 46%, and the lowest one, 27% of the research convention in sociology. In terms of family life, testees answer questions according to the harmony of their families, and the ratio of good, fair and bad is about 46.7:47.2:6.1. Thus, it may be said that most of their family life is between good and fair. As for the grades which are based on the testees' rank of position in the class, the ratio of high, middle, and low is about 34.1: 40.2: 24.5. Most of them think they are in the middle position in their class while few of them think themselves among top rankings. About one third is among the top ranking, and the result is in accordance with the design of the research. The ratio between the urban and rural is about 46.4:51.2. The reason is that this research drew out one school in the urban area and the other in the rural area.

5.1 Current Status of Students' Career Development

How well students' getting along with teachers does influence their performance on career development.

As for Career Exploration, the Like Group ($M=50.20$ $SD=7.64$) higher than the Dislike Group ($M=45.04$ $SD=8.27$) while the Like Group ($M=50.20$ $SD=7.64$) is also higher than the Indifference Group ($M=49.20$ $SD=8.52$), which reaches the significant standard. As for Career Planning, the Like Group ($M=53.00$ $SD=14.33$) is higher than the Indifference Group ($M=49.76$ $SD=14.54$) and the Dislike Group ($M=49.04$ $SD=11.75$), which reaches the significant standard. As far as Career Attitude is concerned, the Like Group ($M=103.21$ $SD=19.02$) is higher than the Dislike Group ($M=94.12$ $SD=16.16$) and the Indifference Group ($M=98.97$ $SD=19.75$), which also reaches a significant standard (Table 1).

Table 1 CDI of junior high school students to how well they get along with teachers

	Dislike	Indifference	Like	F
Career Exploration				0.98**
Average	45.04	49.20	50.20	
Standard Error	8.27	8.52	7.64	
Career Planning				2.42***
Average	49.04	49.76	53.00	
Standard Error	11.75	14.54	14.33	
Career Attitude				6.35***
Average	94.12	98.97	103.21	
Standard Error	16.16	19.75	19.02	

* $P < .05$ ** $P < .01$ *** $P < .001$

As to how well they get along with classmates, in terms of the average of Career Exploration, the Like Group ($M=49.94$ $SD=7.90$) is higher than the Dislike Group ($M=46.19$ $SD=8.81$). In terms of Career Planning, the Like Group ($M=51.73$ $SD=1.44$) is higher than the Dislike Group ($M=49.50$ $SD=1.17$). As to Career Attitude, the Like Group ($M=100.57$ $SD=1.28$) is higher than the Dislike Group ($M=95.69$ $SD=1.03$). All three do not meet the significant standard (Table 2). For junior high school students' adaptation to different curriculum, in terms of Career Exploration, the Like Group ($M=50.71$ $SD=8.54$) is higher than the Dislike Group ($M=49.45$ $SD=7.98$) and the Indifference Group ($M=47.08$ $SD=7.73$), which meets the significant standard. As to the average of Career Planning, the Like Group ($M=53.20$ $SD=2.69$) is higher than the Indifference Group ($M=51.78$ $SD=1.90$), also higher than the Dislike Group ($M=52.14$ $SD=1.45$), which reaches the significant standard. In terms of the average of Career Attitude, the Like Group ($M=103.92$ $SD=7.78$) is higher than the Dislike Group ($M=101.60$ $SD=4.20$), also reaches the significant standard (Table 3).

Table 2 CDI of junior high school students to how well they get along with classmates

	Dislike	Indifference	Like	F
Career Exploration				2.43
Average	46.19	49.91	49.94	
Standard Error	8.81	8.74	7.90	
Career Planning				1.54
Average	49.50	50.60	51.73	
Standard Error	1.17	1.13	1.44	
Career Attitude				2.61
Average	95.69	100.52	100.57	
Standard Error	1.03	1.16	1.28	

Table 3 CDI of junior high school students to different curriculum adaptation

	Dislike	Indifference	Like	F
Career Exploration				4.89***
Average	49.45	47.08	50.71	
Standard Error	7.98	7.73	8.54	
Career Planning				1.25***
Average	52.14	51.78	53.20	
Standard Error	1.45	1.90	2.69	
Career Attitude				3.23***
Average	101.60	99.20	103.9	
Standard Error	4.20	5.50	7.78	

*P<.05 **P<.01 ***P<.001

For junior high school students taught by different methods, in terms of Career Exploration, the average of the Like Group (M=49.30 SD=7.96) is higher than Dislike Group (M=47.74 SD=7.94). The Dislike Group (M=47.74 SD=7.94) is higher than the Indifference Group (M=47.69 SD=9.09). As to Career Planning, the Like Group (M=54.54 SD=2.42) is higher than the Dislike Group (M=50.32 SD=1.53). The Dislike Group (M=50.32 SD=1.53) is higher than the Indifference Group (M=48.57 SD=1.84). In terms of Career Attitude, the average of the Like Group (M=104.34 SD=6.98) is higher than the Indifference Group (M=96.62 SD=5.33), and the Dislike Group (M=98.07 SD=4.43). All of these three level do not reach the significant standard (Table 4).

Junior high school students in different environments also perform differently in career development. In terms of Career Exploration, the Like Group (M=49.29 SD=4.31) is higher than the Dislike Group (M=46.84 SD=4.13). As to Career Planning, the Like Group (M=58.77 SD=1.85) is higher than the Indifference Group (M=56.15 SD=1.91) and the Dislike Group (M=52.33 SD=1.77), which reaches the significant standard. In terms of Career Attitude, the Like Group (M=102.19 SD=5.33) is higher than the Indifference Group (M=95.85 SD=5.50), and the Dislike Group (M=99.56 SD=5.12), but does not reach the significant standard (Table 5).

Table 4 CDI of junior high school students taught by different

	Dislike	Indifference	Like	F
Career Exploration				1.65
Average	47.74	47.69	49.30	
Standard Error	7.94	9.09	7.96	
Career Planning				3.45
Average	50.32	48.57	54.54	
Standard Error	1.53	1.84	2.42	
Career Attitude				3.67
Average	98.07	96.62	104.34	
Standard Error	4.43	5.33	6.98	

*P<.05 **P<.01 ***P<.001

Table 5 CDI of junior high school students to different school environment

	Dislike	Indifference	Like	F
Career Exploration				1.87
Average	46.84	48.38	49.29	
Standard Error	4.13	4.44	4.31	
Career Planning				4.26*
Average	52.33	56.15	58.77	
Standard Error	1.77	1.91	1.85	
Career Attitude				2.60
Average	99.56	95.85	102.19	
Standard Error	5.12	5.50	5.33	

*P<.05 **P<.01 ***P<.001

6 Conclusion and Suggestion

6.1 Conclusion

How well junior high school students get along with teachers is related to students' career development. Junior high school students spend much more time at school with their teachers than with their parents, which is also their main source of information. Therefore, how well junior high school students get along with teachers is closely related to students' career development

(1)How well junior high school students get along with classmates has no significant relation with students' career development. The research shows that the average of career development for the group of students who like to be with classmates are not higher than other groups. This means that what the sub-groups composed by junior high school students and their peers pay attention to and what information they can offer about career development is limited.

(2)How well they accept the curriculum has close relations with students' attitude toward career development. Generally speaking, the curriculum of Junior High School Students are necessary for the vocation in cultivating their general capacity and disposition, gaining access to a college and selecting a major field of study with its myriad implications for later career paths. So it is closely related to students' attitude toward career development

(3)Students' identification with teachers' teaching methods has no significant relations with career development. In terms of students' identification with teachers' teaching methods, about career development, the average of the Like Group is higher than the Indifference Group and the Dislike

Group, which, however, does not reach the obvious standard. This shows that it has no significant relations with career development.

(4) Students' identification with the environment has significant relations with Career Planning. As to Career Planning, the like group is higher than the indifference group and the dislike group, which reaches the obvious standard, adequately showing that environment has a great influence on school environments.

6.2 Suggestion

(1) Teachers' roles have changed, growing with students. In the future, teachers' roles will have a dramatic change. Teachers are not only the instructors of knowledge, but also the coordinators, supervisors, career counselor, and designers of the study environment. Teachers will learn with students, and arouse students' curiosity and abilities to explore new knowledge and new stuff.

(2) Innovation of curriculum design and teaching methods. As to curriculum design and teaching methods, at the junior high school stage, students usually only care about their grades, and are encouraged to enter the academic field. Therefore, they pay more attention to the intellectual development, and are not able to develop their own abilities and aptitude, and plan their own career. They, thus, will become deviant easily. So, gradually, on the other hand, young people should build their self-confidence, and develop the ability to get along with themselves and others.

(3) Strengthening junior high school students' counseling about career education. Schools and society should offer more opportunities for vocational school students to explore career, including access to resources, offering information, and counseling.

(4) Offering information about the working environment to students. Schools have limited information about working environments to offer to students. In addition, due to the keen competition to enter higher schools, they ignore the information about working environments. Therefore, schools and society should actively supply vocational school students **with** more information related to working environments in order to help students understand the working environment better.

(5) Improving adaptation to school life and teaching environments to enhance the harmony of human relations. The research shows that students who are better adapted to school life have better career development. Adaptation to school life is a type of subjective psychological status. However, it is also affected by objective environments. Schools

should examine teachers as well as their teaching all the time, and make efforts to improve the relationships and interactions between teachers and students.

(6) Offering clear counseling directions

Help students understand their interests, abilities, and value judgment, and contact more different fields of jobs, and find out jobs, which are more suitable for them.

Make students understand different essence of job, knowledge, and differences between skills, as well as different jobs' contribution to society and its importance, and the required ability and aptitude.

Understand whether the type of life style students like is the same as the life style of the job they want to do. Then, explore the adaptation of career development through a inventory [9], coping with change [8].

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