

The Relationship between Participation in Career Activities and Motivation for Studying among Middle School Students

01 The Need for Analysis and Analysis Materials

| There is a need for empirical analysis of the relationship between career activities in school and motivation for studying.

- In Korea, career education was introduced to schools in 2011 when career counselors were assigned to middle schools and high schools and have expanded with the recent introduction of the free semester scheme in middle schools.
- Career education is being implemented to promote career awareness and career maturity among students, and there is a demand for data that serves as the basis for the argument that it contributes to student learning.
- As such, this study seeks to analyze the relationship between career activities in school and motivation for studying among students, focusing on middle schools where career activity is most active.

| Analyzed material: "Survey of Career Education in Schools (2015)" by the Ministry of Education and KRIVET

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- Analysis Target: 10,728 3rd graders in 400 middle schools (12.5% of all middle schools)
 - With respect to gender, 5,760 male students (53.7%) and 4,968 female students (46.3%) participated in the survey. By region, 3,945 students were located in a metropolitan region (36.8%), 3,580 students (33.4%) were located in medium-sized cities, and 3,203 students (29.8%) were located in small towns and rural areas.
- Analysis Method: The analysis of motivation for autonomous studying used the phrase "I study because I enjoy learning," and the analysis of motivation for heteronomous studying used the phrase "I study because I am afraid of falling behind." The survey used a 5-point scale (① Not at all, ② Very little, ③ Neutral, ④ To some extent, ⑤ To a very high extent). For this study, the analysis used the rate of respondents answering "④ To some extent" and "⑤ To a very high extent" to indicate positive motivation.

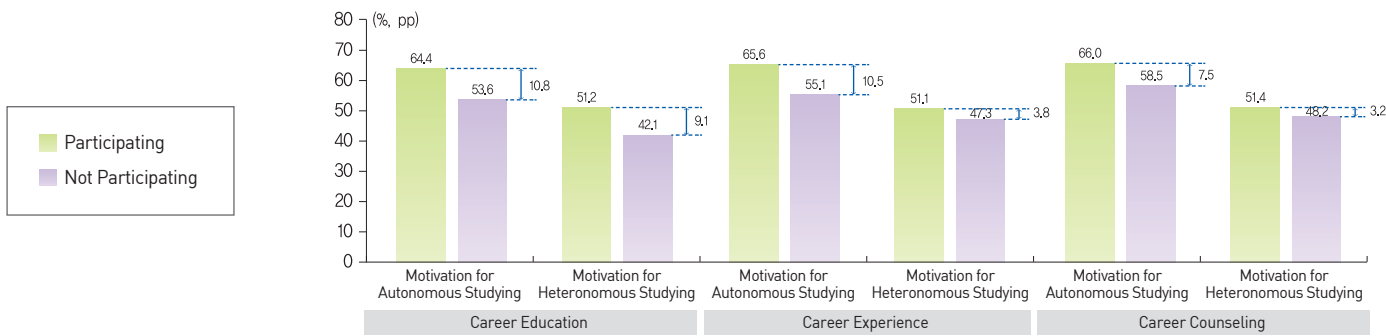
02 Participation in Career Activities in School and the Level of Motivation for Studying

| Students participating in career activities in school have a higher motivation for studying than the non-participating students.

- It is more likely that students participating in career activities in school have a higher motivation for studying than non-participating students.
 - The rate of students participating in career education and having a higher motivation for autonomous studying was 10.8 percentage points higher than the rate of non-participating students. The rate of students participating in career education and having a higher motivation for heteronomous studying was 9.1 percentage points higher than the rate of non-participating students.



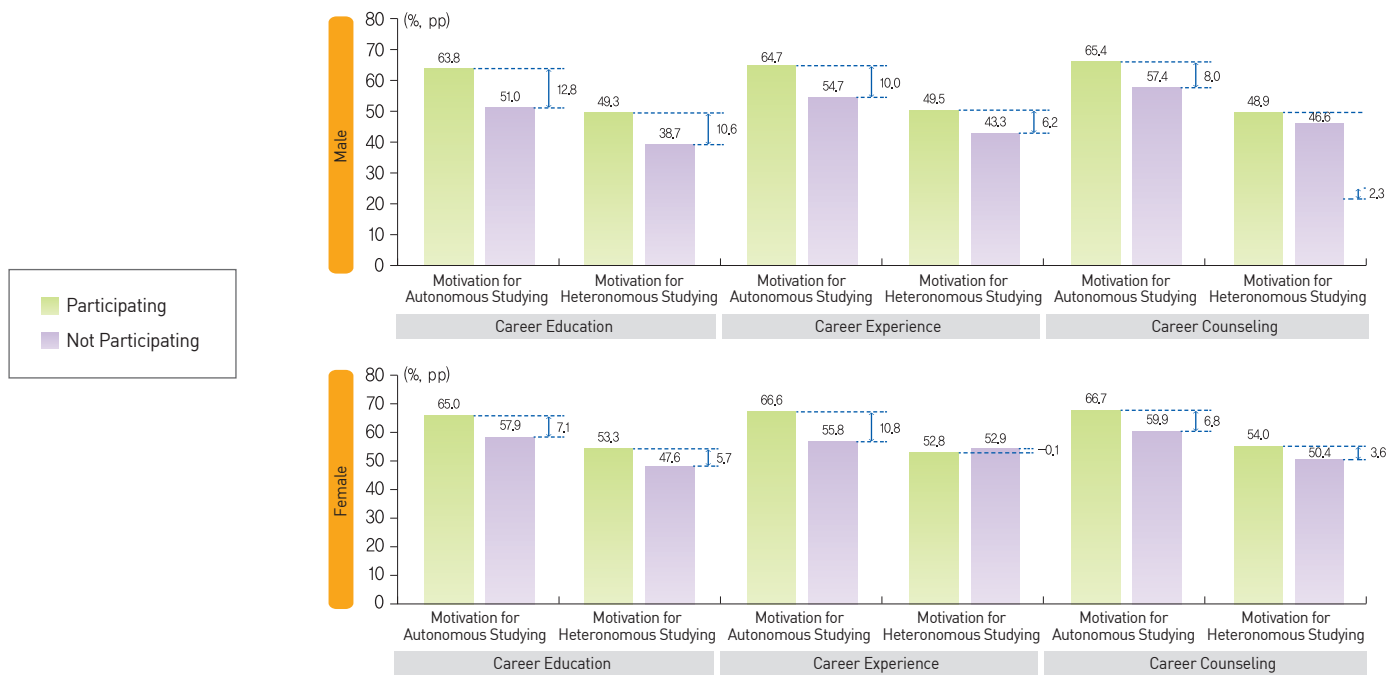
- The rate of students participating in career experience activities and having a higher motivation for autonomous studying was 10.5 percentage points higher than the rate of non-participating students. The rate of students participating in career experience activities and having a higher motivation for heteronomous studying was 3.8 percentage points higher than the rate of non-participating students.
- The rate of students participating in career counseling and having a higher motivation for autonomous studying was 7.5 percentage points higher than the rate of non-participating students. The rate of students participating in career counseling and having a higher motivation for heteronomous studying was 3.2 percentage points higher than the rate of non-participating students.
- In the case of students participating in career activities in school, the rate of students having higher motivation for autonomous studying was higher than the rate of students having a higher motivation for heteronomous studying. The difference in rates of participating in career activities was higher in the case of the motivation for autonomous studying compared to the motivation for heteronomous studying.
 - Such is attributed to the fact that career activities in school increased the likelihood of having a career goal and enhanced the motivation of students, leading to higher motivation for autonomous and self-directed studying. In other words, career activities in school have a positive impact on the motivation for studying.



[Figure 1] Rate of Students Participating in Career Activities in School and Having Higher Motivation for Studying

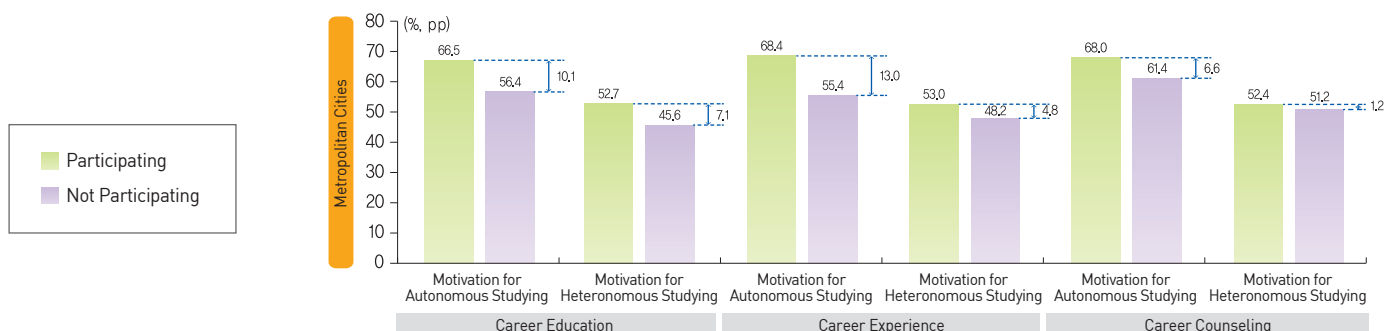
Students participating in career activities in school had a higher motivation for studying than the non-participating students regardless of gender or school location.

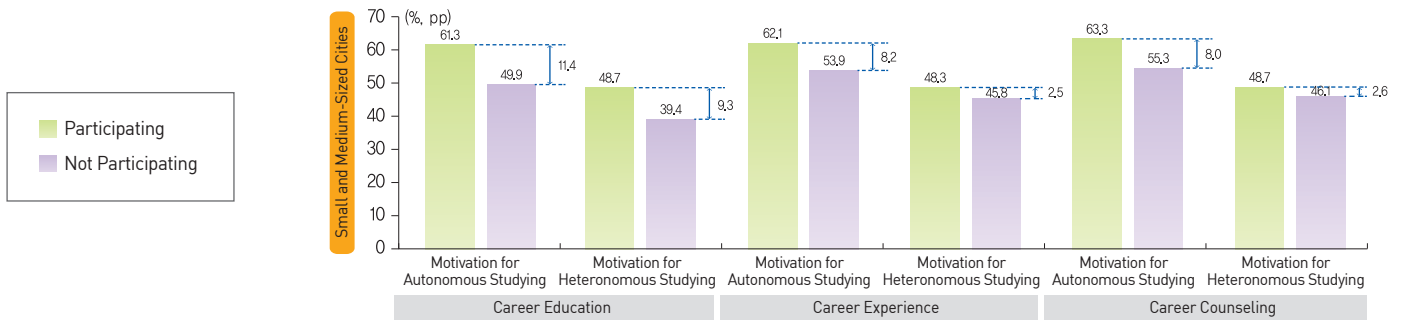
- It is more likely for students participating in career activities in school to have a higher motivation for studying than non-participating students regardless of gender.
- With respect to the level of increase in motivation rates according to participation in career activities by gender, male students showed higher increases in motivation as a result of certain activities as follows: career education > career experience > career counseling. On the other hand, female students showed higher increases in motivation as a result of certain activities as follows: career experience > career education > career counseling.
 - The comparison of rate differences among students in terms of motivation for autonomous studying by gender showed the following: participating in career education led to a 12.8 percentage point increase in motivation for male students and a 7.1 percentage point increase in motivation for female students; participating in career experience led to a 10.0 percentage point increase in motivation for male students and a 10.8 percentage point increase in motivation for female students; and participating in career counseling led to a 8.0 percentage point increase in motivation for male students and 6.8 percentage point increase in motivation for female students.
 - The comparison of rate differences in terms of motivation for heteronomous studying by gender showed a 10.6 percentage point increase in motivation for male students and a 5.7 percentage point increase in motivation for female students in the case of career education, a 6.2 percentage point increase in motivation for male students and a 7.1 percentage point decrease in motivation for female students in the case of career experience, and a 2.3 percentage point increase in motivation for male students and 3.6 percentage point increase in motivation for female students in the case of career counseling.
 - The statistics imply that different career activities are more effective than others when it comes to increasing the motivation for studying according to gender.



[Figure 2] Rate of Students Participating in Career Activities in School and Having Higher Motivation for Studying by Gender

- Students participating in career activities in school had a higher motivation for studying than the non-participating students regardless of school location.
- Students showed a higher level of motivation for studying as a result of certain career activities as follows: career education > career experience > career counseling.
 - The order of increased rates of students having a higher motivation for autonomous studying according to school location is as follows: medium-sized cities (11.4 percentage points) > small towns and rural areas (10.3 percentage points) > metropolitan regions (10.1 percentage points) in the case of career education, metropolitan regions (13.0 percentage points) > small towns and rural areas (8.8 percentage points) > medium-sized cities (8.2 percentage points) in the case of career experience, and medium-sized cities (8.0 percentage points) > small towns and rural areas (7.8 percentage points) > metropolitan regions (6.6 percentage points) in the case of career counseling.
 - The order of increased rates of students having a higher motivation for heteronomous studying is as follows: small towns and rural areas (11.3 percentage points) > medium-sized cities (9.3 percentage points) > metropolitan region (7.1 percentage points) in the case of career education, metropolitan region (4.8 percentage points) > small towns and rural areas (3.3 percentage points) > medium-sized cities (2.5 percentage points) in the case of career experience, and medium-sized cities (6.1 percentage points) > small towns and rural areas (2.6 percentage points) > metropolitan region (1.2 percentage points) in the case of career counseling.
 - The rate of improved motivation for heteronomous studying as a result of participation in career education and career counseling increased as the region was less urbanized. It can be inferred that students under poor learning conditions in agricultural or fishery villages attain higher motivation for studying so as not to fall behind the students in cities.





[Figure 3] Rate of Students Participating in Career Activities in School and Having Higher Motivation for Studying by School Location

03 Correlation between Satisfaction with Career Activities and Motivation for Studying of Students

The level of motivation for studying was higher when the student was more satisfied with career activities.

- The level of satisfaction of students participating in career activities showed a positive correlation with their motivation for studying, and the correlation level was higher in the case of motivation for autonomous studying than motivation for heteronomous studying.
- It can be interpreted that if the career activity programs in school are high-quality and students are satisfied with such programs, there will be a significant positive impact on their motivation for studying, especially their motivation for autonomous studying.

(Table 1) Correlation between Satisfaction with Career Activities and Motivation for Studying of Students

Type	Satisfaction with career education	Satisfaction with career experience	Satisfaction with career counseling
Motivation for autonomous studying	.305**	.320**	.319**
Motivation for heteronomous studying	.101**	.127**	.095**

Note

- The level of satisfaction with career activities is measured based on a 5-point scale (1 Very unsatisfied, 2 Unsatisfied, 3 Neutral, 4 Satisfied, 5 Very satisfied).
- The level of motivation for studying is measured based on a 5-point scale (1 Not at all, 2 Very little, 3 Neutral, 4 To some extent, 5 To a very high extent).
- Level of statistical significance of correlation coefficient
 *: $p < 0.05$
 **: $p < 0.01$
 ***: $p < 0.001$

04 Implications

- Students participating in career education, career experience, and career counseling had higher motivation for autonomous studying and heteronomous studying than the non-participating students. This implies that there is a positive relationship between career activities in school and the studying of students.
- Participation in career activities in school had more impact on the motivation for autonomous studying in particular than the motivation for heteronomous studying.
 - Career activities in school can be considered to increase the motivation of students for autonomous and self-directed studying.
- The level of motivation for studying was higher when the student was more satisfied with career activities. There is a need for a continual effort to improve the quality of career activities in school to increase the satisfaction of students.
- The study also implies that different career activities have a larger impact on motivation for studying according to gender and that the impact on motivation for heteronomous studying is greater for students in small towns and rural areas than urban areas.
 - As such, further studies are required to determine what career experience activities are more suitable for each gender, as well as what factors impact the success of career activities regarding increasing the motivation for studying in each type of location.

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