

The Relationship of Family Interaction to Korean High School Girls' Career Attitude Maturity

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Abstract : This research aims to examine the influence of Korean high school girls' perceived family adaptability and cohesion on maturity with regards to career attitude. In order to verify statistically the research questions, Cluster Sampling with Stratification was conducted among high school girls in Seoul; a total of 670 questionnaire sheets were administered to 10th graders; and Multiple Regression was used for data analysis. Subsequently, the following results were obtained: a high school girl's perceived family adaptability and cohesion significantly influenced her maturity with regards to her career attitude. Particularly, the sub-variables such as democratism, participation, supportiveness, and unity of family adaptability and cohesion had significant relevance to career attitude maturity. In general, family adaptability and cohesion had an R square of 47.3% with regards to a female 10th grader's career attitude maturity.

Key Words : family adaptability, family cohesion, career attitude maturity

I. Introduction

Most students make very important decisions and choices concerning higher education or their future careers during high school. Regarding these issues, researchers of South Korea have referred to related variables as well as the degree of maturity in terms of high schoolers' career attitude. However, previous research about career attitude maturity tends to focus mainly on the relationship to personal psychological variables such as intelligence, emotional intelligence, aptitude, academic achievement, self-concept, self-

esteem, ego-identity, and locus of control, while taking into account the differences in the target individual's gender, grade, major, and age. Additionally, research concerning family background relating to career attitude maturity tends to have been centered on demographic variables such as parents' educational background, occupation, income, and the living standard of the family, with little concern for the psychological variables related to the family.

Therefore, through measuring the psychological interaction between an adolescent and family members, it is academically significant to verify

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whether the psychological variables relating to family interaction have an influence on adolescents. In examining family interaction, this study focuses on the influence that family adaptability has on the characteristics of the family system and family cohesion, focusing mainly on such characteristics as family ties. According to Slicker (1997), family cohesion, not adaptability, was a powerful predictor of behavioral adjustment, especially for females, while according to Farrell & Barnes (1993), greater adaptability ensured better outcomes for girls. Nevertheless, gender difference creates many difficulties in terms of generalizations. In this respect, this research focuses mainly on adolescent girls, particularly high school girls, even though targeting only girls may have its obvious limits in terms of generalization in this study.

In the research that verified the influence of family adaptability and cohesion on career decision-making for high school students, Park (1996) reported that these factors had an indirect effect on independence in terms of career decision-making. However, there is not much evidence to support the relationship between family adaptability & cohesion and career attitude maturity. Therefore, we need to ascertain whether the family interaction such as family adaptability and cohesion can have a significant effect on high school girls' career attitude maturity.

Additionally, even though previous research dealt not only with the relationship between the psychological environment of family and personal psychological variables, but also with the relationship between personal psychological variables and career attitude maturity, it has not

dealt sufficiently with the relationship between the psychological environment of the family and career attitude maturity. Therefore, this study focuses on verifying the relationship between family interaction, especially family adaptability and cohesion, and high school girls' career attitude maturity.

II. Theoretical Background

1. Family Interaction: Family Adaptability and Family Cohesion

Family adaptation means the degree to which a family can create and maintain control while still allowing for flexibility, so family adaptation can include some aspects of family interaction such as the degree of flexibility relating to family change, family leadership, family authority, and instruction (Park, 1996). According to Olson, Russell, and Sprenkle (1983), adaptability is defined as the degree to which a family system can change the internal structure in terms of hierarchy, authority, and filial role according to a family's social status or position. In addition, according to the serial level from lowest to highest, Olson, Russell, and Sprenkle classified people according to the following: the lowest level, "rigid," refers to autocratic cases; "structured" refers to limitedly permissive cases; "flexible" refers to democratic cases; and the highest level, "very flexible or chaotic situation," refers to very permissive cases.

Family cohesion is a representative conception that shows the depth of a family's psychological ties or mutual dependence, and it explains the

dynamics of a family system. Olson et al (1983) defined family cohesion as emotional ties and mutual dependence between family members. By the serial level, from highest to lowest, Olson et al classified families according to the following: "disengaged," "separated," "connected," and "very connected." For instance, "disengaged" refers to situations in which family ties are too weak and "very connected" refers to a situation in which family ties are too strong due to severe identification between family members.

However, the resulting comprehensions of family adaptability and cohesion have not been consistent in previous research. According to Clark (1984), Olson, Portner, and Lavee (1985), families, in which family adaptability and cohesion is middling, functioned the most effectively and were considered the most balanced, that is, they supported the curvilinear approach. However, others supported the linear approach, in which the higher the family adaptation and cohesion, the more effective the family function. For instance, Perosa & Perosa (1990), who studied the relationship between the *FACES III* (Family Adaptation and Cohesion Evaluation Scales III) and the families' positive function in relation to senior high schoolers and freshmen in university, reported that *FACES III* is not a curvilinear scale but linear. Additionally, in a study in which the targets are normal families, Olson, McCubbin, Barnes, Lasen, Muxen, & Wilson (1992) accepted the linear analysis that the higher the family adaptability and cohesion, the more effective and positive the family function.

In conclusion, in clinical studies whose targets are abnormal families, researchers generally accept

the curvilinear analysis that regards excessively high family adaptability and cohesion as negative. However, studies which target normal families generally accept the linear analysis that the higher the score, the more positive the family situation.

2. Career attitude maturity

The concept of career attitude maturity originated from the 1940s studies relating to adolescent career conduct, Crites and Super, development theorists, concretely proposed it in the 1950s. According to Super (1969), the concept of life-stage influenced the concept of career development, the concept of career development gave birth to the concept of career maturity. Super classified the concept of career maturity into two variables: (1) the career cognition maturity that is needed for career choice; and (2) the career attitude maturity that shows emotional aspects such as personal emotion, subjective response, and temper. Additionally, he classified career attitude maturity into five variables: (1) an interest in career issues and effectiveness in using data related to career choice; (2) information collection and planning concerning career issues; (3) consistency in terms of career sphere and data collection; (4) concrete understanding of self-personality and independence in terms of career issues; and (5) similarity of competence and interest.

Crites (1978) practiced "Career Pattern Study" with Super and proposed the concept of career maturity. Crites defined career maturity as the relative degree of career preparation that is shown by the comparison between students of the same age. He developed the attitude and competence

scale of career choice and called it the "Vocational Development Inventory." However, he later thought that the word "career" was more appropriate and comprehensive than the word "vocation" and revised the name of the test to CMI (Career Maturity Inventory). He consequently updated a part of the content as well. Recently, Crites and Savickas (1996) revised the CMI by using unpublished longitudinal data. This new scale consists of career attitude and career competence; each has 25 items. Additionally, the career attitude maturity questionnaire in this research originated from Super's five variables and Crites' five variables of career attitude maturity: decisiveness, independence, compromise, involvement, and orientation.

In conclusion, career attitude maturity is the core concept of career development, and refers to the degree of confidence, adjustment, and practice in the process of planning, preparation, and decision-making in one's own career on the basis of understanding one's own environment. Additionally, the reason this research is confined to career maturity is that the exact evaluation of personal cognitive competence is very difficult and measuring various forms of cognitive competence within a limited time is quite difficult (Lee, 1997).

3. Family Adaptation & Cohesion and Career Attitude Maturity

If we review the previous studies related to the relationship between family adaptability and family cohesion and high school girls' career attitude maturity, we can find the following: The higher family adaptation adolescents perceive, the

more positive the parent-adolescent relationship (Park, 1988; Jeoun & Choi, 1993). Additionally, a positive parent-adolescent relationship influences adolescent development positively (Jeoun, 1994). Therefore, we can hypothesize that a positive parent-adolescent relationship influences career attitude maturity, which is the most important sub-variable in career development (Lee & Han, 1998).

Parents' encouragement of their children is deeply related to their children's academic achievement (Juvonen & Wentzel, 1996), and family cohesion has a great influence on children's academic achievement (Felner, Aber, Primavera, & Cauce, 1985). In addition, academic achievement influences adolescent career maturity (Kim, 1993; Lee, 1996; Woo, 1992); therefore, we can hypothesize that family cohesion influences adolescent career maturity.

The greater family adaptability and cohesion adolescents perceive, the greater adolescents' self-esteem (Jeoun, 1994). Self-esteem is an evaluative aspect of self-concept (Association of Korean Educational Psychology, 2000), and self-concept has a significant relation with career attitude maturity (Lee, 2000; Lee & Han, 1998). Therefore, we can hypothesize that family adaptability and cohesion have a significant relationship with career attitude maturity.

According to Park (1996), the greater family cohesion high schoolers perceive, the more reasonable will be their decisions related to careers; the greater family adaptability they perceive, the more successful they will be in career planning. Additionally, according to Maeng (2002), because low family adaptability and cohesion influence adolescents' career indecision

factors, understanding the dynamic system between family members and developing the capacity to change the family system are indispensable to achieving more adequate career decision capability. In conclusion, previous research can make it possible for family adaptability and cohesion to have a significant relationship with high school girls' career attitude maturity.

III. Methods

1. Participants

This study was conducted on 670 high school girls by means of cluster sampling with stratification in the Seoul metropolis of South Korea. The Seoul area is divided into eleven districts with an office of education, one or two academic high schools were sampled in each district; and classes and students were sampled among the 10th graders of each academic high school on the basis of proportional population segments for each. Finally, from December 2001 to April 2002, a total of 501 student questionnaires for thirteen high schools were used for data analysis.

2. Measurement

1) Family Interaction: Family Adaptability and Family Cohesion

As stated above, family adaptability in this research refers to the dynamics of high school girls' family systems; family cohesion refers to the

degree of emotional ties within high school girls' families.

To evaluate family adaptability and cohesion, 20 items of FACES III (Family Adaptability and Cohesion Evaluation Scale III) that Olson, Portner, and Lavee (1985) made and Jeoun (1994) translated into the Korean language were used for this study. Some of the content of FACES III that was used for this study was revised by the content validity of the related specialists.

According to the results of factor analysis, the communality of all 20 items exceeded .40, so all items were used for this study. Additionally, two sub-factors, democratism and flexibility, were drawn out of family adaptability studies; three sub-factors, participation, supportiveness, and unity, were drawn out of family cohesion studies.

Cronbach- α of family adaptability were .821 (democratism), .672 (flexibility), and .827 (total sum); Cronbach- α of family cohesion were .850 (participation), .792 (supportiveness), .884 (unity), and .913 (total sum).

Each item of this questionnaire used Likert's 5 steps: "Absolutely Not: 1 score," "Usually Not: 2 score," "Yes or No: 3 score," "Somewhat Yes: 4 score," and "Absolutely Yes: 5 score." Therefore, each minimum score for family adaptation and family cohesion is 10; each maximum is 50 - the higher the scores, the higher the family adaptability and cohesion high school girls perceive.

2) Career Attitude Maturity

As stated above, career attitude maturity in this study refers to high school girls' orientation, responsiveness, and tendency in terms of their own careers.

The career attitude maturity scale of this research basically originated from Crites and Savickas' CMI (Career Maturity Inventory, 1996), and referred to Lee's career attitude maturity questionnaire for high schoolers (Lee & Han, 1998). Finally, 33 items were composed except for overlapping between Crites & Savickas' 25 items and Lee & Han's 39 items.

In the process of factor analysis, 9 items of less than .40 in terms of communality were deleted; only 24 items were used for result analysis; and 4 sub-factors were extracted from career attitude maturity: confidence, preparation, decisiveness, and independence.

Cronbach- α of career attitude maturity were the following: .887 (confidence); .868 (preparation); .812 (decisiveness); .748 (independence); .918 (total sum).

Each item of this questionnaire used Likert's 5 steps: "Absolutely Not: 1 score," "Usually Not: 2 score," "Yes or No: 3 score," "Somewhat Yes: 4 score," and "Absolutely Yes: 5 score." Therefore, the minimum score for career attitude maturity is 24, the maximum is 120 - the higher the scores, the higher the career attitude maturity.

3. Data Analysis

This research used SPSS 10.0 for data analysis such as descriptive statistics analysis, factor analysis, Cronbach- α analysis, Pearson's Simple Product-Moment Correlation Coefficient, and multiple regression analysis by "Enter method." For verifying multicollinearity between independent variables, VIF (variance inflation factor) was calculated. Generally, if the value of

VIF is less than 10.0, the possibility of multicollinearity is low. The values of VIF in this study ranged from the minimum of 1.779 to the maximum of 3.150, so the possibility of multicollinearity was low. Additionally, if the value of Durbin-Watson is close to 2.0, the possibility of autocorrelation is low. The values of autocorrelation in this study ranged from the minimum of 1.857 to the maximum of 2.167, so the possibility of autocorrelation was low.

IV. Results

In results analyses of this research, democratism and flexibility of family adaptability and participation, supportiveness, and unity of family cohesion that represent family interaction were input as independent variables; career attitude maturity and its sub-variables: confidence, preparation, decisiveness, and independence were input as each dependent variable. The results of Multiple Regression are as follows:

1. The Relationship of Family Interaction to High School Girls' Career Attitude Maturity

According to <Table 1>, the significant influence of family interaction to career attitude maturity was verified ($F = 88.694, p < .001$). Total explanatory power of family Adaptability & Cohesion on career attitude maturity was 47.3% ($R^2 = .473$). Democratism ($t = 3.479, p < .01$), participation ($t = 3.735, p < .001$), supportiveness ($t = 5.277, p < .001$), and unity ($t = 2.791, p < .01$)

<Table 1> Regression Analysis: Family Adaptability & Cohesion to Career Attitude Maturity

	<i>B</i>	<i>S.E.</i>	β	<i>t</i>	<i>F</i>	<i>R</i> ²
Constant	45.625	2.557		17.845***		
Democratism	.694	.200	.171	3.479**		
Flexibility	-.034	.155	-.010	-.220	88.694***	.473
Participation	.758	.203	.188	3.735***		
Supportiveness	1.380	.262	.306	5.277***		
Unity	1.030	.369	.137	2.791**		

a) *B*: unstandardized coefficients, *S.E.*: standard error, β : standardized coefficients

b) *** $p < .001$; ** $p < .01$

had significant influences on career attitude maturity. Additionally, even though *t*-value was not significant, the correlation coefficient between flexibility and career attitude maturity was significant ($r = .412, p < .001$). If we see the standardized coefficient with regard to relative significance between independent variables, supportiveness ($\beta = .306$) had the greatest explanatory power. By means of unstandardized coefficients, the regression equation showed the following:

$$\text{Career attitude maturity} = 45.625 + .694 (\text{democratism}) + -.034 (\text{flexibility}) + .758 (\text{participation}) + 1.380 (\text{supportiveness}) + 1.030 (\text{unity})$$

These results show that the family interaction in which a high school girl is allowed to share in decision-making on family issues can sponsor greater maturity in a high school girl's career attitude. Additionally, the family interaction in which all family members enjoy co-participating in leisure and activities, try to help one another, and regard the harmony of family as important enhances a high school girl's maturity in terms of career attitude.

2. The relationship of Family Interaction to High School Girls' Confidence of Career Attitude Maturity

According to <Table 2>, the significant influence of family interaction to confidence of career attitude maturity was verified ($F = 61.085, p < .001$). Total explanatory power of family Adaptability & Cohesion on confidence of career attitude maturity was 38.2% ($R^2 = .382$). Participation ($t = 5.043, p < .001$), supportiveness ($t = 3.896, p < .001$), and unity ($t = 2.560, p < .05$) had significant influences on confidence of career attitude maturity. Additionally, even though *t*-values were not significant valuables, correlation coefficients were significant (democratism and confidence: $r = .432, p < .001$; flexibility and confidence: $r = .316, p < .001$). If we see the standardized coefficient with regard to relative significance between independent variables, participation ($\beta = .275$) had the greatest explanatory power. By means of unstandardized coefficients, the regression equation showed the following:

<Table 2> Regression Analysis: Family Adaptability & Cohesion to Confidence of Career Attitude Maturity

	<i>B</i>	<i>S.E.</i>	β	<i>t</i>	<i>F</i>	<i>R</i> ²
Constant	9.384	1.473		6.373***	61.085***	.382
Democratism	.213	.115	.099	1.855		
Flexibility	-.135	.089	-.071	-1.510		
Participation	.589	.117	.275	5.043***		
Supportiveness	.587	.151	.244	3.896***		
Unity	.544	.213	.213	2.560*		

*** $p < .001$; * $p < .05$

Confidence of career attitude maturity = 9.384 + .213 (democratism) + -.135 (flexibility) + .589 (participation) + .587 (supportiveness) + .544 (unity)

These results show that the family interaction in which all family members enjoy co-participating in leisure and activities, try to help one another, and regard the harmony of family as important enhances a high school girl's belief in career success.

3. The Relationship of Family Interaction to High School Girls' Preparation of Career Attitude Maturity

According to <Table 3>, the significant influence of family interaction to preparation of career attitude maturity was verified ($F = 42.770, p < .001$). Total explanatory power of family Adaptability & Cohesion on preparation of career attitude maturity was 30.2% ($R^2 = .302$). Democratism ($t = 2.775, p < .01$) and supportiveness ($t = 4.651, p < .001$) had significant influences on preparation of career attitude maturity. Additionally, even though t-values were not significant, correlation coefficients

were significant (flexibility and preparation: $r = .363, p < .001$; participation and preparation: $r = .418, p < .001$; unity and preparation: $r = .424, p < .001$). If we see the standardized coefficient with regard to relative significance between independent variables, supportiveness ($\beta = .310$) had the greatest explanatory power. By means of unstandardized coefficients, the regression equation showed the following:

Preparation of career attitude maturity = 12.372 + .198 (democratism) + .050 (flexibility) + .045 (participation) + .436 (supportiveness) + .197 (unity)

These results show that the family interaction in which a high school girl is allowed to share in decision-making on family issues and all family members try to help and consult with one another enhances a high school girl's interest in her own career.

4. The Relationship of Family Interaction on High School Girls' Decisiveness of Career Attitude Maturity

According to <Table 4>, the significant influence

<Table 3> Regression Analysis: Family Adaptability & Cohesion to Preparation of Career Attitude Maturity

	<i>B</i>	<i>S.E.</i>	β	<i>t</i>	<i>F</i>	<i>R</i> ²
Constant	12.372	.916		13.054***		
Democratism	.198	.072	.157	2.775**		
Flexibility	.050	.055	.045	.905	42.770***	.302
Participation	.045	.073	.036	.619		
Supportiveness	.436	.094	.310	4.651***		
Unity	.197	.132	.085	1.493		

** $p < .01$; *** $p < .001$

of family interaction to decisiveness of career attitude maturity was verified ($F = 22.632, p < .001$). Total explanatory power of family Adaptability & Cohesion on decisiveness of career attitude maturity was 18.6% ($R^2 = .186$). Democratism ($t = 2.144, p < .05$), supportiveness ($t = 2.670, p < .01$), and unity ($t = 2.873, p < .01$) had significant influences on decisiveness of career attitude maturity. Additionally, even though *t*-values were not significant values, correlation coefficients were significant (flexibility and decisiveness: $r = .253, p < .001$; participation and decisiveness: $r = .321, p < .001$). If we see the standardized coefficient with regard to relative significance between independent variables, supportiveness ($\beta = .192$) had the greatest explanatory power. By means of unstandardized coefficients, the regression equation showed the

following:

$$\text{Decisiveness of career attitude maturity} = 14.590 + .127 (\text{democratism}) + -.004 (\text{flexibility}) + -.001 (\text{participation}) + .206 (\text{supportiveness}) + .313 (\text{unity})$$

These results show that the family interaction in which a high school girl is allowed to share in decision-making on family issues and her opinions are considered by her parents facilitates a high school girl's decisiveness on her own career. Also, the family interaction in which all family members try to help and consult with one another and regard the harmony of family as important enhances a high school girl's decision on her own career.

<Table 4> Regression Analysis: Family Adaptability & Cohesion to Decisiveness of Career Attitude Maturity

	<i>B</i>	<i>S.E.</i>	β	<i>t</i>	<i>F</i>	<i>R</i> ²
Constant	14.590	.756		19.306***		
Democratism	.127	.059	.131	2.144*		
Flexibility	-.004	.046	-.004	-.080	22.632***	.186
Participation	-.001	.060	-.001	-.023		
Supportiveness	.206	.077	.192	2.670**		
Unity	.313	.109	.176	2.873**		

*** $p < .001$; ** $p < .01$; * $p < .05$

5. The Relationship of Family Interaction to High School Girls' Independence of Career Attitude Maturity

According to <Table 5>, the significant influence of family interaction to independence of career attitude maturity was verified ($F = 42.528, p < .001$). Total explanatory power of family Adaptability & Cohesion on independence of career attitude maturity was 30.0% ($R^2 = .300$). Democratism ($t = 3.811, p < .001$), participation ($t = 2.998, p < .01$), and supportiveness ($t = 2.809, p < .01$) had significant influences on independence of career attitude maturity. Additionally, even though t-values were not significant variables, correlation coefficients were significant (flexibility and independence: $r = .401, p < .001$; unity and independence: $r = .373, p < .001$). If we see the standardized coefficient with regard to relative significance between independent variables, democratism ($\beta = .215$) had the greatest explanatory power. By means of unstandardized coefficients, the regression equation showed the following:

$$\text{Independence of career attitude maturity} = 9.280 + .156 (\text{democratism}) + .054 (\text{flexibility}) +$$

$$.125 (\text{participation}) + .151 (\text{supportiveness}) + -.025 (\text{unity})$$

These results show that the family interaction in which a high school girl is allowed to share in decision-making on family issues and the family interaction in which all family members enjoy co-participating in leisure and activities and try to help and consult with one another enhance a high school girl's independent perception on her own career.

V. Discussion and Conclusions

The abstract and discussion concerning this study consist of the following:

It has been verified that family adaptability and cohesion that represent family interaction have a significant relationship to high school girls' career attitude maturity. If we look at each of the sub-variables, we recognize that democratism of family adaptability had a significant influence on preparation, decisiveness, and independence of career attitude maturity; participation of family cohesion had a significant influence on confidence and independence; supportiveness of family

<Table 5> Regression Analysis: Family Adaptability & Cohesion to Independence of Career Attitude Maturity

	<i>B</i>	<i>S.E.</i>	β	<i>t</i>	<i>F</i>	<i>R</i> ²
Constant	9.280	.525		17.678***		
Democratism	.156	.041	.215	3.811***		
Flexibility	.054	.032	.085	1.699	42.528***	.300
Participation	.125	.042	.174	2.998**		
Supportiveness	.151	.054	.187	2.809**		
Unity	-.025	.076	-.019	-.328		

*** $p < .001$; ** $p < .01$

cohesion had a significant influence on all sub-variables of career attitude maturity; and unity of family cohesion had a significant influence on confidence and decisiveness of career attitude maturity. Additionally, the cases that have not had significant influence showed a significant correlation between the independent variable and dependent variable. The reason that some variables do not have a significant influence is that other variables explain those already. Overall, family adaptation and cohesion had 47.3% explanatory power for high school girls' career attitude maturity.

The results of this research coincide with previous studies, even though some of them have indirect coincidence. As stated above, the higher the family adaptation and cohesion that adolescents perceive, the more positive parent-adolescent relationships tend to be (Park, 1988; Jeoun & Choi, 1993). A positive parent-adolescent relationship has a positive influence on adolescents' development (Jeoun, 1994) and career attitude maturity is one of adolescents' essential developments (Kim, 2001). Therefore, the hypothesis that family adaptability and cohesion influence career attitude maturity is verified.

The greater family adaptability and cohesion adolescents perceive, the greater adolescents' self-esteem (Jeoun, 1994). Self-esteem is an evaluative aspect of self-concept (Association of Korean Educational Psychology, 2000), and self-concept has a significant relationship with career attitude maturity (Lee, 2000; Lee & Han, 1998). Therefore, the hypothesis that family adaptability and cohesion have a significant relationship with career attitude maturity is verified.

Additionally, the results of this study coincide with the following: the greater the family cohesion and adaptability that high schoolers perceive, the more reasonable will be their decisions related to careers and the more successful they will be in career planning. (Park, 1996). Low family adaptability and cohesion influences non-decisiveness in career planning (Maeng, 2002).

This study is different from previous research in relation to the following: the original family adaptability and cohesion, FACES III, had each of the four and five sub-variables, but this study regarded those as inappropriate to non-clinical cases like this research. Consequently, sub-variables were recomposed into democratism and flexibility of family adaptability, participation, supportiveness, and unity of family cohesion. Moreover, this study adopted linear comprehension, not curvilinear comprehension.

Therefore, the more democratically high school girls perceive family interaction, the more confident, decisive, prepared, and independent the high school girls' maturity with regard to career attitude tends to be. Additionally, the more family activities shared, the more positively the family members help one another, the greater the emotional ties of family become, and the greater career attitude maturity high school girls develop.

Through the results and discussions, we can make the following conclusions:

First, high school girls' perception that they can share in the decision-making concerning family issues, that their opinions can be accepted by their parents, and that their families are permissive in terms of changes within the family can stimulate high school girls to make their own career

decisions. These factors also enhance the degree of pre-understanding and preparation in their career decision-making. Therefore, the family's decision-making and operation system should be performed democratically and reasonably in order to facilitate adolescent career attitude maturity.

Secondly, the perception among high school girls that their families share a lot of their time with them and offer them sufficient help in improving their confidence and subjective decision-making power in terms of their own careers makes all the difference. Additionally, high school girls perceiving that their families regard participation and harmony as being important improves their confidence in terms of career decision-making. Therefore, the formation of generous and harmonious family ties is very important for career attitude maturity among high school girls.

Finally, the limitations of this study and the suggestions for further study are as follows:

First, the sampling of this study was confined to academic high school girls in Seoul of South Korea, so a generalization to vocational high schoolers or special high schoolers or high schoolers of other regions should be restricted. We first need to supplement further sampling and comparative process.

Secondly, this study regarded family adaptability and cohesion as linear scale because the target of this study was hypothesized as normal family, not clinical. However, if the curvilinear approach was executed, the result of this study could be different.

Thirdly, this study adopted only family adaptation and cohesion with family interaction as an independent variable, consequently, there is a limitation to explain sufficiently career attitude

maturity as a dependent variable of this study. Therefore, if we add other independent variables such as parent-adolescent communication, satisfaction of life, family strengths, and standard of living into further studies, the explanatory power will improve.

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