

高職輕度智能障礙學生生涯成熟之研究

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中文摘要

本研究係以研究者自編之「生涯成熟量表」，以 535 位高職輕度智能障礙學生為對象，探討其生涯成熟能力並分析性別、年級以及父母親教育程度對其生涯成熟能力的影響。自編之「生涯成熟量表」計有 23 題，包括自我評量、職業試探、生涯探索、工作態度、求職能力以及操作能力等六個分量表，信效度品質尚佳。

研究結果指出，高職輕度智能障礙學生並不因性別的不同而其生涯成熟能力有不同；年級愈高在總量表以及「職業試探」、「工作態度」和「求職能力」三個分量表的得分愈高，但在「自我評量」、「生涯探索」和「操作能力」三個分量表的得分則沒有不同。在家長教育程度方面，在「職業探索」分量表裡，家長教育程度愈高，高職輕度智能障礙學生的「職業探索」得分愈高，但在總量表及其他分量表的得分並不因家長教育程度的不同而有不同。

關鍵字：生涯成熟，智能障礙，職業輔導

英文摘要

The purpose of this study was to investigate the "career maturity" of mildly retarded senior high school students. Five hundred and thirty-five

students participated in the study. The Career Maturity Scale developed by the researcher has six subscales with a total of 23 items. The subscales include self-evaluation capacity, career-exploration motivation, career-planning capacity, attitude toward work, ability to seek and maintain employment, and physical/manual skills. The results of this study indicate that no significant difference exists between male and female students with regard to career maturity; the older students in general have higher career-maturity scores than the younger ones, and their parents' educational background has a clear impact on these retarded students with regard to the motivation for career exploration subscale.

Keywords : Career maturity ; Mild mental retardation ; Career

Counseling