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高職輕度智能障礙學生生涯成熟之研究
A Study of Career Maturity of Mildly Retarded Students in Senior High Schools

林惠芬

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、工作態度以及操作能力等六個分量表。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。

中文關鍵字：生涯成熟；智能障礙；職業輔導

英文摘要

The purposes of this study were to investigate the career maturity of mildly retarded students in senior high schools. Five hundred and thirty five students participated in this study. The Career Maturity Scale developed by the researcher has six subscales with 23 items. The subscales include ability of self evaluation, career exploration, career planning, work attitudes, seeking and maintaining employment as well as physical/manual skills. The results of this study indicate that no difference exists between male and female students in career maturity; the older students have higher score in career maturity than those of younger and parents' educational background has impact on the retarded students in the subscale of career exploration.

英文關鍵字：Career maturity; Students with mild mental retardation;

Career counsel