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The Influence Of Components Of Positive Psychology On Student Development

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THE INFLUENCE OF COMPONENTS OF POSITIVE PSYCHOLOGY ON STUDENT DEVELOPMENT

by

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ABSTRACT

Considering a wide range of student's delinquencies and problems, preventive intervention in school is strongly required for healthy student development. American School counselor Association (ASCA) has focused on three areas, academic development, career development, and personal/social development to provide various skills and learning opportunities for the successful life of students. During the past 50 years, psychologists have concentrated on the disease treatment model. However, unlike this psychological trend, positive psychology has paid attention to prevent school violence and delinquency. Further, Positive psychologists have discovered not only to prevent problems but also to facilitate human strengths and virtues to live successful and happy life. Therefore, the purpose of this study was to investigate the causal relationship between components of positive psychology and student development. More specifically this research examined the influence of hope, optimism, and self-regulation on student's academic achievement, career development, and social development. This quantitative study included 507 6th grade elementary school students and their parents living in Seoul, South Korea. Four conceptual models were developed to investigate the best fit model to examine the causal relationship between hope, optimism, and self-regulation and student's academic achievement, career development, and social development. Structural Equation Modeling (SEM) was employed to analyze the data. Confirmatory Factor Analysis (CFA) was used to explore measurement model and Path Analysis was engaged in to discover structure model. The results of SEM analysis provided major findings. There was a causal relationship between hope and student's academic achievement, career development, and social

development. However, it was not confirmed the causal relationship between optimism and student's academic achievement, career development, and social development and between self-regulation and student's academic achievement, career development, and social development. Further, a structural model on the causal relationship between hope, optimism, self-regulation and student's academic achievement, career development, and social development was not statistically significant. Implications and suggestions for future research are discussed.

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CHAPTER ONE: INTRODUCTION

Overview

A number of shooting attacks have had tremendous and permanent effects on the schools where they occurred, on the neighboring communities, and on the nation as a whole (Guerino, Hurwitz, Noonan, & Kaffenberger, 2007). School shootings are not frequent, but they are the consequence of an increase incidence of violence in American schools (Roberts, 2000). Suggested solutions include stricter gun control laws, media censorship, internet regulation, parents' monitoring of their children's delinquency, and tightening up school security (Pitcher & Poland, 1992). Many mental health professionals support a process of early intervention for at-risk students and counseling intervention for alienated students. These solutions have some merits, but prevention during childhood might be a more effective strategy than correction during adolescence (Roberts, 2000). Delinquency has been a serious problem in major cities of the United States since the commencement of the Industrial Revolution (Eddy & Swanson-Gribskov, 1997). Recently, bullying has been recognized as a serious problem in schools worldwide (Gerler, 2004). Victimized students are more likely to demonstrate poor academic outcomes, experience social troubles, and drop out of school more often, in comparison to non-victimized students (Rueger, Malecki, & Demaray, 2011). It has widely been accepted that a significant transition needs to occur within society. Furthermore, what we ought to do is a highly

controversial matter, but almost all people strongly agree that we have to do something (Gerler, 2004).

As in the U.S., in recent years, education in Korea is considered to be confronting several serious crises. Schools are experiencing violence, gang fights, habitual drinking, smoking, bullying, and high suicide rates (Seo, 2005), and schools have focused far more on indoctrination than emotional education in order to prepare students for college entrance exams. Increasing use of private education, as a consequence of a competitive examination system for college entrance and of a culture that emphasizes educational background, has led to severe side effects, such as excessive costs for private education, conflict between regions, increasing pressure on household economies, and emigration to obtain an education (Cho, 2011).

Classes out of control, students who do not have a love for learning, teachers who have lost trust and respect, group bullying, school violence, and school climates full of mistrust and antagonism are vivid evidence of school decline. One study found that 87% of all the teachers and 71% of the students in Korea recognize this situation, and 90% of the teachers and 72% of the students predicted that schools will deteriorate more and more (Yoon, 1999). Some reasons for school decline are as follows: (1) school systems' failure to adapt to modern society, (2) a weakening function of families to educate children, (3) cut-throat competition among tutoring services, (4) an over-heated college entrance exam system, and (5) the generation gap between students and teachers (Lee, 2004).

According to Ha (2006), 72% of 5th grade elementary school students responded that they have been affected by social troubles (e.g., misunderstanding, hate, anger, bullying, cursing, and

violence), and 14% of them answered that they have experienced group bullying. On the question of how seriously affected they were, the number of respondents who answered seriously (38.4%) was over five times the number who answered just O.K. (7.6%). Around 12% of students stated that the "hurt" lasted for one year. When asked about how they handled the situation when they were "hurting," half of the students said they tended to lose their temper, but the other half did not express their anger. However, interestingly, regardless of their way of handling the situation, around 70% of students answered that they regretted the way they had acted, which means students do not know how to react appropriately when they get hurt.

In this respect, preventive intervention in school is required for healthy psychosocial and academic student development (Sugai et al., 2000). According to the ASCA National Model, the purpose of school counseling programs is to provide various skills and learning opportunities in a proactive, preventive way, helping all students to achieve success in the areas of academic, career, and personal/social development (Campbell & Dahir, 1997; Dahir, Sheldon & Valiga, 1998). School counseling can play an important role in facilitating movement through suffering toward psychological well-being (Herbart & Ballard, 2007). Furthermore, counselors are expected to take responsibility for trauma and crisis prevention, intervention, and post intervention (Walker, Irvin, & Sprague, 1997). Several researchers have suggested that effective school learning climates have positively influenced students' academic achievement and pro-social behavior (McEvoy & Walker, 2000). Thus, the school problems mentioned above could all be changed through positive, preventive intervention. Schools can make efforts to counter the increasing problems of children and youth (Mayer, 1995; Sugai et al., 1994; Walker et al., 1997).

Three areas that the American School Counselor Association (ASCA) model focuses on are as follows: (a) the standards for academic development guide provides support and maximizes student learning; academic development includes achieving attitudes, knowledge, and skills that are very helpful to effective learning in school and across the life span; (b) the standards for career development guide provides a foundation for attaining the skills, knowledge, and attitudes that will help students transition successfully from school to work in the real world across the life career span; career development involves not only employing strategies to achieve future career success and job satisfaction, but also promoting comprehension of the relationship between personal strengths and traits, education, and training; (c) the standards for personal/social development guide offers a basis for personal and social growth; personal/social development includes the acquisition of knowledge, the development of skills, and attitudes fostering students' understanding and respect for self and others, gaining successful interpersonal skills, understanding safety and survival abilities, and becoming contributing members of the community (Bowers & Hatch, 2005).

Prevention education is appropriate for various areas within schools—for example, conflict resolution, anti-violence programs, and instituting a school guidance curriculum in the classroom. Maguin and Loeber (1966) noted that poor academic performance is related to delinquent behaviors in children, and, conversely, higher academic performance is positively associated with refraining or desisting from various delinquencies. Moreover, interventions that improve academic performance co-occur with a reduction in the frequency of delinquency. Antisocial behavioral patterns start at a young age and continue to escalate for many children if

there is no appropriate intervention (Campbell, 1995: Walker et al., 1995). According to Kamps et al., (1999) multiple prevention programs (i.e., social skills, peer tutoring, and classroom management) reduced improper behaviors and enhanced academic accomplishment.

During the past 50 years, psychologists have focused more on the disease treatment model, which has prevented psychology from advancing closer to the preventive approach for diverse problems (Sheldon & King, 2001). For this reason, Martin Seligman, considered the father of positive psychology, introduced the concepts of positive psychology and focused, not on the modification of problems, but on the preventive functions of psychology through the systematic fortification of positive virtues and strengths. Keeping pace with this change, psychologists have increased their concern for prevention. They have focused on preventing school violence and delinquency in children, as well as preventing problems like depression, substance abuse, and schizophrenia in adolescents. Positive psychologists have discovered that there are human strengths that can act as buffers against mental illness: hope, courage, optimism, interpersonal skill, faith, a good work ethic, honesty, perseverance, self-regulation, and the capacity for flow and insight, to name just a few. Much of the task of prevention in this new century will be to create a science of human strength, whose mission will be to understand and learn how to foster these virtues in young people (Seligman & Csikszentmihalyi, 2000).

Statement of the Problem

Many school problems, such as school shootings, school violence, delinquency, harassment, drug and alcohol abuse, and bullying, have become aggravated and more frequent, which has had tremendous and permanent effects on schools, communities, and the nation as a whole (Seo, 2005; Woodruff et al., 1999). Given the existential purpose of the school, it should be a relatively safe place for the students, and for the adults who teach there, and it should support them (U.S. Departments of Justice and Education, 1999). However, fears about personal safety of children, youth, teachers, parents, and community members are becoming more intense because of the serious crises faced by schools nowadays. To make a school function well, a good school counseling program is required as a prevention, intervention, and post-intervention resource. According to the ASCA National Model, the purpose of a school counseling program is to provide various skills and learning opportunities in a preventive way, helping all students to achieve success in the areas of academic, career, and personal/social development (Campbell & Dahir, 1997; Dahir et al., 1998). School counseling can play an important role in facilitating the movement through suffering toward psychological well-being (Herbert & Ballard, 2007). Because poor academic achievement is closely related to various delinquencies (Maguin & Loeber, 1966) and antisocial behavioral patterns start at a young age and continue to escalate for many children if there is no appropriate intervention (Campbell, 1994; Walker et al., 1995), early intervention is essential in childhood. In accordance with Kamps et al., (1999) multiple prevention programs (i.e., social skills, peer tutoring, and classroom management) reduced improper behaviors and enhanced academic accomplishment.

Positive psychology is an effective resource for providing interventions for a wide range of school problems and for using preventive means to improve student development as a whole. Unlike the psychological trends of the past 50 years, positive psychology focuses more on the preventive functions of psychology through the systematic fortification of positive virtues and strengths, rather than on the modification of problems (Sheldon & King, 2001). Seligman and Peterson (2003) proposed six virtues (such as wisdom, courage, humanity, and justice) identified twenty-four character strengths (such as bravery, zest, enthusiasm, hope, love, kindness, social intelligence, leadership, forgiveness, self-efficacy, optimism, self-regulation, and spirituality) that are valued over time and lead people to achieve excellence. As shown by previous research examining the influence of hope (Annis & Kay, 2002; Curry, Snyder, Cook, Ruby, & Rehm, 1997; Snyder et al., 1997), optimism (Carver & Gaines, 1987; Creed, Wendy, & Bartrum, 2002; Kim, 2006), and self-regulation (Bandura, 1986; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Kochanska, Murray, & Coy, 1997; Locke & Latham, 2002; Mishel, Shoda, & Peake, 1988; Mischel, Shoda, & Rodriguez, 1989) on students' academic achievement and social and career development, it has been confirmed that there are strong causal relationships between hope, optimism, and self-regulation and academic achievement, career development, and social development. Based on this, the current study examined the causal relationship between components of positive psychology—such as hope, optimism, self-regulation—and essential student development, including academic achievement, career development, and social development.

Purpose and Implications of the Study

The purpose of this study was to investigate the relationship between the elements of positive psychology and comprehensive student development. Specifically, this study examined the causal relationships between 6th grade students' levels of hope, optimism and self-regulation and their degree of academic achievement and career and social development.

The model produced through this research will contribute to the work of school professionals, such as school counselors, administrators, psychologists, and teachers, to recognize the importance of positive psychology—specifically hope, optimism, and self-regulation—as a valuable factor in school intervention programs. The results of the current study can encourage school professionals who are interested in school counseling and student development to develop guide books or prevention curriculums for overall student development, before problems occur. Furthermore, findings from this study will help counselors focus on not only treatment plans for mental disorder, but also preventive intervention for individuals' well-being. Finally, the outcomes will have great implications for parents, because they are the ones who are interested in balanced student development the most. Since parents are usually focused on increasing academic achievement, the outcomes of this study might suggest to them alternative ways to improve their children's academic achievement.

Background of the Study

Positive Psychology and Student Development

The primary mission of psychology is both to eliminate the troubles of people in need and to guide normal people in how to live a healthy life. However, it is undeniable that psychologists have focused more on one particular mission for 50 years, which has led to the discovery of treatment methods for 14 psychological disorders and cures for 2 mental diseases, but they have not focused on the positive qualities for living a happy life (Seligman, 1995). Martin Seligman introduced the concept of positive psychology and focused, not on the modification of problems, but on the preventive functions of psychology through the systematic fortification of positive virtues and strengths.

What is positive psychology? It is the scientific study of the virtue and strengths human beings generally possess. Positive psychology tries to find out how well ordinary people function, how they use rightful actions, and what makes their lives improve. Positive psychology urges psychologists to highly evaluate human potential, motivate their clients, and help them find their strengths with an open heart (Sheldon & King, 2001). Positive psychologists research the positive aspects of human beings and support the happiness and growth of people. According to Diener (2000), people who experience positive emotions are more likely to be satisfied with their lives and careers, receive more rewards from social relationships, be more productive, and have a high probability of reaching their goals. Seligman and Peterson (2003) proposed that virtues like

wisdom, courage, humanity, justice, temperance, and transcendence are observable characteristics that are valued over time and lead one to achieve excellence. Moreover, the twenty-four identified character strengths are positive virtues such as curiosity, bravery, zest, enthusiasm, hope, love, kindness, social intelligence, leadership, forgiveness, self-efficacy, optimism, modesty, self-regulation, spirituality and so on. To understand happiness and well-being, individuals must realize their virtues and strengths. When individuals are happy through engaging their own virtues and strengths, they enjoy a fulfilled life. Peterson and Seligman (2003) developed Value in Action (VIA), a system to classify virtues and strengths based on the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) and Park, Peterson, and Seligman (2004) reorganized VIA to consist of 6 virtues, 240 adult strengths and 198 child strengths.

A number of research studies have been conducted on the influence of positive psychology on comprehensive student development. Curry (1997) reported that hope is positively related to the level of academic achievement and GPAs in secondary and university students. In social relationships, people who have high levels of hope enjoy relationships with others and spend a lot of time meeting a wide range of people (Snyder et al., 1997); on the other hand, people who have low levels of hope tend to feel lonely. Annis and Kay (2002) stated that students who expressed greater hope for the future also perceived family functioning as healthier, and students' perception of healthier family interactions was positively related to career decision making. According to Carver and Gaines (1987), when in trouble, optimists engage in more effective strategies, take more direct action, are more intentional, and focus more on their own efforts than pessimists. Optimist gives more favor to others and maintains friendships longer than

pessimists. Creed, Patton, and Bartrum (2002) reported that people with high optimism demonstrated high levels of career planning and exploration, were more confident about their career decisions and had more career-related goals. Kim (2006) reported that optimism had an important effect on children's learning motivation, academic achievement, and effectiveness in human relationships. According to Mishel et al. (1988), children who possess high levels of ability to delay gratification and have high resistance to temptation adjust well and grow to be successful in the future. Furthermore, children who have high levels of self-regulation show outstanding academic achievement, social competency, and excellent skill at overcoming stress.

Hope and Academic Achievement, Career Development, and Social Development

Hope means an achievement of a goal, the importance of a goal, and the expectation of a goal involved in cognitive and behavioral action (Stotland, 1969). Hope means one has recognized that a goal can be reached. In hope theory, human beings are regarded as goal-oriented, and a goal provides the energy to sustain cognitive action and support the cognitive factor that consists of hope. By applying hopeful thinking, students should be able to enhance their perceived capabilities of finding multiple pathways to desired educational goals, and of finding the motivation to pursue these goals. Hope contributes to the occurrence of positive emotions and well-being within an individual. Two modes of concrete thinking are involved in hope. *Pathway thinking* is a perceptive ability that produces the pathway to reach the expected goal (Snyder, Rand, & Sigmon, 2002); it is connected with thinking that can produce the way to

one or more goals. The production of several pathways is essential when people face troubles, and people who have high levels of hope can effectively produce alternative pathways to a goal (Snyder et al., 1991). The second form of concrete thinking is *agency thinking*, which is the motivation and the ability to utilize the pathway to reach the goal.

Hope, it is found, is predictive of academic outcomes. Students with high hope tend to have higher expectations of success and set higher academic goals than other students (Curry et al., 1997). Similarly, in children, several studies have demonstrated that hope is strongly related to standardized school achievement tests (Snyder et al., 1997). Also, hope has been found to be an essential factor in psychological adjustment (e.g., Kashdan et al., 2002; Michael & Snyder, 2005; Shorey, Snyder, Yang, & Lewin, 2003; Snyder et al., 1996; Valle, Huebner, & Suldo, 2006). As Snyder and his colleagues have claimed (1991, 1996), hope is important for goal-directed behavior such as school grades, aggressiveness, and hyperactivity, which imply hope is also a significant predictor of career exploration, choice, and career success, as well as socially acceptable behavior. In a study by Curry, Maniar, Sondag, and Sandstedt (1999), it was concluded that a hope training program in university students increased their levels of self-hope, academic success, and self-esteem.

Optimism and Academic Achievement, Career Development, and Social Development

Optimism is having a hopeful and positive tendency toward a future-occurring event (Scheier & Carver, 1992) and the state of mind people maintain in spite of failure and frustration

(Seligman, 1995). In positive psychology, optimism is regarded as a driving force and motivation that helps people not to give up when they are in trouble. There are two different views of optimism: *Dispositional optimism* is an indefinite expectation in oneself that only good things will happen in the future. Scheier and Carver (1992) suggested that a dispositional optimist will maintain positive expectations of the future, whereas a dispositional pessimist will hold negative expectations. These positive expectations have positive influences on individual's goals and motives, and, as a result, the optimist finds better solutions more effectively. *Attributional optimism* is the analysis of past events through positive reasoning. This analysis is closely related to an individual's actions and influences and creates a cycle of events positively.

According to Carver and Gaines (1987), when in trouble, optimists engage in more effective strategies, take more direct actions, are more intentional, and focus more on their own efforts than pessimists. This means that optimists have more successful achievement possibilities in their roles in at school, in the workplace, and in informal relationship groups. Optimists maintain friendships longer than pessimists (Geers, Reilly, & Dember, 1998). It has been also found that a positive attributional style is related to prominent academic achievement and positive adjustment (e.g., Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Peterson & Steen, 2002; Simon & Feather, 1973; Weiner, 1979).

Self-Regulation and Academic Achievement, Career Development, and Social Development

Baek (2005) suggested that self-regulation is the ability by which people plan and regulate their actions with spontaneous internal intention and purpose, without external control. According to Eisenberg et al. (1996), self-regulation is the dispositional ability to control actions, thoughts and feelings in response to external stimuli, with adaptability and flexibility in various social environments. In the developmental point of view, self-regulation engages in meta-cognition, a higher level of ability than self-control (Kopp, 1982). Control mechanisms can contribute to the inhibition or prevention of emotional expression, but regulation requires higher concentration to make something not just change, but become customary as well (Eisenberg et al., 2004).

According to recent research, self-regulation is multidimensional. Kendall and Willcox (1979) suggested that self-regulation is the ability to take action on the reasoning chosen by cognition and inhibit other action. They suggested that there are two aspects to self-regulation: (a) a cognitive factor, such as the faculties of consideration, problem-solving, and planning and assessing, and (b) a behavioral factor, such as self-inspection, self-evaluation, and self-reinforcement. Bandura (1986) proposed self-observation, self-decision making, and self-response as underlining aspects of self-regulation and emphasized interactions among these aspects. Eisenberg (1996) added attention focusing, attention shifting, and inhibitory control as other underlining aspects of self-regulation. This inhibitory control is closely related to behavioral self-regulation, such as the inhibition of anti-social behavior and the acquisition of pro-social behavior (Kochanska, Murray, & Coy, 1997). Several researches have demonstrated

that an individual's self-regulatory strength plays an important role in interpersonal relationships. Skillful self-regulators can withstand temptation, persist through obstacles, and delay gratification. As a result, they are more successful in their careers and experience more life satisfaction and well-being (Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Mischel et al., 1989). Furthermore, children who have high levels of self-regulation showed outstanding academic achievement, social competency, and excellent skills at overcoming stress (Mishel et al., 1988).

Significance of the Study

As reviewed above, not many but significant studies exist about the influence of positive psychological constructs on human well being and student development. Specifically, the existing research focuses on the influences of hope, optimism, and self-regulation on levels of academic achievement (such as school grades and GPA), career development (such as career success and career exploration), and social development (such as social relationships and stability). However, there are few studies on the influence of the components of positive psychology on the academic achievement, career development, and social development of elementary school students. In addition, no studies were found that examine the causal relationships between hope, optimism, and self-regulation and academic achievement, career development, and social development at the same time. For this reason, this research study focused on examining the causal relationships between hope, optimism, self-regulation and

academic achievement, career development, and social development in elementary school-aged students. For this, current study developed and verified four conceptual models about the influence of components of positive psychology on diverse student development based on previous research.

Research Questions

The purpose of the current study was to examine the causal relationship between components of positive psychology and essential student development. To investigate this goal, four research questions were constructed, as follows.

Research Question One: Do hope, optimism, and self-regulation influence students' academic achievement, career development, and social development?

Null Hypothesis 1: Hope, as measured by the Children's Hope scale (Snyder et al., 1997); optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994); and self-regulation, as measured by the Self-regulation Questionnaire (Eisenberg, 1996), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major academic subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); or social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Two: Does hope influence students' academic achievement, career development, and social development?

Null Hypothesis 2: Hope, as measured by the Children's Hope scale (Snyder, Hoza, et al., 1997), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); or social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Three: Does optimism influence student's academic achievement, career development, and social development?

Null Hypothesis 3: Optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier et al., 1994), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); or social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Four: Does self-regulation influence students' academic achievement, career development, and social development?

Null Hypothesis 4: Self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996), will not influence students' academic achievement, as measured by test scores

and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); or social development, as measured by the Social Development Inventory (Nam, 2003).

Research Model

The overall goal of the this study was to examine the causal relationship between components of positive psychology, such as hope, optimism, and self-regulation, and essential student development, including academic achievement, career development, and social development. Four conceptual models were proposed to this achieve this goal (see Figures 1-4).

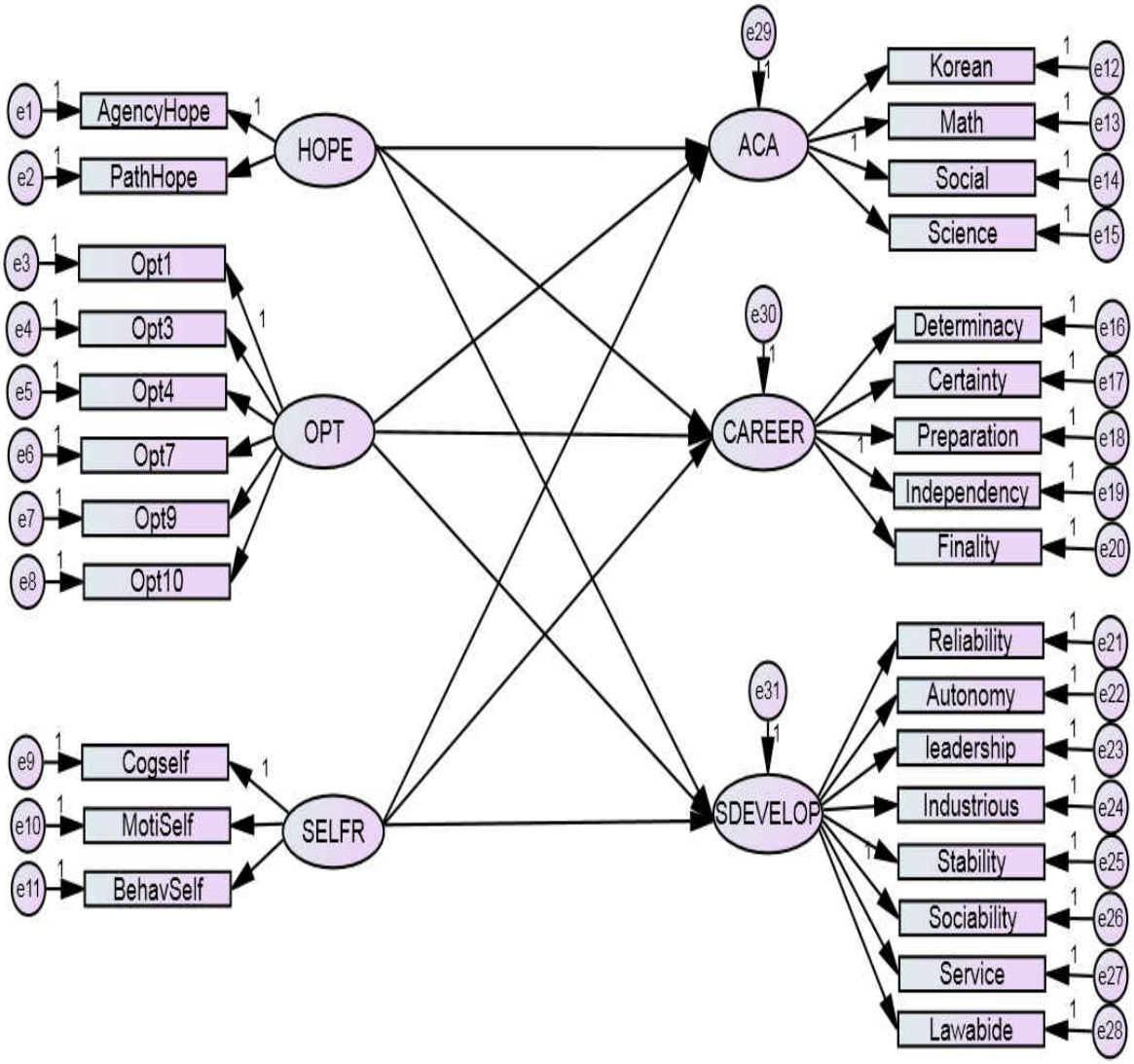


Figure 1. Model 1

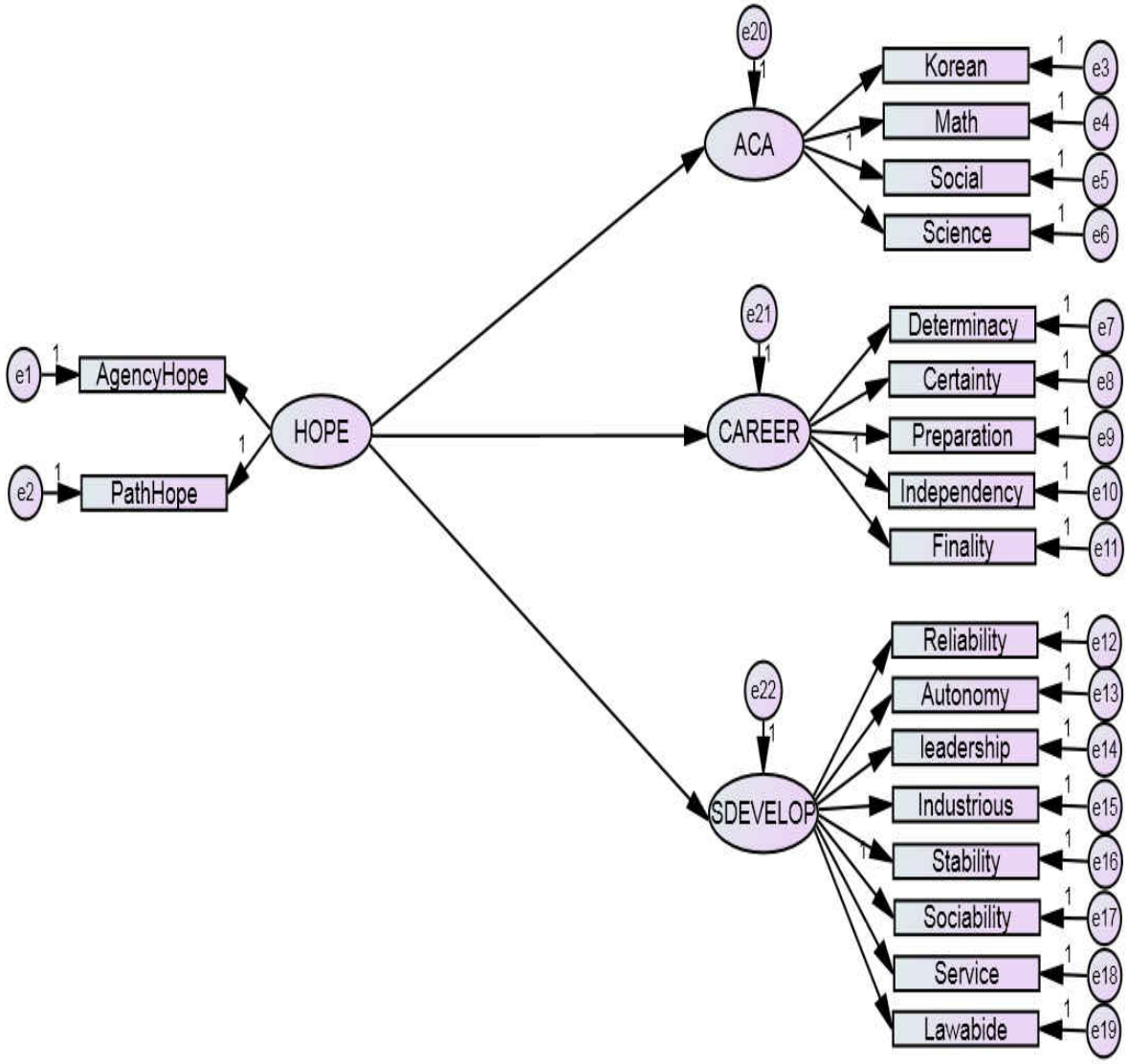


Figure 2. Model 2.

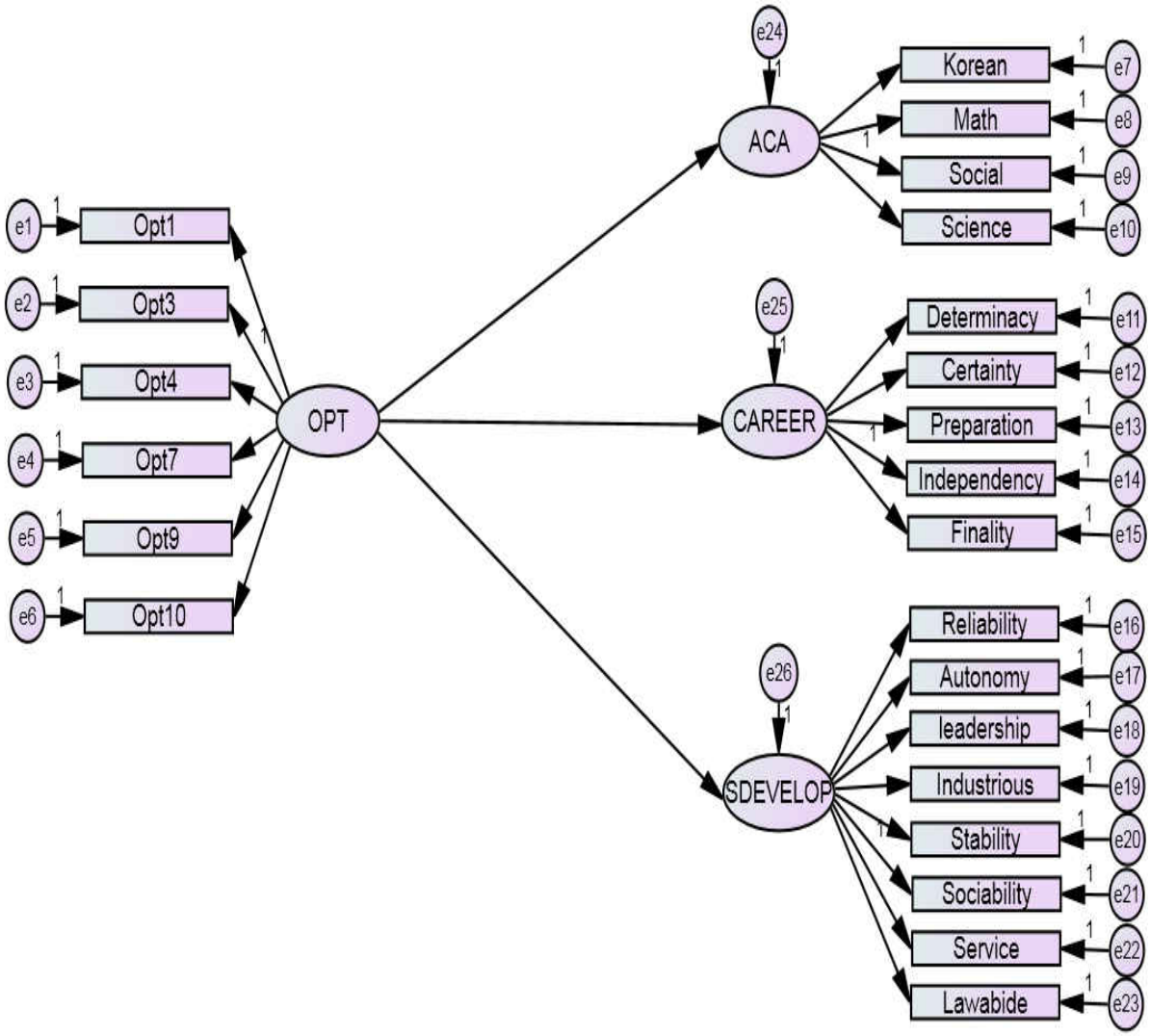


Figure 3. Model 3.

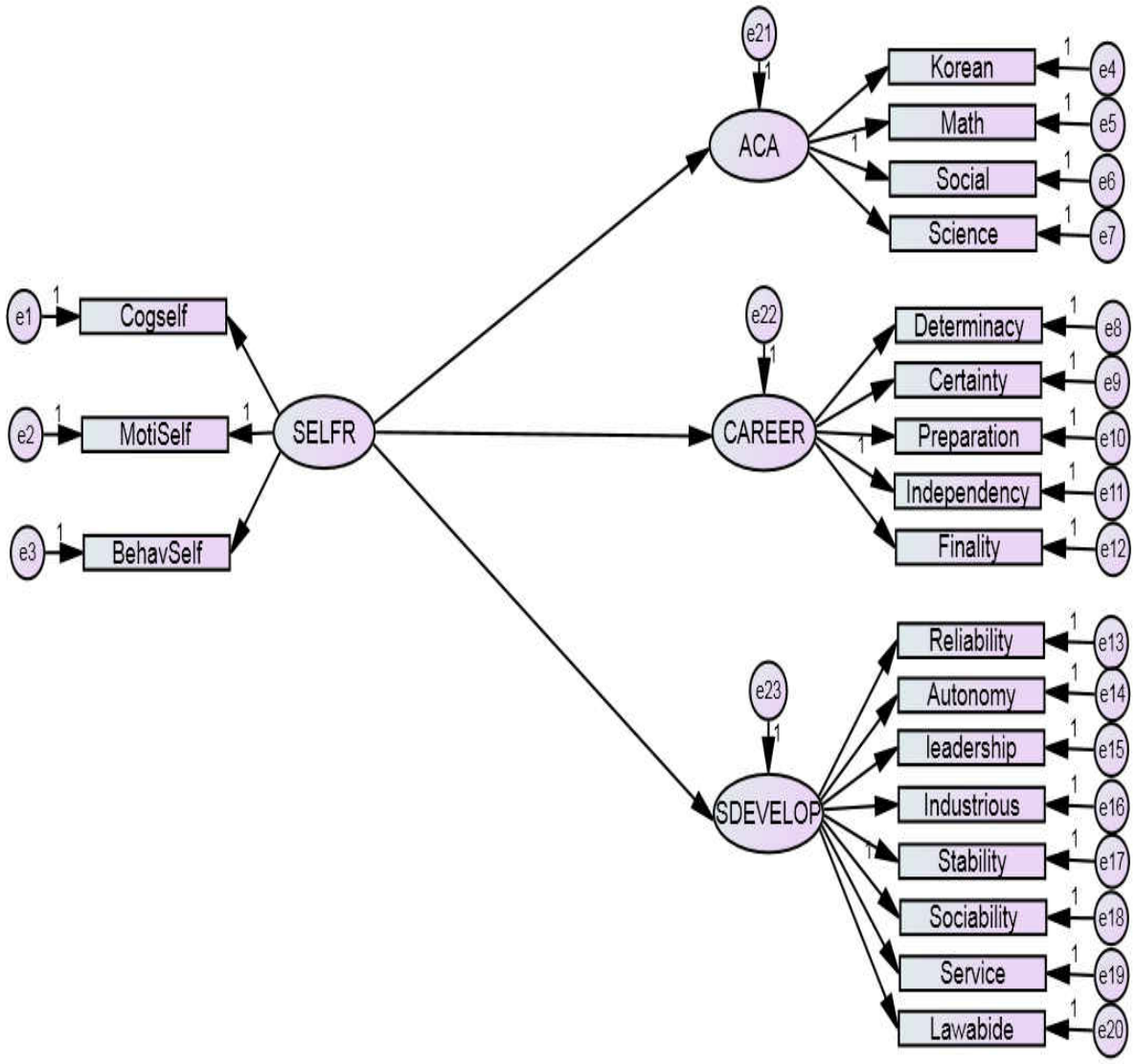


Figure 4. Model 4.

Research Design

This study was done using quantitative research with a correlational and causal-comparative research design. It used structural equation modeling (SEM) to verify the influence of the components of positive psychology (e.g., hope, optimism, and self-regulation) on essential student development (academic achievement, career development, and social development). To ensure objectivity, data were gathered from various groups, such as students, students' parents, and students' teachers. All participants were surveyed by a single time assessment. The student participants completed 6 self-report questionnaires for two days, as follow: (a) the Children's Hope scale (Snyder, Hoza, et al., 1997), (b) the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978), (c) the Life Orientation Test-Revised (LOT-R: Scheier et al., 1994), (d) the self-regulation inventory (Kang, 2007), (e) the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and (f) the Social Development Inventory (Nam, 2003). Parent participants reported on the level of self-regulation of their child, utilizing the Self-regulation Questionnaire (Eisenberg, 1996). Lastly, teacher participants evaluated the overall academic achievement of their students, based on the students' test scores, the level of their performance on assignments, their contributions to collaborative work, their attitude, and their class participation in major four subjects (e.g., Korean, Mathematics, Social Studies, and Science). The overall grades were scored on the basis of 100 points. Seven inventories and one teacher's evaluation report were employed. Four competent models were developed to determine the most appropriate model for the causal relationships between hope, optimism, and self-regulation and students' academic achievement, career development, and

social development. In Model 1, hope, optimism, and self-regulation were used as exogenous variables, and academic achievement, career development, and social development were employed as endogenous variables, to examine the influence of hope, optimism, and self-regulation on student's academic achievement, career development, and social development. Model 2 employed hope as an exogenous variable, and academic achievement, career development, and social development as endogenous variables, to confirm the influence of the former on the latter. In Model 3, optimism was an exogenous variable, and academic achievement, career development, and social development were endogenous variables, to verify the influence of the former on the latter. Lastly, in Model 4, self-regulation was an exogenous variable, and academic achievement, career development, and social development were endogenous variables, to validate the influence of the former on the latter. To measure latent variables, 28 indicators in 5 inventories were used in Model 1; 19 indicators in 3 inventories were employed in Model 2; 23 indicators in 3 questionnaires were engaged in Model 3; and 20 indicators in 3 constructs were utilized in Model 4.

Definition of Terms

This section presents conceptual and operational definitions for the major terms related to this study. These terms are as follow.

Hope

Hope is the trait that one has recognized that a goal can be reached (Snyder, 1991, 2002). Hope consists of two concrete forms of thinking: (a) *pathway thinking* is the perceptive ability that produces a reachable pathway to an expectative goal (Snyder et al., 2002), and (b) *agency thinking* is the ability to utilize the pathway to reach the goal.

Optimism

In this study, optimism refers to both having a hopeful and positive tendency toward a future-occurring event (Scheier & Carver, 1992) and analyzing past events through positive or a negative reasoning (Seligman, 1995). It means one's expectations about future events and the interpretation of past experiences using different analytical frameworks, such as (a) continuous – temporary, (b) comprehensive – concrete, and (c) intrinsic – extrinsic (Seligman, 1991).

Self-Regulation

Self-regulation is the dispositional ability to control actions, thoughts and feelings in response to external stimuli, with adaptability and flexibility in various social environments (Derryberry & Rothbart, 1988; Eisenberg et al., 1996, Eisenberg, Fabes, Guthri & Reiser, 2000).

Academic Achievement

Academic achievement is the total scope of learning processes and results, including examination scores in four major subjects (i.e., Korean, Mathematics, Social Studies, and Science), performance levels on assignments and collaborative work, learning attitudes, and class participation.

Career Development

Career development is cognition, exploration, planning and choosing in relation to career, based on self-recognition and the interactions between an individual and the environment during the individual's whole life.

Social Development

Social development is the process whereby human beings learn and form attitudes, concepts, and behaviors which are appropriate to their social settings, through interaction with others and the environment, in areas such as reliability, autonomy, leadership, industry, service, stability, sociability, and adherence to laws.

CHAPTER TWO: REVIEW OF THE LITERATURE

Positive Psychology

What is positive psychology? It is the scientific study of the virtues and strengths human beings generally possess (Sheldon & King, 2001). Seligman et al. (2000) define it as the study of how people thrive under the conditions they encounter (Seligman & Csikszentmihalyi, 2000). Positive psychology tries to find out how well ordinary people function, how they use the right actions, and what helps their lives to improve. What are the characteristics of those who succeed through their adaptive abilities and learned skills, and who function well in their journey through life? How can the study of psychology explain the brave lives of those who have faced many challenges and adversities? With questions such as these, positive psychology urges psychologists to evaluate human potential, motivate their clients and help them to find their strengths with an open heart (Sheldon & King, 2001). Positive psychology studies the positive aspects of human beings and supports the happiness and growth of people. Martin Seligman (2003) concluded that positive psychology is psychology about happiness. And with happiness people are able to achieve a happy life, which means a life that is pleasant, good, and meaningful. He suggests there are three pillars of positive psychology: (a) the study of positive emotions, also called positive subjective experience (happiness, pleasure, gratification, well-being; (b) the study of positive traits, or positive individual strengths (character, talent, values); and (c) the study of positive institutions, called meaningful life (families, schools, communities)

(Seligman, 2002). He also stated that it is very valuable to develop positive emotions and that it is important to get along with others. The main significance of positive emotions is that having these emotions helps to facilitate interactions with others, and just having these positive emotions in themselves is the definition of pleasure (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Seligman and Peterson (2003) proposed that virtues like wisdom, courage, humanity, justice, temperance, and transcendence are observable characteristics that are valued over time and lead one to achieve excellence. Moreover, these virtues indicate the twenty-four identified character strengths as positive characteristics such as curiosity, bravery, zest, enthusiasm, hope, love, kindness, social intelligence, leadership, forgiveness, self-efficacy, optimism, modesty, self-regulation, spirituality and so on. To understand happiness and well-being, individuals must realize their virtues and strengths. When individuals are happy through engaging their own virtues and strengths, they enjoy a fulfilled life. Whereas an emotion is a momentary status of mind, a characteristic is a trait that occurs repeatedly as time and circumstances change.

For the greatest satisfaction and success in life, Seligman (2006) suggested that it is more desirable to train people in their strengths than to spend precious time and effort revising their weaknesses. Peterson and Seligman (2003) developed Value in Action (VIA), a system of classifying virtues and strengths based on the DSM and Park, Peterson, and Seligman (2003) reorganized the VIA to consist of 6 virtues, 240 adult strengths and 198 childhood strengths.

The six virtues and corresponding 24 character strengths are as follows (Seligman et al., 2005, p.412):

1. Wisdom and Knowledge: creativity, curiosity, open-mindedness, perspective and love of learning

2. Courage: authenticity, persistence, and zest

3. Humanity: kindness, love, and social intelligence

4. Justice: fairness, leadership, and teamwork

5. Temperance: forgiveness, modesty, prudence, and self-regulation

6. Transcendence: appreciation of beauty and excellence, gratitude, hope, humor, and religiousness.

A number of studies have been done on the influence of positive psychology on a variety of developmental areas. According to Diener (2000), people who experience positive emotions are more likely to be satisfied with their lives and careers, receive more rewards from social relationships, be more productive, and have a high probability of reaching their goals. Curry (1997) reported that hope is positively related to the level of academic achievement, and to GPAs in secondary and university students. In social relationships, people who have a high level of hope enjoy relationships with others and spend a lot of time meeting a wide range of people (Snyder et al., 1997); on the other hand, people who have low levels of hope tend to feel lonely. Annis and Kay (2002) observed that students who expressed greater hope for the future also perceived family functioning as healthier, and that students' perceptions of healthier family interactions were positively related to career decision making. According to Carver and Gaines (1987), when in trouble, optimists engage in more effective strategies, take more direct actions, are more intentional, and focus more on their own efforts than pessimists. Optimists gives more

favors to others and maintain friendships longer than pessimists. Creed et al. (2002) reported that people with high optimism demonstrated high levels of career planning and exploration, were more confident about their career decisions and had more career-related goals. Kim (2006) reported that optimism had an important effect on children's learning motivation, academic achievement, and effectiveness in human relationships. According to Mischel et al. (1988), children who possess a high level of ability to delay gratification and who have a strong ability to resist temptation adjust well and grow to be successful in the future. Furthermore, children with high levels of self-regulation show outstanding academic achievement, social competency, and excellent skills at overcoming stress.

The History of Positive Psychology

For fifty years, psychologists have focused mostly on one particular mission, which has led to the discovery of treatments for 14 psychological disorders and cures for 2 mental diseases, but the study of psychology has not focused on the positive qualities for living a happy life (Seligman, 1995). Myers (2000) found, since 1887, over 130,000 articles on anger, anxiety, or depression, but only around 6,000 articles on positive themes such as happiness, joy, and life satisfaction. This definitely means that psychology has not focused on the positive aspects of human existence but on the negative ones. Several psychologists who are not satisfied with the illness models that dominate many areas of psychology maintain that human beings have an inherent tendency to strive for incessant growth and development. They agree with the

idea that psychology should also address positive phenomena, such as love, hope, and happiness (Hall, 1997).

Considering the purpose of positive psychology—to develop the strengths and virtues of human beings to reach happiness and growth—interest in human strengths is not entirely new. The humanistic psychologists Carl Rogers and Abraham Maslow contributed to studying on the strengths and virtues innate in people by focusing on the nurturing potential in them. Rogers (1961) argued that humans are motivated to develop their full potential and move toward constructive growth naturally, which allows them to develop and grow in positive directions and reach their full human potential (Cochran, Cochran, Fuss, & Nordling, 2010). Maslow, considered the father of humanistic psychology, focused on humans' desire for meaning and purpose in life. He believed that humanistic psychology should be based on the study of healthy, creative individuals, and he attempted to empirically investigate the lives and patterns of self-actualized persons (Moss, 2001). He mentioned the term "positive psychology" in his book *Motivation and Personality* (1954) for the first time. He also maintained that psychology has focused more on the negative than the positive side, which means psychology has uncovered human shortcomings, sins, and illness rather than developing humans' potential and strength (Froh et al., 2004). Considering Maslow's view of the role of psychology, it is clear that there are common goals and interests between positive psychology and humanistic psychology. In this context, Taylor (2001) considered William James (1902/1958) America's first positive psychologist (Froh, 2004). William James asked why some people were able to employ their resources to reach their fullest capabilities, while others were not. He also put forth two more

questions in order to understand this: "(a) What were the limits of human energy? And (b) How could this energy be stimulated and released so it could be put to optimal use?" (Rathunde, 2001, p. 136). These questions clearly show that William James was interested in optimal human functioning and thriving, which is exactly what positive psychology focuses on. However, without a doubt, the genuine turning point and renaissance of positive psychology started with the work of Seligman and his colleagues. Martin Seligman, considered the father of positive psychology, was a famous researcher on learned helplessness and depression. However, he changed his focus toward optimism and positive psychology after several events in his life. When he became chairman of the American Psychology Association (APA), he introduced the concept of positive psychology, which focused not on the modification of problems but on the preventive functions of psychology, through the systematic fortification of positive virtues and strengths. Through his efforts, 15 articles on positive psychology were published in a special January 2000 edition of the *Journal of American Psychology*, which led to the systematic study of positive psychology. Under the influence of this work, currently, brisk research on human strengths and virtues still progresses.

Positive Psychology and Essential Student Development

Over the last decade, psychologists have worked to make the point that prevention is the most important application of positive psychology in the school setting. They aim to prevent problems such as substance abuse, depression and schizophrenia in young people. In particular,

they have tried to prevent school violence, poor impulses in students and inadequate parental nurturing (Severnini & Firpo, 2010). Seligman (2002) has stated that a disease-focus model does not lead human beings to solve problems. Positive psychologists suggest that human strengths like hope, faith, courage, optimism, interpersonal skills, honesty, self-regulation, perseverance, flow and insight can prevent various problems which students face, by developing climates that enhance strengths and virtues (Seligman, 1998). Fredrickson (2000) has also maintained that the development of positive strengths is particularly appropriate for preventing and treating problems resulted from negative emotions such as depression, aggression, and stress. As a result, focusing on the individual's strength in the school setting promotes not only effective intervention but also successful outcomes in diverse student development.

Even though we can help children to thrive more and more by educating them in positive mental skills and enhancing their virtues and strength (St. Denis & Orlick, 1996; Seligman, 2002), there are not many preventive programs. If students are equipped through proper intervention program with positive strengths, they will be less likely to suffer from troubles, will be happier, and will live more productive lives. Gilbert and Orlick (1996) stated that the ultimate goal of education for children is to teach them appropriate mental skills and abilities, which will improve their quality of life over a lifetime. They insisted on the importance of mental training for the future of children and mentioned school as an ideal place to train them, since teachers, parents and counselors can facilitate the training cooperatively. The potential influence of positive psychology on student development in schools has been gradually gaining momentum. Positive psychology’s message and educators’ interests have many things in common—

emphasizing and enhancing individuals' strengths for their growth, satisfaction, and happiness. Focusing on the positive side of mental health and psychosocial well-being is very important for enhancing students' lives with constructive human qualities like optimism, hope, and self-regulation. It has been verified that such characteristics serve as a protective buffer against psychological problems, especially for students already facing considerable risk at school (Masten, 2001). Within this burgeoning field, hope, optimism, and self-regulation have gained increasing attention as significant constructs of positive psychology, and it has been shown how positive psychology can play a valuable role in student development in school. In their experimental research, Gilbert and Orlick (1996) found that students could learn how to relax themselves and use stress control strategies in various situations. They also had more positive feelings about themselves through the mental and life skills program. These results testify to the importance of prevention programs for elementary school children.

Hope

Overview

Menninger (1959), an early psychologist, defined hope as a positive expectation to achieve a goal. Stotland (1969) stated that hope is the achievement of a goal, the importance of a goal, and the expectation of a goal involved in cognitive and behavioral action. Snyder (1996),

who investigated people's excuses for their poor performance or mistakes, described hope as an individual's motivation to achieve positive outcomes. After working on goal-directed thought processes (Snyder et al., 2002), Snyder defined hope as "the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways" (Snyder, 2002).

In hope theory, human beings are regarded as goal-oriented. A goal is the energy to sustain cognitive action and supports the cognitive factor that holds hope. A goal provides a target that motivates a mental sequence, so a goal has to have enough value for cognitive thinking to take effect. Goals can be long-term or short-term, but when they are vague, hopeful thinking processes are less likely to occur. Therefore, goals should be clear and feasible. Two psychological constructs are involved in hope. One is *pathway thinking*, which is the perceptive ability to produce an attainable pathway to an expected goal (Snyder et al., 2002); it is associated with thinking that can produce paths to one or more goals. The production of several pathways is essential when people face troubles, and people who have a high level of hope can effectively produce alternative pathways to a goal (Snyder et al., 1991). A second construct involved in hope is *agency thinking*, which is a motivational factor—the ability to utilize the pathway to reach the goal.

Hopeful thinking needs both pathway and agency thinking, since pathways and agency thoughts interact with each other. Furthermore, this interactive relation between pathway and agency thoughts is repetitive over a goal pursuit sequence (Snyder, 1995; Snyder et al., 1991). Therefore, the successful pursuit of a goal depends on the effective use of both pathway and

agency thinking. By applying hopeful thinking, students can enhance their perceived capabilities of finding multiple pathways to desired educational goals, along with the motivations to pursue these goals.

Researchers who disagree with hope theory argue that hope is not a causal factor for positive performance, but merely an outcome of it. However, many research studies clearly show that hope is an essential causal factor for successful goal attainment. In fact, hope is a catalyst of goal achievement (Snyder, Cheavens, & Sympson, 1997). According to Snyder et al., when individuals have a similar level of ability, the persons with more hope constantly outperform the individuals with less (Snyder, Cheavens, & Sympson, 1997). For instance, high-hope workers cope better with their stressful situations in the workplace (Sherwin, et al., 1992), and high-hope students who face academic difficulty were able to find various pathways and generate higher agency thinking than low-hope students (Yoshinobu, 1989). These studies indicate that the positive psychological construct of hope is a significant contributor to well-being, including enhanced academic achievement (Huebner, Suldo, Smith & McKnight, 2004; Moore, 2005; Snyder, 2002; Snyder & Lopez, 2002; Staats, 1987, 1989; Staats, Partlo, & Stubbs, 1993; Stassen & Staats, 1988; Terjesen, Jacofsky, Froh, & DiGiuseppe, 2004). Also, hope has been found to be an essential factor in psychological adjustment (e.g., Kashdan et al., 2002; Michael & Snyder, 2005; Shorey et al., 2003; Snyder et al., 1996; Valle et al., 2006).

Hope and Academic Achievement, Career Development, and Social Development

Over the past 15 years, a growing number of studies have looked at the effect of hope in a variety of areas. Hope contributes to the occurrence of positive emotions and well-being within an individual. Furthermore, hope is particularly useful when individuals face obstructions or barriers. As Snyder and his colleagues have claimed (Snyder et al., 1991; Snyder et al., 1996), hope is important for goal-directed behavior such as school grades, aggressiveness, and hyperactivity, which implies that hope is also a significant predictor of career exploration, choice, and career success, as well as socially acceptable behavior. High-hope individuals interpret problems or difficulties as natural phenomena and an inevitable part of their lives, so they are less influenced by such stressors. As a result, they are very good at generating plausible routes more effectively, especially when they are in difficult surroundings. In contrast, low-hope individuals are less flexible, so they have a hard time producing alternative ways to attain goals (Irving, Snyder, & Crowson, 1998; Snyder et al., 1991; Snyder et al., 1996; Tierney, 1995). In addition, high-hope individuals set multiple goals for diverse areas of their lives, which helps them improve their ability to manage setbacks, since there are alternative goals when they recognize one goal is unobtainable (Snyder, 1994, 1996). Hope was also predictive of academic outcomes. High-hope students tend to have higher expectations of success and set higher academic goals than other students (Curry et al., 1997). Similarly among children, several studies have demonstrated that hope is strongly related to scores on standardized school achievement tests (Snyder et al., 1997; Snyder, Wicklund, & Cheavens, 1999). In a study by Curry et al. (1999), it was concluded that a hope training program for university students increased their

levels of self-hope, academic success, and self-esteem. Cheavens, Michael and Snyder (2005) discussed the adaptive effect of hope on academic performance. Hope has been found to motivate people to set goals, to develop a practicable plan to attain the goals, and to invent strategies in order to weigh various alternatives regarding the desired outcome, until the goal is accomplished (Snyder et al., 2003). These procedures are essential to promoting learning activities (Snyder et al., 1997). Greater academic satisfaction and achievement and educational competence have been confirmed in children, adolescents, and college students with high levels of hope (Chang, 1998; Snyder, 1999; Snyder et al., 2003). Furthermore, students with high hope feel less anxiety in the testing environment, which contributes to higher scores on achievement tests, and higher GPA levels. Notably, hope is not significantly related to intelligence, but rather, is considered to be correlated to the goal pursuit process in cognitive and motivational areas (Snyder, 2000). That is to say, hope is not limited by intellectual capacity and provides strategic functioning in academic achievement, regardless of IQ (Snyder et al., 1997). When students are faced with demanding tasks, high-hope students can develop various pathways to reach their goals, which increase their chances of academic success (Curry et al., 1997; Danoff-Burg, Prelow, & Swenson, 2004; Halpin, 2001; Turner et al., 2002).

In hope theory, inner conviction is essential when individuals try or desire to maintain required activities, which means that hope theory emphasizes intentions about behavior. Therefore, for hope to rev up, results related to goals should be important enough to attract attention. Across situations, concrete and continuous goals are also stressed. Especially in pathway thinking, it is indispensable for individuals to be able to look for a variety of methods to

reach a goal (Kim, 2005). Kim (2005) broke new ground in career counseling in his recent research by disclosing the fact that hope has a meaningful relationship to career-related variables and can be a factor in overcoming adversity. Choi (2006) claimed that the higher the levels of hope people have, the more they engage in career preparation activities. Seok (2007) studied the relationship between hope and career-related variables in college students and found that hope is the important predictable variable in career decision making and career maturity. Furthermore, Lee (2008) confirmed that hope affects career maturity in middle-school students. Ahn (2008) reported that hope significantly influenced the career preparation activities of high school students, and Annis and Kay (2002) observed that students who expressed greater hope for the future also perceived family functioning as healthier, and students' perception of healthier family interactions was positively related to career decision making.

In hope theory, a higher degree of hope is directly correlated with better psychological adjustment (Elliott, Witty, Herrick, & Hoffman, 1991), fewer psychological problems (Irving et al., 1990), and better coping with emotional distress (Irving et al., 2004). Similarly, other researchers have found out that students with high hope levels experience better school adjustment and less school distress than students with low hope levels (Gilman, Dooley, & Florell, 2006; Onwuegbuzie & Daley, 1999; Shorey et al., 2003). Hope is also positively connected with the social relationship variables of receiving emotional support and providing support to others (Sakita, 2009). Curry (1997) found that hope is positively related to positive emotions and negatively related to negative emotions. Along with this, when hope levels were enhanced under experimental conditions, positive emotions increased and negative emotions

decreased. Furthermore, after observing participants in the experiment for 28 days, it was disclosed that high-hope participants related positive thoughts and inhibited negative thoughts every day (Snyder et al., 1996). Snyder, Cheavens et al. (1997) found that hope is inspired by interacting with important others, such as parents, peers, and teachers. People who have a high level of hope enjoy relationships with others and spend a lot of time meeting a wide range of people (Snyder et al., 1997); on the other hand, people who have low levels of hope tend to feel lonely. Several researchers have suggested that a higher hope level is strongly related to more social support (Barnum, 1998), more social functioning (Snyder et al., 1997), and less loneliness (Crothers & Schraw, 1999). Furthermore, high-hope individuals not only actively ask for assistance when they face trouble, but also tend to actively help out others in need (Snyder, 1994; Snyder, Cheavens et al., 1997), whereas low-hope individuals tend to feel lonely, and their neighborhood also tends to have a low level of hope, which makes their distress worse (Cheavens, Taylor, Kahle, & Snyder, 2000). According to Sherwin et al. (1992) high hope was negatively related to emotional exhaustion and depersonalization, and positively associated with personal fulfillment.

Optimism

Overview

Optimism is having a hopeful and positive tendency toward a future-occurring event (Scheier & Carver, 1992) and maintaining a positive state of mind in spite of failure and frustration (Seligman, 1995). Tiger (1995) defined optimism as "a mood or attitude associated with an expectation about the social or material future, one which the evaluator regards as socially desirable to his advantage, or for his pleasure" (p. 18). According to Suzanne Segerstrom (2006), optimistic people tend to do something required well for the future because they regard the future as positive. Even if they face obstacles during the procedure, they will actively challenge the difficulties to solve the problems. Optimists mainly think of the core of the troubles and try to confront it, which leads them to successful experience that reinforces their optimistic mind and produces a good cycle for a positive future. Once, optimism was regarded by Freud (1928) as an unreliable mechanism that biases people's view of the world, but in positive psychology, it is regarded as a driving force and motivation that helps people not to give up when they are in trouble (Peterson, 2000). There are two different views of optimism: (a) *dispositional optimism* is an indefinite expectation in oneself that only good things will happen in the future. Sheier and Carver (1992) suggested that a dispositional optimist will entertain a positive expectation of the future, whereas a dispositional pessimist will entertain a negative one. Positive expectations have a positive influence on an individual's goals and motives and result in

finding better solutions effectively; (b) *attributional optimism* is the analysis of past events through positive or a negative reasoning. This analysis is closely related to an individual's actions and thereby creates a cycle of events, either positive or negative. Seligman (2002) defined optimistic and pessimistic explanatory styles. According to his description, optimists tend to interpret unfavorable events as temporary and specific, while pessimists consider them permanent and universal.

Optimism has a strong positive relation to mental health (Jones, O'Connell, Gound, Heller, & Forehand, 2004; Makikanga & Kinnunen, 2003). It was connected to acquiring better adaptability in college life, demonstrating a high level of self-esteem and low loneliness (Montgomery, Haemmerlie, & Ray, 2003). Optimists feel more happiness, less depression and fewer compulsions about suicide than pessimists (Scheier & Carver, 1992; Davis, Hanson, Edson, & Ziegler, 1992; Fontaine & Jones, 1997). They also tend to achieve goals with fewer effects from negative events, and they have a tendency to face up to events actively and retain positive emotions, whereas pessimists tend to have negative expectations for the future and to act passively and effortlessly. They also experience negative emotions, which can intensify the negative aspects of stressful events. It is claimed that these differences occur due to the dissimilar strategies that are employed by optimists and pessimists in facing problematic situations (Carver & Scheier, 1993; Scheier, Carver & Weintraub, 1986; Scheier et al., 1994). When it comes to strategic behaviors against adversity, optimists consider harsh conditions uncomplicated and temporary, and they take positive action to resolve problems, while pessimists overestimate even very small troubles, so they feel depressed and disappointed.

Optimism is positively associated with adaptive coping skills (Natail-Alemany, 1991), while pessimism is correlated with maladjusted coping strategies (Scheier et al., 1986). That is to say, the more optimistic tendencies people have, the more effective are the strategies they engage in, and this influences their emotional and physical health in positive ways (Scheier et al., 1986). Other factors linked with optimism are high levels of psychological well-being and low levels of anger expression in adolescents (Creed et al., 2002; Daukantaite & Bergman, 2005; Puskar, Sereika, Lamb, Tusaie-Mumford, & McGuinness, 1999). Not many studies have assessed optimism in children; more research is needed to evaluate the effects of optimism on their psychological health. According to Fisher and Leitenberg (1986) optimism was found to have a significant positive correlation to peer popularity, and pessimism was negatively correlated with peer popularity in 9- to 13-year-old children (Fischer & Leitenberg, 1986). Furthermore, in the same study, optimism was correlated with higher self-esteem, whereas pessimism was related to lower self-esteem. Another study, aimed at first- and second-graders, demonstrated that optimism was strongly related to locus of control, delay of gratification, self-concept and attitude toward school (Stipek, Lamb, & Zigler, 1981).

In sum, individuals who think optimistically view life positively, have more social support, have systematic problem-solving strategies in troubling situations, and have a flexible mind in dealing with their emotions, so they have low depression, hostility, and stress levels. Furthermore, they are less pained, adapt well, and can overcome difficult situations. Optimistic thoughts enable individuals to demonstrate their potential more.

Optimism and Academic Achievement, Career Development, and Social Development

Optimism is not a just positive view of the future or a positive interpretation of past events; it helps people engage in effective strategies, manage stress better, and adjust to strange situations well, by influencing the mind and emotions. These optimistic characteristics are strongly related to academic achievement, career maturity, and social development. School life requires students to have problem-solving abilities under various conditions, such as relationship conflicts with peers and teachers, and trouble with learning tasks. In these circumstances, optimistic students positively accept problematic situations and are equipped with an active attitude to confront the problem. For example, when optimistic students have a relationship problem, they prefer to reduce or resolve the dissension with peers rather than avoid or continue to dislike their counterparts. They also employ effective alternate strategies in academic areas when they fail to reach a desired objective. According to Carver and Gaines (1987), when they are in trouble, optimists utilize more effective strategies, take more direct action, are more intentional, and focus more on their own efforts than pessimists. This means optimists have more possibilities for achievement and success in their roles in school, in the workplace, and in informal relationship groups. In their research about the relationships between explanatory styles and academic performance among university students, Peterson and Barrett (1987) found that first-year college students who used a pessimistic style—internal, stable, or global—received lower grade during their freshman year than students who used an optimistic style. Interestingly, these findings were maintained even when other variables like ability, SAT scores, and mood were controlled for. The results disclosed that pessimists tended not to have clear goals and were

less likely to employ academic advising. Scheier and Carver (1991) reported that highly optimistic college students felt less stress, depression, and loneliness and showed better adaptation skills than pessimistic students during their first semester at college. After three years, they demonstrated higher academic achievement and greater satisfaction with their lives. It has been also found that a positive attributional style is strongly related to greater academic achievement and positive adjustment (e.g., Glasgow et al., 1997; Peterson & Steen, 2002; Simon & Feather, 1973; Weiner, 1979). A pessimistic explanatory style has been connected to school achievement problems, and depression in elementary school children aged 8 to 11 years (Nolen-Hoeksema, Girgus, & Seligman, 1986). The reason why pessimists malfunction is as follows: Attributional optimism involves three modes of interpretation (permanent, pervasive, and personal), based on how the one interprets past experiences. By light of this theory, a pessimistic student interprets his or her past failures with personal and permanent interpretations, such as, "I always have poor exam scores because I have a thick head," which harms a pessimist's self-esteem and efficacy. They also believe that this situation will endure, so they predict negative future outcomes and become passive. As a result, they tend to find the causes of failure in permanent and uncontrollable factors such as aptitude, heredity, and personal capability. Therefore, they can have low achievement motivation and poor outcomes. On the other hand, optimistic children attribute the reasons for failure to temporary and controllable things; hence, they can be expected to have high academic motivation and engage in a variety of learning strategies to accomplish required tasks (Kim, 2006).

A study by Seligman (1991), conducted with 500 freshmen at the university level, showed that optimism scores are the most reliable predictor of first-year college grades, more than any other variable, such as SAT scores or high school grades. Moreover, research by Cho (1999) disclosed that the more optimistic expectations students have for the future, the greater adaptability they show in areas of school environment, relationships with peers and teachers, and learning processes. Kwon (2004) also confirmed a positive relationship between optimism and adjustment abilities in school life. In conclusion, optimism enables student to enhance their abilities to adapt to school, and student's optimistic inclinations facilitate their psychological well-being and positive thinking. Therefore, optimism can be considered one of the crucial factors for success in school life, in areas such as personal and professional relationships, required developmental tasks, and academic achievement.

Adolescence is a crucial period, because adolescents are in a significant transition from school to worklife. Therefore, career-related issues are very important for them. They need to learn how to confidently set their future goals and make a variety of career-related decisions. For a bright future, they are required at this stage to develop the ability to clarify ideal goals, to make career decisions, and to achieve a high level of career maturity (Creed et al., 2002). Optimism is positively associated with the management of career goals, influencing career planning and career exploration. Creed et al. (2002) examined the relationship of optimism and pessimism separately, considering career-related variables such as goal setting, career maturity, and career decision making in high school students. According to this research, highly optimistic students demonstrated high levels of career planning and career exploration and had various career-

related goals, and were more confident about their career decision making, whereas highly pessimistic students showed low levels of career decision-making abilities, were less confident, and demonstrated poor school success. These results indicate that optimism and pessimism play an essential role in the development of high school students' career maturity and decision making. Optimism is regarded as an important factor in motivating the development of career goals and expectations and enabling the student to persist in these procedures despite possible adversities. Therefore, having an optimistic point of view in life is very helpful and conducive to individuals' career development processes (Creed, Patton, & Bartrum, 2004). The findings suggested that optimism and pessimism might perform functional roles in the development of high school students' career maturity and decision making (Creed et al., 2004).

Optimism has been reported as an essential variable in human relationships. According to Geers et al. (1998), optimists maintain friendships longer than pessimists and make a more favor impression than those with low levels of optimism (Geers et al., 1998). Also, the more optimistic people are, the higher the level of social support they have (Park & Folkman, 1997), and they have a tendency to enhance social support in stressful circumstances (Dougall, Hyman, Hayward, McFeely, & Baum, 2001). Furthermore, in their research on the role of optimism in social network development, coping, and psychological adjustment during a life transition, Brissette, Scheier, and Carver (2002) found that college students with high optimism recognized more social support and had more friends than pessimistic students. Taylor and Brown (1988) reported that optimism is very helpful to feeling satisfaction and happiness, and it facilitates adaptive abilities. It also enables people to be sensitive to the concerns of others and to evaluate

themselves positively; this not only facilitates functional abilities, but also leads to happiness and satisfaction, and it enhances creative thinking processes. Optimists have a lot of positive emotions and exhibit active behavior, and they minimize the influence of stressful conditions, while pessimists, with negative expectations for the future, exhibit passive behavior, experience many negative emotions, and maximize the bad influences of problematic events (Park, 1988). In addition, when optimists experience uncontrollable events, they imagine various reasons for them, such as external environmental causes or a temporary lapse in their efforts. In this way, they protect their self-esteem, overcome lethargic conditions, and recover from depressing situations easily (Seligman, 1992). Other characteristics of optimists are that they cope with their emotions flexibly, especially anger; have a positive outlook; and receive more social support. Higher optimism is strongly related to less depression, hostility, and stress (Scheier & Carver, 1992). Research confirms that optimists feel less stress, which increases their mental and physical health, their adjustment ability, and their psychological well being. Given that social development is conceived of as the process by which human beings learn and form socially agreed attitudes, concepts, and behaviors that are appropriate to their social environment, optimism can be said to affect students' social development. According to Lee (1999), optimists and pessimists display different attitudes toward accepting emotional support; that is, optimists think they receive a lot of encouragement and help from those around them, while pessimists feel unsupported. These studies have shown that optimism is strongly correlated with social support. Furthermore, optimism is an essential factor in functioning appropriately in stressful situations resulting from various human relationships. In controllable stressful situations, high-level

optimists engage in active strategies such as problem solving, but they accept reality when facing uncontrollable troubles. On the other hand, high-level pessimists tend to cope with their stressful situations using aversive strategies, such as denying the problem, imagining the situation without the problem, or trying to forget the problem. Optimism is strongly related to levels of accomplishment, motivation and management strategies in an individual's life (Seligman, 1991). A high level of optimism is positively related with psychological well-being and negatively correlated with depression (Seo, 2010; Yoon, 2007). Highly optimistic adolescents show greater psychological adjustment (Shin, 2005), better satisfaction with school life, and higher achievement motivation (Kwon, 2004). Cho (2003) reported that people with high optimism, in favorable situations, expect more favorable responses from others and evaluate others' expected reactions as more desirable than people with low optimism. Moreover, they anticipate favorable responses from others, even when they are in hostile situations.

Self-regulation

Overview

In the early research on self-regulation, the concept was investigated as a concept of impulse control. Some researchers interpreted self-regulation as balancing between action and language in light of ego development. In 1960, self-regulation was considered the internalization

of social behavior and external control; at that point, based on Bandura's empirical research, the study of self-regulation was conducted briskly, with Zimmerman as the central figure. There are a number of slightly varying definitions. Baek (2005) defined self-regulation as the ability of people people to plan and regulate their actions with spontaneous internal intention and purpose, without external control. Zimmerman's definition of self-regulation includes self-generated thoughts, feelings, and behaviors that are planned to achieve goals (Zimmerman, 2000). Self-regulation is the most essential developmental process in children's socialization. It refers to the capability of children to perceive socially appropriate behavior and to take responsibility for their own behavior accordingly (Flavell, 1977; Kopp, 1982). Furthermore, self-regulation is the ability to act according to one's own purposes and plans and to inhibit improper behavior and prohibited actions intentionally. The capacity to wait for or defer action, to delay gratification, and to manage oneself are included in self-regulation (Flavell, 1977). According to Eisenberg et al. (1996), self-regulation is the dispositional ability that controls actions, thoughts and feelings in response to external stimuli, with adaptability and flexibility in various social environments. From a developmental perspective, self-regulation engages in meta-cognition, a higher level of ability, rather than self-control (Kopp, 1982). Control mechanisms can contribute to the inhibition or prevention of emotional expression, but regulation requires a higher order of concentration to make beahavior not just change, but become customary as well (Eisenberg et al., 2004). Ruff and Rothbart (1996) noted that an individual's actions can be a touchstone for identifying whether attention is voluntary or involuntary. They believe that people can control their attention if they can maintain and shift their focus in keeping with other people's directions.

According to recent research, self-regulation is multidimensional. Kendall and Willcox (1979) suggested that it is the ability to take action chosen by cognition in accord with reasoning and to inhibit other action. They suggested two aspects of self-regulation: (a) cognitive factors, such as the ability to consider, solve problems, plan and assess, and (b) behavioral factors, such as self-inspection, self-evaluation, and self-reinforcement. According to Bandura (1986, 1997) self-regulation is initiated by personal goal-setting; he proposed self-observation, self-determination, and self-response as underlying aspects of self-regulation and emphasized the interactions of these aspects. Eisenberg (1996) added attention focusing, attention shifting, and inhibitory control as other underlying aspects of self-regulation. This inhibitory control is closely related to behavioral self-regulation, such as the inhibition of anti-social behavior and the acquisition of pro-social behavior (Kochanska, Murray, & Coy, 1997). Several researchers have demonstrated that individuals' self-regulatory strengths play an important role in interpersonal relationships. Skillful self-regulators can withstand temptation, persist through obstacles, and delay gratification. As a result, they are more successful in their careers and experience more life satisfaction and well-being (Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Mischel, Shoda, & Rodriguez, 1989). Furthermore, children who have high levels of self-regulation showed outstanding academic achievement, social competency, and excellent skills at overcoming skill (Mishel, Shoda, & Peake, 1988).

Self-Regulation and Academic Achievement, Career Development, and Social Development

Until recently, students' cognitive abilities, class lessons, and the quality of the school environment have been focused on as the main factors affecting students' academic achievement. However, it has been found that self-regulation plays an essential role in students' learning processes and academic achievement, in spite of the types of educational tasks involved (Pintrich & De Groot, 1990). In this study, they found that cognitive variables in self-regulated learning are highly correlated with actual academic achievement, as well as personal motivation. According to Zimmerman (1989), successful self-regulating students tend to engage in cognitive strategies such as previewing, elaboration, reorganization, memorization, and modification, and to direct their own learning processes, rather than depending on people around them, like friends, teachers and parents (Zimmerman, 1989). These students demonstrated greater academic accomplishment than others who did not employ these cognitive strategies. In the empirical research of Zimmerman and Pons (1988), high school students who engaged in self-regulated learning strategies in their studies showed higher levels of academic achievement than other students. In the same study, it was also shown that learning strategies are positively related to academic achievement (Zimmerman, 1990). In addition to the findings above, several studies have confirmed that there is a positive relationship between self-regulation employing various strategies and academic achievement (Broden, Hall, & Mitts, 1971; Weinstein & Mayer, 1986). Park (1994), in her research on the relationship between learning motives and self-regulated learning abilities in elementary school children, reported that the high-grade group was strongly associated with utilizing cognitive strategies and self-regulation, in contrast to the low-grade

group. Lee (1995), in his research on implementing learning strategies in children with learning disabilities, also reported that self-regulated learning strategies enabled the children to significantly improve mathematic achievement. Self-regulation involves thoughts, feelings, and actions that are planned and regulated to achieve goals (Zimmerman, 2000). This idea indicates that people have the power to actively regulate or control their careers and career-related variables through such purposeful thinking processes (e.g., Bandura, 1997). A great number of studies have been conducted on self-regulation and related factors in a variety of areas and have verified that good self-regulators can handle their thoughts, feelings, and behaviors effectively to facilitate the goal achievement process and enjoy a lot of personal benefits. Successful self-regulation is positively related to greater life satisfaction and personal well-being, better physical health, and more successful careers than low levels of self-regulation (e.g., Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Michel, Shoda, & Rodriguez, 1989). Longitudinal research by Saks (1995) found that task-related self-regulation positively influenced job satisfaction. Another study (Abele & Spurk, 2007) confirmed that individuals' self-regulatory thinking process have a positive effect on their career progression. Moreover, they stated that high occupational self-efficacy beliefs are strongly related to career success. Abele and Stief (2004) demonstrated that people with higher self-efficacy expectations, which are an important driving force in self-regulation, showed greater success as they started their careers. Several researchers have maintained that higher academic achievement is related to higher career maturity (Kang, 1986; Lee, 1993; Shin, 1996). The reason they propose for this is that, in the case of students, the more self-regulation they have, the more time they take to study

and the better strategies they employ to achieve their life goals (Vallerand & Bissonnette, 1992), which indicates that successful self-regulated students may handle their lives effectively by themselves. Self-regulation enhances their academic achievement and career maturity.

Research over the past decade has demonstrated that self-regulation is an essential factor in social functioning, so self-regulators and their relationship counterparts can share many interpersonal benefits (Baumeister, 2005; Heatherton & Vohs, 1998). One basic aspect of self-regulation that affects close relationships is the strength of an individual's self-regulatory capacity. Another aspect is the strategies individuals engage in to attain their goals. They mentioned that if people adopt a self-regulatory strategy to achieve their goal—attaining positive relationship outcomes—they can experience positive results in the relationship, which greatly affects their satisfaction.

Inhibitory control, the ability to withhold oneself from inappropriate behavior, is one of the variables of self-regulation and is strongly related to behavioral self-regulation, such as resistance to impulsion (Vogt, 1992), as well as to low levels of negative emotion. Furthermore, it has been reported that inhibitory control is an essential factor that explains both the acquisition of prosocial behavior and control of anti-social behavior (Kochanska, Murray, & Coy, 1997; Winsler, Leon, Carlton, Barry, Jenkins & Carter, 1997). Rothbart (1989) stated that children's self-regulatory ability conceptualized the differences between natural reactivity and self-regulation, and included attention procedures that make an individual regulate their responses. Attention contributes not only to regulating emotions (Johnson, Posner, & Rothbart, 1991), but

also to regulating practical matters such as planning and deciding actions, correcting errors, and overcoming customized responses (Posner & DiGirolamo, 1998).

According to Mishel, Shoda, and Peake (1988), children who possess high levels of the ability to delay gratification and have a strong resistance to temptation adjust well, maintain friendships longer, are more considerate and cooperative, and grow successfully. Furthermore, children who have high levels of self-regulation show outstanding academic achievement, social competency, and excellent skills at overcoming stress (Shoda, Mishel, & Peake, 1990). Eun (1999) conducted research on the influence of group counseling on self-regulation to improve social relationships and found that group counseling for self-regulation helped to increase levels of cognition in regard to others and effectively enhanced social relationships and satisfaction in interpersonal relationships. Research by Lee (2003) with 5th grade students showed that group counseling to improve self-regulation affected the students' satisfaction with interpersonal relationships, including with parents and friends. Another researcher, Tag (2007), studying a self-regulation program aimed at 6th grade students, confirmed that self-regulation is strongly related to satisfaction with school life, including relationships with peers and teachers, and even with school facilities.

Emotional regulation refers to the ability to manage one's subjective experiences of emotion, especially its intensity, and to manage one's expressions of emotion in communicative contexts (Saarni, 1999). Before early adolescence, most children are able to differentiate among various emotions and understand how multiple emotions can occur at the same time (Hetherington & Parke, 2003). Whereas young children tend to use emotional distractions to

make themselves feel better, adolescents' emotional self-regulation more often involves direct problem-solving and cognitive strategies (Denham, 1998). "Optimal emotion regulation also contributes to a sense of well-being, a sense of self-efficacy, and a sense of connectedness to others" (Saarni, 1999, p. 220).

Academic Achievement

Overview

Academic achievement is one of the most important predictors of student success. Although this construct can be assessed with diverse variables, most people tend to evaluate student's academic achievement by referring only to test scores. Especially in some countries that have very competitive educational systems, test scores are crucial to students' satisfaction and future lives, and for this reason, students and parents have focused totally on standardized test scores.

In fact, academic achievement means total learning outcomes such as knowledge, intellectual ability, attitudes, and values obtained through school education; thus, academic achievement includes outcomes from non-intellectual areas as well as intellectual ones (Kim, 2005). According to Hwang (1984) academic achievement indicates that how much they reach the specific goals that are needed throughout the teaching and learning process, thus it is very

important standards to judge the effectiveness of learning activities since it is the products and outcomes derived from whole educational endeavor in school. Bloom (1976) defined academic achievement as the knowledge, understanding, ability to apply learning, and overall capacity for analysis and evaluation acquired by formal school education, especially in subject lessons. Bloom stated that academic achievement is decided not only by natural effects but also by acquired factors, such as learning ability, learning self-identity, learning efforts, and mental health. He maintained that academic achievement is affected by three causal factors: cognitive variables, emotional variables, and the quality of lessons. The evaluation of intellectual features refers to the assessment of what an individual can maximally accomplish, while the assessment of emotional factors focuses on what the individual feels (e.g., positive self-identity, interest in subject matter, maintaining good relationships, motivation to learn). Many researchers argued that not only academic achievement, but also the consideration of attitudes, activities, misbehaviors, attendance rates, and self-identity should be included in the intellectual arena (Mortimore et al., 1988; Rutter et al., 1979). Wang, Haertel, and Walberg (1993) claimed that the learner's traits are the most meaningful factor that affects a student's academic achievement. In sum, it is appropriate that academic achievement be evaluated not only by one factor, but by a variety of learning variables.

Influential Factors for Academic Achievement

To understand and assist students' academic development appropriately, it is necessary to investigate the influential factors to be found. There are several of them, including personality, intelligence, personal characteristics, motives, concentration, and level of endeavor (Alexander et al., 1993). According to Ryan et al. (2001), high academic achievement was reported among peer group that had strong learning motives. Schunk (1990) included goal-setting and self-efficacy as factors in academic achievement. Parcel and Dufur (2001) asserted that parents' socioeconomic status influence academic achievement by supporting a favorable environment, which is necessary for student development. The home environment, the classroom or school environment, social and cultural background, prerequisite learning, teaching methods and frameworks, evaluation systems and methods, and teacher's characteristics are also considered crucial factors for student achievement. According to the theory of Jung (1983), Bloom (1976), and Coleman (1971), the influential factor for academic achievement can be largely divided into four domains: cognitive, emotional and environmental variables, and learning methods and strategies.

Cognitive Variables

Cognitive variables indicate the essential prerequisite knowledge, abilities, and skills that are needed to learn brand-new and specific tasks. Prerequisite learning is an indispensable

variable for student to solve learning assignment well thus academic success depends on the readiness of intellectual starting point in various subjects of schools.

Emotional Variables

Emotional factors that affect students' academic achievement are varied. Among them, motivation, interests, self-identity, emotional conflicts, and anxiety levels are considered essential. Learning is a lifelong process, so it is very important to match a student's motivation or interests to each subject or area of study. Furthermore, self-identity is very important, because the more successful experiences an individual has, the higher is the probability of him or her having a positive self-identity, which naturally increase the number of successful experiences. On the other hand, students who experience many failures form a negative self-identity, which increases the probability of failure. In addition, anxiety levels play an important role in academic achievement. Students who have high anxiety may not get the best results, even though they have the potential and can do well under normal conditions, since they suffer from taking exams.

Learning Methods and Strategies

Effective learners can achieve more than others in the same amount of time, which makes an effective learner's life healthy and active, and compounds the joy of achievement. The more

they have to do study, the more effective strategies they need; thus, useful learning methods and strategies are essential for successful academic achievement.

Environmental Factors

A good environment facilitates students' academic development; however, if students have high motivation or a strong will, they can strive for goals regardless of environmental conditions. Home, school, peer groups, and community can be essential social environments that influence students' academic development.

Career Development

Overview

Career development, once called "vocational guidance," has been a primary part of school counseling from its very beginnings (Sciarra, 2004). For a long time, high school was considered the most appropriate place to start career counseling; however, researchers have discovered that people usually start to shape their careers in elementary school (Bailey & Nihlen, 1989; L. Seligman, Weinstock, & Heflin, 1991). Career development implies the degree of

ability that enables a student to decide on their career in a reasonable and right way. Savickas (2004) noted that career development essentially is a "never ending process of transactional adaptation of career constructs that evolve in probabilistic ways" (p. 231). Career development is very important because it is accomplished throughout one's life. There are diverse perspectives on career development, as the following show.

Influential Factors for Career Development

Parson's Trait-Factor Theory

Parsons (1909) maintained that individuals need particular traits to successful in their occupations. The probability of success increases when an individual's traits fit the requirements of their career. According to this theory, career choice is cognitive process that links an individual's trait with the characteristics of the occupation (Han, 2007). Parsons explained that appropriate career decision making requires an accurate understanding of traits, such as interests, aptitudes, and abilities; information about jobs and the career market; and an objective understanding of the relationship between personal traits and labor conditions.

Super's Approach

Super (1957) stated that career and occupation are expressions of self-concept and are determining factors in career development over one's life span. He suggested five stages and developmental tasks: growth, exploration, establishment, maintenance, and decline. According to Super, an individual can cycle and recycle in any stage. Super (1990) explored career maturity, which explains the level of completion of a developmental task at any life stage, and defined it as "the individual's readiness to cope with the developmental tasks with which he or she is confronted because of his or her biological and social development and because of society's expectation of people who have reached that stage of development" (p. 213). Career maturity depends on one's ability to manage the demands of the environment at any given life stage. Since Super's theory proposes a framework for career development at all ages, it remains relevant to career decision making throughout the life span.

Gottfredson's Theory

Gottfredson (1981) also engaged the notion of self-concept to explain individuals' attachments to certain occupations. She focused on socioeconomic background, intellectual level, and experience with sex roles as essential determinants of self-concept. She suggested four developmental stages, as follows: (a) orientation to size and power (ages 3-5), (b) orientation to sex roles (ages 6-8), (c) orientation to social evaluation (ages 9-13), and orientation to the

internal unique self (beginning at age 14). Moreover, Gottfredson paid attention to the fact that people do not always have the job that they would most like to do. To explain this situation, she introduced the concept of compromise.

Holland's theory

Holland (1966) widely researched the relationship between personality and career choice and concluded that career is a reflection of individual's personality. It is ideal to choose a career that fits one's personality, since it creates a high probability of enjoyment, adjustment, and success. He developed the Self-Directed Search (SDS) instrument, which measures six basic traits to promote self-knowledge and exploration (Holland, 1994). His six themes are: realistic, investigative, artistic, social, enterprising, and conventional. When an individual's interest is consistent with their occupational environment, it has been reported that their career satisfaction and achievement are high (Han, 2007). Holland's theory is very useful to students for investigating their occupational options; however, it might prove harmful if students open their minds only to certain jobs.

Roe's Need Approach

Roe (1956) developed a career choice theory founded on Maslow's hierarchy of needs. According to Roe, parenting styles and childhood experiences are an essential determinant of the hierarchy of needs. Roe suggested three types of relationship between parent and child (Sciarra, 2003): emotional concentration on the child, avoidance of the child, and acceptance of the child. According to Roe (1956), all occupations are divided into two orientations, person-oriented and non-person-oriented. Parents who are loving, overprotective, and overdemanding generate people-oriented children, but neglectful and rejecting parents produce children who are not people-oriented.

Roe's theory contributed to the possibility that early emotional atmosphere and the interactions between parents and children/students could be engaged in career counseling or guidance. However, it had several weak points; namely, that it is difficult to recognize the early relationship between parent and child, and parenting styles can change with the student's age (Lee, 2001).

A Social Cognitive Perspective

The social learning approach (Krumboltz, Mitchell, & Jones, 1976), the self-efficacy approach (Hackett & Betz, 1981), and social cognitive career theory (Lent, Brown, & Hackett, 1994, 1996) were all strongly influenced by Bandura's (1986) social cognitive theory (SCCT)

(Sciarra, 2003). SCCT addresses three specific variables: self-efficacy, outcome expectations, and choice goals. These three factors are constant and interact complexly with each other. This approach has crucial implications for school counseling because even young students can form beliefs about their abilities based on feedback from parents and teachers. Furthermore, such beliefs help students facilitate vocational development (Sciarra, 2003).

One of the essential purposes of school counseling is to facilitate student's career development. Therefore, choosing appropriate strategies plays a vital role in helping students manage their career issues. Understanding different career development theories is very important to school professionals, because these different perspectives can provide a theoretical background that will furnish strategies and approaches for career development programs (Schmidt, 2003). The National Occupational Information Coordinating Committee (NOICC, 1992) has suggested three areas of career development for elementary school students (Zunker, 2002, pp. 435-436):

1. Self-knowledge
    a. Knowledge of the importance of self-concept
    b. Skills to interact with others
    c. Awareness of the importance of growth and change
2. Emotional and occupational exploration
    a. Awareness of the benefits of educational achievement
    b. Awareness of the relationship between work and learning
    c. Skills to understand and use career information

d. Awareness of the importance of personal responsibility and good work habits

e. Awareness of how work relates to the needs and functions of society

3. Career planning

a. An understanding of how to make decisions

b. Awareness of the interrelationship of life roles

c. Awareness of different occupations and changing male/female roles

d. Awareness of the career planning process

Individuals can verify where they are in career development by assessing their level of career maturity, which helps people to explore their careers more reasonably and properly. Therefore, in this study, the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998) was employed to test students' career development.

Career maturity has been widely researched for more than 50 years (Brown & Lent, 2005). Several researchers have proven that evaluating career maturity is an effective method to determine an individual's career development (Biller, 1988; Bingham, 1980; Burkehead & Cope, 1984). Super (1990) stated that career maturity is one feature of career development and is considered a significant determinant of career development. Super (1955) initiated the concept of career maturity, originally called "vocational maturity." Career maturity is defined as "the place reached (by the individual) on the continuum of vocational development from exploration to decline" (Super, 1955, p. 153). Brown and Lent (2005) saw career maturity as an individual's ability to complete tasks that are appropriate for his or her age and level of development. Crites (1971) defined it as the readiness to make career decisions as they relate to the stage of

development. Crites (1976) divided career maturity into two dimensions, attitudinal and cognitive. The attitudinal dimension involves individuals' attitudes and feelings about making a vocational choice and to whether they continue to pursue their career choice as they enter the workforce. The cognitive dimension involves clients' awareness of a need to make a career decision and their understanding of their vocational preferences.

Students with a high level of career maturity tend to enter successful and satisfying careers, since they are more likely to have high self-awareness, self-confidence, and commitment to career-related procedures (Powell & Luzzo, 1998; Savickas, 1990). According to several studies, career maturity has been positively related to factors such as students' self-efficacy, interests, aptitude, school subject preferences, and occupational aspirations and expectations (Vondracek, Lerner, & Schulenberg, 1986). Up to now, many studies have been conducted to investigate factors that influence career development. Self-identity, parents' rearing style, career group programs, and psychological variables have been identified as variables. Zunker (2008) divided the influential factors into three types and listed causes for each type: (a) biological influences: genetic predispositions that render desirable intellectual ability, personality traits, and temperament; (b) psychological influences: an external orientation that suggests individuals have no control over life events; failure to self-actualize and to enhance self-knowledge, including skill development; identity crises, which lead to role confusion; lack of decision-making and problem-solving skills; lack of openness to new ideas, methods, and procedures; low self-esteem; mental health concerns, including mood and personality disorders; and low self-efficacy, and (c) social/cultural influences: changing work roles; contextual experiences that can discourage some

individuals from considering upper-level positions; difficulties in achieving social mobility; discrimination against and oppression of career ideals; insufficient knowledge of the world of work; lack of access to educational institutions; lack of access to occupational opportunities; lack of quality educational experiences; poor role models; racial discrimination; sexual harassment; uncertainty in external labor markets; and unstable familial experiences.

Social Development

Overview

Socialization is the process by which children learn how to interact in accord with the expectations and obligations of various groups. Specifically, it involves learning the culture of the group to which one belongs. One of the most important tasks of socialization is to adjust to others. Children are required to learn ways of building effective relationships with the diverse people in his surroundings (Dinkmeyer, 1965); however, most students try to achieve intellectual success only in school, which often results in a failure of personal and social development. These malfunctions often lead to social isolation, broken relationships, substance abuse, depression, and suicide (Schmidt, 2003). Therefore, it is very important that school counseling program design activities or curriculums to help students learn social skills and improve personal growth. Several studies have focused on how to promote students' social development in school (Bates,

1995; Lickona, 1991; Nucci, 1989). There are a variety of opinions on forming sociality. Some researchers have stressed genetic effects, while others have emphasized environmental influences. Recent research suggests that it is preferable for social development to be acquired through the influence of significant others, such as parents, teachers, and friends.

Social development requires individuals to act in socially and culturally approved ways. It is initiated by learning the overall values, ideals, motivations, and patterns of behavior of the society in which one lives. Therefore, social development is strongly related to social culture, family culture, human relationships, and the physical environment. School, as well as home, plays an essential role in children's learning fundamental living and behavioral styles, forming social and emotional relationships, and developing personality, through peer relationships and school discipline. Brener (2000) also stressed the function of school in social development, and he recognized family, peer group, and mass media as other factors. Several researchers (e.g., Henderson & Milstein, 1996; Osterman, 2000) have demonstrated that student development is strongly associated with certain types of environmental characteristics, such as an atmosphere of high expectations for student success and students' satisfaction with a sense of belonging.

An individual's personality is influenced by interpersonal relationships, and especially at the elementary school age, teachers and peers are more important than parents in interpersonal relationships. Socialization in school can be divided into two categories: (a) cognitive socialization, which means learning certain knowledge or skills, and (b) normative socialization, which refers to the formation of conventional values and patterns of behavior in a society.

Direct teaching activities, imitation of teachers and peers, and guidance counseling are the key factors that affect socialization in school. School is very important for elementary school age students, since there is constant interaction between teachers and students, as well as between students and peers, which makes an individual feel a strong sense of belonging and promotes community spirit. In this sense, school plays an important role in internalizing social values and norms. Socialization in school enables students to learn authorized behaviors, thoughts, emotions, values, and attitudes, such as reliability, industry, leadership, sociability, cooperativeness, a sense of service, and a law-abiding spirit, which aid in adjusting well to a healthy school life. According to Galassi and Akos (2007), a major function of school education is to help students develop the knowledge, skills, and attitudes that will help them live productively and happily as citizens in society. Therefore, school should focus on helping students form or enhance their strengths and competencies, and develop others that have been shown to be associated with positive social development. Piaget (1932) considered peer interaction one of the major sources of both cognitive and social development. In particular, peer relationships play an important role in developing role-taking and empathy. In the context of school, community, and home, children learn that what sort of roles they have to play in different types of peer relationships, such as best friend, social friend, activity partner, acquaintance, and stranger (Olden, 1987). Through building and maintaining various social relationships, particularly through peer conflict, children acquire knowledge about themselves and others, as well as a wide range of social interaction skills. Erikson (1959) proposed an eight-stage social development theory. Elementary school children are at Erikson's stage of "Industry Versus

Inferiority." Children in this stage become acquainted with the rules and regulations of society, because at this age they are experiencing the beginnings of formal education. In this period, their pattern of play becomes more rule-oriented. Normal children acquire a sense of industry at this time, but children who are not taken care of well may develop mistrust or an inferiority complex.

Sullivan (1953) described 6th grade elementary school children as preadolescent, and he claimed that to mature psychologically in this period, they must move from egocentric achievements toward believing that the satisfactions experienced by others are as significant to themselves as to others. In the preadolescent period, concern for others is usually expressed toward a friend of the same sex, whose pattern of behavior may be similar one's own. Children are familiarized with the tasks and responsibilities of home and school, and as they come to accept them, they are moving toward the basic attitudes necessary for mature psychological development. In this study, social development refers to the process by which human beings learn and form the socially agreed-upon attitudes, concepts, and behaviors which are appropriate for their social environment. The aspects of social development are: (a) reliability—the emotion or will that consistently drives people in whatever they do and which makes others trust them; (b) autonomy—independence in whatever one does and achieving something on one's own; the characteristic of being creative and active in emotion or will; (c) leadership—the ability that organizes, decides, and drives certain work, with the productivity and the emotion or will that can influence a group expansively and progressively; (d) industriousness—diligence and patience that are not disappointed upon encountering difficulties, and the will to not give up once one decides to do something; (e) stability—the mentally balanced emotion or will that

reasonably and calmly pushes a matter forward and enables one to judge objectively; (f) sociability—getting along with others intimately; emotions or will that make someone popular, attentive, hopeful, inclined to relate to others, and disposed to congenial behaviors; (g) sense of service—the characteristics of a caring heart that helps other people without expectations of reward; the emotion or will that can lead different people to cooperate with each other; and (h) a law-abiding spirit—the emotion or will that makes people plan and work with a sense of responsibility and adhere to the rule of law (Kim, 2007).

In sum, the characteristics of individuals who have healthy social development are that they get along with others easily, have a stable personality, have a lot of friends, are reliable in transactions with others, act voluntarily, and exhibit leadership with creative thinking. Furthermore, they actively participate in tasks with balanced emotions and patience, and their behaviors are always within the bounds of the law. In addition, they tend to help others, especially people in need, with a caring heart without expectations of reward. These characteristics are not naturally decided but can be developed through diverse social factors.

Influential Factors for Social Developement

According to Dinkmeyer (1965), important social forces affecting a child's development include the family, the family constellation, the peer group, and significant others.

Family

Security is the basic need of human being which is gratified by belonging. This sense of belonging facilitates children to develop diverse skills. Since family is the first and most important socializing place where children belong to, emotional interaction and attachments are essential in the development of all relationship for life time. In this setting children start to learn how to make relationship with each other.

Family Constellation

Each family provides unique environment for child to learn and develop social value, attitude, and various skills. The child can have opportunity to develop social interaction skills through the relationship among siblings. The diverse configuration and distinct atmosphere of each family have an important role in development of child's role and personality.

The Peer Group

When child grow up, the important foundation for child's development changed from family to peer relationship. The importance of peer group are increasing in learning social behavior since child make the transition from family member to social man by the influence of

peer group. Peer groups facilitate the child conform to the social expectations through a way of corrective functioning. Peer group also support different kinds of religious, socioeconomic status, and ethnic background, thus child can learn how to understand, accept and cooperate with the others who have different background.

The Significant Others

The significant others might be vary according to the boundary of personal life such as parent, teachers, siblings, friends, neighborhood, policeman, postman, pastor, or senior students. Through the interaction with these people, the child learn socially appropriate attitude and develop the ability to give and receive love and attention.

In this research, among numerous influential factors, positive psychology was explored to examine the influence on social development. Specifically, the causal relationship between hope, optimism, and self-regulation and social development was investigated to detect the possibility of positive psychology on social development not only to treat student's maladjustment and malfunctioning but also to facilitate student's healthy development.

CHAPTER THREE: METHODOLOGY

The purpose of this study was to investigate the causal relationships between the components of positive psychology and essential student development. Specifically, this study developed four models to explore the influences of hope, optimism, and self-regulation on students' academic achievement, career development, and social development. This chapter will describe the research questions, the research model, the research design, the sample participants, the instrumentation, data collection, and data analysis, and a summary will be provided.

Research Questions

Research Question One: Do hope, optimism, and self-regulation influence students' academic achievement, career development, and social development?

Null Hypothesis 1: Hope, as measured by the Children's Hope Scale (Snyder, Hoza, et al., 1997); optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994); and self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996), will have no influence on students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career

Maturity Inventory for Elementary School Students (Lee & Han, 1998), and social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Two: Does hope influence students' academic achievement, career development, and social development?

Null Hypothesis 2: Hope, as measured by the Children's Hope scale (Snyder et al., 1997), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by The Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Three: Does optimism influence students' academic achievement, career development, and social development?

Null Hypothesis 3: Optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Research Question Four: Does self-regulation influence students' academic achievement, career development, and social development?

Null Hypothesis 4: Self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Research Model

The overall goal of this study was to examine the causal relationships between the components of positive psychology, such as hope, optimism, and self-regulation, and essential student development, including academic achievement, career development, and social development. Four conceptual models are proposed (see Figures 1–4 in Chapter One).

Research Design

This study is a quantitative research study. Correlational and causal-comparative research designs were used, as well as structural equation modeling (SEM) to verify the influence of the components of positive psychology (e.g., hope, optimism, and self-regulation) on essential student development, including academic achievement, career development, and social

development. To ensure objectivity, data were gathered from various groups, such as students, students' parents, and students' teachers. All participants were surveyed by a single time assessment. The student participants completed 6 self-report questionnaires for two days: (a) the Children's Hope Scale (Snyder et al., 1997), (b) the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978), (c) the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994), (d) the Self-Regulation Inventory (Kang, 2007), (e) the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and (f) the Social Development Inventory (Nam, 2003). Parent participants reported on the levels of self-regulation of their children, utilizing the Self-Regulation Questionnaire (Eisenberg, 1996). Lastly, teacher participants evaluated the overall academic achievement of their students, based on students' test scores, performance on assignments, contributions to collaboration work, attitude, and class participation in major four subjects (e.g., Korean, Mathematics, Social Studies, and Science). The overall grades were calculated on the basis of 100 points each. Seven inventories and one teacher evaluation report were employed. Four alternative models were developed to determine the most appropriate model for the causal relationships among hope, optimism, and self-regulation and students' academic achievement, career development, and social development. In Model 1, hope, optimism, and self-regulation were used as exogenous variables, and academic achievement, career development, and social development were employed as endogenous variables to examine the influence of the former on the latter. Model 2 employed hope as an exogenous variable, and academic achievement, career development, and social development as endogenous variables to confirm the influence of the former on the latter. In Model 3, optimism

was an exogenous variable, and academic achievement, career development, and social development were used as endogenous variables to verify the influence of the former on the latter. Lastly, in Model 4, self-regulation was an exogenous variable, and academic achievement, career development, and social development were used as endogenous variables to validate the influence of the former on the latter. To measure latent variables, 28 indicators in 5 inventories were used in Model 1; 19 indicators in 3 inventories were employed for Model 2; 23 indicators in 3 questionnaires were used in Model 3; and 20 indicators in 3 constructs were utilized in Model 4.

Population and Sample

The target population for this study was 6thgrade elementary school students in Seoul, South Korea. To measure the students' strengths, virtues and comprehensive development from various angles, students' parents and their subject teachers were also invited to participate. One thousand and eight (1,008) informed consent forms were distributed to students' parents in five elementary schools, located in different areas and school districts, including Kangdong, Seongdong, Dongbu, and Chungbu District in Seoul, South Korea. Six hundred and twenty-five (625: 62.0%) students whose parents returned the permission form were given the student consent form. After obtaining consent from both parents and children, data collection began. In the end, 603 (59.8%) students and 564 (56%) parents voluntarily participated. After data coding and screening procedures, the total sample size was confirmed, at 507 (50.3%) participants.

Conceivable reasons why the current study finally involved only 507 (50.3%) students and parents out of 603 (59.8%) students and 564 (56%) were as follows: First, the researcher wanted to evaluate student development multidirectionally, so three different reports (from the participant, the parents, and teachers) were used for each participant. Therefore, only the materials which contained data from all three types of respondents could be employed for data analysis. As a consequence, many participants were excluded. Second, the questionnaires for students consisted of seven double-sided pages, but there was no notification that the reverse side of the page was to be used, so many students failed to answer questions on the back of the questionnaire. Moreover, even though they were given fifty minutes per day for two days to complete the survey questionnaires, some students tended not to concentrate on the survey because of carelessness or fatigue. Third, the original number of students who volunteered to participate in the study was 603. Among them, males accounted for 52% (313) and females 48% (290), but the usable data consisted of 40.6% males (n = 206) and 55.8% females (n = 283), which means that the dropout rate for the boys' was far higher than that for the girls'.

Instrumentation

Seven measurement scales and one teacher's grades were used in the study. Five instruments (one to measure hope, two for optimism, and two for self-regulation) were used to measure the exogenous variables, and other two instruments (for career and social development) were used to measure the endogenous variables. All the measurement instruments were existing

questionnaires except those used for academic achievement, which consisted of teachers' assessments, including test scores, performance on assignments, contributions to collaborative work, attitude, and class participation in major four subjects (e.g., Korean, Mathematics, Social Studies, and Science). The scores of each subject were calculated on the basis of 100 points each. The rationales for employing a teacher's grades as the instrument for academic achievement are as follows: (a) teachers are experts on evaluation, since they had to take over 9 credits on education evaluation in their educational background; moreover, they had to pass national examination to become teachers; (b) they were given a rubric for their grading, which means they could assess their students objectively based on standards; (c) in the case of Korea, homeroom teachers usually teach the four major subjects (i.e., Korean, Mathematics, Social Studies, and Science) as subject teachers, which means they could understand not only students' test scores, but also students' comprehensive level of functioning. Some of the instruments (the CASQ, the LOT-R, Self-Regulation Questionnare, Social Development Inventory) had already been translated into Korean, and other self-regulation and career development inventories were developed by Koreans. However, the Children's Hope Scale (Snyder et al., 1997) did not exist in translation, so the researcher translated the Children's Hope Scale, and a third party professional with both Korean and English language capabilities verified it. All scales were 6-point Likert scales, ranging "strongly agree" to "strongly disagree," except the CASQ, which offers two choices for answers. Each item was framed in the form of a self-referential statement (e.g., "I think I am doing pretty well" and "I get along with my friends well"), except the self-regulation scale, because it was used by students' parents.

Parents' Demographic Questionnaire

The parents who voluntarily participated in the study completed a demographic questionnaire developed by the researcher, which included information such as (a) sex, (b) father's and mother's age, (c) marital status, (d) highest level of education, (e) father's and mother's occupation, (f) religion, (g) yearly income, (h) the number of children's weekly private education hours, and (i) the amount of time the father and mother communicate with their children each week.

Students' Demographic Questionnaire

The students who agreed to participate in this research also completed demographic questions and provided information on (a) sex, (b) religion, (c) number of weekly hours playing computer game, and (d) number of close friends.

Hope

To assess hope in the study, the Children's Hope Scale (Snyder et al., 1997) was utilized. Recently developed for children, this scale consists of three agency and three pathway items, which is consistent with this study's conceptualization of hope. To calculate the total Children's

Hope Scale score, the responses to all six items were added. A high score means a high level of hope. A sample questions is: “I think I am doing pretty well.” Scoring is based on a 6-point scale (strongly agree = 6, strongly disagree = 1). Internal alphas for the overall scale ranging from .72 - .86, and test-re-test reliabilities ranging from .71- .73 over 1 month have been reported. No differences have been detected between the scores of boys and girls. The scale has been administered to diverse subjects, such as children in public schools, children with various medical problems, children under treatment for cancer, children with asthma, children with burn injuries, and early adolescents who have been exposed to violence (Moon & Snyder, 2000; Moon, Snyder, & Rapoff, 2001; Snyder et al., 1997). The three odd-numbereds items represent agency thinking and the three even-numbered items represent pathway thinking

Optimism

To assess children’s optimism levels, two different inventories were used, because, whereas the CASQ focuses on the analysis of past events, the LOT-R addresses expectations for future events. To measure students’ optimism more accurately, and from these different perspectives, both questionnaires were used.

1. The Children’s Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) assesses two dimensions: (a) stability and (b) globality. The ratings for good events and bad events are scored separately; the final score consists of the point difference between the total score for good events and the total score for bad events. Park (1999) translated

the CASQ, and according to his research, the value of Cronbach's alpha is as follows: (a) optimistic = .58, and (b) pessimistic = .50. A sample question is "I got 100 points on this examination," and a participant is required to choose one of two choices: (a) I am smart, or (b) I studied hard for this examination. However, this inventory was dropped after analyzing for reliability, because of the low value of Cronbach's alpha (.34)

2. The Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994) was also employed. The LOT-R is composed of 10 items (1, 4, and 10 are positive items; 3, 7, 9, are pessimistic items; and 2, 5, 6, 8 are filter items) and has good internal consistency (Cronbach's alpha runs in the high .70s to low .80s). A sample question is "I think positively about my future." The test uses a 6-point Likert scale (strongly agree = 6, strongly disagree = 1).

Self-regulation

To evaluate students' self-regulation, two different questionnaires were employed.

1. The self-regulation portion, chosen by Eisenberg (1996) from the Child Behavior Questionnaire developed by Rothbart (1996), was used. According to Rothbart (1996), the Cronbach's alpha of this questionnaire is.74. This questionnaire, translated by Kim (2001), was administered to students' parents. It addresses fourteen attention focusing areas, twelve attention shifting areas, and thirteen inhibitory control areas, and works on a 6-point Likert scale. A sample question is "My child can make his/her voice lower when I ask." However, this instrument was dropped because of low reliability (Cronbach's alpha =.45)

2. The Self-Regulation Inventory developed by Hur (2003) was used after being reorganized by Kang (2007). It consists of 24 items in three categories: cognitive factors (1-8), motivational factors (9-16), and behavioral factors (17-24). Two sample questions are “I always try to understand others" and "I follow adult's directions or instructions well." It uses a 6-point Likert scale (strongly agree = 6, strongly disagree = 1). Six questions out of 24 are opposite questions (9, 17, 18, 19, 20, 21). It should be scored reversely. The internal consistency of this inventory was good (Cronbach’s alpha runs in the high .70s to .90s).

In the research on the relationship between self-regulation and satisfaction with school life in middle school students, Hong (2011) reported the reliability of this inventory at Cronbach's alpha = .64 to .92. According to research by Lee (2011) on the influence of self-regulation on elementary students’ school adjustment, the value of Cronbach's alpha was .82. This questionnaire has been widely used with elementary school children, institutionalized children, children with a high probability of delinquence, middle school students, and adolescents, and reports are of high internal consistency (Cronbach's alpha is .64 to .92) (Hong, 2011; Kim, 2008; Lee, 2011; Park, 2007).

Academic Achievement

Academic Achievement was evaluated by subject teachers based on students’ test scores, performance on assignments, contributions to collaborative work, attitude, and class participation

in major four subjects (e.g., Korean, Mathematics, Social Studies, and Science). The scores of each subject were calculated on the basis of 100 points each.

Career Maturity inventory

In this research, the Career Maturity Inventory for elementary and middle school student (Lee & Han, 1998) was used to measure career development. This inventory was developed based on the Career Maturity Inventory (CMI: Crites, 1978) and the Assessment of Career Decision Making (ACDM: Harren, 1978). Cronbach's alpha, as reported by Lee (2003), was .78 for the research on the career development of elementary school students, and the overall Cronbach's alpha, reported by several studies, ranged from .82 to .92 (Cha, 2010; Lee, 2007; Lee & Han, 1997). The inventory consists of five constructs: determinacy, preparation, independence, finality, and certainty. According to previous research, the range of Cronbach's alpha for the five constructs were: determinacy (.88 - .92), preparation (.66 - .76), independence (.75-.79), finality (.75 - .80), and certainty (.69 - .75). A sample question is "When we decide on our career, we should consider some other factors."

Social Development

The Level of Social Acceptance Questionnaire (Hetherington, 1978) and the Social Development Inventory (Bakerman & Brown, 1981) were reorganized and translated by Nam (2003). This new questionnaire consists of eight subscales involving reliability, autonomy, leadership, industry, service, stability, sociability, and a law-abiding spirit. The total reliability, reported by Nam (2003), is .93. A sample question is "I enjoy helping my friends." The inventory uses a 6-point Likert scale (strongly agree = 6, strongly disagree = 1).

Data Collection

Before the data-gathering process, the researcher obtained permission to conduct the study from the institutional review board (IRB) at the University of Central Florida and formal approval from the school to collect data via student and parent questionnaires, and students' grades. Five school principals were contacted individually to request written permission to query parents, and then students, after which, the researcher contacted homeroom teachers so they could distribute the consent form, and made an appointment to administer the research instruments.

A description of the study, and consent forms, were sent to 1,008 parents in five elementary schools, located in different areas in Seoul, South Korea. Six hundred and twenty-five (625) students of the parents who returned the form, granting permission, were given the

student assent form. After consent was obtained from both parents and children, data collection began. Finally, 603 students and 564 parents agreed to participate in the research. After data coding and screening procedures, the total sample size was confirmed, at 507 participants.

The researcher met with students during homeroom time prior to classes to collect data from them. Surveys were administered at this time. School officials provided information from student records that parents had given permission for the researcher to have. The researcher recorded data under an assigned number for each participant. Identifying information was not kept with the data, and only the consent forms were kept with any identifying information (name only); these documents were kept under lock and key in the researcher's briefcase, and upon arriving on campus, under lock and key in the office of the facilities director of the UCF Academy for Teaching Learning and Leadership.

Limitations

One limitation of this study is that the reliability of parents' responses on the self-regulation outcome measures might be questionable, because parents can be nervous that their responses might affect their children unfavorably if the responses are disclosed, although they were informed that the results would not be shared with anyone. In the end, one of the self-regulation questionnaires, developed by Rothbart (1996), which was used with the students' parents, was dropped because of low reliability (Cronbach alpha = .45). An additional limitation had to do with the self-reporting nature of the data. The accuracy of self-report measures is

limited by human perception errors. Furthermore, a single time assessment of all study variables might not have been accurate in grasping the real relationships among the variables, because of the influence of other factors that may have affected the participants' responding at that time. Finally, the population sample in this study was not diverse. Even though the survey was conducted at 5 different schools in 4 different school districts in Seoul, Korea, the participants of this study were all Korean. Therefore, the outcomes of this study might not be generalizable worldwide.

Data Analysis

The collected data were analyzed using SPSS 17.0 Window to obtain the results of descriptive analysis, correlation and reliability. Also, confirmatory factor analysis was used to evaluate factor loading between observed and latent variables. After the analysis, a path analysis was implemented to explore the causal relationship among latent variables, using the AMOS 20.0 program. SEM consists of two models: (a) a measurement model expresses the relationship between the latent and the observed variables; (b) a structural model discloses the relationships among latent variables. In Model 1 in the current study, hope, optimism, and self-regulation were used as exogenous variables, and academic achievement, career development, and social development were employed as endogenous variables to examine the influence of the former on the latter. Model 2 employed hope as an exogenous variable, and academic achievement, career development, and social development as endogenous variables, to confirm the influence of the

former on the latter. In Model 3, optimism was an exogenous variable, and academic achievement, career development, and social development were endogenous variables to verify the influence of the former on the latter. Lastly, in Model 4, self-regulation was an exogenous variable, and academic achievement, career development, and social development were used as endogenous variables to validate the influence of the former on the latter. To measure latent variables, 28 indicators in 5 inventories were used in Model 1, 19 indicators in 3 inventories were employed in Model 2, 23 indicators in 3 questionnaires were used in for Model 3, and 20 indicators in 3 constructs were used in Model 4. SEM was utilized in this study for several reasons. First, it is possible to statistically evaluate a developed model based on theory. Through x^2 or various assessments of fit, one can assess how much the developed model explains actual data. Based on these results, the suggested model can be accepted or modified. Second, while only direct causal relationships are analyzed in regression analysis, SEM can verify complex causal relationship with a number of variations. Finally, the researcher can obtain an estimation controlling measurement error, because SEM engages in covariance derived from various measured variables, such as latent variables. Therefore, the results calculated by SEM are more accurate than those obtained by analytical methods that use measured variables.

Summary

This chapter has set forth research questions for examining the causal relationships among hope, optimism, and self-regulation and students' academic achievement, career

development, and social development. Four alternative research models were described and diagramed. For the study, correlational and causal-comparative research design was used. The sample population consisted of 507 elementary school students in Seoul, South Korea. Seven existing inventories were employed to collect the data, but two questionnaires out of seven were dropped before the data analysis because of low reliability. To measure students' academic achievement, scores in four academic subjects were provided by teachers. SEM was employed in the data analysis. In addition, the data collection procedure and the limitations of the study were explained and discussed.

CHAPTER FOUR: RESULTS

This chapter presents the results of the data analysis on the influence of hope, optimism, and self-regulation on students' academic achievement, career development, and social development. The research questions and hypothesis, demographic information, data screening and assumptions of the test procedures are reported. SEM was employed to examine the conceptual model, including both the measurement and the exploratory model.

Demographic Information

The total sample size for this study was 507 students and their parents. When data are analyzed using SEM, Anderson and Gerbing (1988) require that the sample size be over 150 participants. Hoelter (1983) claimed that it should be at least 200. The participants were recruited from five elementary schools in Seoul, South Korea. Basic demographic information collected about the students and their parents included gender, age, marital status, educational status, occupation, religion, and yearly income.

The population for this study consisted of both males (n = 206; 40.6%) and females (n = 283; 55.8%). The mothers' ages ranged from 34 to 60, and the fathers' from 36 to 67. The largest age groups of parents were the same, at 41-45 years old (father; n = 218; 43.1%, mother; n = 235; 46.3%), followed by 46-50 years old (n =121; 23.9%) for the fathers, and 36-40 years old (n = 154; 30.4%) for the mothers. The mothers' highest levels of education were as follows:

a bachelor's degree (*n* = 280; 55.2%), high school graduation (*n* = 165; 32.5%), a master's degree (*n* = 26; 5.1%), less education than high school (*n* = 7; 1.4%), and a doctoral degree (*n* = 4; 0,8%). Among the fathers, a bachelor's degree (*n* = 247; 48.7%) was most frequent, followed by high school graduation (*n* = 102; 20.1%), a master's degree (*n* = 45; 8.9%), and a doctoral degree (*n* = 8; 1.6%). The parents' marriage status was categorized as married (*n* = 495; 92.5%), divorced (*n* = 27; 5%), separated (*n* = 5; 0.9%). As regards the mothers' occupations, house wife (indicated by "unemployed" in Table 1) was the most prevalent (*n* = 238; 46.9%), followed by office worker (*n* =94; 18.5%), private business owner (*n* = 56; 10.9%), worker at a private educational institution (*n* = 19, 3.7%), schoolteacher (*n* = 14; 2.6%), professor or instructor (*n* = 12; 2.2%), government employee (*n* =8; 1.5%), and other (*n* =7; 1.3%). The fathers' occupations included office worker (*n* = 206; 40.7%), private business owner (*n* = 112; 21.7%), engineer (*n* = 31, 5.8%), government employee (*n* = 15; 3.0%), professor or instructor (*n* = 8; 1.5%), pastor (*n* = 6; 1.1%), and other (*n* = 11; 2.1%). Approximately 35% of the total respondents were Christians (*n* = 180; 35.5%), followed by Buddhists (*n* = 79; 15.6%), Catholics (*n* = 48; 9.5%), and Confucianism (*n* = 7; 1.4%); however, over one-third of the parents (*n* = 184; 36.3%) reported no religion. In regard to socioeconomic status, around 20% of the families reported a yearly income of 45,000-55,000 dollars (*n* = 98; 19.3%). The second largest income group 25,000-35,000 dollars (*n* = 85; 16.8%), followed by those under 25,000 dollars (*n* = 82; 16.2%) and the 35,000-45,000-dollar income group (*n* = 69; 13.6%). Over 11% made more than 85,000 dollars a year (*n* = 59; 11.6%). According to the National Statistical Office of Korea, the average income of a Korean family for 2007 was 30,000 dollars. (See Table 1.)

Table 1: Demographic Data

Variables	Categories	Frequencies		Percentages	
		Father	Mother	Father	Mother
Student Gender	Male	206		40.6	
	Female	283		55.8	
Age	31–35	0	4	0	0.8
	36–40	35	154	7	30.4
	41–45	218	235	43.1	46.3
	46–50	121	57	23.9	11.3
	51–55	24	10	4.8	2.0
	Over 56	4	0	0.8	0
Education	Less than high school	5	7	1.0	1.4
	Graduated high school	102	165	20.1	32.5
	Bachelor's degree	247	280	48.7	55.2
	Master's degree	45	26	8.9	5.1
	Doctoral degree	8	4	1.6	0.8
	Other	1	0	0.2	0
Marriage Status	Married	472		93.1	
	Separated	5		1.0	
	Divorced	23		4.5	
	Other	1		0.2	
Occupation	Office worker	206	94	40.7	18.5
	Government employee	15	8	3.0	1.5
	Private business owner	112	56	21.7	10.9
	School teacher	0	14	0	2.6
	Private institute teacher	0	19	0	3.7
	Professor	8	12	1.5	2.2
	Engineer	31	0	5.8	0
	Pastor	6	0	1.1	0
	Unemployed	0	238	0	46.9
	Other	11	7	2.2	1.4
Religion	Christianity	180		35.5	
	Buddhism	79		15.6	
	Catholicism	48		9.5	
	Confucianism	7		1.4	
	None	184		36.3	
	Other	7		1.4	
Income	Less than 25,000	82		16.2	
	25,000–35,000	85		16.8	
	35,000–45,000	69		13.6	
	45,000–55,000	98		19.3	
	55,000–65,000	32		6.3	
	65,000–75,000	36		7.1	
	75,000–85,000	34		6.7	
	More than 85,000	59		11.6	

Data Screening

A data-screening procedure was conducted to check for data entry accuracy, missing values, and potential outliers, and then the assumptions for SEM were tested. The analysis of frequency distributions showed the status of data and indicated whether or not they were proper or not to analyze. When they included errors or failed to meet standards, data had to be made up or transformed. From 2 to 15 bits of data were missing for each variable, but these could be replaced by means, since each case involved less than 5% of the total population (Roth & Switzer, 1999). Potential outliers, checked by Histogram and Boxplots, disclosed 20 total outliers among the variables (two outliers for hope, five for optimism, two for students' self-regulation, three for parents' self-regulation, six for academic achievement, and two for career development). Since outliers were not due to data entry errors, each was replaced by a value one unit smaller than the datum next to it, to reduce its impact (Field, 2009).

Assumption Tests

The assumptions for the SEM were examined by testing for the normality and linearity of the data, multicollinearity between latent variables, and the reliability of the variables. To determine normality, skewness and kurtosis of the measured variables were investigated (see Table 2). All absolute values of skewness were less than 2.58, which indicates a symmetrical distribution of the data (Hair et al, 1988). According to Hair et al., the same standard, that the

absolute value should be less than 2.58, was applied to ensure a normal distribution of kurtosis. None of the current data showed a kurtosis value over 2.58; therefore, the data could be used for further analysis without any transformation. Since SEM analyzes only linear relationships between variables, a linearity test was conducted by inspecting scatterplots of the measured variables. The reliability of six latent variables (see Table 3) was investigated by determining the value of Cronbach's alpha. The range of values was between .70 and .94, which means all measures were quite reliable. Caplan, Naidu, and Tripathi (1984) state that a .50 value of Cronbach's alpha, or higher, is considered adequate for research purposes. Multicollinearity was tested by examining correlations among the six latent variables (see Table 4 for a correlation matrix). Correlation values ranged from .14 to .72, which means there are no multicollinearity problems with the data. If a bivariate correlation is too high (above .90), the variables are highly correlated; thus, one of the two redundant variables should be deleted to solve multicollinearity problems (Tabachnick & Fidell, 2007).

Table 2: Normality of Data

Item	Range	Mean	SD	Skewness	Kurtosis
Agency Hope	3–18	13.99	2.23	-.28	-.23
Pathway Hope	3–18	13.52	2.31	-.15	-.43
OPT 1	1–6	4.64	1.08	-.70	.46
OPT 3	1–6	3.11	1.22	.22	-.36
OPT 4	1–6	4.81	1.05	-.68	-.03
OPT 7	1–6	4.48	1.26	-.74	-.09
OPT 9	1–6	4.60	1.27	-.79	-.12
OPT 10	1–6	4.74	1.14	-.87	.49
Cognitive self	8–48	34.28	6.22	-.21	-.24
Motivational self	8–48	35.89	5.87	-.21	-.47
Behavioral self	8–48	32.00	5.64	.08	-.21
Korean	0–100	88.43	9.09	-1.13	1.70
Math	0–100	86.06	11.65	-1.11	1.00
Social	0–100	83.84	12.01	-1.21	1.73
Science	0–100	85.12	11.02	-.68	-.12
Reliability	3–18	12.90	2.51	-.12	-.04
Autonomy	3–18	14.19	2.53	-.44	.24
Leadership	3–18	12.25	3.34	-.35	-.21
Industrious	3–18	14.04	2.83	-.40	-.36
Stability	3–18	13.92	2.72	-.68	.41
Sociability	3–18	13.70	2.88	-.69	.38
Service	3–18	13.41	2.62	-.17	-.48
Law-abiding	3–18	13.86	2.54	-.27	-.41
Determinacy	5–30	21.27	3.84	-.02	-.43
Certainty	4–24	14.61	3.40	.40	.21
Preparation	11–66	44.51	7.22	-.21	-.70
Independence	5–30	17.89	2.83	.19	-.15
Finality	9–54	39.94	7.24	.53	.45

Table 3: Reliability of Measures

Latent variables	Number of items	Cronbach's alpha	Mean	SD
Hope	2	.84	27.51	4.17
Optimism	6	.70	26.39	4.39
Self-regulation	3	.85	102.18	13.49
Academic achievement	4	.91	343.44	36.92
Social development	8	.94	108.28	16.59
Career development	5	.84	138.23	18.50

Table 4: Correlation Matrix of Latent Variables

Latent variables	Mean	SD	Matrix of correlation					
			HOPE	OPT	SELFR	ACA	SDEVELOP	CAREER
HOPE	27.51	4.17	1.00					
OPT	26.39	4.39	.43**	1.00				
SELFR	102.18	13.49	.70**	.46**	1.00			
ACA	343.44	36.92	.28**	.14**	.33**	1.00		
SDEVELOP	108.28	16.59	.67**	.46**	.72**	.20**	1.00	
CAREER	138.23	18.50	.32**	.41**	.41**	.29**	.26**	1.00

OPT: Optimism; SELFR: Self-Regulation; ACA: Academic Achievement; SDEVELOP: Social Development; CAREER: Career Development

** $p < .01$

Data Analysis

Four research models developed in accordance with the existing literature were evaluated using SEM. SEM is considered the preeminent data analysis method and includes model conceptualization, parameter estimation, model-fit assessment, and model modification (Hershberger, 2003). SEM uses two different methods to assess models: (a) a model-generating

strategy; this method suggests only one hypothesis model, and if the suggested model fit is good, the model is applied, but if the model fit is not appropriate, the model is modified using a modification index, until the model fit meets the needs of the standards, and then the model is accepted; (b) a competing model strategy; this strategy suggests several applicable models, based on the prior literature, and then, by comparing the model fit index and model simplicity among suggested models, the best model is selected and applied. The model-generating strategy has some weaknesses, in that there is no possibility of choosing a better alternative model, because it suggests only one. Furthermore, since the model is accepted through revised model modification with specific data, it is difficult to generalize the model. Therefore, the competing model strategy was employed in this study.

There are several assumptions made by SEM in analyzing data, regarding normal distribution, linearity, and multicollinearity. Prior to data analysis, the collected data should be inspected using an assumption test. The test for normal distribution was conducted by examining the skewness and kurtosis of data. *Skewness* is the measure of the symmetry of data distribution, and skewness values can be positive or negative. *Kurtosis* means the level of distribution of peakedness. Hair, et al. (1998) suggested that the standards of normality for skewness and kurtosis should be less than an absolute value of 2.58. If the absolute value of the kurtosis is more than 10.0, it means the data are problematic (Kline, 2005). Multicollinearity can be detected by inspecting the correlation matrix between variables. If the value of correlation is over .90, the data can be considered to have a multicollinearity problem (Tabachnick & Fidell, 2007). Multicollinearity should be investigated before data analysis, since it can cause a non-positive

covariance matrix in SEM (Kline, 2005). Reliability was tested for using Cronbach's alpha to check the consistency of measurements. According to Caplan, Naidu, and Tripathi (1984), a value of .50 or higher for Cronbach's alpha is considered adequate for research purposes. After several assumption tests, confirmatory factor analysis (CFA) was performed to evaluate a measurement model before analyzing the structural model using path analysis. To measure the adequacy of the suggested model, several model fit indices, like the CFI, TLI, and RMSEA, were used, since other fit indices were very sensitive to a sample size or did not consider the degree of simplicity of the model (Hong, 2000; Moon, 2009). Descriptive statistics and assumption tests for SEM were analyzed by SPSS 17.0 and data analysis for SEM was performed by AMOS 20.0.

Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was conducted to evaluate the measurement models, prior to analyzing the causal relationships among latent variables using path analysis. Four different models were suggested, based on the literature review. Model 1 consisted of 6 latent variables and 28 indicators (four indicators were dropped because of low reliability, under .50), Model 2 had 4 latent variables and 19 indicators; Model 3 was composed of 4 latent variables and 23 indicators; and Model 4 included 4 latent variables and 20 indicators. Table 5 gives a summary of model fit for the four different measurement models. The standards of interpretation of model fit are as follows: RMSEA indices less than .05 indicate very good fit; values between .05 and .08 indicate good fit; and values over .10 mean poor fit (Kline, 2005). In

the case of TLI and CFI, values over .90 are considered a good model fit (Bentler, 1990; Tucker & Lewis, 1973). As shown in Table 5, the fit of Model 1 was not acceptable (CFI = .871, TLI = .854, RMSEA = .070). Although the value of RMSEA < .08, the fit of the other two models was lower than acceptable standards, so this model was not used. Twenty-eight of the factor loadings of Model 1 were .18 to .84 (see Table 10), and 3 of these were under .50. Model 2 presented an appropriate model fit (CFI = .917, TLI = .903, RMSEA = .071); nineteen of the factor loadings varied from .53 to .85 (see Table 11), all more than .50. The level of model fit of Model 3 was lower than the standards for model fit, except for the value of RMSEA (CFI = .878, TLI = .863, RMSEA = .072). Even though the value of RMSEA expressed good model fit, as in Model 1, Model 3 could not be employed for this study because the fit of the other two models was low. There were 23 factor loadings, ranging from .20 to .84 (see Table 12), and the values of two of them were under .50. Model 4 also did not meet the standards for model fit (CFI = .884, TLI = .865, RMSEA = .082). Therefore, this model was rejected for this study. The factor loadings ranged from .44 to .84 (see Table 13), and one was less than .05. Model 2 used 4 latent variables with 19 total indicators. The results of CFA provided proof of an acceptable fit for the model (see Figure 2; chi-square = 520.33; df = 146; CFI = .917; TLI = .903; RMSEA = .071).

The data on parameter estimates showed that all the estimates were acceptable. The correlations among latent variables for Model 1 ranged from .20 to .72 (Table 6), for Model 2 ranged from .20 to .67 (Table 7), for Model 3 ranged from .14 to .49 (Table 8), and for Model 4 ranged from .20 to .72 (Table 9). Tables 10–13 show the latent variables with the standardized loading for each indicator and the value of Cronbach's alpha for Modes 1–4, respectively. The

path coefficients from the latent variables to their corresoponding indicators for Model 2, the mdoel that was accepted for this research, were .53 to .85, and all loadings were significant ($p < .05$) (see Table 11), which implied convergent validity (Anderson & Gerbing, 1988). The reliability indicated by Cronbach's alpha was satisfactory (between .84 and .94). Therefore, Model 2 was accepted as the best model for this study and was investigated by path analysis using SEM. Figures 5–8 show the confirmatory factor analysis diagrams for Models 1–4, respectively.

Table 5: The Model Fit of Confirmatory Factor Analysis

Model	Chi-square	Df	CFI	TLI	RMSEA
Model 1	1173.58	335	.871	.854	.070
Model 2	520.33	146	.917	.903	.071
Model 3	803.71	224	.878	.863	.072
Model 4	719.82	164	.884	.865	.082
Acceptance level			>.90	>.90	<.10

Table 6: Correlation Matrix of Latent Variables for Model 1

Latent variables	Mean	SD	Matrix of correlation					
			HOPE	OPT	SELFR	ACA	SDEVELOP	CAREER
HOPE	27.51	4.17	1.00					
OPT	26.39	4.39	.43**	1.00				
SELFR	102.18	13.49	.70**	.46**	1.00			
ACA	343.44	36.92	.28**	.14**	.33**	1.00		
SDEVELOP	108.28	16.59	.67**	.46**	.72**	.20**	1.00	
CAREER	138.23	18.50	.32**	.41**	.41**	.29**	.26**	1.00

OPT: Optimism; SELFR: Self-Regulation; ACA: Academic Achievement; SDEVELOP: Social Development; CAREER: Career Development

** $p < .01$

Table 7: Correlation Matrix of Latent Variables for Model 2

Latent variables	Mean	SD	Matrix of correlation			
			HOPE	ACA	SDEVELOP	CAREER
HOPE	27.51	4.17	1.00			
ACA	343.44	36.92	.28**	1.00		
SDEVELOP	108.28	16.59	.67**	.20**	1.00	
CAREER	138.23	18.50	.32**	.29**	.26**	1.00

ACA: Academic Achievement; SDEVELOP: Social Development;
CAREER: Career Development
** $p < .01$

Table 8: Correlation Matrix of Latent Variables for Model 3

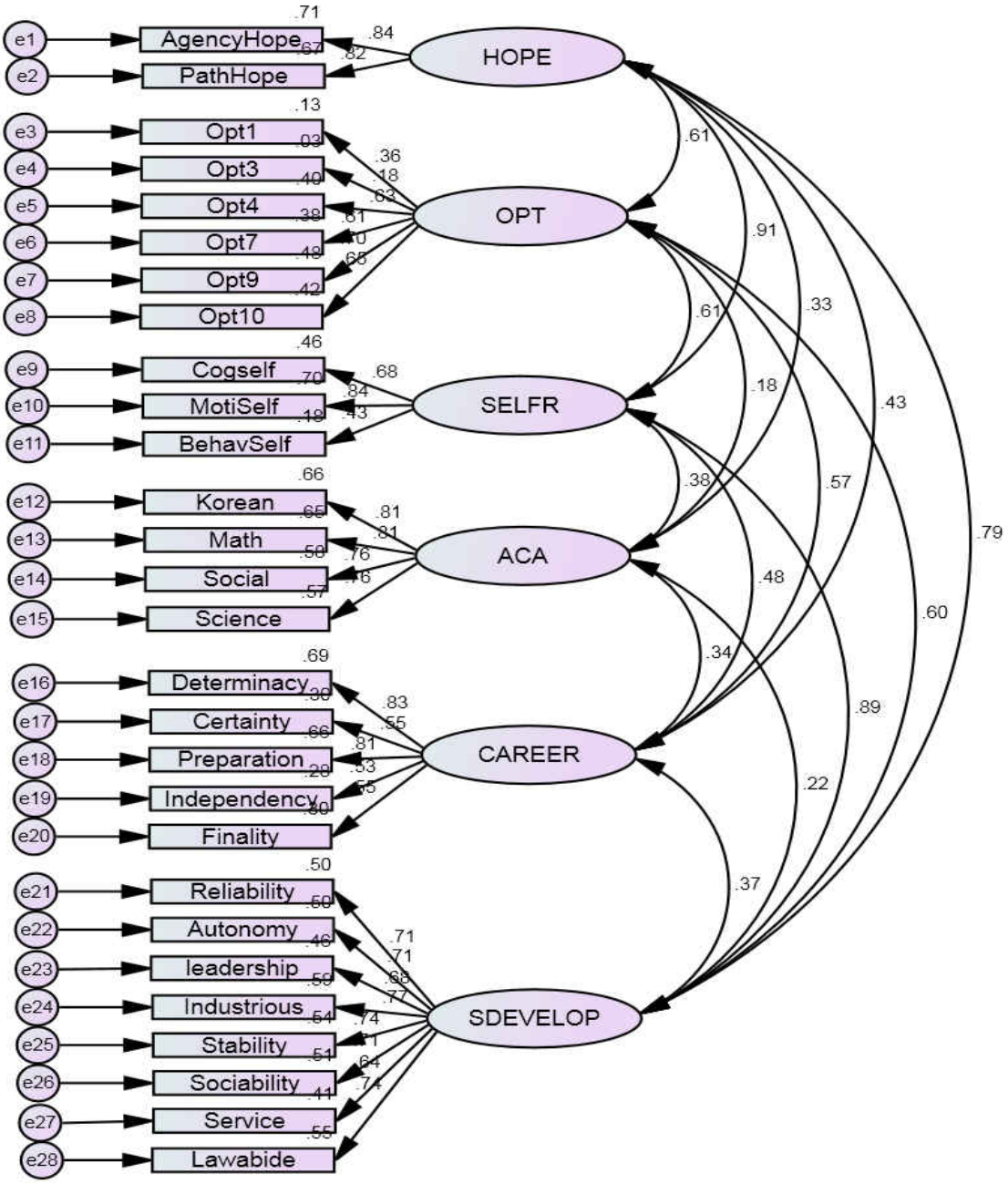
Latent variables	Mean	SD	Matrix of correlation			
			OPT	ACA	SDEVELOP	CAREER
OPT	26.39	4.39	1.00			
ACA	343.44	36.92	.14**	1.00		
SDEVELOP	108.28	16.59	.46**	.20**	1.00	
CAREER	138.23	18.50	.41**	.29**	.26**	1.00

ACA: Academic Achievement; SDEVELOP: Social Development;
CAREER: Career Development
** $p < .01$

Table 9: Correlation Matrix of Latent Variables for Model 4

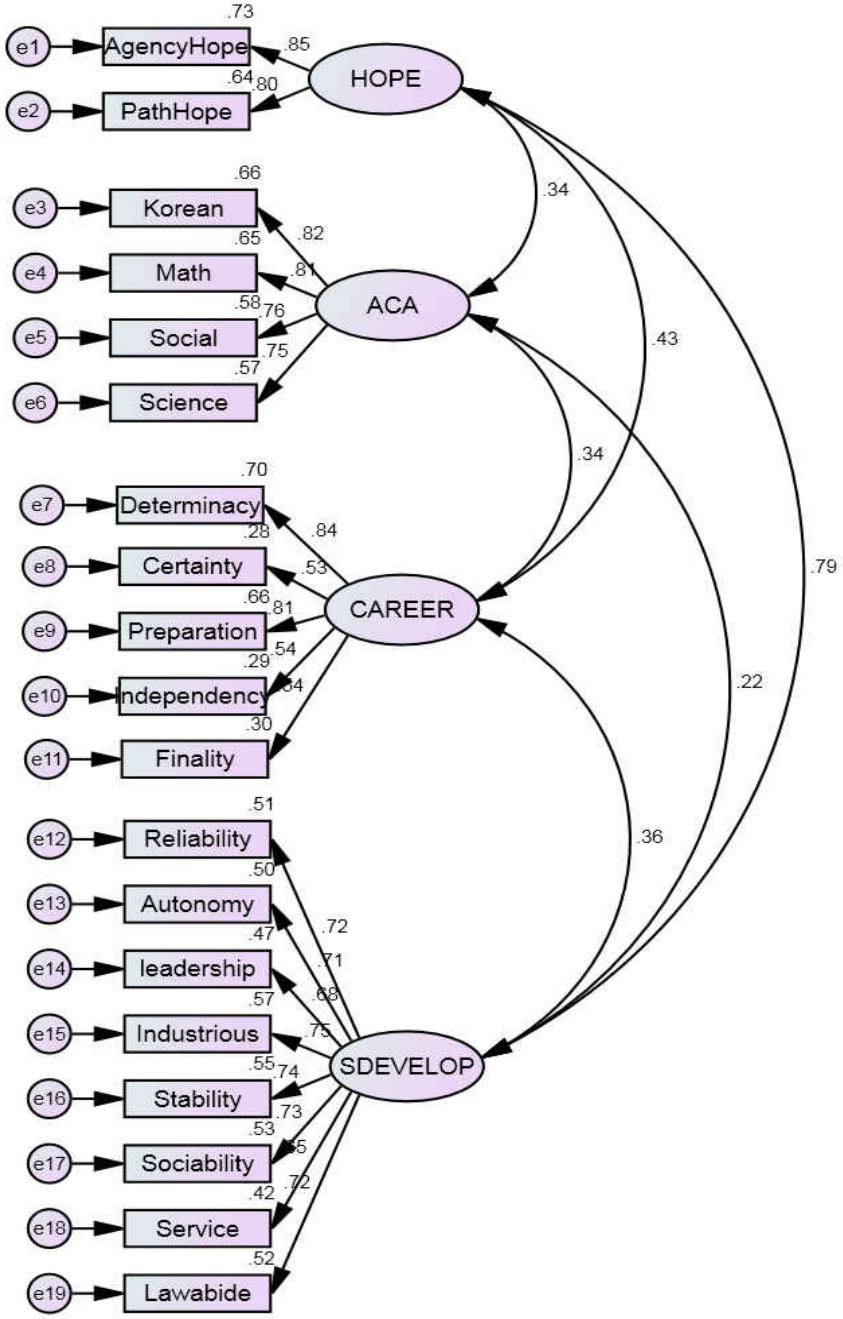
Latent variables	Mean	SD	Matrix of correlation			
			SELFR	ACA	SDEVELOP	CAREER
SELFR	102.18	13.49	1.00			
ACA	343.44	36.92	.33**	1.00		
SDEVELOP	108.28	16.59	.72**	.20**	1.00	
CAREER	138.23	18.50	.41**	.29**	.26**	1.00

ACA: Academic Achievement; SDEVELOP: Social Development;
CAREER: Career Development
** $p < .01$



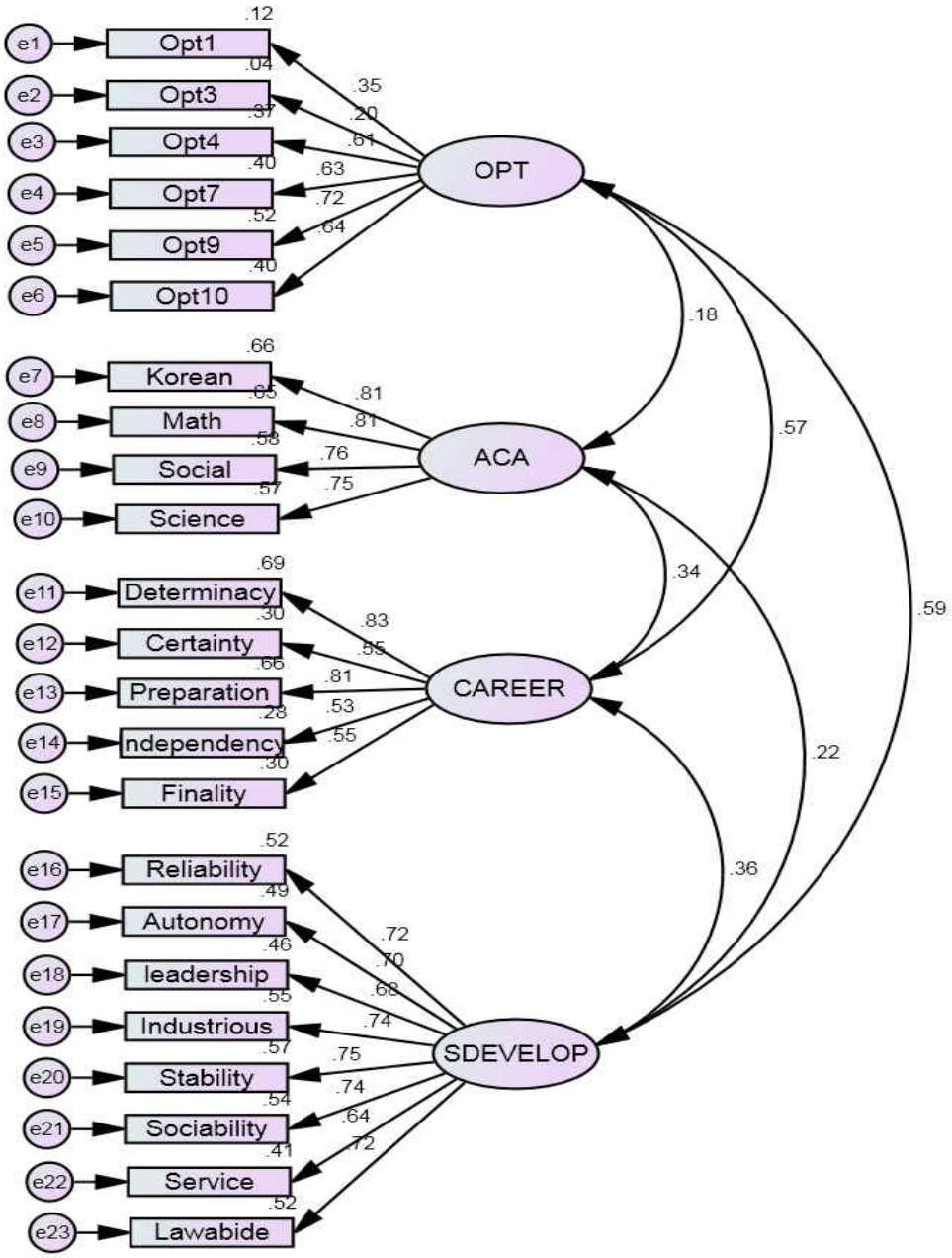
OPT: Optimism; SELFR: Self-Regulation; ACA: Academic Achievement; CAREER: Career Development; SDEVELOP: Social Development

Figure 5: Confirmatory Factor Analysis Diagram for Model 1



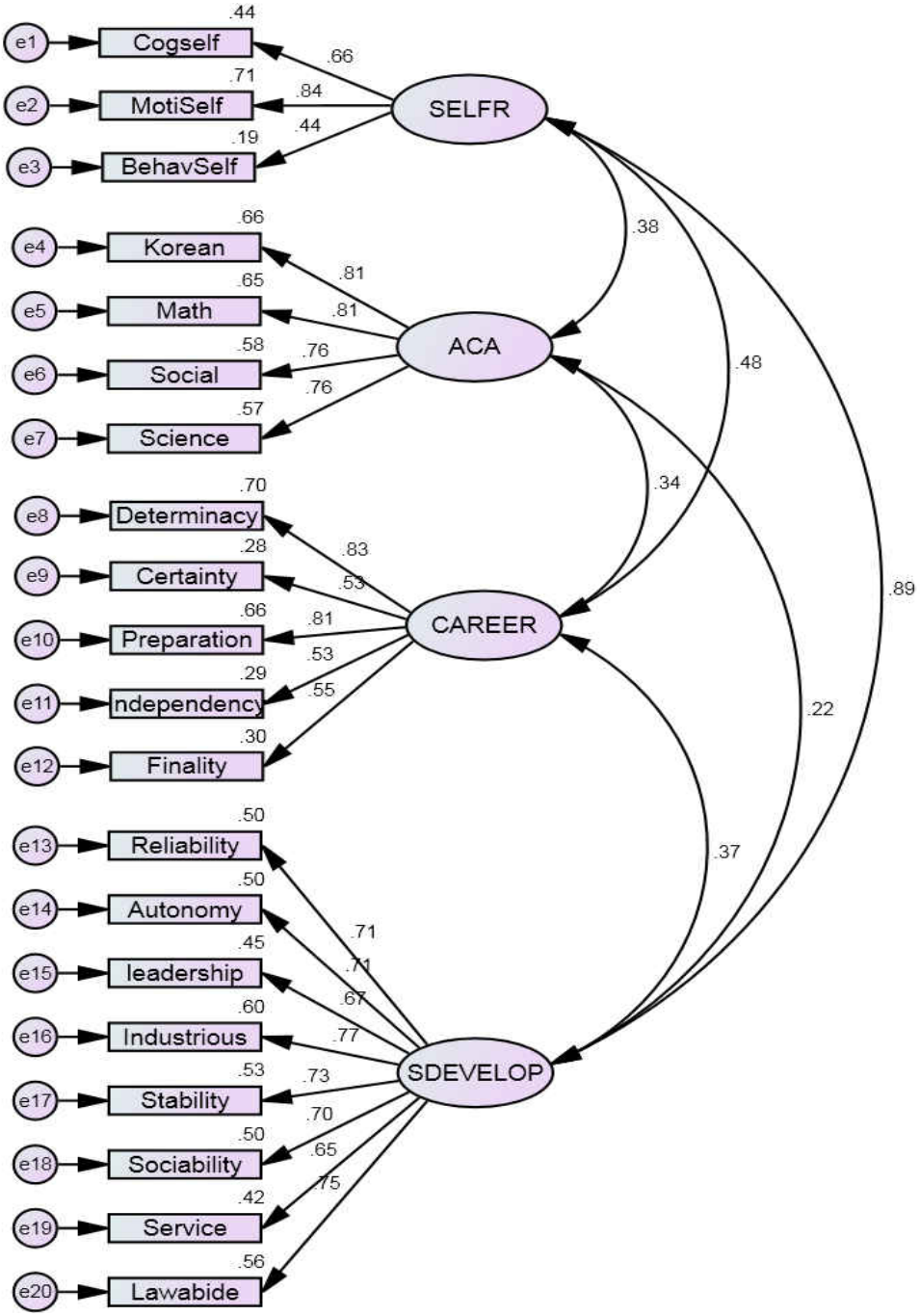
ACA: Academic Achievement; CAREER: Career Development; SDEVELOP: Social Development

Figure 6: Confirmatory Factor Analysis Diagram for Model 2



OPT: Optimism; ACA: Academic Achievement; CAREER: Career Development; SDEVELOP: Social Development

Figure 7: Confirmatory Factor Analysis Diagram for Model 3



SELFR: Self-Regulation; ACA: Academic Achievement; CAREER: Career Development; SDEVELOP: Social Development

Figure 8: Confirmatory Factor Analysis Diagram for Model 4

Table 10: Standardized Loading of Indicators for Model 1

Constructors & instructors	Standardized loading	Cronbach's alpha
Hope		.84
AgencyHope	.84	
PathwayHope	.82	
Optimism (OPT)		.70
Opt1	.36	
Opt2	.18	
Opt3	.63	
Opt4	.61	
Opt5	.70	
Opt6	.65	
Self-Regulation (SELFR)		.85
Cogself	.68	
Motiself	.84	
Behaself	.43	
Academic Achievement (ACA)		.91
Korean	.81	
Math	.81	
Social	.76	
Science	.75	
Social Development (SDEVELOP)		.94
Reliability	.72	
Autonomy	.71	
Leadership	.68	
Industrious	.75	
Stability	.74	
Sociability	.73	
Service	.64	
Law-abiding	.72	
Career Development (CAREER)		.84
Determinacy	.84	
Certainty	.53	
Preparation	.81	
Independence	.54	
Finality	.54	

Table 11: Standardized Loading of Indicators for Model 2

Constructors & instructors	Standardized loading	Cronbach's alpha
HOPE		.84
AgencyHope	.85	
PathwayHope	.80	
Academic Achievement (ACA)		.91
Korean	.81	
Math	.81	
Social	.76	
Science	.75	
Social Development (SDEVELOP)		.94
Reliability	.72	
Autonomy	.71	
Leadership	.68	
Industrious	.75	
Stability	.74	
Sociability	.73	
Service	.64	
Law-abiding	.72	
Career Development (CAREER)		.84
Determinacy	.84	
Certainty	.53	
Preparation	.81	
Independence	.54	
Finality	.54	

Table 12: Standardized Loading of Indicators for Model 3

Constructors & instructors	Standardized loading	Cronbach's alpha
Optimism (OPT)		.70
Opt1	.35	
Opt2	.20	
Opt3	.61	
Opt4	.63	
Opt5	.72	
Opt6	.64	
Academic Achievement (ACA)		.91
Korean	.81	
Math	.81	
Social	.76	
Science	.75	
Social Development (SDEVELOP)		.94
Reliability	.72	
Autonomy	.71	
Leadership	.68	
Industrious	.75	
Stability	.74	
Sociability	.73	
Service	.64	
Law-abiding	.72	
Career Development (CAREER)		.84
Determinacy	.84	
Certainty	.53	
Preparation	.81	
Independence	.54	
Finality	.54	

Table 13: Standardized Loading of Indicators for Model 4

Constructors & instructors	Standardized loading	Cronbach's alpha
Self-Regulation (SELFR)		.85
Cogself	.66	
Motiself	.84	
Behaself	.44	
Academic Achievement (ACA)		.91
Korean	.81	
Math	.81	
Social	.76	
Science	.75	
Social Development (SDEVELOP)		.94
Reliability	.72	
Autonomy	.71	
Leadership	.68	
Industrious	.75	
Stability	.74	
Sociability	.73	
Service	.64	
Law-abiding	.72	
Career Development (CAREER)		.84
Determinacy	.84	
Certainty	.53	
Preparation	.81	
Independence	.54	
Finality	.54	

Based on the results of CFA, the researcher failed to reject the null hypotheses, as follows.

Null Hypothesis 1

Hope, as measured by the Children's Hope Scale (Snyder et al., 1997); optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994); and self-regulation, as measured by the Self-regulation Questionnaire (Eisenberg, 1996), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Null Hypothesis 2

Hope as measured by the Children's Hope Scale (Snyder, Hoza, et al., 1997), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Null Hypothesis 3

Optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Null Hypothesis 4

Self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996), will not influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Path Analysis

Structural Equation Modeling (SEM) is a compound model consisting of a measurement model and structure model; thus the test of model fit should be evaluated using a two-step approach (Anderson & Gerbing, 1988). The measurement model was tested by Confirmatory Factor Analysis (CFA) to confirm its appropriateness, and then the structural model was assessed to evaluate the causal relationships among latent variables, using path analysis (Figure 9).

Generally, to assess the model fit, diverse model fit indices were employed, such as the chi-square value, the Goodness of Fit Index (a GFI >.90 is good), the Normed Fit Index (a NFI >.90 is acceptable), the Incremental Fit Index (an IFI >.90 is acceptable), the Comparative Fit Index (a CFI >.90 is acceptable), the Tucker Lewi Index (a TLI, >.90 is good) and the Root Mean Square Error of Approximation (a RMSEA <.05 is good, <.08 is moderate, and <.10 acceptable; Brown & Cudeck, 1993). However, in the research on model fit indices, Hong (2000) and Moon (2009) specifically recommended the CFI, TLI, and RMSEA as desirable model fit indices, since these three model fits are not sensitive to sample size, and they consider the degree of model simplicity. Therefore, the model fit was interpreted using the CFI, TLI, and RMSEA in this study. When model fit indices presented supporting evidence for model acceptance, the parameter estimates were examined. Parameter estimates are acceptable when the correlations of estimates are less than 1.00, the covariance or correlation matrices show positive values, no variance is negative, and standard errors are not too small (too close to 0) nor too large (too close to 1).

Table 14: Correlation Matrix of Latent Variables

Latent variables	Mean	SD	Matrix of correlation			
			HOPE	ACA	SDEVELOP	CAREER
HOPE	27.51	4.17	1.00			
ACA	343.44	36.92	.28**	1.00		
SDEVELOP	108.28	16.59	.67**	.20**	1.00	
CAREER	138.23	18.50	.32**	.29**	.26**	1.00

ACA: Academic Achievement; SDEVELOP: Social Development;
CAREER: Career Development
** $p < .01$

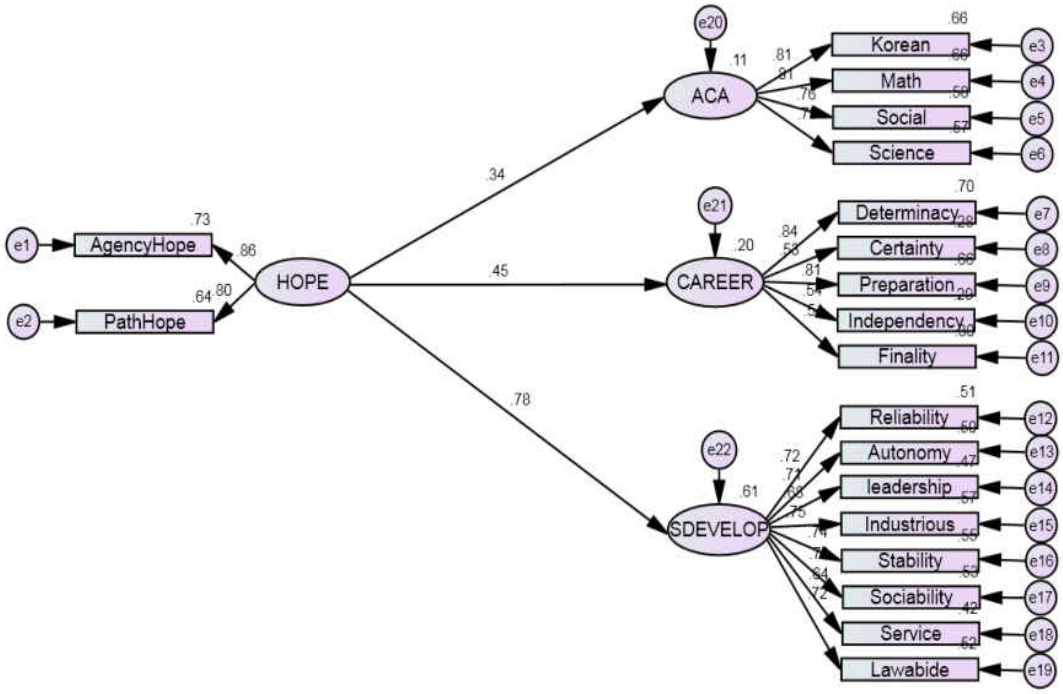
Table 15: Standardized Path Coefficients

	Estimate	S.E.	C.R.
HOPE ⟶ ACA	.34	.260	6.469***
HOPE ⟶ CAREER	.45	.050	7.336***
HOPE ⟶ SDEVELOP	.78	.065	13.634***

*** $p < .001$

Table 16: Model Fit of Structural Model

Model	Chi-square	Df	CFI	TLI	RMSEA
Model 2	541.75	149	.913	.900	.072



ACA: Academic Achievement; CAREER: Career Development;
SDEVELOP: Social Development

Figure 9: Path Analysis

Overall Model Fit

The results of the hypothesized causal relationships in this research model are shown in Table 16. The fit for the model suggested for the current study was satisfied, so the research hypothesis was examined through the estimated path coefficient. This analysis was conducted with four latent variables (one exogenous variable and three endogenous variables) and 19 indicators identified from the Confirmatory Factor Analysis (CFA) in the previous procedure. Model 2 was accepted (see Table 16). The chi-square was significant, and the other model fits met the standards (chi-square = 541.75; df = 149, p=.001, CFI = .913; TLI = .900; RMSEA = .072). The parameter 3 estimates were acceptable, since there were no negative variances, and all covariance and correlation matrices were definitely positive. The standardized path coefficients and significance are presented in Table 15 and Figure 2. The hypothesis was developed to verify whether hope influences students' academic achievement, career development, and social development. A significant positive relationship (.34) was found in a path from HOPE to ACA. A path from HOPE to CAREER was significant as well (.45). Lastly, a path from HOPE to SDEVELOP was strongly significant (.78). Squared multiple correlations represent the extent of the explained portions of the endogenous variables. The highest percentage appeared in SDEVELOP (61%), followed by CAREER (20%) and ACA (12%). No standard error was too excessive or too small. Based on the results of CFA and path analysis, the researcher rejected Null Hypothesis 2.

CHAPTER FIVE: DISCUSSION

This chapter summarizes and explains the conceptual model and the research methodology used in this study. Next, the null hypotheses, the results of the analysis, comparisons to past research, and the reason for failing to confirm the model are reviewed. Finally, several implications and limitations of the work are discussed, and conclusions are offered.

Summary of the Study

This study was designed to investigate the influence of positive psychological characteristics on students' academic achievement, career development, and social development. Based on a review of the literature, four structural models were developed to test the hypotheses. In Model 1, hope, optimism, and self-regulation were used as exogenous variables, and academic achievement, career development, and social development were employed as endogenous variables to examine the influence of hope, optimism, and self-regulation on student's academic achievement, career development, and social development. Model 2 employed hope as an exogeneous variable and academic achievement, career development, and social development as endogeneous variable to confirm the influence of hope on student's academic achievement, career development, and social development. Optimism was an exogeneous variable and academic achievement, career development, and social development were endogeneous variables

in Model 3 to verify the influence of optimism on student's academic achievement, career development, and social development. Lastly, in Model 4, self-regulation was an exogeneous varible and academic achievement, career development, and social development were used endogrneous varibles to validate the influence of self-regulation on student's academic achievement, career development, and social development. To measure latent variables, 28 indicators in 5 inventories were used in Model 1, 19 indicators in 3 inventories were employed for Model 2, 23 indicators in 3 questionnaires were engaged in for Model 3, and 20 indicators in 3 constructs were utilized in Model 4.

The total sample of this study was 507 students in 6th grade and their parents. The participants were recruited from five elementary schools in Seoul, South Korea. The population for this study consisted of male (n = 206; 40.6%) female (n = 283; 55.8%). Mother's highest level of education showed as follow: a bachelor's degree (n = 280; 55.2%), high school graduation (n = 165; 32.5%), a master's degree (n = 26; 5.1%), less than high school (n = 7; 1.4%), and doctoral degree (n = 4; 0.8%). In the question of father's highest level of education, bachelor's degree (n = 247; 48.7%) was also most often, and then followed by high school (n = 102; 20.1%), master's degree (n = 45; 8.9%), and doctoral degree (n = 8; 1.6%). Their marriage status showed married (n = 495; 92.5%), divorced (n = 27; 5%), separated (n = 5; 0.9%). In investigation of socioeconomic status, around 20% of family recorded yearly income at 45,000 - 55,000 dollars (n = 98; 19.3%). Second largest group of yearly income was 25,000 - 35,000 dollars (n = 85; 16.8%) and followed by under 25,000 dollars (n = 82; 16.2%) and 35,000 -

45,000 dollars group (n = 69; 13.6%). More than 85,000 dollars income a year was over 11% (n = 59; 11.6%).

Review of the Results

This section describes the results of the current study based on the outcomes reported in Chapter Four. The findings relating to each research hypothesis are discussed and compared to previous research on the influence of hope, optimism, and self-regulation on students' academic achievement, career development, and social development.

The collected data were analyzed by SPSS 17.0 for the descriptive analysis and data screening procedures, and by AMOS 20.0 for structural equation modeling including confirmatory factor analysis and path analysis. The results of the analysis of the research hypotheses are as follows:

Null Hypothesis 1

Hope as measured by The Children's Hope scale (Snyder, Hoza, et al., 1997), optimism as measured by The Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and The Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994), and self-regulation as measured by The Self-regulation Questionnaire (Eisenberg, 1996)

will not influence student's academic achievement as measured by test scores and overall performance levels of four major subjects (e.g., Korean, Mathematics, Social studies, and science), career development as measured by The Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and social development as measured by The Social Development Inventory (Nam, 2003).

The proposed research hypothesis related to Model 1 was explored with confirmatory factor analysis (CFA) to verify the measurement model that best indicates the relationship between latent and measured variables. The results of the CFA did not confirm the Model 1 to represent the influence of hope, optimism, and self-regulation on students' academic achievement, career development, and social development, since fits for Model 1 were inadequate and made it inapplicable (CFI = .871, TLI = .854, RMSEA = .070). Although the value of the RMSEA (< .08) were acceptable, fits for the other two models were lower than the standards, so this model could not be used. The twenty-eight factor loadings from Model 1 ranged from .18 to .84, and 3 of them were under .50.

A few studies have demonstrated that hope, optimism, and self-regulation influence students' academic achievement, career development, and social development. Several researchers have insisted that hope is the meaningful predictive variable for students' academic achievement (Snyder et al., 1997; Snyder, Wicklund & Cheavens,1999; Curry, Maniar, Sondag, & Sandstedt,1999; Danoff-Burg, Prelow, & Swenson, 2004; Halpin, 2001; Turner et al., 2002). According to Chang (1998) and Snyder et al. (2003), greater academic satisfaction and achievement, and educational competence, have been confirmed in children, adolescents, and

college students with high levels of hope. Other researchers have shown that hope is the meaningful predictive variable for students' career development (Ahn, 2008; Annis & Kay, 2002; Choi, 2006; Kim, 2005; Seok, 2007). Seok (2007) studied the relationship between hope and career-related variables in college students and found that hope is an important predictor of sound career decision making and career maturity. According to Snyder et al. (1997), people with a high level of hope enjoy relationships with others and spend a lot of time meeting a wide range of people. Some findings also support a positive relationship between optimism and students' academic achievement, career development, and social development. It has been found that a positive attributional style is strongly related to greater academic achievement and positive adjustment (e.g., Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Peterson & Steen, 2002; Simon & Feather, 1973; Weiner, 1979). According to Creed, Patton, and Bartrum (2002), highly optimistic students demonstrated high levels of career planning and career exploration, had various career-related goals, and were more confident about their career decision making. Furthermore, in the research on the role of optimism in social network development, coping, and psychological adjustment during a life transition, Brissette et al. (2002) found that college students with high levels of optimism identified more widespread social support and had more friends than pessimistic students. The research on self-regulation disclosed a causal relationship with students' academic achievement, career development, and social development. In the empirical research of Zimmerman and Pons (1988), high school students who engaged in self-regulated learning strategies showed higher levels of academic achievement than other students. Successful self-regulation is positively related to greater life satisfaction and personal well-being,

better physical health, and more successful careers than low levels of self-regulation (e.g., Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Michel, Shoda, & Rodriguez, 1989). Moreover, several researchers have maintained that higher academic achievement is related to higher career maturity (Kang, 1986; Lee, 1993; Shin, 1996). In addition to the above studies, several researchers confirmed that there is the positive relationship between self-regulation and social development. According to Mishel, Shoda, and Peake (1988), children who possess high levels of ability to delay gratification and have a high resistance to temptation adjust well, maintain friendships longer, are more considerate and cooperative, and grow to be successful in the future.

Despite strong support in the literature for a connection, this study failed to confirm the influence of hope, optimism, and self-regulation on students' academic achievement, career development, and social development, using structural equation modeling. Conceivable reasons for failing to reject the null hypothesis are as follows: Two instruments were dropped because of low reliability. One was the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978); the other was the self-regulation questionnaire derived from Eisenberg (1996) from the Child Behavior Questionnaire developed by Rothbart (1996). Although, the CASQ has been widely employed to measure children's attributional optimism, the reliability of this questionnaire has not been stable, ranging from .50 to .72. The range was acceptable for the study in general. However, for this study, the value of Cronbach's alpha was .34, so this questionnaire was dropped. Furthermore, the self-regulation instrument developed by Rothbart (1996) has been widely used for the assessment of children's self-regulation ability by

their parents or teachers, but the reliability for this study was very low (.45) compared to the general Cronbach's alpha value (.74) for this questionnaire. This low reliability, which might have originated from testing limitations, could have affected the results, which, unexpectedly, failed to reject the null hypothesis. Another potential cause of failing to confirm Model 1 might have been a difference in the objects of study between previous research and the current study. Previous research has focused mainly on adults or students in college or high school; however, this work involved elementary school students, so its findings might differ from those of previous research.

Null Hypothesis 2

Hope as measured by The Children's Hope scale (Snyder, Hoza, et al., 1997) will not influence student's academic achievement as measured by test scores and overall performance levels of four major subjects (e.g., Korean, Mathematics, Social studies, and science), career development as measured by The Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and social development as measured by The Social Development Inventory (Nam, 2003).

This research hypothesis was investigated with confirmatory factor analysis (CFA) to verify the measurement model, and then the causal relationship between hope and students' academic achievement, career development, and social development was explored by path analysis. The results of the SEM confirm the model that hope has an influence on students'

academic achievement, career development, and social development. The fits of the structural model are as follows: chi-squared = 541.75, df = 149, CFI = .913, TLI = .900, and RMSEA = .072.). The parameter 3 estimates were acceptable, since there were no negative variances, and all covariance and correlation matrices were definitely positive. Standardized path coefficients and significance are presented in Table 15 and Figure 2. This hypothesis was developed to verify whether hope influences students' academic achievement, career development, and social development. A significant positive relationship (.34) was found in a path from hope to academic achievement. A path from hope to career development was significant as well (.45). Lastly, a path from hope to social development was strongly significant (.78). Squared multiple correlations represent the extent of the explained portions of the endogenous variables. The highest percentage appeared in social development (61 %), followed by career development (20%) and ACA (12%). No standard error was too large or too small. Based on the results of CFA and SEM, the researcher rejected the null hypothesis. These results suggest that hope is a significant factor influencing students' academic achievement, career development, and social development.

A great deal of previous research supports this finding. Highly hopeful students tend to have higher expectations of success and set higher academic goals than other students (Curry, Snyder, Cook, Ruby, & Rehm, 1997). Similarly several studies have demonstrated that hope is strongly related to standardized school achievement tests among children (Snyder et al., 1997; Snyder, Wicklund & Cheavens, 1999). Furthermore, students with high hope feel less anxiety in the testing environment, which contributes to higher scores on achievement tests, and higher

GPA levels. When students are faced with demanding tasks, high-hope students can develop various pathways to reach the goal, increasing the possibility of success in the academic domain (Curry et al.; Danoff-Burg, Prelow, & Swenson, 2004; Halpin, 2001; Turner et al., 2002). These studies support the fact that hope is an essential predictor for students' academic achievement, which means that people who are interested in academic achievement, such as school professionals and students' parents, should focus more on hope, and the strengths and values of human beings. Moreover, some researchers have demonstrated that hope is a characteristic that can be improved with training programs. In a study by Curry, Maniar, Sondag, and Sandstedt (1999), it was concluded that hope training programs for university students increased their levels of self-hope, academic success, and self-esteem. These results suggest that schools should pay attention to how to improve the level of hope in students, since academic development is one of the main areas in school counseling. Considering that misbehaviors often originate in low academic achievement, intervention programs to improve the level of hope are strongly recommended for schools. Another key area of school counseling is career development. Since career development is strongly related to students' future lives, numerous studies from diverse perspectives have been conducted in this area, and a number of these are related to hope. Kim (2005) suggests new ground for career counseling in his recent research, by disclosing that hope has a meaningful relation to career-related variables and can be one of the factors for overcoming adversity. Choi (2006) claims that the higher level of hope people have, the more they engage in career preparation activities. Seok (2007) studied the relationship between hope and career-related variables in college students and found that hope is an important predictor of sound

career decision making and career maturity. Furthermore, Lee (2008) confirmed that hope affects career maturity in middle school students. Ahn (2008) reported that hope significantly influenced the career preparation activities of high school students. These findings were confirmed by the current study here. Hope is a crucial influence on career development. This finding amplifies the need for education and training programs to improve levels of hope in schools. In the past, it was believed that career counseling should start in high school, but nowadays it is recommended that it start in elementary school. The outcomes of this study support the need for concern about career development in elementary school, presents evidence of a causal relationship between hope and career development. Therefore, hope should be regarded as a significant human value that can positively influence career development in elementary school.

Lastly, it was disclosed that hope is a major influential factor in student's social development. A number of previous studies have supported the relationship between hope and social development. In hope theory, higher levels of hope are positively correlated with better psychological adjustment (Elliott et al., 1991), fewer psychological problems (Irving et al., 1990), and better coping with emotional distress (Irving et al., 2004). Similarly, other researchers have found that students with high levels of hope experience better school adjustment and less school distress than students with low levels (Gilman et al., 2006; Onwuegbuzie & Daley, 1999; Shorey et al., 2003). Hope is also positively connected with social relationship variables. People who have high level of hope enjoy relationships with others and spend a lot of time meeting a wide range of people (Snyder et al., 1997); on the other hand, people who have low levels of hope tend to feel lonely. Several researchers suggest that higher hope levels are strongly related

to more social support (Barnum, 1998), better social functioning (Snyder et al., 1997), and less loneliness (Crothers & Schraw, 1999). Furthermore, high-hope individuals not only actively ask for assistance when they face troubles, but also tend to actively help others in need (Snyder, 1994; Snyder, Cheavens, & Sympson, 1997), whereas low-hope individuals tend to feel lonely, and their neighborhoods also tend to have low levels of hope, which compounds their distress (Cheavens, Taylor, Kahle, & Snyder, 2000).

The concept of social development encompasses various characteristics, including leadership, social relationships, a spirit of service, stability, that are required for humans live in socially desirable ways. School is the best place to learn these characteristics, before students' enter adult society. Therefore, school professionals have emphasized social development as an important area for facilitating comprehensive student development. The results of this study confirm the causal relationship between hope and students' social development, which means, as mentioned previously, that intervention program to increase levels of hope can help to facilitate social development. This is one reason why school professionals and parents should focus on hope, a positive psychological characteristic. Schools have had a hard time managing students' maladjustment and malfunctioning and resolving the associated problems. In general, malfunctioning and misbehaviors result from a lack of social development, so it is essential for schools to pay attention to strengthening students' social development. This study provides a vital clue on how to prevent or solve the troubles students face when they are behind in social development, by promoting human strengths and values.

Schools have an interest in dealing with a variety of troubles in students. School counseling has focused on three important developmental areas: improving academic achievement, career development, and social development. This study contains deep meaning in confirming that a critical human characteristic is strongly related to these three areas of student development.

Null Hypothesis 3

Optimism as measured by The Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and The Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994) will not influence student's academic achievement as measured by test scores and overall performance levels of four major subjects (e.g., Korean, Mathematics, Social studies, and science), career development as measured by The Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and social development as measured by The Social Development Inventory (Nam, 2003).

This research hypothesis was investigated with confirmatory factor analysis (CFA) to verify the measurement model for the relationship between latent variables and measured variables. The results of the CFA were not statistically available to confirm Model 3 on the influence of optimism on students' academic achievement, career development, and social development, since the results for the model fits for Model 3 were acceptable (CFI = .878, TLI = .863, RMSEA = .072). Although the value of the RMSEA (< .08) was applicable, the other two

model fits were lower than acceptable standards, so this model could not be applied in the study. There were 23 factor loadings, ranging from .200 to .833, and the values of two of them were below .50.

Several studies support causal relationship between optimism and academic achievement, career development, and social development. Peterson and Barett (1987) reported that optimists received higher grade than pessimists. Scheier (1991), Glasgow et al. (1997), Peterson and Steen (2002), Simon and Feather (1973), Weiner (1979), and Seligman (1991) proved the positive influence of optimism on student's academic achievement. Morevoer, optimism is positively associated with career goals, which consequently influence career planning and career exploration. Creed, Patton, and Bartrum (2002) examined the relationship of optimism to career-related variables such as goal-setting, career maturity, and career decision making in high school students. In addition, optimism has been reported as an essential variable in human relationships. According studies by Geers et al., (1998), Park and Folkman (1997), Chales and Carver (2002), and Dougall et al., (2001), optimism is positively related to social support and psychological adjustment. Taylor and Brown (1988) reported that an optimistic tendency is very helpful for feeling satisfaction and happiness, and facilitating adaptive abilities. It has been verified that optimists feel less stress, which increases an individual's mental and physical health, adjustment ability, and psychological well-being.

However, in spite of the findings in these previous studies, the proposed model in this study failed to verify the influence of optimism on students' academic achievement, career development, and social development. One of the reasons why the model was not able to prove a

causal relationship is that one of the two inventories chosen to measure the level of optimism was dropped because of low reliability (Cronbach alpha = .34). Although the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) has been widely employed to measure children's attributional optimism, the reliability of this questionnaire has not been stable, ranging from .50 to .72. This range is acceptable for studies in general; however, in this case the value of Cronbach's alpha was .34, so this questionnaire was dropped. This might have had an effect on the outcomes. Even though another inventory was used by itself, each question should be employed as an indicator, since the CASQ was dropped. As a result, the mean of each indicator was almost over 4.6 out of 6.0, and the standard deviations were very small, ranging from 1.05 to 1.27, compared to the standard deviations of other indicators, which means the sample in this study was generally optimistic and differences between respondents might not be large enough. Another reason is the population of the sample group. Prior research has mainly involved adults or students in college or high school as objects of study. Therefore, the findings here might differ from those of previous research, since this study was conducted with elementary school students. Although the model for the influence of optimism on students' academic achievement, career development, and social development was not verified in this study, future research is recommended for this model because a few researchers have verified a causal relationship.

Null Hypothesis 4

Self-regulation as measured by The Self-regulation Questionnaire (Eisenberg, 1996) will not influence student's academic achievement as measured by test scores and overall performance levels of four major subjects (e.g., Korean, Mathematics, Social studies, and science), career development as measured by The Career Maturity Inventory for Elementary School Students (Lee & Han, 1998), and social development as measured by The Social Development Inventory (Nam, 2003).

This research hypothesis was explored with confirmatory factor analysis (CFA) to verify the measurement model on the relationship between latent variables and measured variables. The results of the CFA did not confirm Model 4 for measuring the influence of self-regulation on students' academic achievement, career development, and social development, since the results of the model fits for Model 4 were unacceptable (CFI = .884, TLI = .865, RMSEA = .082). Even though the value of the RMSEA (< .08) was applicable, the other two model fits were lower than the applicable standards, so this model could not be applied. There were 20 factor loadings, ranging from .438 to .843, and one factor loading was less than .05.

Although this research failed to confirm the influence of self-regulation on students' academic achievement, career development, and social development, a lot of previous studies verified the causal relationship of those.

According to Pintrich and De Groot (1990), self-regulation plays an essential role in students' learning process and academic achievement, despite the type of educational task. Several studies have also confirmed that there is a positive relationship between self-regulation

and academic achievement (Broden, Hall & Mitts,1971; Patterson & Lepper, 1978; Schunk,1989; Weinstein & Mayer,1986). Furthermore, successful self-regulation is positively related to greater life satisfaction and personal well-being, better physical health, and a more successful career than low levels of self-regulation (e.g., Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Michel, Shoda, & Rodriguez, 1989). The work of Saks (1995), Abele and Spurk (2007), and Abele and Stief (2004) demonstrated that self-regulation is positively related to career-related characteristics like career maturity, job satisfaction, career progression, and successful career experience. In addition, research over the past decade has demonstrated that self-regulation is an essential factor in social functioning (Baumeister, 2005; Heatherton & Vohs, 1998). According to Mishel, Shoda, and Peake (1988), children who possess high levels of ability to delay gratification and have a higher resistance to temptation adjust well, maintain friendships longer, are more considerate and cooperative, and grow successfully in the future. Furthermore, children who have high levels of self-regulation show outstanding academic achievement, social competency, and excellent skills in overcoming stress (Shoda, Mishel, & Peake, 1990). Eun (1999), Lee (2003), and Tag (2007) also concluded that self-regulation is strongly related to social relationships and satisfaction with interpersonal relationships.

As mentioned above, much research supports the fact that self-regulation affects students' academic achievement, career development, and social development. However, the existing model chosen in this study to explore the causal relationship between self-regulation and various areas of student development was not acceptable. One plausible reason for this is that one of two

questionnaires was dropped because of low reliability (Cronbach alpha = .45). Although the self-regulation questionnaire chosen by Eisenberg (1996) from the Child Behavior Questionnaire developed by Rothbart (1996) has been widely used with parents and teachers to measure their children's/students' self-regulation ability, the reliability in this study was very low (.45) compared to the general value of Cronbach's alpha (.74) for this inventory. The reason for this low reliability can be explained in light of several test limitations. First, parents might show bias toward their children, because parents can be nervous that their responses might affect their children unfavorably if the answers are disclosed, even though they were notified that the results would not be shared with anyone except the researcher. Second, a single time assessment of all study variables may not have been accurate in representing the real relationships among the variables, because of influences from other factors that may have affected the participants' responding at the time. Nevertheless, although this study was not able to confirm a relationship between self-regulation and academic achievement, career development, and social development, future research is needed in this area, since there are already numerous meaningful studies confirming this hypothesis, and it is essential to address these three developmental areas intensively in school.

Limitations

Although this study makes a meaningful contribution to developing a conceptual model to show a connection between hope and academic achievement, career development, and social development, there are several limitations to be addressed.

This study engaged in single time assessments that may have not been accurate in representing the real relationships among the variables, because of influences by other factors that may have affected the participants' responding at the time.

Six of the 8 instruments employed in this research involved self-reporting. One weak point of self-report questionnaires is that participants tend to respond in socially desirable ways (Beretvas & Meyers, 2002). Although students were informed that the response results were confidential and would have no influence on the evaluation that took place in school, they may have answered according to how they want to perceived, rather than according to what they believe to be so. Moreover, the students involved in this study voluntarily participated in the survey; thus, the outcomes of this research might be different from results obtained from the general population.

The sampling in this study was not diverse. Although the survey was conducted at 5 different schools in 4 different educational district areas in Seoul, Korea, the participants were all Korean. Therefore, the outcomes might not be generalized on an international scope.

Four indicators in two instruments were dropped because of low reliability. One of the two inventories was the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978), which has been widely used to measure children's attributional optimism.

The reliability (Cronbach alpha) of this questionnaire was not stable, ranging from .50 to .72. Although this range is acceptable for research purposes (Caplan, Naidu, & Tripathi, 1984), in this study the value of Cronbach's alpha was .34, so this questionnaire was dropped, which might affect the outcomes. Another questionnaires that was dropped was the self-regulation questionnaire. Although this questionnaire, derived from Eisenberg (1996) from the Child Behavior Questionnaire developed by Rothbart (1996), has been widely used with parents and teachers to measure their children's/students' self-regulation ability, the reliability in this study was very low (.45) compared to the general value of Cronbach's alpha (.74) for this inventory. Originally, this self-regulation instrument was chosen to provide a diverse perspective and to counter the limitations of self-report assessments, since the respondents to this questionnaire were not the students themselves, but their parents. However, because of low reliability, this inventory was not employed, which might have influenced the outcomes of the current study.

Implications for Comprehensive Student Development and Future Research

Hope is a positive psychological characteristic that has been widely researched. A variety of studies report that hope is positively related to diverse areas of student development. This study confirms a causal relationship between hope and academic achievement, career development, and social development. Since improving virtues and strengths is essential for effectively preventing students' troubles and increases the probability of successful management in school settings (Terjesen et al., 2004), hope should be encouraged in students. The outcomes

here suggest that professionals who work in school settings, such as school counselors, school administrators, school psychologists, and teachers, should recognize the importance of positive psychological strengths and values as an essential factor in improving comprehensive student development and preventing maladjustment in school.

The findings of this study can also encourage those who are interested in school counseling to intervene for overall student development in diverse ways. Considering the severe problems that come from a lack of appropriate development in students, it is necessary for schools to focus more on student development by creating guidance materials and counseling programs. Through the outcomes of the study, hope can be regarded as a crucial facilitator of students' academic achievement, career development, and social development. Therefore, if schools make an effort to promote the level of hope in students, students will have more opportunities to develop in healthy ways. Furthermore, the findings of this study will help counselors focus not only on treatment plans for mental disorder, but also on preventive interventions for individuals' well-being and healthy development, by intervening with positive psychology constructs, especially hope.

The researcher also suggests that school counselors or homeroom teachers can consult with parents in different ways from traditional counseling. For instance, current school-based consultation tends to follow the disease model (Seligman & Csikszentmihalyi, 2000). Teachers and parents often solicit consultation services only when problems arise with students. Unfortunately, not much attention is placed on reinforcing students' strengths, good qualities and positive attitudes. However, now teachers or counselors could consult with parents about their

children's existing or potential strengths. Further, they could give parents brand new information about the relationship between hope and healthy student development and encourage them not only to focus on academics but also to pay attention to the development of hope, one of positive strengths that can be improved by diverse programs. Homeroom teachers can also help students by creating a classroom atmosphere that encourages hope through brief storytelling, simple activities, and diverse methods of classroom management. Teachers play an important role in healthy student development. Therefore, a teacher's telling stories about hope, such as stories about great men in history or about the successful achievements of contemporary people, can improve students' levels of hope or through other positive variables lead them to become hopeful. In this regard, teachers or other school professionals could develop diverse simple activities or classroom management strategies that can foster hope and homeroom teachers could use them to create an atmosphere that would influence student's academic achievement, career development, and social development.

These outcomes also have significant implications for parents because they are the ones who are most interested in balanced student development. Since parents have usually focused on increasing academic achievement, the results of this study might suggest to them alternative ways to approach academic achievement. In particular, parents who live in a country with an excessively competitive educational system tend to force their children to spend an inordinate amount of time studying, without any concern for emotional factors or a child's aptitude. Sometimes this situation has caused numerous social problems, such as student suicide, group bullying, and school violence. However, the outcomes of this study suggest an alternative way to

improve academic achievement and avoid the side effects—by enhancing hope. Moreover, it has shown that hope can be acquired and developed through endeavors such as group counseling programs or various intervention programs.

Students often tend to feel inferior about their school grades, especially in a society that focuses only on academic achievement for future success. They are often pushed to study hard, but also to having their strengths and aptitudes ignored, which leads to stress. However, based on the results of this study, the researcher suggests alternative ways to arrive at higher academic achievement. For example, students can participate in group counseling and guidance programs to enhance their level of hope, which should result in improvements in academic achievement. Furthermore, they might enjoy attending a camp with programs designed to facilitate students' level of hope, to improve their academic achievement, instead of spending most of their time in private lessons. The advantages of participating in a group program or camp are an increased level of hope and enhanced academic development, without side effects such as stress, aggressiveness, egoism, violence, suicide, and a wide range of delinquency. Moreover, these activities have a positive influence not only on academic achievement, but also on career and social development, which means school professionals can save effort, money and time spent enhancing students' development in these three areas, since it was shown that hope is positively related to student's development in all of these areas. As a result, if school professionals can improve the students' levels of hope through diverse efforts, this might naturally lead to healthy development in their academic, career, and social lives.

So far, there have been meaningful findings correlating positive psychological variables and student development. For example, Masten and Reed (2002) proposed a relationship between resilience and the preventive ability of students at risk. Fredrickson (2002) posited that positive emotions affect humans' optimal functioning. In addition, Kahn (2000) confirmed a positive relationship between "flow" and academic achievement. Moreover, lots of research studied the relationship between hope and academic achievement (Curry, Snyder, Cook, Ruby, & Rehm, 1997), career development (Ahn, 2008; Choi, 2005; Lee, 2008 & Seok, 2007), and social development (Barnum, 1998; Sakita, 2009 & Snyder et al., 1997), the relationship between optimism and academic achievement (Carver & Gaines, 1987; Peterson & Barrett, 1987 & Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997), career development (Creed, Patton, & Bartrum, 2002), and social development (Geers, Reilly & Dember, 1998 & Dougall, Hyman, Hayward, McFeely, & Baum, 2001), and the relationship between self-regulation and academic achievement (Broden, Hall, & Mitts, 1971 & Weinstein & Mayer, 1986), career development (Bandura, 1982; Baumeister, Heatherton, & Tice, 1994; Emmons, 1986; Locke & Latham, 2002; Michel, Shoda, & Rodriguez, 1989), and social development (Baumeister, 2005; Heatherton & Vohs, 1998). However, no study has focused on a single variable that can influence several areas of student development at the same time. The three developmental areas addressed in this study, especially, are attended to by school counselors because of their significance in students' success. In this respect, the current study has important implications for students, their parents, and school professionals.

The findings in this study failed to support three conceptual models. First model was the influence of hope, as measured by the Children's Hope Scale (Snyder, Hoza, et al., 1997); optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994); and self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996) on students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Second model was optimism, as measured by the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978) and the Life Orientation Test-Revised (LOT-R: Scheier, Carver, & Bridges, 1994), will influence students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Final model was the influence of self-regulation, as measured by the Self-Regulation Questionnaire (Eisenberg, 1996), on students' academic achievement, as measured by test scores and overall performance levels in four major subjects (e.g., Korean, Mathematics, Social Studies, and Science); career development, as measured by the Career Maturity Inventory for Elementary

School Students (Lee & Han, 1998); and social development, as measured by the Social Development Inventory (Nam, 2003).

Despite strong support from previous research, the current study failed to reject the three null hypotheses. The conceivable reasons for this are as follows: Two instruments were dropped because of low reliability. One inventory was the Children's Attributional Style Questionnaire (CASQ: Seligman, Kaslow, & Tanenbaum, 1978); the other was the self-regulation questionnaire chosen by Eisenberg (1996) from the Child Behavior Questionnaire developed by Rothbart (1996). Although the CASQ has been widely employed to measure children's attributional optimism, the reliability of this questionnaire has not been stable, ranging from .50 to .72. This is acceptable in general; however, in this study, the value of Cronbach's alpha was .34, so this questionnaire was dropped. Furthermore, the self-regulation instrument developed by Rothbart (1996) has been widely used to measure children's self-regulation ability by their parents or teachers, but the reliability in this study was very low (.45) compared to the value of Cronbach's alpha in general (.74) for this questionnaire. This low reliability, which might have originated from test limitations, might have affected the research results, which, unexpectedly, failed to reject the null hypothesis. Another possible cause of the failure to confirm the conceptual models might be the difference in the sample populations between this and previous research. Previous research studies have mainly involved adults or students in college or high school. However, this study was conducted with elementary school student, so its findings might differ on that score from those of the other studies. Although the three conceptual models were not verified in the current study, school professionals may still be interested in the influence of optimism, self-

regulation or other positive psychological characteristics on academic achievement, career development, social development or other areas of student development. Future research may use the same conceptual models with different measured variables or a target sample different from the one in this study. Furthermore, other research designs might be employed to examine the relationship of human strengths and values to comprehensive student development. Finally, it is recommended that comparative studies be conducted on the influence of hope on students' academic achievement, career development, and social development, using populations with different backgrounds, considering such factors as sex, age, ethnicity, parents' educational status, or families' socioeconomic conditions.

Conclusion

The purpose of this study was to investigate the influence of the components of positive psychology on students' academic achievement, career development, and social development. This study provided the meaningful information that hope affects comprehensive student development to parents and professionals who are interested in student development. Inventories related to children's hope, optimism, self-regulation, career development, and social development were employed to confirm Model 2, which was used to investigate the causal relationship between hope and comprehensive student development. The results validated the fact that hope is one of the significant variables that have an effect on students' academic achievement, career development, and social development. In addition, the outcomes showed that optimism does not

significantly affect students' academic achievement, career development, and social development, nor is self-regulation a significant influence on comprehensive student development in the areas of academic, career, and social development.

Although this study has multiple limitations, the outcomes provide useful information for school counseling. The findings support the importance of enhancing hope, a positive psychological variable, to facilitate healthy student development, and points up the need to create intervention programs to promote comprehensive student development and to prevent problems in school. Future research is needed relating to the models that were dropped, investigating the causal relationships between optimism and academic achievement, career development, and social development, and between self-regulation and these areas of achievement and development.

APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE FOR PARENTS

Demographic Questionnaire for Parents

Please circle the answer or write your answers in the space provided.

1. Gender: 1) Male 2) Female

2. Age: _____ years old

3. What is your current marital status?

1) Married

2) Separated

3) Divorced

4. What is the highest level of education you have completed? (Mother: _____, Father: _____)

1) Less than high school

2) High school graduate

3) Bachelor's Degree

4) Master's Degree

5) Doctoral Degree

5. What is your current occupation? (Mother:_____,

Father:_____)

6. What is your religious affiliation?

1) Christianity

2) Roman Catholic

3) Buddhist

4) Confucianism

5) Other

7. What is your total household income?

1) Less than $20,000

2) $20,000 ~ $30,000

3) $30,000 ~ $40,000

4) $40,000 ~ $50,000

5) $50,000 ~ $60,000

6) $60,000~ $70,000

7) $70,000 ~ $80,000

8) $ 80,000 ~ $90,000

9) $90,000 ~ $100,000

10) More than $100,000

8. Total hours of private education your child attend a week:

1) Less than 3 hours

2) 3 ~ 5 hours

3) 5~ 10 hours

4) 10 ~ 15 hours

5) 15 ~ 20 hours

6) 20 ~ 25 hours

7) 25 ~ 30 hours

8) More than 30 hours

9. How much time do you spend talking with your child a week? (Mother: _____, Father: _____)

1) Less than 1 hour

2) 1 ~ 3 hours

3) 3 ~ 5 hours

4) 5 ~ 7 hours

5) 7~ 10 hours

6) More than 10 hours

APPENDIX B: SELF-REGULATION INSTRUMENT FOR PARENTS

Self-Regulation Test for Patents

Directions: The items are statements that describe your child. Read each item carefully and please select the number that best describes your child using O or V.

	My child	Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	When he/she moves from one task to another, he/she cannot complete the first task.	1	2	3	4	5	6
2	Can lower his/her voice when asked.	1	2	3	4	5	6
3	Ignores the existence of others when he/she enjoys fun activities.	1	2	3	4	5	6
4	Does not stop easily once he/she starts the work.	1	2	3	4	5	6
5	Plans and prepares what he/she needs before traveling.	1	2	3	4	5	6
6	Sometimes totally absorbed in his/her book for a long time.	1	2	3	4	5	6
7	Cannot pay attention to his/her activities when there is disturbing noise.	1	2	3	4	5	6
8	Can move from one activity to another easily.	1	2	3	4	5	6
9	Is dispersed easily by other noise and movement when he/she watches TV.	1	2	3	4	5	6
10	Can hold his/her laugh when in inappropriate situation.	1	2	3	4	5	6
11	Can move from one activity to another quickly.	1	2	3	4	5	6
12	Cannot change his/her interest once he/she pays attention to something.	1	2	3	4	5	6
13	Cannot concentrate when he/she is spoken to.	1	2	3	4	5	6
14	Cannot stop ongoing activity when asked to do something else.	1	2	3	4	5	6
15	Can stop ongoing work easily when I tell him/her to have dinner.	1	2	3	4	5	6
16	Approach it slowly and carefully when he/she is told to be careful.	1	2	3	4	5	6
17	Is good at playing games with rules.	1	2	3	4	5	6
18	Can stop easily when I tell him/her “you shouldn’t do that”.	1	2	3	4	5	6
19	Often seems like he/she is not listening to me.	1	2	3	4	5	6
20	Sometimes has a blank expression on his/her face as if he/she is not here with me.	1	2	3	4	5	6
21	Must complete ongoing work unless I ask him/her to do something else.	1	2	3	4	5	6

22	Seems to stick to his/her own way even though I ask him/her to do with different ways.	1	2	3	4	5	6
23	Cannot concentrate on some work.	1	2	3	4	5	6
24	Seems to have trouble in following directions.	1	2	3	4	5	6
25	Is dispersed easily when he/she listens to others.	1	2	3	4	5	6
26	It is difficult for him/her to wait in line.	1	2	3	4	5	6
27	Does not follow well when I ask him/her to be seated quietly in church or theater.	1	2	3	4	5	6
28	Follow directions well.	1	2	3	4	5	6
29	Does not pay attention when he/she crosses the street.	1	2	3	4	5	6
30	Stops his/her work easily when I ask to do that.	1	2	3	4	5	6

APPENDIX C: DEMOGRAPHIC QUESTIONNAIRE FOR STUDENTS

Demographic Questionnaire for Students

Please circle the answer or write your answers in the space provided.

1. Gender: 1) Male 2) Female

2. What is your religious affiliation?

1) Christianity

2) Roman Catholic

3) Buddhist

4) Confucianism

5) Other

3. How much time do you spend playing a video game a week?

1) Less than 1 hour

2) 1 ~ 3 hours

3) 3 ~ 6 hours

4) 6 ~ 10 hours

5) 10 ~ 15 hours

6) 15 ~ 20 hours

7) More than 20 hours

4. How many close friends do you have?

1) 1 Person

2) 2 ~ 5 Persons

3) 5 ~ 7 Persons

4) 7 ~ 10 Persons

5) 10 ~ 15 Persons

6) More than 15 Persons

APPENDIX D: CHILDREN'S HOPE SCALE

Children's Hope Scale

Directions: The items are statements that describe you. Read each item carefully and please select the number that best describes you using O or V.

1 Strongly disagree
2 Disagree
3 A little disagree
4 A little agree
5 Agree
6 Strongly agree

		Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	I think I am doing pretty well.	1	2	3	4	5	6
2	I can think of many ways to get the things in life that are most important to me.	1	2	3	4	5	6
3	I am doing just as well as other kids my age.	1	2	3	4	5	6
4	When I have a problem, I can come up with lots of ways to solve it.	1	2	3	4	5	6
5	I think the things I have done in the past will help me in the future.	1	2	3	4	5	6
6	Even when others want to quit, I know that I can find ways to solve the problem.	1	2	3	4	5	6

APPENDIX E: THE CHILDREN'S ATTRIBUTIONAL STYLE QUESTIONNAIRE

Children's Attributional Style Questionnaire(CASQ)

Directions: Please choose the one that is closest to the way you might really feel if that particular thing happened to you.

1 You get an "A" on a test.
( ) I am smart.
( ) I am good in the subject that the test was in.

2. You Play a game with some friends and you win
( ) The people that I played with did not play the game well.
( ) I played that game well.

3 You spend a night at a friend's house and you have a good time.
( ) My friend was in a friendly mood that night.
( ) Everyone in my friend's family was in a friendly mood that night.

4 You go on a vacation with a group of people and you have fun.
( ) I was in a good mood.
( ) The people I was with were in good moods.

5 All of your friends catch a cold except you.
( ) I have been healthy lately.
( ) I am a healthy person.

6 Your pet gets run over by a car.
( ) I don't take good care of my pets.
( ) Drivers are not cautious enough.

7 Some kids that you know say that they do not like you.
( ) Once in a while people are mean to me.
( ) Once in a while I am mean to other people.

8 You get very good grades.
( ) Schoolwork is simple.
( ) I am a hard worker.

9 You meet a friend and your friend tells you that you look nice.
( ) My friend felt like praising the way people looked that day.
( ) Usually my friend praises the way people look.

10 A good friend tells you that he hates you.
( ) My friend was in a bad mood that day.
( ) I wasn't nice to my friend that day.

11 You tell a joke and no one laughs.
( ) I don't tell jokes well.
( ) The joke is so well known that it is no longer funny.

12 Your teacher gives a lesson and you don't understand it.
( ) I didn't pay attention to anything that day.
( ) I didn't pay attention when my teacher was talking.

13 You fail a test.
( ) My teacher makes hard tests.
( ) The past few weeks, my teacher has made hard tests.

14 You gain a lot of weigh and start to look fat.
( ) The food I have to eat is fattening.
( ) I like fattening foods.

15 A Person steals money from you.
( ) That person is dishonest.
( ) people are dishonest.

16 Your parents praise something you make.
( ) I am good at making some things.
( ) My parents like some things I make.

17 You play a game and you win money.
( ) I am a lucky person.
( ) I am lucky when I play games.

18 You almost drown when swimming in a river.
( ) I am not a very cautious person.
( ) Some days I am not a cautious person.

19 You are invited to a lot of parties.
( ) A lot of people have been acting friendly toward me lately.
( ) I have been acting friendly toward a lot of people lately.

20 A grown-up yells at you.
( ) That person yelled at the first person he saw.
( ) That person yelled at a lot of people he saw that day.

21 You do a project with a group of kids and it turns out badly.
( ) I don't work well with the people in the group.
( ) I never work well with a group.

22 You make a new friend.
( ) I am a nice person.
( ) The people that I meet are nice.

23 You have been getting along well with your family.
( ) I am easy to get along with when I am with my family.
( ) Once in a while I am easy to get along with when I am with my family.

24 You try to sell candy, but no one will buy any.
( ) Lately a lot of children are selling things, so people don't want to buy anything else from children.
( ) People don't like to buy things from children.

25 You play a game and you win.
( ) Sometimes I try as hard as I can at games.
( ) Sometimes I try as hard as I can.

26 You get a bad grade in school.
( ) I am stupid.
( ) Teachers are unfair graders.

27 You walk into a door and you get a bloody nose.
( ) I wasn't looking where I was going.
( ) I have been careless lately.

28 You miss the ball and your team loses the game.
( ) I didn't try hard while playing ball that day.
( ) I usually don't try hard when I am playing ball.

29 You twist your ankle in gym class.
( ) The past few weeks, the sports we played in gym class have been dangerous.
( ) The past few weeks I have been clumsy in gym class.

30 Your parents take you to the beach and you have a good time.
( ) Everything at the beach was nice that day.
( ) The weather at the beach was nice that day.

31 You take a train which arrives so late that you miss a movie.
( ) The past few days there have been problems with the train being on time.
( ) The trains are almost never on time.

32 Your mother makes your favorite dinner for you.
( ) There are a few things that my mother does to please me.
( ) My mother likes to please me.

33 A team that you are on loses a game.
( ) The team members don't play well together.
( ) That day the team members didn't play well together.

34 You finish your homework quickly.
( ) Lately, I have been doing everything quickly.
( ) Lately, I have been doing schoolwork quickly.

35 Your teacher asks you a question and you give the wrong answer.
( ) I get nervous when I have to answer questions.
( ) That day I got nervous when I had to answer questions.

36 You get on the wrong bus and you get lost.
( ) That day I wasn't paying attention to what was going on.

( ) I usually don't pay attention to what's going on.

37 You go to an amusement park and you have a good time.
( ) I usually enjoy myself at amusement park.
( ) I usually enjoy myself.

38 An older kid slaps you in the face.
( ) I teased his younger brother.
( ) His younger brother told him I had teased him.

39 You get all the toys you want on your birthday.
( ) People always guess what toys to buy me for my birthday.
( ) This birthday people guessed right as to what toys I wanted.

40 You take a vacation in the country and you have a wonderful time.
( ) The country is a beautiful place to be.
( ) The time of the year that we went was beautiful.

41 Your neighbors ask you over for dinner.
( ) Sometimes people are in kind moods.
( ) People are kind.

42 You have a substitute teacher and she likes you.
( ) I was well behaved during class that day.
( ) I am almost always well behaved during class.

43 You make your friends happy.
( ) I am a fun person to be with.
( ) Sometimes I am a fun person to be with.

44 You get a free ice-cream cone.
( ) I was friendly to the ice-cream man that day.
( ) The ice-cream man was feeling friendly that day.

45 At your friend's party the magician asks you to help him out.
( ) It was just luck that I got picked.
( ) I looked really interested in what was going on.

46 You try to convince a kid to go to the movies with you, but he won't go.
( ) That day he did not feel like doing anything.
( ) That day he did not feel like going to the movies.

47 Your parents get a divorce.
( ) It is hard for people to get along well when they are married.
( ) It is hard for my parents to get along well when they are married.

48 You have been trying to get into a club and you don't get in.
( ) I don't get along well with other people.
( ) I don't get along well with the people in the club.

APPENDIX F: THE LIFE ORIENTATION TEST—REVISED

Life Orientation Test – Revised (LOT-R)

Directions: The items are statements that describe you. Read each item carefully and please select the number that Directions best describes you using O or V.

		Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	In uncertain times, I usually expect the best.	1	2	3	4	5	6
2	It's easy for me to relax.	1	2	3	4	5	6
3	If something can go wrong for me, it will.	1	2	3	4	5	6
4	I'm always optimistic about my future.	1	2	3	4	5	6
5	I enjoy my friends a lot.	1	2	3	4	5	6
6	It's important for me to keep busy.	1	2	3	4	5	6
7	I hardly ever expect things to go my way.	1	2	3	4	5	6
8	I don't get upset too easily.	1	2	3	4	5	6
9	I rarely count on good things happening to me.	1	2	3	4	5	6
10	Overall, I expect more good things to happen to me than bad.	1	2	3	4	5	6

APPENDIX G: SELF-REGULATION INSTRUMENT FOR STUDENTS

Self – Regulation Questionnaire for Students

Directions: The items are statements that describe you. Read each item carefully and please select the number that best describes you using O or V.

		Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	I come up with multiplication tables when I see multiplication question.	1	2	3	4	5	6
2	I start cleaning my room after planning the order.	1	2	3	4	5	6
3	I skip unimportant part when I read a book if there is not enough time.	1	2	3	4	5	6
4	I often question myself if I understand the content well when studying.	1	2	3	4	5	6
5	I understand the content through imagining something related in my mind when I learn new knowledge.	1	2	3	4	5	6
6	I try to summarize and draw a chart if the content is complicated.	1	2	3	4	5	6
7	I try to connect one with another one when I am solving diverse problems.	1	2	3	4	5	6
8	I try to search the internet or related material when I have something unknown in my study.	1	2	3	4	5	6
9	I tend to give up quickly if I am not good at something that I learned for the first time. .	1	2	3	4	5	6
10	I can do better in school than my classmates.	1	2	3	4	5	6
11	I enjoy solving difficult problems than easy problems.	1	2	3	4	5	6
12	I think I get compliments from my teacher because I do my best.	1	2	3	4	5	6
13	I want to be like the main character when I read a biography.	1	2	3	4	5	6
14	I think studying plays an important role in choosing my future career.	1	2	3	4	5	6
15	I think it is more important to master the contents well than to score well on an examination.	1	2	3	4	5	6
16	I like to learn something new even if it takes a lot of effort.	1	2	3	4	5	6
17	I have to have what I want right away.	1	2	3	4	5	6
18	I play a game even though I know that I cannot do my homework if I play the game.	1	2	3	4	5	6
19	I talk back when I am blamed on or scolded.	1	2	3	4	5	6
20	It is difficult for me to continue to study if my family watches TV when I study.	1	2	3	4	5	6
21	I tend to interrupt some activities even though my	1	2	3	4	5	6

	friends have not invited me.						
22	I get along well with my friends in ways of following rules, keeping orders, and collaborating.	1	2	3	4	5	6
23	I always try to understand other's feelings.	1	2	3	4	5	6
24	I obey adult's guidance or directions well.	1	2	3	4	5	6

APPENDIX H: CAREER MATURITY INVENTORY

Career Maturity Inventory

Listed below are a number of statements concerning personal value and thought. Read each item carefully and please select the number that best describes yours using O or V.

		Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	I think I know what I want.	1	2	3	4	5	6
2	I want to have a career that could give me enough free time to do what I want to do.	1	2	3	4	5	6
3	The best way to choose a career is to choose your favorite one after thinking of various possible careers.	1	2	3	4	5	6
4	It is common to change the plan that they had in the childhood as they get older.	1	2	3	4	5	6
5	I am concerned if my desired career could help me be the person that I want to be.	1	2	3	4	5	6
6	I am very confused in choosing a career because the people around me tell me different opinions.	1	2	3	4	5	6
7	Everyone should know what they can do well and cannot do well before choosing a career.	1	2	3	4	5	6
8	People need to know about themselves in choosing career.	1	2	3	4	5	6
9	One should usually decide what his/her future career would be by age 15.	1	2	3	4	5	6
10	We do not need to prepare to choose a career when the future is uncertain.	1	2	3	4	5	6
11	I cannot understand a person who is overly concerned about preparing for their career during schooldays.	1	2	3	4	5	6
12	People can achieve whatever they want if they put their mind to it. .	1	2	3	4	5	6
13	Career is important since it determines how much money someone could make.	1	2	3	4	5	6
14	Knowing which career I am better at is more important than knowing which career I like more when choosing a career.	1	2	3	4	5	6
15	Work is useful since it enables people to buy something they want.	1	2	3	4	5	6
16	Work is tiring.	1	2	3	4	5	6
17	People do not need to worry about the career because they are all born with their own capability to live well.	1	2	3	4	5	6
18	I have never thought working is a good thing.	1	2	3	4	5	6
19	We do not need to prepare our career choice in advance because it will happen in its own time.	1	2	3	4	5	6

20	We do not need to be concerned about career choice especially since not many people have the job that they want.	1	2	3	4	5	6
21	We should seek advice from parents and friends even if we have any little doubt on the career that we want to have in the future.	1	2	3	4	5	6
22	We should choose a job that coincides with my beliefs.	1	2	3	4	5	6
23	It is good to choose my career on my own since my life depends on the career.	1	2	3	4	5	6
24	I would like to have a job which my parents want for me.	1	2	3	4	5	6
25	I want a job which it's business hours is short and working environment is good.	1	2	3	4	5	6
26	The most important thing in career choice is that the career can support opportunity for promotion.	1	2	3	4	5	6
27	I have never thought about what type of job I would have even though I often imagine what I would be in the future.	1	2	3	4	5	6
28	We have to consider other things when we decide on a career.	1	2	3	4	5	6
29	I would never give up until I have the career that I want.	1	2	3	4	5	6
30	I am not sure whether my career plan is right or practical.	1	2	3	4	5	6
31	We have to choose the job that can make us famous in the future.	1	2	3	4	5	6
32	I want the job that makes the most money.	1	2	3	4	5	6
33	I would choose whichever job I could find easily in the future.	1	2	3	4	5	6
34	I would choose the career that others envy even though it isn't appropriate for me.	1	2	3	4	5	6

APPENDIX I: SOCIAL DEVELOPMENT INVENTORY

Social Development Questionnaire

Directions: The items are statements that describe you. Read each item carefully and please select the number that best describes you using O or V.

		Strongly disagree	Disagree	A little disagree	A little agree	Agree	Strongly agree
1	I cannot stand the thing that is immoral.	1	2	3	4	5	6
2	My friends trust my word.	1	2	3	4	5	6
3	I am considered as a trustworthy person among friends.	1	2	3	4	5	6
4	I decide what is right on my own.	1	2	3	4	5	6
5	I control what I decide on my own.	1	2	3	4	5	6
6	I am liable for the things that I decide and act on my own.	1	2	3	4	5	6
7	I am interested in leading a group.	1	2	3	4	5	6
8	My classmates recommend me as a group leader.	1	2	3	4	5	6
9	My friends often follow my opinion.	1	2	3	4	5	6
10	I do my best on whatever I do.	1	2	3	4	5	6
11	I try to complete the task with responsibility.	1	2	3	4	5	6
12	I try to solve the problem no matter how difficult it is.	1	2	3	4	5	6
13	I am comfortable at school.	1	2	3	4	5	6
14	I handle everything calmly.	1	2	3	4	5	6
15	I am comfortable with my friends.	1	2	3	4	5	6
16	I am popular among the friends.	1	2	3	4	5	6
17	I am close with different types of friends.	1	2	3	4	5	6
18	I get along well with friends.	1	2	3	4	5	6
19	I want to help people who are in need.	1	2	3	4	5	6
20	I willingly help my friends when they need my help.	1	2	3	4	5	6
21	I want to pick up wastes scattered in the street.	1	2	3	4	5	6
22	I take the responsibility of my act regardless of the results.	1	2	3	4	5	6
23	I always fulfill my allotted task.	1	2	3	4	5	6
24	I abide by school rules well.	1	2	3	4	5	6

APPENDIX J: IRB APPROVAL

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Yo-Sang Ha**

Date: **September 19, 2011**

Dear Researcher:

On 9/19/2011, the IRB approved the following modifications / human participant research until 9/18/2012 inclusive:

Type of Review:	UCF Initial Review Submission Form
Project Title:	The Influence of Positive Psychology on Comprehensive Student Development.
Investigator:	Yo-Sang Ha
IRB Number:	SBE-11-07877
Funding Agency:	
Grant Title:	
Research ID:	n/a

The Continuing Review Application must be submitted 30days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .

If continuing review approval is not granted before the expiration date of 9/18/2012, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., CF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 09/19/2011 09:50:58 AM EDT

Joanne Muratori

IRB Coordinator

APPENDIX K: INFORMED CONSENT

The Influence of Components of Positive Psychology on Student Development

Informed Consent

Principal Investigator(s): Yo-Sang Ha

Faculty Supervisor: E.H. Mike. Robinson, Ph. D

Investigational Site(s): Seoul Don-ja Elementary school
Seoul Yeok-Sam Elementary school
Seoul Jang-Pyeong Elementary school
Seoul Joong-dae Elementary school
Seoul Sang-Bong Elementary school

How to return this Consent Form: This consent form will be placed in an envelope and sealed and delivered to the parents by students. Parents will be asked to fill out and sign on the consent form, seal it in the envelope, and submit it to the researcher by students if you want to take part in and allow your child to participate in the research. Two copies of the consent form will be placed inside, one to return with signatures and one to for the parents to keep for their records.

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Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to be involved in and to allow your child to take part in this research study which will include about 400 6th grade students and their parents in Seoul. Your child is being invited to take part in this research study because he or she is a student at one of schools among Dong-Ja, Yeok-Sam, Jang-Pyeong, Joong-Dae, and Sang-Bong elementary school. A doctoral student, Yo-Sang Ha, is in the Department of Educational and Human Sciences at UCF. Because the researcher is a graduate student, he is being guided by Dr. Edward (Mike) H. Robinson, a UCF faculty supervisor in Department of Educational and Human Sciences.

What you and your child should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should allow your child to take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you or your child.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this study is to investigate the relationship between positive psychology and comprehensive student development. In recent years education in Korea is considered to be confronting serious crisis in various aspects. School is exposed to school violence, gang fights, habitual drinking, smoking, bullying, and high suicide rates. In this respect, preventive intervention in school is strongly required for healthy psychosocial and student development. According to the ASCA National Model, the purpose of the school counseling program is to inform various skills and learning opportunities in a proactive, preventive way, fostering all students to achieve school success in academic, career, and personal/social development areas. Positive psychology focused on preventive functions of psychology through fortifying positive virtues and strengths human beings generally possess. Accordingly, this research will examine the relationship between positive psychology and student development to disclose the importance of positive psychology in healthy student development.

What you, your child, and teachers will be asked to do in the study:

The students will be asked to complete six questionnaires on the level of hope, optimism, self-regulation, career development, and social development. Parents will be required to complete one questionnaire about the level of self-regulation of their child. Teachers will provide four subject overall grades (e.g., Korean, Mathematics, Social studies, and Science) including quiz scores, performance level in the assignment and collaboration work, attitude, and class participation to the researcher. Researcher will replace the individual name to assigned random number for anonymousness on the students' record sheet. Students will participate 30 minutes a day for two days using before or after regular class time or homeroom teacher's discretion time. Parents can participate in the research in their home at their convenience after the questionnaires are delivered by their child. It takes around 10 minutes to complete. Parents will be asked not to share their results of questionnaire with their child and to submit the completed sealed questionnaire to the researcher. Additionally, you and your child do not have to answer every

question and there will not be any consequences if you skip questions and stop responding the survey.

Location: The researcher will go to each classroom to meet the participants and conduct this study.

Time required: We expect that your child will be in this research study for 30 minutes each day for two days and it will take around 10 minutes for you to complete questionnaire for parents.

Confidentiality: This research is basically anonymous. Federal law requires us to keep your study records private. All of the records written by anonymity are kept in a locked room, in locked file cabinets at UCF. We may publish what we find out from this study. If we do, we will not use your name or anything else that would let people know who you are.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints related this research, please contact Yo-Sang Ha, doctoral student, Counselor Education program, College of Education by email at ymemme@knights.ucf.edu

IRB contact about you and your child's rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

We will tell you and your child about any new information that may affect your child's health, welfare or your choice to have your child stay in the research.

Your signature below indicates your permission for the child and their parents named below to take part in this research.

DO NOT SIGN THIS FORM AFTER THE IRB EXPIRATION DATE BELOW

Parent: Child:

Name of participant

Signature of parent or guardian

Date

Printed name of parent or guardian

- ❑ Parent
- ❑ Guardian (See note below)

Assent

- ❑
- ❑ Obtained

Note on permission by guardians: An individual may provide permission for a child only if that individual can provide a written document indicating that he or she is legally authorized to consent to the child's general medical care. Attach the documentation to the signed document.

APPENDIX L: ASSENT PROCESS FOR CHILDREN

The Influence of Components of Positive Psychology on Student Development

Assent process for children

I am Yo-Sang Ha, Principal Investigator of this research. I will let you know some guides related to this research. The purpose of this study is to investigate the relationship between positive psychology and comprehensive student development. You are being asked to be involved in this research study which will include about 400 6th grade students and their parents in Seoul. You are being invited to take part in this research study because you are a student at one of schools among Dong-Ja, Yeok-Sam, Jang-Pyeong, Joong-Dae, and Sang-Bong elementary school. You are also being invited because your parents consented your participation. If you want to take part in this research, you will be asked to complete six questionnaires on the level of hope, optimism, self-regulation, career development, and social development. We expect that you will be in this research study for 30 minutes each day for two days. All of the data will be managed confidentially, As soon as data is collated to match child, parent and school information names will be replaced with ID number. Only consent forms will be kept with any identification and those will be under lock and key in the TA.

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What you and your child should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.

- Whatever you decide it will not be held against you or your child.
- Feel free to ask all the questions you want before you decide.

APPENDIX M: DEMOGRAPHIC QUESTIONNAIRE FOR PARENTS (KOREAN)

❖ 맞는 답에 O표 하거나 빈칸에 답을 직접 적어주세요.

1. 성별: 1) 남자 2) 여자

2. 나이: 어머니_____, 아버지_____

3. 귀하의 결혼상태는?

1) 기혼
2) 별거
3) 이혼

4. 귀하의 최종 학력은? (어머니: _____, 아버지: _____)

1) 중학교 졸업
2) 고등학교 졸업
3) 대학교 졸업
4) 석사학위
5) 박사학위

5. 귀하의 현재 직업은 무엇입니까? (어머니:_____, 아버지:_____)

6. 귀하의 종교는 무엇입니까?

1) 기독교
2) 카톨릭
3) 불교
4) 유교
5) 기타

7. 귀하의 가계소득은 연간 얼마입니까?

1) 2천 만원 미만
2) 2천 만원 ~ 3천 만원
3) 3천 만원~ 4천 만원
4) 4천 만원~ 5천 만원
5) 5천 만원 ~ 6천 만원
6) 6천 만원~ 7천 만원

7) 7천 만원~ 8천 만원
8) 8천 만원~ 9천 만원
9) 9천 만원~ 1억원
10) 1억원 초과

8. 여러분의 자녀가 1주일간 참여하는 사교육의 총 시간은?

1) 3시간 미만
2) 3 ~ 5 시간
3) 5~ 10 시간
4) 10 ~ 15 시간
5) 15 ~ 20 시간
6) 20 ~ 25 시간
7) 25 ~ 30 시간
8) 30 시간 초과

9. 1주일 동안 여러분의 자녀와 대화하는 시간은 어느 정도 입니까? (어머니: _____, 아버지: _____)

1) 1시간 미만
2) 1 ~ 3 시간
3) 3 ~ 5 시간
4) 5 ~ 7 시간
5) 7~ 10 시간
6) 10시간 초과

APPENDIX N: SELF-REGULATION INSTRUMENT FOR PARENTS (KOREAN)

다음 문장들은 여러분의 자녀에 대해 기술한 내용입니다. 주의 깊게 읽으신 후 여러분의 자녀를 가장 잘 나타낸 것을 골라 번호에 O 나 V 표 해 주세요.

		매우 그렇지 않다	그렇지 않다	조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	한 과제에서 다른 과제로 넘어갈 때 끝내지 못하고 넘어간다.	1	2	3	4	5	6
2	목소리를 낮추라고 하면 낮출 수 있다.	1	2	3	4	5	6
3	재미있는 활동을 할 때에는 다른 사람의 존재를 무시한다.	1	2	3	4	5	6
4	한 번 시작한 과제를 쉽게 그만 두지 않는다.	1	2	3	4	5	6
5	여행을 가기 전에 무엇이 필요한지 계획하며 준비한다.	1	2	3	4	5	6
6	가끔 책에 빠져들어 오랜 시간 읽는다.	1	2	3	4	5	6
7	방해하는 소음이 있을 때 활동에 집중하기 어렵다.	1	2	3	4	5	6
8	한 활동에서 다른 활동으로 쉽게 바꿀 수 있다.	1	2	3	4	5	6
9	TV를 볼 때 다른 소리나 움직임에 의해 쉽게 주의가 분산된다.	1	2	3	4	5	6
10	적절치 않은 상황에서 웃는 것을 참을 수 있다.	1	2	3	4	5	6
11	한 활동에서 다른 활동으로 빨리 바꿀 수 있다.	1	2	3	4	5	6
12	한 번 어떤 일에 집중하면 다른 곳으로 관심을 돌리기 어렵다.	1	2	3	4	5	6
13	이야기를 들을 때 집중이 어렵다.	1	2	3	4	5	6
14	다른 것을 하라고 했을 때 하고 있던 활동을 멈추기 어렵다.	1	2	3	4	5	6
15	저녁식사를 하라고 했을 때 하던 일을 쉽게 그만 둘 수 있다.	1	2	3	4	5	6
16	위험하다는 주의를 들었을 때 천천히 조심스럽게 접근한다.	1	2	3	4	5	6
17	규칙이 있는 게임을 잘한다.	1	2	3	4	5	6
18	"그런 건 하면 안돼" 라고 했을 때, 쉽게 하던 일을 멈출 수 있다.	1	2	3	4	5	6
19	종종 내 말을 듣고 있는 않는 것 같다.	1	2	3	4	5	6
20	다른 곳에 있는 사람처럼 멍한 표정을 지을 때가 있다.	1	2	3	4	5	6
21	다른 활동을 시작하라고 하기 전까지는 하던 일을 끝내야 직성이 풀린다.	1	2	3	4	5	6
22	다르게 해보라고 시켜도 자신만의 방법만을 고집하는 듯하다.	1	2	3	4	5	6

23	어떤 일을 할 때 집중이 어렵다.	1	2	3	4	5	6
24	지시를 따르는데 어려움을 보인다.	1	2	3	4	5	6
25	이야기를 들을 때 쉽게 주의가 분산된다.	1	2	3	4	5	6
26	줄서서 기다리는 것이 어렵다.	1	2	3	4	5	6
27	영화관이나 교회에서 조용히 앉아 있으라고 하면 말을 잘 듣지 않는다.	1	2	3	4	5	6
28	지시를 잘 따른다.	1	2	3	4	5	6
29	길을 건널 때 조심하지 않고 주의를 기울이지 않는다.	1	2	3	4	5	6
30	하던 과제를 그만두라고 할 때 그 일에서 쉽게 손을 뗀다.	1	2	3	4	5	6

APPENDIX O: DEMOGRAPHIC QUESTIONNAIRE FOR STUDENTS (KOREAN)

1. 성별: 1) 남자 2) 여자

2. 여러분의 종교는 무엇입니까?

1) 기독교
2) 카톨릭
3) 불교
4) 유교
5) 기타

3. 여러분은 1주일 동안 게임을 얼만큼 많이 하나요?

1) 1시간 미만
2) 1 ~ 3 시간
3) 3 ~ 6 시간
4) 6 ~ 10 시간
5) 10 ~ 15 시간
6) 15 ~ 20 시간
7) 20 시간 초과

4. 여러분은 친한 친구를 몇 명이나 가지고 있나요?

1) 1 명
2) 2 ~ 5 명
3) 5 ~ 7 명
4) 7 ~ 10 명
5) 10 ~ 15 명
6) 15명 초과

APPENDIX P: CHILDREN'S HOPE SCALE (KOREAN)

다음 문장들은 여러 상황에서 자신이 어떻게 느끼고 생각하는지를 묻는 것입니다. 각 문항을 잘 읽으신 후 여러분을 가장 잘 표현하는 번호를 골라O 나V 표 해 주세요.

1 매우 그렇지 않다
2 그렇지 않다
3 조금 그렇지 않다
4 조금 그렇다
5 그렇다
6 매우 그렇다

		매우 그렇지 않다		조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	나는 내 자신이 꽤 잘 해 나가고 있다고 생각한다.	1	2	3	4	5	6
2	나는 인생에서 중요한 것들을 얻기 위한 많은 방법을 생각해 낼 수 있다.	1	2	3	4	5	6
3	나는 내 나이의 다른 아이들과 마찬가지로 일을 해내고 있다.	1	2	3	4	5	6
4	나는 문제가 있으면 그것을 해결할 많은 방법을 생각해 낼 수 있다.	1	2	3	4	5	6
5	나는 과거에 있었던 일에서 나의 미래에 도움이 될 일들을 생각한다.	1	2	3	4	5	6
6	다른 사람들이 포기할 때에도 나는 그 문제를 해결하는 방법을 찾을 수 있다는 것을 알고 있다.	1	2	3	4	5	6

APPENDIX Q: THE CHILDREN'S ATTRIBUTIONAL STYLE QUESTIONNAIRE (KOREAN)

아래 문장을 주의 깊게 읽고 만일 그 문장과 같은 특별한 상황이 여러분에게 발생한다면 여러분은 어떻게 느끼게 될지 두 가지 보기 중 더 가까운 것을 골라( ) 안에 O표나 V 표 하세요.

1. 내가 시험에서 100점을 받았다면 그 이유는?
( ) 내가 똑똑하기 때문이다.
( ) 나는 그 과목을 특히 잘하기 때문이다.

2. 친구와 경기를 해서 이겼다면 그 이유는?
( ) 나와 경기를 한 친구가 잘못했기 때문이다.
( ) 내가 그 경기를 잘 했기 때문이다.

3. 친구 집에서 밤을 새면서 즐거운 시간을 가졌다면 그 이유는?
( ) 내 친구가 그 날 잘 대해 주었기 때문이다.
( ) 내 친구의 가족들이 그 날 밤 잘 대해 주었기 때문이다.

4. 많은 사람들과 소풍을 가서 즐거운 시간을 보냈다면 그 이유는?
( ) 내가 그 날 기분이 좋았기 때문이다.
( ) 나와 함께 간 사람들의 기분이 좋았기 때문이다.

5. 나를 제외한 모든 친구들이 감기에 걸렸다면 그 이유는?
( ) 최근에 내가 건강해졌기 때문이다.
( ) 나는 원래 건강한 사람이기 때문이다.

6. 내가 기르는 애완동물이 차 사고를 당했다면 그 이유는?
( ) 내가 애완동물을 잘 돌보지 못했기 때문이다.
( ) 운전자가 조심을 하지 않았기 때문이다.

7. 어떤 아이들이 나를 싫어한다고 말했다면 그 이유는?
( ) 한동안 내가 다른 아이들을 무시했기 때문이다.
( ) 한동안 다른 아이들이 나를 무시했기 때문이다.

8. 좋은 성적을 받았다면 그 이유는?
( ) 학교 공부가 쉽기 때문이다.
( ) 내가 열심히 공부했기 때문이다.

9. 친구를 만났는데 내가 아주 멋있어 보인다고 말했다면 그 이유는?
( ) 내 친구가 그날은 사람들의 겉모습을 칭찬하고 싶었기 때문이다.
( ) 내 친구는 보통 사람들 겉모습에 대해서 칭찬을 잘하기 때문이다.

10. 친한 친구가 나를 좋아하지 않는다고 말했다면 그 이유는?
( ) 내 친구는 그 날 기분이 좋지 않았을 것이다.

( ) 내가 그날 친구에게 상냥하게 대해 주지 않았기 때문이다.

11. 농담을 했는데 아무도 웃지 않았다면 그 이유는?
( ) 나는 농담을 잘 못하기 때문이다.
( ) 그 농담은 워낙 잘 알려져서 재미가 없었기 때문이다.

12. 선생님이 가르쳐 주시는 수업을 이해할 수 없었다면 그 이유는?
( ) 나는 그 날 어떤 것에도 집중할 수가 없었기 때문이다.
( ) 내가 선생님이 말씀하실 때 귀 기울여 듣지 않았기 때문이다.

13. 시험을 너무 못 봤다면 그 이유는?
( ) 선생님께서 시험을 너무 어렵게 내셨기 때문이다.
( ) 지난 몇 주 동안 선생님은 계속 어려운 문제를 내셨기 때문이다.

14. 몸무게가 많이 불어서 뚱뚱해 보이기 시작한다면 그 이유는?
( ) 내가 먹은 음식들이 모두 살찌는 것들이기 때문이다.
( ) 내가 살찌는 음식을 좋아하기 때문이다.

15. 어떤 사람이 내 돈을 훔쳐갔다면 그 이유는?
( ) 그 사람이 나쁘기 때문이다.
( ) 사람들은 모두 나쁘기 때문이다.

16. 부모님께서 내가 한 일에 대해서 칭찬을 해 주셨다면 그 이유는?
( ) 내 솜씨가 좋기 때문이다.
( ) 내가 한 일이 부모님 마음에 들어서이다.

17. 퀴즈대회에서 상품을 탔다면 그 이유는?
( ) 나는 항상 운이 좋기 때문이다.
( ) 내가 퀴즈를 풀 때마다 운이 따르기 때문이다

18. 강에서 수영을 하다가 빠져 죽을 뻔했다면 그 이유는?
( ) 나는 조심성이 없기 때문이다.
( ) 나는 가끔 조심성이 없을 때가 있다.

19. 여러 친구들로부터 생일 초대를 받았다면 그 이유는?
( ) 요즘 많은 친구들이 나에게 친절하기 때문이다.
( ) 요즘 내가 많은 친구들을 친절하게 대했기 때문이다.

20. 어른이 나에게 소리를 질렀다면 그 이유는?
( ) 그 사람이 소리를 지른 건 내가 그날 처음일 것이다.
( ) 그 사람은 그 날 만나는 사람마다 소리를 질렀을 것이다.

21. 모둠에서 아이들과 어떤 일을 맡아서 했는데 결과가 좋지 않았다면 그 이유는?
( ) 나는 그 모둠 아이들과는 일을 잘 못하기 때문이다.
( ) 나는 모둠 활동은 항상 잘 못하기 때문이다.

22. 새 친구를 사귀었다면 그 이유는?
( ) 내가 성격이 좋기 때문이다.
( ) 내가 만나는 사람들이 다 성격이 좋기 때문이다.

23. 가족들과 사이좋게 잘 지낸다면 그 이유는?
(　　) 나는 가족들과 함께 있으면 원래 잘 지내기 때문이다.
(　　) 나는 가족들과 함께 있을 때 가끔 잘 지낼 때도 있기 때문이다.

24. 사탕을 팔려고 하는데 아무도 사주지 않는다면 그 이유는?
(　　)최근에 많은 아이들이 물건을 팔고 있어서 사람들은 아이들에게 뭘 사지 않으려고 하는 것 같다.
(　　) 사람들은 원래 아이들에게서는 뭘 사려고 하지 않는다.

25. 게임을 해서 이겼다면 그 이유는?
(　　) 나는 게임을 할 때 가끔씩 최선을 다하기 때문이다.
(　　) 난 무슨 일이든 최선을 다하기 때문이다.

26. 성적을 엉망으로 받았다면 그 이유는?
(　　) 내가 멍청하기 때문이다.
(　　) 이번 시험이 매우 어려웠기 때문이다.

27. 문에 부딪혀 코피가 났다면 그 이유는?
(　　) 그 때 나는 눈을 딴 데 두고 걸었기 때문이다.
(　　) 나는 요즘 정신이 딴 데 있었기 때문이다.

28. 내가 공을 놓치는 바람에 우리 팀이 져버렸다면 그 이유는?
(　　) 내가 그 날 경기를 하는 동안 열심히 하지 않았기 때문이다.
(　　) 나는 경기를 할 때 보통 열심히 하지 않기 때문이다.

29. 체육시간에 발목을 삐었다면 그 이유는?
(　　) 지난 몇 주 동안 체육시간에 한 운동들이 전부 위험한 것이었기 때문이다.
(　　) 지난 몇 주 동안 나는 체육시간에 준비운동을 열심히 하지 않았기 때문이다.

30. 부모님과 함께 바닷가에서 즐거운 시간을 보냈다면 그 이유는?
(　　) 그 날 바닷가에서의 모든 것이 즐거웠기 때문이다.
(　　) 그 날 바닷가의 날씨가 정말 좋았기 때문이다.

31. 기차가 너무 늦게 도착해서 영화를 보지 못했다면 그 이유는?
(　　) 며칠 동안 기차가 정시에 도착하지 못한 건 뭔가 문제가 있었기 때문이다.
(　　) 기차는 원래 시간을 정확하게 지키지 않는다.

32. 어머니께서 내가 좋아하는 요리를 만들어 주셨다면 그 이유는?
(　　) 우리 어머니가 나를 즐겁게 해 주시는 일이 몇 가지가 있다.
(　　) 우리 어머니는 항상 나를 즐겁게 해 주시는 일을 좋아하신다.

33. 내가 속한 팀이 경기에서 졌다면 그 이유는?
(　　) 보통 때 우리 팀의 선수들이 경기를 잘 못하기 때문이다.
(　　) 그 날에 특히 우리 팀의 선수들이 경기를 잘 못했기 때문이다.

34. 빨리 숙제를 끝냈다면 그 이유는?
(　　) 요즘에 나는 무슨 일이든지 빨리 하기 때문이다.
(　　) 요즘에 나는 학교 숙제를 빨리 하기 때문이다.

35. 선생님의 질문에 대답을 틀리게 했다면 그 이유는?
(　　) 난 항상 질문에 대답하려면 너무 긴장이 되는 편이다.

(　　) 그 날 내가 질문에 대답하려 할 때 왠지 긴장이 되었다.

36. 버스를 잘못 타서 길을 잃었다면 그 이유는?
(　　) 그 날 내가 정신을 똑바로 차리고 있지 않았기 때문이다.
(　　) 나는 보통 어디 갈 때 정신을 집중하지 않는 편이다.

37. 놀이동산에 가서 즐거운 시간을 보냈다면 그 이유는?
(　　) 나는 보통 놀이동산에 가면 즐겁게 잘 놀기 때문이다.
(　　) 나는 원래 잘 놀기 때문이다.

38. 고학년의 학생이 얼굴을 때렸다면 그 이유는?
(　　) 내가 그의 동생을 놀렸기 때문이다.
(　　) 그의 동생이 내가 놀린 걸 일러바쳤기 때문이다.

39. 생일 날 원하던 장난감을 모두 선물 받는다면 그 이유는?
(　　) 사람들은 항상 내가 생일날 무슨 장난감을 받고 싶은지 잘 맞춘다.
(　　) 이번 생일에는 사람들이 내가 무슨 장난감을 원하는지 바로 맞췄다.

40. 시골로 휴가를 떠나서 아주 즐거운 시간을 보냈다면 그 이유는?
(　　) 시골은 정말 지내기 좋은 곳이기 때문이다.
(　　) 우리가 갔던 기간이 1년 중 가장 아름다운 시기였기 때문이다.

41. 이웃집에서 저녁식사에 초대했다면 그 이유는?
(　　) 가끔 사람들이 친절해지기 때문이다.
(　　) 사람들은 원래 친절하기 때문이다.

42. 담임선생님이 나를 좋아하신다면 그 이유는?
(　　) 그날 수업시간에 바른 태도로 공부했기 때문이다.
(　　) 나는 항상 수업시간에 바른 태도로 공부하기 때문이다.

43. 내 친구를 행복하게 해 줬다면 그 이유는?
(　　) 나는 원래 재미있는 사람이기 때문이다.
(　　) 내가 가끔 재미있는 사람이 되기 때문이다.

44. 공짜로 아이스크림을 얻어 먹었다면 그 이유는?
(　　) 내가 그날 아이스크림 아저씨께 친절하게 대했기 때문이다.
(　　) 그날 아이스크림 아저씨가 기분이 좋았기 때문이다.

45. 친구의 생일날 마술사 아저씨가 도우미로 나를 뽑았다면 그 이유는?
(　　) 내가 뽑힌 건 운이 좋았기 때문이다.
(　　) 내가 진행되는 마술에 흥미가 있어 보였기 때문이다.

46. 친구에게 영화를 보러 가자고 했더니 그 친구가 싫다고 했다면 그 이유는?
(　　) 그날 그 친구는 아무것도 하기 싫었기 때문이다.
(　　) 그날 그 친구는 영화를 보러 가고 싶지 않았기 때문이다.

47. 부모님이 싸움을 하셨다면 그 이유는?
(　　) 사람들이 결혼해서 잘 사는 것은 원래 어려운 일이기 때문이다.

( ) 우리 부모님께는 결혼해서 잘 사는 것이 어려운 일이기 때문이다.

48. 어떤 모임에 들어가려고 했는데 거절당했다면 그 이유는?
( ) 나는 다른 사람들과 잘 어울리지 못하기 때문이다.
( ) 나는 그 모임에 있는 사람들과 잘 어울리지 못하기 때문이다.

APPENDIX R: THE LIFE ORIENTATION TEST—REVISED (KOREAN)

다음 문장들은 여러 상황에서 자신이 어떻게 느끼고 생각하는지를 묻는 것입니다. 각 문항을 잘 읽으신 후 여러분을 가장 잘 표현하는 번호를 골라O 나V 표 해 주세요.

		매우 그렇지 않다	그렇지 않다	조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	확실치 않은 상황 속에서 나는 대부분의 경우 가장 좋은 것을 기대한다.	1	2	3	4	5	6
2	나는 쉽게 긴장을 풀 수 있다.	1	2	3	4	5	6
3	나에게 무엇인가 잘못될 만한 것이 있으면 그것은 꼭 잘못된다.	1	2	3	4	5	6
4	나는 나의 미래에 대해서 언제나 긍정적으로 생각한다.	1	2	3	4	5	6
5	나는 내 친구들과 재미있게 지낸다.	1	2	3	4	5	6
6	나에게는 바쁘게 지내는 것이 중요하다.	1	2	3	4	5	6
7	나는 어떤 일이 내 뜻대로 잘 되리라고는 거의 기대조차 하지 않는다.	1	2	3	4	5	6
8	나는 쉽게 마음이 상하지 않는다.	1	2	3	4	5	6
9	나는 내게 좋은 일이 일어날 것이라고는 거의 생각지 않는다.	1	2	3	4	5	6
10	나는 보통 내게 나쁜 일보다는 좋은 일들이 더 많이 일어나리라고 기대한다.	1	2	3	4	5	6

APPENDIX S: SELF-REGULATION INSTRUMENT FOR STUDENTS (KOREAN)

다음 문장들은 여러분을 기술한 내용입니다. 주의 깊게 읽으신 후 자기자신을 가장 잘 나타낸 것을 골라 번호에 O 나V 표 해 주세요.

		매우 그렇지 않다	그렇지 않다	조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	나는 곱셈문제를 보면 구구단이 빨리 떠오른다.	1	2	3	4	5	6
2	나는 방청소를 할 때 무엇부터 할 것인지 순서를 정한 후에 시작한다.	1	2	3	4	5	6
3	나는 책을 읽을 때 시간이 모자라면 중요하지 않은 부분은 건너뛴다.	1	2	3	4	5	6
4	나는 공부하는 도중에 내용을 잘 이해하고 있는지 스스로에게 질문해 보곤 한다.	1	2	3	4	5	6
5	나는 새로운 내용을 배울 때는 그것과 관련된 상황을 머릿속으로 상상해 보면서 이해한다.	1	2	3	4	5	6
6	나는 내용이 복잡할 때는 도표를 그리거나 요약해본다.	1	2	3	4	5	6
7	나는 여러 가지 문제를 해결할 때 나름대로 관계를 지어본다.	1	2	3	4	5	6
8	나는 숙제나 공부를 하다가 모르는 내용이 있으면 관련 자료나 인터넷을 찾아본다.	1	2	3	4	5	6
9	나는 새로운 것을 배울 때 처음에 잘 하지 못하면 금방 포기하는 편이다.	1	2	3	4	5	6
10	나는 우리 반 다른 친구들에 비해 공부를 잘 할 수 있다.	1	2	3	4	5	6
11	나는 쉬운 문제 푸는 것보다 어려운 문제를 푸는 것이 더 재미있다.	1	2	3	4	5	6
12	내가 최선을 다하기 때문에 선생님께 칭찬을 받는 것이라 생각한다.	1	2	3	4	5	6
13	나는 위인전을 읽으면 주인공처럼 되고 싶다는 생각이 든다.	1	2	3	4	5	6
14	나는 미래의 직업을 선택하는데 공부가 커다란 역할을 할 것이라고 생각한다.	1	2	3	4	5	6
15	나는 시험을 잘 보는 것보다 내용을 잘 익히는 것이 더 중요하다고 생각한다.	1	2	3	4	5	6
16	나는 많은 노력을 들이더라고 무엇인가 새로운 것을 배울 수 있는 것을 좋아한다.	1	2	3	4	5	6
17	나는 갖고 싶은 것을 당장 가져야만 한다.	1	2	3	4	5	6
18	나는 오락을 하면 숙제를 할 수 없다는 것을 알면서도 오락을 한다.	1	2	3	4	5	6
19	나는 비난이나 꾸지람을 들을 때 좋지 않은 말대꾸를 한다.	1	2	3	4	5	6
20	공부할 때 가족이 TV를 보면 공부를 계속하기가 어려워진다.	1	2	3	4	5	6
21	나는 어떤 활동을 하는데 친구들이 같이 하자고 하지 않았는데	1	2	3	4	5	6

	끼어드는 경향이 있다.						
22	나는 친구들과 규칙 지키기, 차례 지키기, 협동하는 측면에서 잘 어울린다.	1	2	3	4	5	6
23	나는 다른 사람의 기분을 이해할 수 있도록 항상 노력하고 있다.	1	2	3	4	5	6
24	나는 어른들의 지도나 지시를 잘 따른다.	1	2	3	4	5	6

APPENDIX T: CAREER MATURITY INVENTORY (KOREAN)

아래의 문장들은 여러분의 생각과 가치를 나타내고 있습니다. 주의 깊게 읽으신 후 여러분의 생각과 가치를 가장 잘 나타낸 것을 골라O 나V표 하세요.

		매우 그렇지 않다		조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	나는 내 자신이 무엇을 원하는 가를 알고 있다고 생각한다.	1	2	3	4	5	6
2	원하는 일을 할 수 있도록 많은 자유를 줄 수 있는 그런 직업을 갖고 싶다.	1	2	3	4	5	6
3	진로를 선택하는데 최선의 방법은 가능한 몇 개의 진로를 생각해 보고 나서 그 중에서 가장 좋아하는 진로를 선택하는 것이다.	1	2	3	4	5	6
4	누구나 나이가 들어감에 따라 어린 시절에 가졌던 계획을 바꾸는 것은 당연한 일이다.	1	2	3	4	5	6
5	앞으로 갖고자 하는 직업이 내가 되고자 하는 사람이 될 수 있게 해줄지 걱정이다.	1	2	3	4	5	6
6	내 주위 사람마다 나에게 서로 다른 말을 해주기 때문에 직업선택을 하는 것이 매우 혼란스럽다.	1	2	3	4	5	6
7	직업을 선택하기 이전에 자신이 잘하는 것이 무엇이고 못하는 것이 무엇인지를 미리 알고 있어야 한다.	1	2	3	4	5	6
8	진로를 선택하는 데 있어서 자신이 어떤 사람인지를 먼저 알 필요가 있다.	1	2	3	4	5	6
9	15세가 될 때까지는 자신이 갖고자 하는 직업을 대개 어느 정도 마음속으로 정해야 한다.	1	2	3	4	5	6
10	미래가 불확실할 때에는 어떤 직업을 선택할 지에 대해 고민하면서 미리 준비할 필요가 없다.	1	2	3	4	5	6
11	학교를 다니는 중에 앞으로 선택할 직업에 대해 고민하고 준비하는 사람을 보면 이해가 안 된다.	1	2	3	4	5	6
12	사람들은 노력하기만 한다면 자신이 원하는 것을 이룰 수 있다.	1	2	3	4	5	6
13	직업이라는 것은 돈을 얼마나 벌 수 있는가를 결정해주기 때문에 중요하다.	1	2	3	4	5	6
14	직업선택에 있어서 중요한 것은 어떤 직업을 좋아하는가 보다 어떤 직업을 더 잘 할 수 있는가를 아는 것이다.	1	2	3	4	5	6
15	일이라는 것은 자신이 원하는 것을 살 수 있게 해주기 때문에 가치가 있다.	1	2	3	4	5	6
16	일은 고된 것이다.	1	2	3	4	5	6
17	사람들은 각자 자기가 먹고 살 몫은 가지고 태어나기 때문에 특별히 직업 걱정을 할 필요가 없다.	1	2	3	4	5	6

18	일하는 것이 좋은 것이라고 생각해 본 적이 없다.	1	2	3	4	5	6
19	진로선택은 때가 되면 누구든지 하게 마련이므로 미리 준비할 필요가 없다.	1	2	3	4	5	6
20	자신이 원하는 직업을 갖는 사람이 별로 없기 때문에 특별히 직업선택에 대해 고민할 필요가 없다.	1	2	3	4	5	6
21	앞으로 갖고자 하는 직업에 대해 약간의 의심이라도 나면 부모님이나 친구들에게 자문을 구해야 한다.	1	2	3	4	5	6
22	자신의 소신대로 일할 수 있는 그런 직업을 선택해야 한다.	1	2	3	4	5	6
23	진로란 내 인생을 결정해 주기 때문에 스스로 결정하는 것이 좋다.	1	2	3	4	5	6
24	나는 부모님이 나에게 원하시는 직업을 갖고자 한다.	1	2	3	4	5	6
25	근무시간도 짧고 작업환경도 좋은 그런 직업을 갖고 싶다.	1	2	3	4	5	6
26	직업선택을 할 때 가장 중요한 것은 그 직업이 앞으로 출세할 수 있는 기회를 제공해 줄 수 있는가 하는 것이다.	1	2	3	4	5	6
27	앞으로 되고자 하는 자신의 모습에 대해 자주 상상해 보는 편이지만, 실제로 어떤 직업을 가져야겠다고 생각해 본 적은 없다.	1	2	3	4	5	6
28	진로를 결정할 때에는 몇 가지 다른 일에 대해서도 고려를 해야 한다.	1	2	3	4	5	6
29	내가 원하는 직업을 얻을 때까지 결코 포기하지 않는다.	1	2	3	4	5	6
30	내가 세운 진로계획이 현실적으로 잘 맞는 것인지 모르겠다.	1	2	3	4	5	6
31	앞으로 자신을 더 유명하게 만들 수 있는 그런 직업을 선택해야 한다.	1	2	3	4	5	6
32	봉급을 많이 주는 직업을 원한다.	1	2	3	4	5	6
33	앞으로 직업을 선택할 때 그 직업이 무엇이든지 간에 가장 손쉽게 구할 수 있는 직업을 선택할 것이다.	1	2	3	4	5	6
34	비록 나와는 잘 어울리지 않더라도 남들이 부러워하는 직업 및 진로를 선택할 것이다.	1	2	3	4	5	6

APPENDIX U: SOCIAL DEVELOPMENT INVENTORY (KOREAN)

다음 문장들은 여러분에 대해 기술한 내용입니다. 주의 깊게 읽으신 후 자기자신을 가장 잘 나타낸 것을 골라 번호에 O 나 V 표 해 주세요.

		매우 그렇지 않다	그렇지 않다	조금 그렇지 않다	조금 그렇다	그렇다	매우 그렇다
1	나는 도덕적으로 어긋나는 일을 그냥 두지 못한다.	1	2	3	4	5	6
2	내 친구들은 내가 말하면 믿는다.	1	2	3	4	5	6
3	나는 친구들 사이에서 믿을 만한 사람으로 통한다.	1	2	3	4	5	6
4	내가 옳다고 생각하는 것을 내 스스로 결정한다.	1	2	3	4	5	6
5	내가 결정한 일을 내 스스로 통제하고 있다.	1	2	3	4	5	6
6	내가 결정하여 행한 일을 내가 책임진다.	1	2	3	4	5	6
7	나는 모임을 이끌어 가는데 흥미가 있다.	1	2	3	4	5	6
8	학급 친구들은 단체 활동의 리더로 나를 추천한다.	1	2	3	4	5	6
9	내 친구들은 내 의견대로 따라 오는 경우가 많다.	1	2	3	4	5	6
10	나는 어떠한 일이든지 최대의 노력을 기울인다.	1	2	3	4	5	6
11	나는 일을 끝까지 책임지고 끝내려고 노력한다.	1	2	3	4	5	6
12	나는 어려운 문제라도 끝까지 해결하려고 노력한다.	1	2	3	4	5	6
13	나는 학교에서 마음이 편안하다.	1	2	3	4	5	6
14	나는 무슨 일이든지 침착하게 처리한다.	1	2	3	4	5	6
15	나는 친구들과 함께 있을 때 마음이 편안하다.	1	2	3	4	5	6
16	나는 친구들에게 인기가 많다.	1	2	3	4	5	6
17	나는 여러 유형의 친구들과 친밀하게 지낸다.	1	2	3	4	5	6
18	나는 친구들과 잘 지낸다.	1	2	3	4	5	6
19	나는 어려운 일을 하는 사람을 보면 돕고 싶다.	1	2	3	4	5	6
20	친구가 나의 도움을 필요로 하면 기꺼이 돕는다.	1	2	3	4	5	6
21	길거리에 쓰레기가 흩어져 있으면 줍고 싶다.	1	2	3	4	5	6
22	내가 한 일은 결과에 상관없이 책임을 진다.	1	2	3	4	5	6
23	나에게 분담된 일은 반드시 실천한다.	1	2	3	4	5	6
24	나는 학교 규칙을 잘 지키고 있다.	1	2	3	4	5	6

APPENDIX V: INFORMED CONSENT (KOREAN)

긍정심리학의 구성요소가 학생발달에 미치는 영향

동 의 서

주 연구자: 하 요 상

지도교수: E.H. Mike. Robinson, Ph. D (이.에이치.마이크 로빈슨)

연구장소: 서울동자초등학교
서울역삼초등학교
서울장평초등학교
서울중대초등학교
서울상봉초등학교

동의서 회신 방법: 이 동의서는 봉투에 넣어서 봉해진 채로 각 학생에 의해 부모님들에게 전달될 것입니다. 이 연구에 참여하길 원하시고 또한 여러분의 자녀가 연구에 참여하는 것을 원하시는 부모님들께서는 동의서를 작성하여 서명하신 후 다시 봉투에 넣어 밀봉하셔서 학생을 통해 연구자에게 전달해 주실 것을 부탁드립니다. 동의서가 2 부 동봉되어 있습니다. 한 부는 서명 후 보내주시고 다른 한 부는 부모님들께서 보관하시면 됩니다.

서문: 센트럴플로리다대학교 (University of Central Florida)의 연구자들은 여러 주제를 가지고 연구를 하고 있습니다. 이러한 연구를 진행하기 위해서는 연구에 참여하는 여러분들의 도움이 필요합니다. 서울에 거주하고 있는 400 여명의 초등학교 6 학년 학생들과 그들의 부모님을 대상으로 하는 이번 연구에 귀하의 참여를 부탁드리며 아울러 귀댁의 자녀가 이 연구에 참여할 수 있도록 허락해주시기 부탁 드립니다. 귀하와 자녀는 서울 동자, 역삼, 장평, 중대, 상봉 초등학교 중

한 학교에 재학하고 있기 때문에 이번 연구에 초청되었습니다. 센트럴플로리다대학교 (University of Central Florida)의 교육·인문과학과 (Department of Educational and Human Sciences) 박사과정에 재학중인 이 연구의 주 연구자 하요상은 대학원 학생이기 때문에 같은 과의 Edward (Mike) H. Robinson (에드워드 마이크 에이치 로빈슨) 교수로부터 지도 감독을 받고 있습니다.

조사연구에 대해 알아두어야 할 것들:

- 누군가 이 연구에 대해서 여러분에게 설명을 할 것입니다.
- 조사연구는 자발적 참여에 의해 이루어집니다.
- 연구의 참여여부는 각자의 선택에 달려있습니다.
- 여러분이 원할 때만 여러분의 자녀가 연구에 참여하도록 할 수 있습니다.
- 여러분은 조사연구에 참여하지 않는 것을 선택하실 수 있습니다.
- 지금 연구의 참여에 동의하셨다가도 나중에 여러분의 선택을 바꾸실 수 있습니다.
- 여러분이 무엇을 선택하시든지 그것이 여러분과 자녀에게 해가 되지 않을 것입니다.
- 연구참여를 선택하시기 전에 궁금하신 모든 것을 자유롭게 질문하실 수 있습니다.

연구의 목적: 이 연구의 목적은 긍정심리학과 종합학생발달과의 관계를 규명하는 것입니다. 최근에 한국의 교육은 여러 가지 면에서 심각한 위기에 당면해 있다고 여겨지고 있습니다. 학교는 학교 폭력, 집단폭력, 습관적 음주와 흡연, 왕따 그리고 높은 자살율등의 문제에 노출되어 있습니다. 이러한 측면에서 볼 때 건강한 학생 발달을 위한 예방적 차원의 중재가 학교에서 매우 필요하다고 할 수 있습니다. 미국 학교상담자 연합에서 제시한 국가수준학교상담모델에 따르면, 학교상담의 목적은 모든 학생들이 학업발달, 진로발달, 그리고 개인/사회성 발달의 영역에서 성공할 수 있도록 촉진함과 동시에 다양한 기술과 배움의 기회를 사전에 예방적인 방법으로 제공하는 것입니다. 긍정심리학은 보편적 인간들이 가지고 있는 강점과 미덕을 강화시키는 것을 통한 심리학의 예방적 기능들에 초점을 맞추고 있습니다. 따라서 이 연구는 건강한 학생발달을 위한 긍정심리학의 중요성을 규명하기 위해 긍정심리학과 학생발달과의 관계를 검증할 것입니다.

연구참여자들에게 요청될 것들:

이 연구에 참여하는 학생들은 희망, 낙관성, 자기조절, 진로발달, 그리고 사회성 발달수준과 관련된 총 6 가지의 설문지를 완성하게 될 것입니다. 부모님들 또한 자녀의 자기조절에 관련된 한가지 설문지를 요청받게 될 것입니다. 연구자가 정보수집을 위해 교장선생님의 허가를 받은 후 선생님들은 시험 점수와 과제 및 협동학습 수행정도, 수업태도, 수업참여도 등이 포함된 4 과목(국어, 수학, 사회, 과학)의 각 평점을 연구자에게 제공할 것입니다. 연구자는 보안유지를 위해 학생정보가 담겨진 데이터에서 개인의 이름을 제거하고 무작위로 정해진 번호를 배정할 것입니다. 학생들은 하루에 30 분씩 이틀에 걸쳐 아침자습시간, 방과후 시간, 또는 교사재량시간을 이용해 설문에 참여할 것이고 부모님들은 학생에 의해 설문지가 전달된 후 각자의 가정에서 편리한 시간에 연구에 참여하실 수 있습니다. 부모님들 설문은 약 10 분이 소요될 것입니다. 부모님들께서는 설문의 내용이나 결과를 자녀들과 나누지 마시고 완성된 설문지를 봉투에 밀봉하여 학생을 통해 연구자에게 전달해주시기 바랍니다. 아울러 부모님과 자녀들은 모든 질문에 답을 하실 의무가 없으며 만일 답변을 하지 않으시더라도 그로 인해 어떠한 불이익도 받지 않을 것입니다.

장소: 연구자는 연구참여 학생들을 만나고 연구를 실행하기 위해 각 교실에 방문할 것입니다.

요구되는 시간: 여러분의 자녀는 하루에 30 분씩 이틀에 걸쳐 연구에 참여할 것이고 여러분은 설문지를 완성하는데 약 10 분 정도가 소요될 것입니다.

비밀유지: 미국 연방법은 연구자에게 연구기록물을 비밀리에 보관할 것을 요구하고 있습니다. 이 연구와 관련된 모든 기록물은 센트럴 플로리다 대학교내 잠금 장치가 있는 방의 잠금 장치가 있는 캐비닛에 보관될 것입니다. 연구자는 이 연구를 통하여 얻은 결과물들을 출판할 수 도 있습니다. 그러나, 만일 그렇게 된다고 하더라고, 연구자는 여러분의 이름이나 그 밖에 누군가 여러분을 알아볼 수 있는 어떤 것도 사용하지 않을 것입니다.

연구와 관련된 질문과 문제제기: 만일 이 연구와 관련된 질문이나 걱정 또는 불만이 있으신 분들은 교육학과 상담자교육 박사과정 학생인 하요상에게 이메일로 연락해 주십시오.
이메일 : ymemme@knights.ucf.edu

연구참여자들의 권리와 문제제기를 위한 IRB 연락처:

센트럴플로리다대학에서 사람을 참여시키는 연구는 연구심의위원회 (Institutional Review Board: UCF IRB)의 감독을 받고 있습니다. 이 연구는 IRB 에 의해 심의 후 승인되었습니다. 연구참여자의 권리에 대한 정보를 원하시는 분은 센트럴플로리다대학교 연구심의위원회로 연락해주시기 바랍니다. 주소는 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 이며 전화번호는(407) 823-2901 입니다. 또한 여러분은 다음과 같은 상황에 대해서 연구심의위원회로 연락하실 수 있습니다.

- 여러분의 질문이나 걱정 또는 불만에 연구팀이 답변하지 않을 때
- 연구팀과 연락이 닿지 않을 때
- 연구팀이 아닌 누군가와 연락하고 싶을 때
- 이 연구에 대한 정보를 얻기 원하거나 정보를 제공하고 싶을 때.

저희는 여러분과 여러분 자녀의 건강 및 복지 또는 연구참여에 대한 선택에 영향을 미칠 수 있는 새로운 정보가 생기면 알려드릴 것입니다.

아래의 서명은 이름이 적혀 있는 아동과 부모를 연구에 참여시키는 것에 동의하는 것을 의미합니다.

아래의 IRB 만료일이 지난 후에는 이곳에 서명하지 마십시오

부모: 학생:

참여자 이름

부모 또는 보호자 서명 Date

부모 또는 보호자 성명

❑ 부모
❑ 보호자(아래참고)

❑

❑ 얻음

없음

보호자의 동의에 대한 안내: 부모가 아닌 보호자가 이 연구에 참여하거나 참여를 동의할 경우에는 그 보호자가 아동의 보호자라는 법률적

근거가 필요합니다. 그 관계를 나타내어 주는 법률적 서류를 제출하여 주세요.

REFERENCES

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