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Perception of Undergraduate Environmental Education Program Students of Hangu University on Their Career Prospect and Career Preparation

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ABSTRACT

The primary purpose of this research is to examine the career development of undergraduate environmental education program students. More specifically, it intends to understand how they perceive their career prospect, how they prepare for their career and what kind of career development assistance they receive from their school. For most of college students, a primary purpose for attending college is to prepare for a career, but often academic preparation in college is not enough to get the job they aspire. Career preparation becomes even more complex when their major does not dictate any specific career path or when the major does dictate a specific career path but it does not provide sufficient and quality job opportunities. Undergraduate environmental education programs are typical examples of the latter. To illuminate the understanding of the context surrounding undergraduate environmental education program students, semi-structured interviews were conducted through an instance message software program from August 17th, 2007 to August 20th, 2007. The subjects of this study

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consisted of 4 undergraduate students and 2 graduates of Hangu University (a tentative name). Each participant was interviewed once or twice for about 2 hours each interview. The findings of the study are as follow. First, they maintain a positive attitude regarding the career outlook and the career decision but it is not well founded. Second, career search and career preparation are conducted individually, and their school does not provide much systematic career assistance. Third, they did not see the relevance of the curriculum of their program to their future career. A few preliminary implications for practices related to career development may be drawn from the findings reported in this study. First, undergraduate students in environmental education programs appear to be in need of comprehensive career development assistance ranging from exploration of job opportunities related to majors, to development of job-seeking skills, to general issues of career preparation and choice. Experiential modes of career exploration seem to be helpful in clarifying their interest and aptitude in the area of environmental education. Second, career development assistance for these students should start at early college years. Third, these students may need help in exploring diverse opportunities related to their major as well as other academic areas. Finally, it is recommended to create more careers in the area of environmental education.

Key words : career development, career prospect, career preparation, environmental education program

I . Introduction

The needs for career-related assistance among Korean college students are intense and complex. The majority of Korean high school graduates enroll in a college right after they graduate high school. In 2006, 87.5% of general high school graduates and 68.6% of vocational high school graduates enrolled in a higher education institution (MOE & KEDI, 2007). There are conflicting views on whether the higher education should be vocational specific, but college students are increasingly concerned about the connection between their current education and their future career partly due to the tightening economy and the oversupply of college graduates.

For most of college students, a primary purpose for attending college is to prepare for a career, but often academic preparation in co-

lege is not enough to get the job they aspire. Career preparation becomes even more complex when their major does not dictate any specific career path or when the major does dictate a specific career path but it does not provide sufficient and quality job opportunities. Undergraduate environmental education programs are typical examples of the latter because even though, obvious from the program title, they are specifically designed to train future teachers but only a small number of their graduates can get a teaching job at a middle or a high school and there are not many job opportunities in non-formal environmental education. Career development assistance is an important process for all college students, but in the cases like undergraduate environmental education programs it is even more crucial.

The fundamental rationale for providing career development assistance is from the fact that finding a satisfying employment is impor-

tant for an individual to maintain his or her self-respect and dignity and a society has to facilitate it to secure its safety and stability (Little, 1970). Furthermore, when students do not see a meaningful connection between their education and their future career, they may not see the value of their education, which may lead student apathy and dissatisfaction in school.

To provide quality career development assistance, it is important to understand its target population. Even though college students share some career development needs, there are diverse sub-groups and their unique circumstances need to be considered in the career development assistance programs. The primary purpose of this research is to examine the career development of undergraduate environmental education program students. More specifically, it intends to understand how they perceive their career prospect, how they prepare for their career and what kind of career development assistance they receive from their school. Very little research has been conducted specifically on this matter. This study will enhance our understanding of undergraduate environmental education program students' career development issues, which will provide useful information for planning and delivering career development assistance programs for them as well as other college students who have similar career development issues.

Following are exploratory research questions the researchers asked in the interviews.

1. How do undergraduate environmental education program students perceive their future career prospect?
2. How do they perceive the value of their college education?
3. What do they do to prepare for their future career?

4. What career development assistance have they received from their school?

II. Literature Review

1. The Development of the School Environmental Education in Korea

In South Korea, the school environmental education started in the mid 1970s, when environmental pollution emerged as a social issue and people began to make noticeable efforts to conserve the environment. The new arrangements in the academic arena reflected the social significance of the matter. In 1973, a graduate school of environment was first established in Seoul National University and the openings of several college programs in the area of environment followed. The Korean Educational Development Institute (KEDI), a government-sponsored research institute on education, set up a division for conducting research on environmental education.

In the 1980s, the school environmental education started to gear up as the 4th and 5th national elementary and secondary curricula that were announced in 1982 and 1987 respectively emphasized the "environment-related" component. Also, the Korean Society for Environmental Education was established in 1989 and began to publish its academic journal on environmental education in Korea, *Journal of Environmental Education*. In addition, the division of "environmental education research" was set up at KEDI in the 1990s.

A turning point for school environmental education was when in the sixth national secondary education curriculum, "environment" new-

ly became an elective school subject. Middle schools and high schools started to offer the course in 1995 and in 1996 respectively (Park, 2001). Subsequently, teachers were needed to teach the new environment course and the training of environmental education teachers became urgent. For a temporary relief, the government made a partial amendment to the pertinent regulations in 1994 and issued the environmental education teacher certificate to teachers who were already holding a certificate in another subject area, if they would attend 320 hours of classes on environmental education at a government-designated institution (Hwang, 1999).

However, the quality of teachers certificated through the temporary teacher training programs was questionable. According to a survey study (Kim, Lee, Lee & Kim, 1995) conducted in 1995, 60% of the teachers accredited from the temporary training program did not feel confident in teaching environmental courses (Lee & Choi, 1998). Earlier, some scholars (Choi, 1991) claimed the need to establish new undergraduate environmental education programs to train environmental education teachers. After much discussion, 4 undergraduate environmental education programs and 1 additional program were approved to open and admit new students in 1996 and 1998, respectively.

2. The Current Statistics on Undergraduate Education Programs

As of 2007, there are five undergraduate environmental education programs in Korea. Among them, four programs are in a college of education and the other one in a college of engineering. The annual admission size ranges from 15 to 30, 110 in total.

The curriculum of undergraduate environmental education consists of liberal arts courses, general education courses, subject matter-specific pedagogy courses (including practicum), subject matter courses, and electives. The courses defining environmental education programs are subject matter-specific pedagogy courses and subject matter courses, <Table 2> shows the numbers of these two types of courses in five undergraduate environmental education programs. In the program of Mokpo university, 3 subject matter-specific pedagogy courses were offered while 6~7 courses were offered in other 4 undergraduate programs.

3. Main Issues of Environmental Education in Korea

Choi (2006) summarized the main issues of environmental education in Korea as follows;

<Table 1> Undergraduate Environmental Education Programs (as of 2007)

	Established Year	Annual Admission Size as of 2006(person)
Korea National University of Education	1996	20
Kongju National University	1996	20
Sunchun National University	1996	15
Daegu University	1998	30
Mokpo National University	1996	25

〈Table 2〉 Course offered in 5 undergraduate environmental education programs (as of 2007)

Course Classification*	Korea National University of Education	Kongju National University	Sunchun National University	Daegu University	Mokpo National University
Subject matter courses	35	22	27	38	25
Subject matter-specific pedagogy courses	6	7	6**	7	3

* Liberal arts, general education, and elective courses are excluded

** Even though they are not classified as subject matter-specific pedagogy courses, "environmental information and education programs," "sustainable education research," and "environmental education research" were counted as ones in this study according to their contents.

〈Table 3〉 The Number of Secondary Schools offering the Environment Course (as of 2006)

	Number of Schools Offering Environment Courses	Rate(%)
Middle School	312(2,999)	10.4
High School (General Track)	463(1,437)	32.2

Source: Ministry of Education and Human Resource Development and KEDI. (2006). Statistics Year-book of Education.

First, teachers and students recognize the importance of environmental education but the critical conditions required to implement it are not met. For example, not much efforts have been made in developing curriculum and only small percentage of schools choose it as an elective course. In addition, teacher recruitment and training programs and the government's administrative assistance are not sufficient.

Second, the current environmental education is more lecture-oriented rather than field-study or discussion oriented.

Third, there is not sufficient instructional material developed on environmental education, and most of them are printed material. More multi-media instructional material should be developed.

Fourth, by 2001, 1,977 people have obtained the environmental education teaching license after

receiving training on environmental education as their minor. In addition, as of 2002, people are certified to teach environment through environment-related programs of 31 universities, and 34 graduate schools of education.

Likewise, there are many people with a teaching license on environmental education, but very few people get an opportunity to teach and in many cases, teachers having taught another subject teach environmental education. Also, the number of school choosing the environment course as an elective is limited. As of 2006, 10.4% of middle schools and 32.2% of high schools offer the environment course as an elective, but the number does not seem to be on the increase. The numbers of environmental education teachers recruited through the state exam for the last 8 years are shown in 〈Table 4〉. For the year 2007, 138 candidates

<Table 4> The Number of Public Secondary Environmental Education Teachers recruited through the State Exam

Year	2000	2001	2002	2003	2004	2005	2006	2007	Total
Number of recruited	5	3	9	16	23	1	0	7	64

Source: Choi. (2006). The retrospection and vision of environmental education over the last decade in Korea. *Proceedings of the Environmental Education Conference*. 3-23.

applied for 7 spots, resulting in the competition rate of 19.7 to 1.

4. Career Development of Korean College Students

During college years, students explore, crystallize and specify career (Ginzberg, 1972). Their major career development needs include assistance in the selection of a major field, self-assessment and self-analysis, and decision making as well as assistance with access to the world of work (Herr & Cramer, 1996). The most typical sequence of college career guidance programs is ① self understanding, ② career exploration, ③ decision making and ④ preparatory action (Cho, Hwang & Kim, 2005).

Research shows, however, Korean youths experience delayed career development compared to those of American counterparts. The scores of Korean college students on the most recently standardized career maturity inventory did not show the increase that is usually expected as they get older (Cho et al., 2005). Other studies also reported Korean college students show procrastination in their understanding of social status of occupations, which may imply the possibility of delayed self-understanding (Hwang, Kim & Yu, 2003; Hwang, Kim & Yu, 2004).

The reasons for the delayed career deve-

lopment of Korean youths may be explained by the lack of proper career guidance in elementary or secondary schools. Too much emphasis of K-12 education placed on the academic preparation for the college exam and career guidance is understood mostly associated with the choice of a college and a major. Career development tends to be pushed primarily to the post-secondary level. Therefore, previous theories on college students' career development may not properly explain the characteristics of Korean college students and subsequently may not provide a valid foundation for the development of career guidance programs in higher education. This implies the need of rigorous studies on the career development of college students that can provide valid information the development of career guidance programs can based on.

The employment outcomes of college graduates became an important criterion in the evaluation of higher education institution, therefore, an indicator for the competitiveness of a higher education institution, an increasing number of colleges and universities provide various types of career guidance programs. However, incomplete understanding of career development of Korean college students may result in ineffective career guidance programs. To be more effective programs, it is also desirable to take into consideration of unique circumstances of each academic area and its career prospect

as well as how its students are perceiving and coping their career development issues.

III. Research Methodology

1. Research Method and Procedure

To illuminate the understanding of the context surrounding undergraduate environmental education program students, a qualitative case study was conducted. The main research method was in-depth interviews. The first interviews were conducted on the career after college with undergraduate students who were participating as volunteers in the environment camp hosted by the Ministry of Environment. Before the in-depth interview, one of the researchers observed and interviewed the students volunteering in the camp for 8 days, and several tentative exploratory research questions emerged. The common career paths they aspired to pursue could be classified into two: teaching career in environmental education and environment-related careers in private sector. Unfortunately, the students were found to experience difficulties due to the discrepancy between the curriculum of their program and their aspiring careers. Therefore, the researchers planned to conduct more interviews on their issues in their career planning and development. After the discussion, the researchers reached an agreement on the 4 research questions. As the interviewees had to go back home after the camp, it was agreed upon to continue the interview through an instant message program.

Qualitative data collected from the students were used to identify key career development

issues. The main interview areas of semi-structured interviews include the reason they chose their undergraduate program, changes in their career aspirations, career maturity, satisfaction in their school and program, attitude toward their school life, career development assistance they received or wish to receive from school, career paths of their seniors, and perception regarding their faculty members.

Each researcher analyzed the information obtained from the interviews and analyzed it. Then, the results of the analyses of each researcher were compared and discussed to gain a richer understanding of the data under consideration.

2. Participant of the Research

The Hangu university (a tentative name) the subjects of this study were attending is located in the southern part of Korea. It is a national university, consisting of six colleges, liberal arts, social sciences, natural sciences, engineering, business, and life sciences, music, arts and physical education. Different from 4 other undergraduate environmental education programs, which are in the colleges of education, Hangu university's program is in the college of engineering.

This program opened in 1996 as Department of environmental engineering education. In 2000, its name was changed into Department of environmental education. Every year, 25 new students are admitted. As of 2007, there are three faculty members with a major of chemistry, atmosphere or ecology.

The participants of this study consisted of 4 undergraduate students and 2 graduates: 1 freshman, 1 sophomore, 1 junior, 1 senior and 2 graduates. Only one student out of 6 was

female. Two graduates were included in this study because graduates were expected to provide additional information undergraduate students could not about their college education and their career-related concerns.

IV. Findings

1. They Maintain a Positive Attitude Regarding the Career Outlook and the Career Decision but it is not Well Founded

Regarding their future career, the students usually aspire to become a teacher, most of all, and they are considering other careers related to environment as alternatives. The more specific interest a student has, the more detailed career plan he/she presents (Case 1~5).

"First of all, I want to be a teacher. And for the second, I hope to work for an environmental research center, and for the third I want to be a public official in the field of waste disposal." (Case 1)

"I am considering two career options for now. The first one is to become a teacher, and the other one is to double major in biology and then become a researcher in the field." (Case 2)

"I decided to pursue a career in the field of waste disposal as I am interested in it. (Have you decided where to apply?) I'm thinking about the Environmental Management Corporation or other similar institutions." (Case 4)

On the other hand, despite that students are well aware of difficulties in accomplishing their

career plan, such as the slim chances to pass the state exam to be recruited as a school teacher or few and unstable job opportunities in non-formal environment education areas, they are generally optimistic about their job prospect. Although all career choices have elements of uncertainty about it, if the person knows how to select and obtain appropriate information and then is able to apply a comprehensive and appropriate decision-making process to it, career choice can be an essentially rational process (Herr & Cramer, 1996). However, they tend to decide their career goals without accurate information and think their chances in getting a decent job they aspire is only up to how well they are doing. It seems to us that the students rely on an unfounded optimism about their future career. If a career plan is established without comprehensive understanding of the individual himself/herself as well as realistic factors, it would not work as a viable guide to find a satisfying career. For instance, one of the graduates who has been working as an instructor of non-formal environmental education, reported that after he started working, he came to realize that he should have considered the economic prospect of the job (Case 3~6).

"(What is your career goal?) I want to be one of the best authorities in the waste disposal field. That's my goal... (What made you decide your career plan?) Actually, it is not like I have a critical reason to choose it. I just have kept thinking that it would be better if we recycled wastes instead of disposing them. (Are you sure of your decision for your career?) Yes, I am... I'm willing to go on in this field. (What are the chances that you get a job in the field that you have chosen?) It would not be easy... but, it doesn't seem to be completely impossible. I may not get a big-time job at first, but I may be able to get one after I acquire experiences

and skills." (Case 4)

"When I first decided what to do for my career, I was just pushing ahead in my mind with a wish to teach children about environment. I was even seriously discussing with my friends that we would work for several years to make money and invest the money to establish an academy for environmental education. However, when we actually started working for a private organization, serious problems happened to arise, such as financial difficulties." (Case 6)

2. Career Search and Career Preparation are Conducted Individually, and Their School do not Provide Much Systematic Career Assistance

They do not receive systematic assistance for their career search and career preparation from their school and these efforts are rather made individually. They often get career-related information from their seniors, which means that students who actively participate in the school or their program activities might in a better position to gain information than the ones who don't. While their active participation in school activities should be encouraged, for students who are not interested or who do not have outgoing and sociable personality, other information channels need to be provided (Case 1~6).

"I have received most help (about my career) from the seniors. They are now working in various areas. They are working as a banker, a part-time instructor in a non-formal environmental institute, or an instructor at a private proprietary institute. I get to think about my career when I see them and listen to their talks about their work." (Case 3)

"While participating in the group study, we had a lot of talks among juniors and seniors, which helped me find my job. That was the only career assistance I received." (Case 6)

Especially, the freshman and the sophomore feel they receive very limited help. They wish to have more communication with the seniors and get assistance for career planning. They have participated in career assistance programs in the school, but they did not think they were helpful (Case 1, 2).

"Certainly I don't have much information about careers. It is not easy to find the information. I don't know where I can find them.. and it is overwhelming.. So, I decided to do what I can do to prepare for my career even though I have very limited idea about what I need to do." (Case 1)

"The seniors and the graduates are also struggling to find a job themselves, so there are not many opportunities to get a useful advice from them. This program is only 10~11 years old, so there are not many graduates. We only get to see them about once a year." (Case 2)

Field experience helps students in their career search and career decision. It seems to provide the students opportunities to get to know various employment types and opportunities, therefore, help them expand their list of career options (Case 2, 3, 5, 6).

"My career goal (to become a teacher) has not changed ... but I also think about working for an NGO ... well ... for non-formal environmental education ... I have not had such thoughts until I participated in the NGO program. The school curriculum was not helpful... I still want to be a teacher but I might pursue a career in the field of non-formal environmental education." (Case 3)

"I participated in a non-formal environmental education program during the summer vacation of my senior year. I worked as an assistance teacher. After the experience, I could easily make my mind about my career. I like to watch students learn and change through environmental education." (Case 6)

Since 1999, more attention has been given to non-formal environmental education. The government financed 15 billion won for NGOs (Lee, 1999). Subsequently, the demand for teaching personnel for non-formal environmental education is on the rise. Unfortunately, a communication network is not well formed between the faculty members of environmental education programs and these NGOs. This disconnection puts a barrier between the students and the job opportunities in non-formal environmental education. The students wish the faculty members could help the students prepare for more various careers.

Despite the increase in financial support for non-formal environmental education and increasing demand for its teaching personnel, it does not create many quality job opportunities, especially in the economic aspect. Lee, Choi & Choi (2002) report that non-formal environmental education in Korea is provided mainly by small NGOs, which are inadequately supported by the government and often financed by the membership fees (Case 3, 6).

"It is important to maintain a continuous communication channel with NGOs. Unfortunately, the faculty members are not interested in non-formal environmental education and they do not know anything about it." (Case 3)

3. They did not See the Relevance of the Curriculum of Their Program to Their Future Career

Most of the interviewees report that they want to become an environment teacher. However, they did not think the program curriculum would be helpful in preparing the state exam and as well as teaching. The other students contemplating on other environment-related careers did not see the merit of their curriculum, either. The students who aspire to be a teacher have a dissatisfaction about curriculum because its main focus is on environmental engineering. Most of the faculty members are environmental engineering-majored.

The curricula of the five environment education programs including Hangu University mainly consist of environmental engineering-related courses such as "air analysis and lab.," "water analysis and lab.," "water pollution and environment and lab.," "waste analysis and lab.," "environmental microbiology and lab.," etc. Only limited number of courses are environmental education-related courses. Hangu University is offering the least number of environment education-related courses while the Kongju University offering the most. In Hangu University program, 3 out of 28 courses are environment education-related representing less than 10% of the curriculum and in Konju University program, 7 out of 29 courses are environment education-related, representing 24% of its curriculum.

The students considering other than teaching career, for example, waste disposal, find their program curriculum unfavorable to them, too, because their program does not provide as rigorous training as environment-related programs like an environmental engineering program (Case 2, 3, 6).

"I am not satisfied with the quality of the program. The name of program is "environmental edu-

cation program," but we only learn environmental engineering, not environmental education. The professors should reconsider the relevance of the curriculum. The program should increase the number of environmental education courses and reduce that of environmental engineering courses. I want to learn about environmental education... About a half of students want to be an environmental education teacher but chances are slim. So, they are also looking for other careers not related to environment, or environmental education." (Case 3)

"In 1996, when this program first opened, there was not even one faculty member who majored in environmental education. All of them were engineering or natural science majored. So, the composition of the faculty members did not fit the purpose of the program. Currently, the program offers some courses on teacher training, but it seems obvious that additional faculty members to teach environmental education are in need." (Case 6)

There have been conflicting views on whether it is desirable to set up "environment" as a separate school subject and it still remains unsettled (Jeung, 2004). This uncertain status of "environment course" in the school curriculum subsequently puts undergraduate environmental education programs at a more disadvantageous position.

The students were hoping they can benefit from the close connection between their program curriculum and their future career. The fact that the majority of the graduates are working in the fields that are not related to environmental education may present profound implication to the students in terms of their the value of their education the career prospect. They indicated the importance of school career guidance programs for students so that they can explore careers and establish proper career plan (Case 2, 6).

"Many graduates are employed in the areas not related to environmental education. For example, some of them work as instructors at private proprietary institutes, recreation instructors, fund managers, or bankers." (Case 2)

"College students who just graduated high school and enrolled in college need help to make right choices in their school life and career." (Case 6)

V. Conclusion

The primary purpose of this research is to examine the career development issues of undergraduate environmental education program students. More specifically, it intends to understand how they perceive their career prospect, how they prepare for they career and what kind of career development assistance they receive from their school. The findings of this study are drawn from the experiences and opinions of the students from only one undergraduate program, therefore, there may be a limit to generalize the findings over all of undergraduate environmental education programs.

The findings of this study present important career development issues of undergraduate environmental education program students. First, despite the dismal employment outlook in the area of environmental education, the students tend to limit their career options strictly within their college major. It is an interesting finding because even though most of the students did not choose their major with much consideration of their interest or aptitude or career prospect, their career plan is bounded by their choice of major more strongly than expected. The students seem to skip the process of self-

understanding and obtaining occupational information and focus on setting a specific career goal and hope for the best. In general, it is more desirable for students to seek a career related to their education. However, when the career prospect in their major area is not positive, other career path should be considered and prepared for. The faculty members and career development personnel should be able to guide their students by informing the possibility and the limitation to make a realistic and informed career plan that can maximize their potential and satisfaction.

Second, the students do not receive much systematic assistance from their school. Given the inadequate career guidance in K-12 education and the delayed career development of Korean youths, the importance of comprehensive career development assistance in higher education is unquestionable. Students are well aware of their limited chance in becoming a teacher and need to plan alternative career paths. For these students, diverse experiences in the areas of environmental education or environment-related areas seem very helpful for their career development. However, the students report they do not receive systematic assistance in exploring their career choices and making career decision from their school, therefore, these efforts are conducted individually. The finding that they usually get career-related information from their college seniors implies that individuals who are more actively involved in school and exposed to more contacts with seniors have relatively more advantage over students who are not. If school can intervene and facilitate the career development of its students through arranging the contacts between undergraduate students and alumni and providing information, more students would benefit.

Third, this study shows the circumstances of undergraduate environmental education programs and their students are placed in. The controversial status of "environment" as a school subject contributes much to the unpredictable career outlook for the students who aspire to be an environmental education teacher. In addition, the students do not see the merit of their programs' curriculum. The adequacy of the curriculum and the composition of faculty members of environmental education programs need to be examined in order to secure its competitive edge as well as to improve the versatility of the program.

A few preliminary implications for practices related to career development in college and universities may be drawn from the findings reported in this study. First, research indicates that undergraduate environmental education program students appear to be in need of comprehensive career development assistance ranging from exploration of job opportunities related to their major, to development of job-seeking skills, to general issues of career preparation and choice. Especially, students are in need of experiential modes of career exploration to clarify their interest and aptitude in the area of environmental education.

Second, the results of the study indicated that career development assistance for these students should start at early college years. Career assistance has been often equated with job placement, therefore, freshmen and sophomore tend to be excluded from the service. However, career development is not one time event and to help the students make a viable career plan, it should start early.

Third, the results of the study show that these students may need help in exploring diverse opportunities related to their major as well as other academic areas. Although it is

desirable to find employment related to their major, when there is not sufficient job opportunities related to the major or students find other areas more suitable to them, viable alternative routes should be presented. Double majors and transfer of major would be some of the examples.

Finally, it is recommended to create more careers in the area of environmental education in the formal education system as well as other areas. First of all, the opportunities students are exposed to and benefit from environmental education should be expanded. University admission practices that only take account students' achievement in a limited number of subjects, therefore, put barriers in adopting environment as well as other valuable subjects as an elective should be reconsidered. Also, considering its social benefits, more governmental support to promote environmental education is in need

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국문초록

이 연구의 주요한 목적은 환경교육과 학생의 진로 발달을 고찰하는데 있으며, 구체적인 연구목적은 그들의 진로 전망 인식, 진로 준비 과정, 대학의 진로발달지원을 이해하는데 있다. 대부분의 대학생에게 학교를 다니는 주요한 목적은 진로를 준비하는 것이지만 대학의 교육은 그들이 원하는 직업을 얻기에 충분하지가 않다. 전공이 특정한 진로경로를 가지고 있지 않거나 또는 전공이 특정한 진로경로를 가지고 있지만 흡족하고 질 높은 직업을 제공하지 않을 때 진로 준비는 더 복잡해진다. 학부 환경교육과 프로그램이 최근의 전형적인 예이다. 학부 환경교육과 학생들과 그들을 둘러싼 환경을 이해하기 위해 2007년 8월 17일부터 8월 20일까지 인스턴트 메신저를 통해 항구대학교(가칭) 환경교육과 학부, 졸업생 6명에 대하여 반구조화된 인터뷰를 실시하였다. 인터뷰는 연구 참여자 한 사람 당 1~2회, 1회 2시간 정도 개별적으로 실시하였다. 연구의 결과는 다음과 같다. 첫째, 그들은 진로 전망, 진로 결정에 대한 긍정적인 태도를 가지고 있었지만 잘 발견되지는 않았다. 두 번째, 진로 탐색, 진로준비는 개인적으로 수행되며, 학교는 많은 체계적인 진로 지원을 제공하지 않고 있었다. 세 번째, 프로그램의 교과과정과 그들의 미래진로는 관련을 보이지 않았다. 이 연구의 결과로부터 대학에서 진로 발달과 관련된 몇 가지 주요한 함의가 도출되었다. 첫 번째, 환경교육과 프로그램의 학부 학생들은 전공과 관련된 직업 기회의 탐색으로부터 직업 탐색 스킬의 개발에 이르기까지의 종합적인 진로 발달 지원이 필요한 것으로 보인다. 특히 경험적인 진로 탐색이 환경교육이 자신의 적성과 흥미에 적합한지를 이해하는데 도움이 되는 것으로 보인다. 두 번째, 이들 학생들을 위한 진로 발달 지원은 대학교 저학년부터 실시해야 한다. 세 번째, 이들 학생들은 다른 학문적 영역뿐만 아니라 그들의 전공과 관련된 다양한 기회를 탐색하는 데 있어서 도움을 필요로 할 것이다.

핵심어 : 진로발달, 진로전망인식, 진로준비, 환경교육과