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High School Teachers' Perceptions of Promoting Student Motivation and Creativity through Career Education

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by

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ABSTRACT

This study aimed to investigate teachers' perceptions and experiences of career education as to how career education shapes students' intrinsic motivation and creativity in a high school in South Korea. Career education in South Korea aims to help students discover their interests, skills, aptitudes, and passions, and to help them understand what they need to achieve their goals in the future through the opportunities of various experiences. Career education can help students increase their intrinsic motivation and creativity as well as discover future occupations through various types of activities. This study was informed by two theoretical frameworks, Self-determination theory and Flow theory. I conducted two individual interviews with each of the four participating teachers in a high school in South Korea with a romantic style of interviewing and used narrative analysis. The findings are organized into five key themes: competence, autonomy, relatedness, teacher's roles as a facilitator, and challenges. Participating career education teachers perceived career education as promoting student intrinsic motivation and creativity by meeting students' basic psychological needs for competence, autonomy, and relatedness. All participating teachers discussed the importance of teachers' roles as a facilitator in career education, and shared challenges that they experienced implementing career education. This study has implications for how career education teachers may serve as facilitators and provide students with individualized guidance and feedback. This study can inform teachers' roles in fostering supportive educational settings for student motivation and creativity and helping high school students navigate their pathways in career education.

Keywords: career exploration education, high school, intrinsic motivation, creativity

CHAPTER ONE:

INTRODUCTION

Introduction

South Korea ranks number one among the Organization for Economic Co-operation and Development (OECD) countries as for the college entrance rate. On average, seven out of ten students go to college (Kwon et al., 2018). In spite of the high rate of college entrance, many students lack an understanding of their aptitudes, interests, passions, and skills. Around 34.4 % of middle school students and 32.3 % of high school students reported that they do not know what they want to do in the future (So & Kang, 2014). Although students often have high levels of academic performance, their interest in learning is relatively low in educational settings (So & Kang, 2014). Thus, it is important to provide secondary level students with opportunities to experience and discover their interests through career education.

Through the opportunities provided by career education, students can develop a better understanding of themselves including discovering their interests, aptitudes, and skills. Students can define what a meaningful life is for themselves and set their own goals for the journey. Setting goals helps students to build intrinsic motivation (Ford & Smith, 2007), guides attention and behavior (Malin et al., 2013), and helps students stay focused (Shalley & Koseoglu, 2013). Goal setting can also allow promote the experience of flow, that is "intense experiential involvement in moment-to-moment activity" (Csikszentmihalyi, 2014, p. 600). By experiencing flow, students are more likely to be creative and feel enjoyment in a task (Csikszentmihalyi, 2013). Additionally, Dewey (1897) asserted that the purpose and meaning of learning are self-

discovery and self-improvement. Learning about oneself through career education may promote students' motivation by helping them understand the connection between learning and how it may help them achieve their goals (Lee et al., 2014).

Motivation influences what, when, how we learn (McCombs, 1991). Motivation includes an adaptive set of beliefs and behaviors, and affects performance (Ryan & Deci, 2000). Motivation and engagement are essential for the active, self-constructed, and intentional process of learning. In addition, autonomous, intrinsic motivation results in high quality learning (Ryan & Deci, 2000). Motivation to learn is defined as a human being's natural, internal capacity. Individuals have a natural motivation to learn, grow, and develop in positive, self-determining ways, and to be competent (McCombs, 1991).

Creativity is a key enabler for performance, growth, and competitiveness (Shalley & Koseoglu, 2013) and can be a central source of meaning in our lives (Dhiman, 2012). Given that the development of creativity is essential for economic, scientific, social, artistic, and cultural advancement, students should be able to apply their creativity in the classroom (Hennessey & Amabile, 2010). Tan and Law (2000) explored students' and teachers' perceptions of activities for fostering creativity and discovered that as students grow older, their views begin to more closely reflect those of their teachers. This implies that teachers matter when it comes to promoting student creativity especially as students get older and transition to secondary education. It is critical, therefore, to understand how social contexts such as a setting or classroom can influence students' motivation and creativity (Hennessey & Amabile, 2010).

Learning about oneself through career education can promote learners' intrinsic motivation and foster creativity. Career education in South Korea aims to help students discover their interests, skills, aptitudes, and passions, and to help them understand what they need to

achieve their goals in the future (Lee et al., 2014). It can be implemented in various formats of curriculum according to students' needs and teachers' guidance. Career education can be implemented through three stages; understanding ones' interests, passions, aptitudes, skills; understanding a variety of jobs and their characteristics; and understanding the gap between who the students are and where they are for now, and what should be learned or trained to get the job (Lee et al., 2014). Through the activities in career education curriculum, students can learn about the job market, search and explore the job information, and experience the job.

Given that people are motivated when they have a necessity for self-development (McCombs, 1991), learning about oneself and the jobs one wants through career education can promote students' intrinsic motivation to improve themselves. Most of all, career education can provide students with opportunities to meet their basic psychological needs (i.e., competence, autonomy, and relatedness) and promote intrinsic motivation and creativity. The activities in career education classes are designed to be autonomy-supportive as well as reflect students' interests and needs. Career education is process-based in that it evaluates students' progress, rather than their performance (Lee et al., 2014). By focusing on an absence of an expected evaluation, reward, or punishment, career education may foster students' motivation and creativity.

Teachers play an important role in promoting student learning, as they are responsible for curriculum development and planning (Eisner, 1974). Ideally, teachers understand students' characteristics and reflect them in the course curriculum and their teaching, offering instruction, as well as providing guidance, support, encouragement, give feedback (Stroet et al, 2013). Teachers' perceptions of their teaching experiences in classroom, therefore, may provide insight into understanding how career education may promote student motivation and creativity.

Considering the potential of career education to foster students' motivation and creativity as well as the important role teachers play in student learning, the proposed study will investigate teachers' perceptions and experiences regarding how career education can shape student intrinsic motivation and creativity in a high school in South Korea.

Context

Career education in South Korea began in earnest in 2013 with the implementation of a free learning semester system. The main purpose of career education in South Korea is to help students discover what they want to do and find out which types of learning or training is needed to help students achieve their goals in the future (Ministry of Education, 2013).

There are a few guidelines and manuals to implement career exploration education provided by the Korean Ministry of Education (2013). Each school can create and modify the curriculum to implement career exploration education as long as it reflects the aims and main direction of career exploration education outlined by the Ministry of Education. Since each school and teacher has the autonomy and flexibility to develop a curriculum, career education is implemented in a variety of ways that is tailored to factors such as the location of the school and students' needs.

The setting for this study is a private high school in Seoul, South Korea. Students learn career education throughout the three years in this high school (from grade tenth to twelfth grade) with different curricula in each academic year. Students enroll in the subject "career education" every semester. In addition, students practice career education in academic subjects through various activities in Korean class, English class, and other subject areas. The school aims to help students reflect upon their identities, consider their skills and interests, explore and build a "career identity" (e.g., college entrance, trade school admission, and getting a job), and

make specific plans for their future professional goals through career education. The school has a teacher in charge of career education as a subject and teaches students through a regular class. The class meets for one hour per week, and special events (e.g., discovering a positive ego/self-image, producing a career newspaper, creating future avatars) are offered periodically throughout the semester to promote career exploration and provide a variety of experiences.

Problem of Practice

This study aims to investigate teachers' perceptions and experiences of career education as to how career education shapes students' motivation and creativity in a high school in South Korea.

Although the main purpose of career education is to help students discover future occupations through various types of activities, it may also promote students' creativity and intrinsic motivation to learn. Through engaging in diverse career exploration activities, students may gain a better understanding of themselves including the discovery of their interests, aptitudes, and skills. Also, based on students' learning about themselves and the jobs they want, the gap between job qualifications and where students are for now can prompt intrinsic motivation. Career education may help to meet students' basic psychological needs such as autonomy, competence, and relatedness, which are essential to improving motivation, creativity, and learning (Ryan & Deci, 2000).

For a better understanding of how career exploration may support or thwart student motivation and creativity, it is important to investigate key stakeholders' thoughts, including teachers.

Teachers can provide an important perspective and play critical roles in promoting students' motivation and creativity through career education. Eisner (1974) claimed that it is a

teacher's role to help students discover their interests and it is the student's role to reflect the various learning opportunities and internalize themselves. Once the task or curriculum itself fits into student's needs or interests, then any type of achievement is possible. Thus, teachers' perceptions and experiences of career education may provide insight into promoting student motivation and creativity in the context of career education.

Teachers have a responsibility for curriculum development and planning (Eisner, 1974). Teacher's authority to select and adapt the curriculum is essential in order for them to tailor material to be responsive to students' individual characteristics such as needs, interests, skills, goals, etc. As Eisner asserted, the way the curriculum looks may not matter but how it fits a context and works for a student matters. Furthermore, the same curriculum can result in different outcomes for the students. Teachers' perceptions, therefore, can play a critical role and may provide insight into what supports and hinders student motivation and creativity in the context of career education.

Teachers do not only aim to understand students' characteristics and reflect them in curriculum but also play various roles in educational settings. For example, teachers: offer clear explicit, and detailed instructions; provide guidance during activities by monitoring student work and helping if needed; support and encourage students by communicating positive expectations regarding their schoolwork; and give constructive, informational, evaluative feedback so that students can achieve valued outcomes and enhance feelings of competence (Stroet et al, 2013). Thus, better understanding teacher perceptions of their own roles can be influential and provide insight into how career education may promote student motivation and creativity.

Motivation and creativity play an important role in achieving the ultimate goal of education in South Korea, which is to improve students' creativity, provide whole-person

education, and guide students to a positive and happy life (Ministry of Education, (2017). Although prior research has examined career education (Jeon & Shin, 2016; Lee et al., 2014), relatively little is known about how career exploration education may promote students' intrinsic motivation and creativity. The present study, therefore, aims to investigate teachers' perceptions and experiences of career education as to how career education may shape students' motivation and creativity in a high school in South Korea.

Researcher Positionality

One day when I was in the second grade, I was asked to write down at school what I wanted to be in the future. I needed more space than was provided because I had so many jobs to list. Looking back then, every job looked interesting. I especially enjoyed painting, so I decided to paint artwork that can heal people's wounded hearts. In my fifth grade on October 3rd, I started to learn English for the first time in my life and changed my career to be an English teacher. I wanted to share the joy of learning English with others and to let them know how fun it is. My core purpose in life, which is to have a positive impact on others stays the same, but the way to realize it had changed.

Once my dream was to become a teacher, every day at school was a career exploration for me because there were teachers at school every day. Teachers' words and behaviors were the models for me to follow. When I was in tenth grade, I did a project during my summer vacation. I interviewed one person who has the job that I wanted and interviewed an English teacher at my school. Since I had plenty of opportunities to explore my career, I was able to set a goal and try to achieve it.

During adolescence, I was class president for 7 semesters, from fifth to eighth grade, and from tenth to twelfth grade. In ninth grade, I was club president of the school library where I

coordinated events to support students' reading life and organized materials. I was also elected as a student president in eighth grade. Serving as a president did not only build my leadership skills but also helped me to be a good example for others. Because I regarded my role as a class president as being a connector and a mediator between a teacher and my classmates, I felt like I was indirectly experiencing being a teacher. By helping teachers prepare learning materials and communicate with students, I had opportunities to keep a close eye on what teachers' jobs were and how they handled them.

By teaching students English as a part-time job ever since I was a college student, I confirmed that I am good at teaching and most of all, I greatly enjoy it. I had fun communicating with students and felt indescribable happiness to see positive changes in their academic achievement or improved interest in English, engagement, motivation to learn, and enjoyment of learning.

I was lucky to have the opportunities to understand what my interests, passions, and skills are, and to experience them as part of my schooling. However, not many people have this opportunity. Some people say you get to know what your interests, passions, and skills are naturally as time goes by. However, this is often not the case. A dream is not formed on its own; individuals often need an opportunity to experience and explore. They also need guidance and counsel. I believe that career education can provide an opportunity for many students to experience and explore their interests, passions, and skills, as well the guidance and counsel needed to fully develop and meet their goals.

I also believe that understanding oneself can create a pathway to a meaningful life. Discovery of one's interests, passions, and skills can provide various options for a job and hobby. The key ideas of this study, career education, intrinsic motivation, creativity, came from

the question "what matters?" Understanding oneself is precisely related to being intrinsically motivated. Having a job that aligns with your interests, passions, and skills is critical. Creative thinking leads to a flexible and joyful life. This is how I narrowed down the most important values that I believe in life into my research topic.

Theoretical Framework

This research used two theoretical frameworks to conceptualize teachers' perspectives of how career education may shape student motivation and creativity: Self-Determination Theory and Flow. Deci and Ryan's (2000) Self-determination theory (SDT) includes three basic psychological needs and their role in promoting student intrinsic motivation and creativity. It is assumed that the social context can support or thwart students' motivation depending on how it meets individual's three basic psychological needs (i.e., competence, autonomy, and relatedness; Ryan & Deci, 2000). Need supportive teaching refers to teachers fostering a learning environment that can satisfy students' needs, in order to positively influence their motivation and engagement (Stroet et al., 2013). The idea of need supportive teaching is an application of SDT to teacher behaviors in the classroom setting. By understanding ways that teachers promote students' three basic psychological needs within the career education classroom, I can gain insight into ways that career education can become more need supportive to promote student motivation and creativity.

Flow is essential to fostering to students' creativity (Csikszentmihalyi, 2013). Flow refers to the state of being fully immersed in what we are doing. During flow, one is so engaged that one forgets everything but the activity itself (Csikszentmihalyi, 2013). Flow theory describes key characteristics of flow, how it feels to experience flow, the conditions that promote flow, and how flow influences student motivation and creativity. By understanding ways that teachers

promote students' experience of flow within the career education classroom, I can gain insight into ways that career education can promote student creativity.

Research Question

Do teachers in a South Korean high school perceive career education as influencing high school students' intrinsic motivation and creativity? If so, in what way(s)?

Definitions of Terms

Adolescence

Early adolescence is defined as ages 12-14 (sixth to eighth grade), middle adolescence includes ages 15-17 (ninth to eleventh grade), and late adolescence includes age18 (twelfth grade as well as college or work; Lerner et al., 2002). High school students are categorized as being in middle adolescence (ages 15-17) and late adolescence (age 18). In this study, I investigate teachers' perceptions and experiences of career education with adolescents in tenth through twelfth grade.

Career education

The term "career" in career education is defined as an individual's consistent and legal performance not only for making a living but also for social development or self-realization (Lee et al., 2014). This implies that the purpose of individuals' labor with a career includes their contribution to society as well as economic income (Lee et al., 2014).

Career exploration education involves learning about current and future jobs, promoting identity exploration, and goal setting to attain a job that fits a student based on the result of their identity exploration (Lee et al., 2014). Career exploration education includes learning about three components: 1) one's interests, passions, aptitudes, and skills; 2) various jobs and their characteristics (e.g., responsibilities, required skills, qualifications, desired traits); and 3) the gap

between who the students are and where they are for now, and what should be learned or trained to get the job (Lee et al., 2014).

Motivation

Motivation to learn is defined as a human being's naturally occurring internal capacity. Individuals have a natural motivation to learn, grow, and develop in positive, self-determining ways, and to be competent (McCombs, 1991). Human behavior is motivated by the need for self-development and self-determination; the thing is to uncover this natural motivation and intrinsic desire for positive self-development. McCombs pointed out that it is an educator's role to uncover students intrinsic desire in educational settings.

Motivation is enhanced and nurtured by high quality, supportive relationships, opportunities for personal choice and responsibility for learning, as well as personally relevant and meaningful learning tasks (McCombs, 1991). McCombs describes a motivated person as a lifelong learner.

Intrinsic motivation

The term motivation in this study mainly refers to intrinsic motivation. Intrinsic motivation means to engage in an activity although the learner is not given any external rewards or punishment. Regardless of the results, the learner performs a task for its own sake with volition. The learner finds the meaning of an activity in itself. Hence, the task itself is an autotelic activity (Stroet et al, 2013)

Through intrinsically motivated behavior, a person experiences enjoyment by meeting their psychological needs for competence, autonomy, and relatedness (Ryan & Deci, 2000). Intrinsic motivation is related to meeting the basic needs that must be satisfied for psychological growth and well-being (Ryan & Deci, 2000).

Creativity

There are varying definitions of creativity. The Coalition for Psychology in Schools and Education (2015) defined creativity as “the generation of ideas that are new and useful in a particular situation,” and “a critical skill for students in the information-driven economy of the 21st century” (p. 14). Davies et al. (2014) defined creativity as "the ability to make a connection between previously unconnected ideas" and "imaginative activity fashioned so as to produce outcomes that are both original and of value" (p. 34). Amabile and Pillemer (2012) discuss a five-stage process of producing creative ideas: 1) identify a problem or task, 2) gather information and skills, 3) generate a possible response, 4) validate and evaluate the response, and 5) communicate a response and evaluate the outcome.

Flow

Flow refers to the state of being fully immersed in what one is doing. It is complete involvement with fullest capacity (Csikszentmihalyi, 2014). With total engagement and immersion in an activity, one experiences flow. When experiencing flow, one forgets everything but the activity itself; they lose track of time and awareness of oneself and surrounding. During flow, self- consciousness disappears, the sense of time becomes distorted in that one feels time passing quickly, action and awareness are merged, distractions are excluded from consciousness, there is no worry of failure, and the activity becomes autotelic (Csikszentmihalyi, 2014).

Although flow experiences may not happen all the time, it can be fostered when the conditions are met. The conditions of flow include having a clear set of goals, balance between perceived challenges and skills, as well as clear and immediate feedback (Csikszentmihalyi, 2014).

Significance

Many studies have examined career education, motivation, and creativity separately, but few studies have explored the connections between and among these concepts. Although career education has the potential to promote students' intrinsic motivation and creativity, most studies on career education have focused on helping students to find their future jobs. The current study explored teachers' perceptions and experiences of career education, and how career education may shape high school student motivation and creativity in South Korea.

CHAPTER TWO:

LITERATURE REVIEW

Introduction

This literature review synthesizes existing theory research studies regarding career education and its implications for students' intrinsic motivation and creativity. This literature review informed my investigation of how teachers' perceptions of their experiences regarding how career education shapes students' motivation and creativity in a high school in South Korea. I critically explored and reviewed relevant literature including theoretical frameworks, methodologies, and findings in the field of motivation, creativity, and career education. First, I examined the specific characteristics of career education at the secondary level and how it may influence student learning. The term learning refers to general learning, which includes new findings that lead to positive changes in behavior patterns and benefit an individual's progress and improvement in life (Tyler, 2017). Tyler contended that the aim of education is creating positive changes in students' behavior.

Second, I examined how career education at the secondary level may influence students' intrinsic motivation and creativity. Given that motivation is shaped by the social context (Ryan & Deci, 2000), I examined the roles that teachers and peers may play within the classroom to support students' intrinsic motivation. I also reviewed relevant motivational literature to inform ways to improve career education as a supportive motivational context.

Given that creativity is a malleable trait (Amabile & Pillemer, 2012), I examined the roles that teachers and peers may play within the classroom to support creativity. I also reviewed

relevant creativity literature to inform ways to improve career education as a context for promoting creativity as part of my problem of practice.

Influence of Career Education on Student Learning

Characteristics of career education

Lee et al. (2014) is a practitioner-oriented resource that describes what career education in South Korea looks like, and provides ways for practitioners to implement career education using a wide range of detailed information regarding career education. Lee et al. (2014) provided the objectives, components, characteristics, and importance of career education, including guidance and manuals for teachers to develop activities, examples of lesson plans and worksheets, as well as student learning products and artifacts.

Career education includes learning about existing jobs and jobs that may disappear or be created in the future, identity exploration, as well as building a pathway or a direction of life by setting a goal to attain the job that fits a student based on the result of identity exploration (Lee et al., 2014). Career education can be implemented through three stages: 1) understanding oneself such as understanding my interests, passions, aptitudes, skills; 2) understanding the variety of jobs and their characteristics such as actual duty, required skills, qualifications, desirable aptitude, and personality fit; and 3) understanding the gap between who the students are and where they are now, and what should be learned or trained to get the job (Lee et al., 2014).

Career exploration activities are often characterized as; autonomy-supportive, encouraging self-directed learning, promoting student engagement, including various real-world experiences, and exploring a career in an actual workplace. Also, career exploration education is process-based in that it evaluates students' progress, not their performance (Lee et al., 2014).

The term “career” in career education is defined as an individual making a living, as well as their social development and self-realization (Lee et al., 2014). This implies the purpose of the individual’s career is in their contribution to society as well as economic income.

Importance of examining career education at the secondary level

Career education aligns with the purpose and meaning of learning as including self-discovery, self-improvement, and an individual's contribution to society (Dewey, 2017). Education should aim not only to achieve an individual’s academic best, but also to lead students’ holistic growth (Noddings, 2017). As such, learning includes creating positive changes in behavior in a way that benefits an individual's progress and life improvement (Tyler, 1949/2017). Through career education, students can accomplish the purpose and the meaning of learning in that students can engage in self-discovery and self-improvement.

Career education is needed at the secondary level since adolescence is a critical period to build positive values regarding career, work, and labor before deciding on a career (Jeon & Shin, 2016). It is also an important period for students to explore careers and decide their paths (Jeon & Shin, 2016). Career education during this period may help students find the right career which leads them to realize their identity and serve society as a happy individual and a productive member of society (Jeon & Shin, 2016). Students' motivation often declines at the secondary level (Eccles et al., 1993). The decline is believed to come from a mismatch between adolescents' developmental needs and the responsiveness of their learning environment to support their developmental needs (Eccles et al., 1993). For example, some developmental needs for adolescent are taking responsibility, exploring identity, making a difference, and being engaged in an activity (Eccles, 2014). In addition to developmental needs, if students' basic psychological needs are not met then motivation may be undermined (Ryan & Deci, 2000). Together, this

literature supports the idea that it is essential for schools to provide students opportunities and the autonomy to explore their identity, skills, and potential career paths.

Career education aims to help students learn a variety of jobs, discover their interests, passions, and skills, and build their values as to career and meaningful life. Career education activities have the potential to meet students' developmental needs (e.g., identity exploration, career exploration) as well as basic psychological needs (e.g., competence, autonomy, and relatedness) to promote intrinsic motivation and creativity.

One of the objectives of career education is to help students to gain a broader perspective about careers beyond their parents and teachers (Lee et al., 2014). Students need career education to learn a wide range of careers and foster an open-minded and respectful perspective on each job. Career education, therefore, may encourage students to have a broader and more balanced perspective regarding potential future careers.

Career education also aims to help students to be knowledgeable of current trends in job market (Lee et al., 2014). For example, there have been changes in the job market as a result of demographic, technological, and societal changes such as globalization, extended lifespan, decreased birthrate, aging populations, and higher education levels (Lee et al., 2014). Given that these changes can lead to different needs of jobs, career education plays an essential role in teaching students the trends and preparing them for the future. The Institute for the Future run by the University of Phoenix Research Institute predicted in 2011 that various soft skills will become increasingly valued in the workplace, including sense-making, social intelligence, adaptive thinking, cross-cultural competency, computational thinking, new-media literacy, as well as a transdisciplinary and design mindset, cognitive load management, and virtual

collaboration. Thus, educators can revise or develop curriculum, create lesson plans, and prepare learning materials that reflect current trends in the job market (Lee et al., 2014).

The literature by Lee et al. (2014) provided rich resources regarding career education (e.g., features of activities in career education; objectives, components, importance of career education; guidance and manuals for teachers, lesson plans, worksheets). Although Lee et al. (2014) provided detailed information, little is known about teachers' perceptions of career education. How do teachers perceive the connections and/or disconnection between career education and promoting students' motivation and creativity? Which features of career education do teachers find support and/or hinder students' motivation and creativity? What would be the teachers' roles regarding promoting students' motivation and creativity in the context of career education? This study will examine teachers' perceptions and experiences of career education in South Korea and discover the connections and disconnection between career education and promoting students' motivation and creativity through the perspectives of teachers.

Examples of career education curriculum during secondary education

Examples of career education in other countries. Career education has been implemented in multiple countries in addition to Korea, including Ireland, Denmark, Sweden, and England. Kim and Choi (2014) investigated career education cases in countries including; Ireland, Denmark, Sweden, and England. The study conducted individual interviews with stakeholders in order to explore the Transition Year in Ireland and the United Kingdom, and reviewed literature regarding career education programs, including Efterskole (a.k.a Afterschool) in Denmark and PRAO in Sweden. Kim and Choi (2014) provided an overview of career education in each country including the historical or social background, main characteristics, and educational outcomes. The findings from investigating career education from multiple countries

are that career education mainly focused on students' exploration of their self-identities and career through various experiences. An additional key finding is that career education was implemented for a long- term period throughout the school system, and that students at the secondary level spent intensive time focusing on career education (e.g., one or two weeks for the minimum and a year for the maximum). The finding also indicated students become more mature through opportunities to reflect and explore themselves and get ready to be an independent member of society.

The Transition Year system in Ireland was introduced in 1974 and aimed to reduce tenth-grade students' stress from academic achievement and to provide opportunities for self-reflection and identification (Kim & Choi, 2014). The Ireland Ministry of Education implemented this system by removing examinations and gave schools autonomy to design career experience activities. Each school had authority and flexibility to create its curriculum, which shares some features in common with career education in Korea. There is no standardized national curriculum to follow such as course syllabi or assessment proctorial. Each school can develop, modify, and apply the curriculum for career education according to its settings and students' needs within the range of basic recommended guidelines provided by the government.

Ireland's Transition Year system has a coordinator, who is in charge of core tasks to run career education in a school. A coordinator communicates and builds a relationship with stakeholders, provides professional information and suggestions regarding career education, evaluates students' performance and programs they implemented, write reports for the semester, etc.

One of the successful outcomes of Ireland's Transition Year system was that it helped students discover their potential. Through creative classes and being away from academic

subjects, students had opportunities to find their passions and skills. While experiencing various activities such as career exploration, music, play, camping, etc., and choosing preferred activities, students gained feedback from a coordinator, a teacher, and peers in order to promote their problem-solving skills and self-directed study skills. During individual interviews, students reflected that they could build stronger relationships with their teachers and peers through teamwork and field trips (Kim & Choi, 2014). Some students reflected that they found themselves more mature and grown-up after the career education program as they gained a better understanding of themselves, life goals, and careers, and it helped them to stay focused and better motivated to study.

Efterskole in Denmark is a voluntary independent residential school for young people between the age of 14 to 18 (Kim & Choi, 2014). Before entering a high school, students who want to take some time of one or two years for self-identification and career education voluntarily choose to join this school. The curriculum includes emotional education and group activities that involve music, art, physical education, teamwork, trips, volunteering, etc. The curriculum implements experience-based activities, discussion, and encouraged students to freely ask question. Each school implements the curriculum differently according to students' needs. Every teacher in charge of career education aimed to provide students with the education that students need. Through Efterskole, students learned to have a flexible and resilient perspective toward life, reflected on themselves, and got ready to move forward to the next step, as well as explored careers and built academic, social, and individual capacity.

PRAO (Praktisk arbetslivsorientering in Swedish, meaning familiarization with working life) in Sweden is a career exploration program providing one to three weeks of experience working in a real job during middle school (Kim & Choi, 2014). By actually working for a

company or an organization, students become familiar with working life and gain a better understanding of a career based on self-reflection through the program. PRAO in Sweden is compulsory education, and it includes experiencing careers as well as applying career education in each subject in textbooks. A career guidance counselor help students understand the purpose of PRAO and select a workplace to explore. Each workplace had a supervisor to help students by introducing the workplace and teaching them how to get ready for the work force. The supervisors were given training to learn their roles, the purpose of the program, and how to deal with unexpected situations.

PRAO in Sweden brought about some positive outcomes. According to a survey of students who participated in PRAO (Kim & Choi, 2014), 36% of ninth-grade students found the program to be beneficial and satisfying, and 61% of them answered that career exploration programs such as PRAO should be included in compulsory education. Career exploration experiences in the program provided students with insights on a career and working life. In addition, students realized the importance of learning at school, explored their interests and skills, set feasible goals, and understood how to prepare for the future. Students also built confidence by developing their skills and values through critical self-reflection during the program.

The Gap Year system in England is designed for students who have already finished secondary education (Kim & Choi, 2014). Before entering a university, students take a gap year to explore diverse occupations. Students who felt something was missing in their lives and pursued various experiences voluntarily chose the gap year. There are Gap Year Industry and organizations to provide various activities and programs for a gap year. Each organization publishes a variety of guidebooks and one-stop services (e.g., gapyear.com, gap-year.com, etc.)

for students. Outside of the school system, students go on domestic or international trips, learn diverse skills, enhance their skills, as well as develop social skills and a sense of citizenship.

The positive effects of a gap year can be seen by the increasing number of participants every day (Kim & Choi, 2014). Each year around 250,000 students spend a gap year and around 45,000 students spent a gap year before a college entrance (Kim & Choi, 2014). Through written responses, students who spent a gap year reflected that they gained a better understanding of themselves, local communities, their family, and people around them. Also, students reflected that they built confidence by making their own decisions during the activities. Through various experiences during a gap year, students improved communication skills, endurance, patience, empathy, and a sense of responsibility. Students found themselves to be more mature, independent, and confident as a result of participating in a gap year (Kim & Choi, 2014).

Whereas the examples of career education from various countries provide key features of career education, they may not be successful if implemented in South Korea. This is because different settings can result in different outcomes (Eisner, 1974). It is necessary, therefore, to consider the potential differences. The next section reviews the literature on career education that has been implemented in South Korea.

Examples of career education in South Korea – the free learning semester system. In this section, I discuss the features of the free learning semester system including the purpose, characteristics, the forms of assessment, and results of the free learning semester system.

Purpose of the free learning semester system. Given a lack of opportunities for students to engage in career exploration, the Korean government introduced a new educational system, the free learning semester system in 2013 (Kim, 2017). Although the free learning semester system was originally meant to be implemented in middle schools, it is implemented in many

high schools as well. This was because the stakeholders believed career education is needed during the high school years to help students decide their majors and schools before entering college. The free learning semester system aims to help students discover their aptitude and interest through various types of activities. The biggest goal of the free learning semester system is to help students discover and define their dreams and talents on their own. It aims to lead students to discover what they want to do and find out which types of learning or training are needed to achieve the goal in the future. In addition, it encourages students to collaborate with peers and to build their social adaptability (Kim, 2017).

The implementation of the free learning semester system started with 42 model schools in 2013. The number of schools that were willing to adopt it increased gradually, until finally, every school is implementing it now. The idea of the free learning semester system was attractive to stakeholders such as teachers, students, administrators, and parents. After implementation, responses from stakeholders were so positive that around 46% of the schools planned to extend the period from one semester to one year (Kim, 2017).

Characteristics of the free learning semester system. The name of the free learning semester system comes from the idea of an exam-free semester system in that middle school students are free from taking an exam during one semester. As a result, some people call it a "free semester." One semester lasts around five months. Instead of taking exams during one semester out of 6 semesters in total in middle school, the curriculum hours are spent less on academic subjects and more on career exploration activities. Through a wide range of activities, students learn about their interests, aptitudes, and values, as well as explore various occupations. Examples of activities include making a film and coordinating film festivals, designing art exhibitions and displaying their artworks, going on field trips, farming, flying drones,

interviewing neighbors in a local market, making soda, etc. The implementation of the free learning semester system differs depending on students' needs and the settings (e.g., geographic location, economic status, school budget, teachers' qualities or capacities, etc.).

One of the salient features of the free learning semester system compared to traditional education is that teachers and students have autonomy. Teachers have the authority to shape the curriculum by adding, deleting, and creating learning tasks they believe would be beneficial for student learning. Teachers also have the flexibility to make their classes more learner-centered by providing students opportunities to express their needs and interests as well as choose learning tasks. Students engage in diverse activities inside and outside of school (So & Kang, 2014). Schools provide a wide range of materials for students to use, and in the free learning semester system teachers create as many options as they can such as learning materials, activities, methodologies, groups, order of tasks, etc. Students then choose the opportunity and reflect on their preferences (So & Kang, 2014).

The Korean Ministry of Education (2013) provided a few guidelines and manuals on how to implement career education. However, as long as it reflects the aims and main direction of career education, each school is able to create and implement their own career education curriculum. Thus, teachers have the authority and flexibility to develop curriculum according to the setting, students' needs, etc. In the Incheon area, for example, a day at school is divided into morning and afternoon classes. In the morning, students learn core courses which are academic subjects such as Korean verbal reasoning, Ethics, Math, Science, English, and Art. In the afternoon students take elective courses which they chose for career education. The elective courses encourage students to choose what they would like to learn by themselves and provide

students with opportunities for self-directed learning so that students can reflect on themselves and develop their identity (The Ministry of Education, 2013).

The guidance by Lee et al. (2014), on the other hand, looks different. It divides a program for career education into ten units under the main three sections including 1) understanding the job market; 2) searching and exploring the job information; and 3) experiencing the job. There is another guide by the Ministry of Education and Korea Vocational Competency Development Center (2016). This guide was created based on the example of a middle school in Seoul and consists of 34 curriculum hours for career education. For the curriculum hours, students explore careers every Thursday for two hours for 8 weeks and experience the careers for the remaining 6 hours. A teacher is in charge of a topic during the first 8 weeks, and two teachers are in charge of one topic for the rest of 4 weeks under a rotation. The curriculum includes students' understanding of self-identity, building a positive identity, and understanding various careers.

For understanding self-identity and building a positive identity, students participate in activities such as advertising oneself to peers, observing oneself and others' perspectives and sharing them with peers, reading a book relevant to one's identity, and discussing it in a small group. For understanding careers, students search and discuss misconceptions and facts regarding a job, creating a job tree, etc. Most of the activities are facilitated in pairs or small groups, and teachers help to facilitate students to engage in authentic and cooperative group activities.

For job exploration, students visit a workplace of their choosing and meet with the employees. Students are assigned a mentor who has the job, describe what they observed, and write a report or journal paper after the activity. For example, if a student wants to be a kindergarten teacher, they visit a kindergarten. A headteacher of the kindergarten is their mentor.

The student describes the mentor, including their responsibilities and personality. The student also reflects what they did on the first, second, and the last day in terms of what was fun and challenging, and what they learned, how it helped to inform their career exploration, and what they found impressive or inspiring. The student shares these reflections with the class after coming back from the exploration. Interviewing a stakeholder is also an example of job exploration. A teacher provides students with instructions to create the interview questions, students meet with the interviewee and conduct an interview, reflect, and share it with the class.

The forms of assessment in the free learning semester system. The free learning semester system includes differentiated and various methods of assessment (Go, 2018). Instead of the previous system that used a mid-term exam and final exam every semester to evaluate students' academic achievement, the free learning semester system evaluates students based on their participation, cooperation, and progress. Instead of using grades, the free learning semester system evaluates students by providing a narrative description of their progress. Instead of using periodical paper-based examination for evaluation, teachers assess students more frequently by dividing rubrics into detailed segments and describing how students improve and show a positive change in behavior such as in group activities, submitting weekly assignments, and participating in discussions (Go, 2018).

Kim (2017) examined teachers' perceptions of assessment in the free learning semester system. The participants were thirty teachers at middle schools in four different areas of South Korea and included balanced genders, various positions, and experience levels. The study examined how teachers perceive assessment in the area of mathematics in the free learning semester system through questionnaires.

The questionnaires included teachers' perceptions of assessment, including their perceived autonomy to choose assessments, as well as their perceptions of students' interest in mathematics and capacity for self-directed learning. The questionnaires also asked teachers about which forms of assessment they preferred and believed work appropriately. The questionnaires included teachers' perceptions on how to improve assessment by asking what makes it difficult to assess students and why, standards of the assessment, differences in assessment forms of the previous system and the free learning semester system, and how to support and improve teaching and learning in the free learning semester system.

The results of the study indicate that teachers perceived the assessment forms positively in that the free learning semester system involved various forms of assessment (e.g., peer assessment, self-assessment, portfolio, project, cooperation-based, formative assessment; Kim, 2017). The teachers also viewed that they had autonomy as they were able to choose the assessment forms that they believed would apply the best. The highest score of the questionnaire was teachers' cooperation and communication with other teachers. The teachers reflected that they explored and discussed the purpose and methods of the assessment together because they were still new to the free learning semester system. The lowest score was teachers' perceptions of students' capacity for self-directed learning, as many. Students were used to teacher-centered learning from the previous system, and had a hard time adapting to the new approach to learning. Teachers suggested providing students with positive feedback to help engage in self-directed learning and opportunities to discover how to study by themselves.

Given that the study by Kim (2017) examined teacher's perceptions on various aspects of assessment in career education and that the data were collected by questionnaires that reflect on opinions and feelings of teachers, I believe the study and its findings can help to inform my

study. The study, however, has some limitations in that it includes teachers' perceptions of the assessment of career education only rather than the other aspects of career education. The study also focused on middle school mathematics, and did not include high school teachers'.

The current study extends the range of participants by including two different types of teachers (e.g., two teachers who teach career education as a subject and the other two teachers who teach academic subjects) at the high school level. The study may contribute to the literature by exploring teachers' perceptions and experiences regarding teachers' roles of promoting students' motivation and creativity in the career education classroom.

Results of the free learning semester system. A study by Go (2018) examined aspects of the free learning semester system including teachers' perceptions, positive and negative aspects of the free learning semester system, and challenges to implementing it. The study included individual interviews with seventh-grade middle school teachers; participants had two to four years of experience with the free learning semester system.

The teachers' perceptions of implementing the free learning semester system included an increase in students' classroom engagement, as well as, enjoyment and satisfaction in their school life (Go, 2018). Students did not feel stress about taking exams; this absence of anxiety promoted students' academic achievement (Go, 2018). This positive change in students' class engagement influenced teachers' motivation as well. By looking at students' increased engagement, satisfaction, and interest in class, teachers showed more willingness to improve the curriculum. The absence of grading exams allowed teachers to spend more time designing and improving the class (Go, 2018).

The teachers had some negative perceptions of the free learning system as well. Teachers voiced that seventh-grade students were too young for career education. The teachers also voiced

that student improvement from the free learning semester system tends to disappear right after the semester, so that the positive outcomes do not sustain but stop once students progress into eighth grade. The results reflected that the career education should continue after the seventh grade (Go, 2018). There are some hindering factors, however, to sustain career education such as a lack of teacher training and sufficient budget. Additional study regarding how to solve these limitations, as well as enhance and sustain implementing career education is needed

Go (2018) provides detailed information regarding what actually happed in classroom settings with the free learning semester system as well as teachers' perceptions of it. The study conducted individual interviews with seventh-grade teachers and asked participants to evaluate the free learning semester system as an educational system. The interview questions focused on the positive and negative results of implementing the free learning semester system and how to sustain it. While Go (2018) explored teachers' perceptions and experiences of implementing career education, the current study explores teachers' perceptions of how career education may shape students' motivation and creativity, and teachers' roles regarding this.

Characteristics of career education to influence student learning

Career exploration is an important component of promoting students' autonomy, as students choose which activities they want to participate in (e.g., club activities, arts, and sports activities, and optional program activities; Lee et al., 2014). Since the activities are elective and students choose them, this process is autonomy-supportive. Career exploration involves the process of discovering one's aptitudes, interests, and skills before deciding on a career. Although students may be able to discover their interests by taking tests such as a career aptitude test or the Myers-Briggs Type Indicator (MBTI) test, students may discover their interests firsthand through

various experiences such as exploring occupations, club activities, discussions, and practicum courses (Lee et al., 2014).

Although Leet et al. (2014) explains the concept of career education including its aims, functions, importance to implement it during adolescence, and teachers' roles, there is a lack of a connection between ideas. For example, the literature claims career exploration is an autonomous process without any reason for it. It just assumed it is because the activities are optional and electives. Autonomy in career exploration seems to promote student motivation and creativity, which is the reason why various experience may be beneficial. A study to strengthen the connection between ideas and support with evidence such as an interviews or surveys is needed.

Influence of Career Education on Student Motivation at the Secondary Level

Definition of motivation

Individuals have a natural motivation to learn, grow, and develop in positive, self-determining ways, and to be competent (McCombs, 1991). Human behavior is basically motivated by the need for self-development and self-determination. In this regard, it is an educator's role to uncover this natural motivation and intrinsic desire for positive self-development in education settings (McCombs, 1991).

Motivation to learn is defined as a human being's naturally occurring internal capacity (Ryan & Deci, 2000). Motivation is enhanced and nurtured by supportive relationships, opportunities for personal choice and responsibility for learning, and personally relevant and meaningful learning tasks (McCombs, 1991). McCombs (1991) describes that the motivated person has a natural propensity for lifelong learning in terms of continuing to learn, grow, and develop. This type of intrinsic motivation and desire to learn is facilitated by discovering the joy of learning and experiencing an absence of insecurity (McCombs, 1991). Motivation is important

because it influences what, when, how we learn. It is an adaptive set of beliefs and behaviors, and it affects performance (Stroet et al., 2015). Intrinsic motivation is essential for the active, self-constructed, and intentional process of learning, and often results in high quality of learning (Stroet et al., 2015).

Ryan and Deci (2000) distinguished between intrinsic motivation and extrinsic motivation. Intrinsic motivation means engaging in an activity for its own sake and feeling competent and autonomous, whereas extrinsic motivation means engaging in an activity to gain reward or avoid punishment (Ryan & Deci, 2000).

Intrinsic motivation is important because it is positively related to enduring learning, achievement, and competence, and negatively related to anxiety. Whereas intrinsic motivation can help students to enhance their learning and self-efficacy, extrinsic motivation can lead to superficial learning and student discouragement and disengagement due to the negative effects of reward and punishment (Ryan & Deci, 2000). Students' performance of an activity triggered by extrinsic motivation may not continue once a reward or punishment stops being provided, whereas students' performance of an activity triggered by intrinsic motivation is much more likely to continue (Ryan & Deci, 2000).

Importance of motivation

The three psychological needs (i.e., competence, relatedness, and autonomy are critical for an individual's social development, learning, creativity, and well-being (Ryan & Deci, 2000). The three needs are required to be met for intrinsic motivation to flourish.

Competence is the desire to experience mastery, to have the right level of challenge, and experience effectiveness. Autonomy is the desire to have the freedom to make one's own choice and to control one's life. Relatedness is the drive for interaction with others and feeling a sense of

belonging (Ryan & Deci, 2000). These three basic psychological are not independent; rather, they are interconnected (Ryan & Deci, 2000). For example, Ryan and Deci (2000) argue that competence without autonomy is useless. Furthermore, a balance between the three psychological needs is important for optimal motivation and well-being, rather than the total amount of need satisfaction (Sheldon & Niemiec, 2006). In a quantitative example, an individual is more likely to be happier and psychologically healthier when their scores of need satisfaction of competence, autonomy, and relatedness are 5 per each, compared to when they are 6, 6, and 3. Although the sum score is the same 15, appropriate allocations of the need satisfaction influence well-being (Sheldon & Niemiec, 2006). Lastly, although basic psychological needs are universal, how they are manifested may differ by culture. King and McInerney (2014) state that students in Asian cultures may not make choices independently, but rather make choices interdependently. This is because students in Asian cultures may not be used to making their own choices; as they may tend to make choices collectively, involving other people in the decision-making process. Understanding students' background is important; teachers can increase students' autonomy little by little to make choices by themselves, and gradually decrease the amount of teacher control.

Need Supportive Teaching (NST)

The three basic psychological needs – autonomy, competence, and relatedness – are embedded within a social context such as classrooms and schools (Ryan & Deci, 2000). Whereas Ryan and Deci (2000) did not suggest educational approaches to be autonomy-supportive and foster motivation, subsequent research has suggested how to apply the ideas from the SDT to educational settings (e.g., Stroet et al., 2013; 2015). Need supportive teaching applies SDT to the classroom context by examining how teacher behaviors can help to meet students' basic

psychological needs. In this section, I discuss ways that teachers can engage in need supportive teaching and promote students' motivation within the context of career education.

Competence

Teachers in career education can promote student competence. The need for competence is met by feeling effective, exercising, and expressing one's capacities (Stroet et al., 2015). Teachers can support students' competency by providing clarity through instructions that are clear, understandable, explicit, and detailed. Teachers can monitor students' work and provide guidance during the activities when needed. Teachers also can help students' competence by providing support and encouraging students by communicating positive expectations. Teachers can enhance student competence by providing positive and negative informational feedback as long as the feedback is positive evaluative (Stroet et al., 2013). As for vitalizing students' need for competence, teachers can introduce a standard of excellence first and have students monitor their progress in accomplishing their goals. By offering optimal challenges in various ways and helping students monitor their performance, students can feel competence (Reeve, 2006).

Because many of the activities in career education are discussion, visiting somewhere, meeting with stakeholders, reflecting, and sharing one's opinions and feelings, students naturally get to engage in the class. By observing oneself engaging in the activities, students can be effective and have control over their schoolwork. Students can boost competence during career education activities through clear and immediate feedback, positive informational communication, and encouragement from a teacher. In career education, teachers may play a unique role in supporting student competency that differs from the role of teaches in a more traditional classroom. This is because students do not get a grade; rather, teachers monitor students' work and progress and provide constructive feedback on their progress.

Autonomy

Career education programs often are characterized as encouraging autonomy-supportive, self-directed learning, as well as promoting authentic learning where students explore the career in actual workplaces. In the free learning semester, the teacher serves as an opportunity-provider and facilitator, rather than a controller (Eisner, 1974). Teachers in career education provide students opportunities to reflect on their interests or preferences and to make their own choices in learning. The teacher also designs and coordinates the curriculum in a way that fits students' needs and promotes students' autonomy and self-directed learning. Self-directed learning is the process that a student performs learning by themselves, diagnosing their strengths and weaknesses, and choosing tasks, materials, and approaches (Han, 2017). Student are the main agent in their own learning, as they decide their own tasks, self-monitor their progress, and focus on ways to improve. Students can regulate the speed along with their pace and preparedness for the next step and gradually increase the complexity and amount of learning in the career education classroom. In this process, a student will make numerous decisions by themselves. For example, in a career exploration activity, the teacher provides a list of twenty occupations and students choose the job they are interested in, find the person who has a job inside or outside the school, and experience directly or indirectly the duty of the job.

A study by Shin (2015) focused on the contribution of career education regarding improved problem-solving skills and self-directed learning skills of middle school students. The study used a pre-test and post-test before and after implementing the free learning semester system. The participants were 208 middle school students in the Gyeong-gie area. The test results showed positive changes in students' self-directed learning (i.e., planning to learn, performing learning, and evaluating learning). The planning stage was measured by needs for

learning, setting a goal, and understanding task materials. The performance stage was measured by self-regulation, learning strategy use, and persistence in the learning activity. The evaluation stage was measured by growth mindset and self-reflection. Students improved in each factor with a higher score in post-test.

This study demonstrates a positive influence of career education on students' self-directed learning and autonomy. The study, however, has a limitation in that it examined seventh-grade students only and did not include what teachers' thoughts are. Also, there could be variables that were not controlled before implementing career education such as students' individual capacity for self-directed learning that they already had. The present study can contribute to the literature by examining high school teachers' perceptions of students' motivation in career education, including autonomy.

To vitalize students' need for autonomy, teachers can provide students with an opportunity for self-directed learning as well as reflect on students' needs (Reeve, 2006). Asking students if they want to learn the task, what they want to do in the context of learning, and allowing them to meet students' need for autonomy (Reeve, 2006). Autonomy-supportive teachers listen to students carefully, let students work in their own way, and encourage effort and persistence. (Reeve, 2016). Teachers can support students' autonomy by using informational and noncontrolling language, communicating values and provide rationales, and explaining how students are making progress (Reeve, 2016). Providing rationale and explaining how activities relate to students' personal goals, values, and life experiences can support student autonomy, motivation, engagement, and learning (Patall & Zambrano, 2019). As for the noncontrolling language, Patall and Zambrano (2019) suggested using words such as "could", "might", or

"consider." Also, autonomy-supportive teachers can provide suggestions and encouragement, express acceptance and support, and be responsive to student questions.

Relatedness

Teachers in career education can provide students with opportunities to meet their need for relatedness. Activities in career education are mostly implemented in pairs, small groups, or in teams. Students can have opportunities to build strong and stable relationships, feel connected, and feel a sense of belonging (Stroet et al., 2015), as activities that deal with identity exploration may help students to build a special and stronger bond with peers and teachers by sharing their personal stories and thoughtful communication. Reeve (2006) asserted that engaging in communal social interaction is critical to meet the need for relatedness. Teachers can provide students with an opportunity for peer interaction so that students can relate to classmates in an authentic, caring, reciprocal, and emotionally meaningful way (Reeve, 2006).

High-quality teacher and student relationships also help to promote student motivation (Reeve, 2006). Reeve (2006) identified attunement, relatedness, supportiveness, and gentle discipline as essential components to build a high-quality relationship, which leads to students' positive motivation and engagement. Reeve (2006) suggested teachers can make an effort to understand students' inner motivational resources by listening carefully to their words. Having students feeling they are special, important, and accepted by the teacher can help to build a high-quality relationship (Reeve, 2006). In career education, teachers may promote relatedness by listening carefully to students, guiding them to explore careers that they are interested in, and finding options that students may not know existed based on their interests.

Influence of Career Education on Student Creativity at the Secondary Level

Definition of creativity

There are multiple ways to define creativity. The current study is informed by the definition of creativity as "the generation of ideas that are new and useful in a particular situation," and "a critical skill for students in the information-driven economy of the 21st century" (Coalition for Psychology in Schools and Education, 2015, p. 14). This definition of creativity uses key ideas found in other definitions of creativity, including new and useful ideas. For instance, Davies et al. (2014) defined creativity as "the ability to make a connection between previously unconnected ideas" and "imaginative activity fashioned to produce outcomes that are both original and of value" (p. 34). Kozbelt et al. (2010) defined creativity as a perceptible product that is both novel and useful as defined within a social context. Further, the Coalition for Psychology in Schools and Education's definition of creativity couches creativity as something that is important for educators to cultivate in order for students to be successful. This aligns with Shalley and Koseoglu (2013), who considered creativity as "a critical success factor for organizations in today's rapidly business environment" (p.343).

Amabile and Pillemer (2012) provide a model of creativity that includes three intra-individual components and an external component that influence creativity. The intra-individual components include domain-relevant skills, creativity-relevant processes, and intrinsic task motivation. Domain-relevant skills include expertise, technical skills, and intellectual talent. The creativity-relevant processes include a flexible and imaginative approach to problems, openness to experience, persistent work style, and affect. These intra-individual components can be influenced by the social environment. According to the training, modeling, and experience that the social environment provides, the intra-individual components can be influenced.

Understanding what influences creativity either intra-individually or externally can help teachers to create a supportive social environment that promotes student creativity in career education.

Amabile and Pillemer (2012) discussed how creative ideas are produced through five stages: identify problems or tasks, prepare by gathering information and skills, generate a possible response, validate and evaluate response, as well as communicate response and evaluate the outcome. The idea of the creative process can be applied when creating a curriculum or an activity for creativity regardless of it would be individual or group work. According to the five stages of the creative process, teachers can understand how students' creativity occurs and how to assist with it.

Importance of creativity

Creativity is considered a key enabler for performance, growth, and competitiveness (Shalley & Koseoglu, 2013). Creativity is also important for economic growth because it contributes to a knowledge economy (Davies et al., 2014), and organizations often rely on creative ideas from their employees (Shalley & Koseoglu, 2013).

More importantly, according to Dhiman (2012), Csikszentmihalyi called creativity full-blast living. Creativity provides the fulfillment we all hope to get in our lives and is a central source of meaning in our lives. Dhiman (2012) cited Csikszentmihalyi saying that "most of the things that are interesting, important, and human are the result of creativity" (p. 24).

The importance of creativity is also demonstrated by the concept of flow, which was introduced by Csikszentmihalyi (2013). Flow refers to a state of effortless concentration and rapt enjoyment in activity and involves engagement and immersion in an activity. That is to say, flow is a mental state of operation in which we are fully immersed in what we are doing. It is a feeling

of energized focus, full involvement, and success in the process of the activity. When experiencing flow, we lose a sense of space, time, and ourselves.

Csikszentmihalyi (2013) mentioned that creative people love what they do and people who enjoy their work are more likely to experience the flow. Loving what you do is a prerequisite for a flow that leads to creativity (Csikszentmihalyi, 2013). Some of the conditions to experience flow include clear goals, a balance between perceived challenges and skills, and clear and immediate feedback, (Csikszentmihalyi, 2013). Csikszentmihalyi (2013) also suggested a few additional conditions to experience flow such as merging of action and awareness, no distraction, no anxiety of failure, no awareness of self-consciousness and time, and autotelic activity.

Although the literature explained what flow is, the precise relationship between flow and creativity is unclear, including why flow is essential to foster creativity or how it influences creativity. It is assumed that flow is a key to creativity because the state of immersion brings enjoyment (Csikszentmihalyi, 2013). When a person focuses on something, the brain produces the hormone, dopamine (Csikszentmihalyi, 2013). Finding flow, therefore, offers enjoyment, stimulates intrinsic motivation, and improves creativity (Csikszentmihalyi, 2013).

Characteristics of career education that influence student creativity

Given the importance of creativity, there has been an increase in research identifying contextual and personal factors that foster creativity (Shalley & Koseoglu, 2013). However, little is known about how career education – a unique educational context – may promote student creativity. In this section, I discuss key characteristics of career education that may influence student creativity, including assessment in career education, opportunities for various

experiences, the influence of social context on student creativity, group activities, and goal setting.

Assessment in career education. Given that assessment in career education in South Korea is process-based (Kim, 2017), students may feel free to release their potential creativity. Students are evaluated by their participation, and progress in the career education classroom (Kim, 2017). This may allow a student to not worry about their performance or grade in the class and can lead to the absence of an expected evaluation, reward, or punishment. The assessment of students' progress, rather than performance, can encourage students to be intrinsically motivated and foster their creativity (Deci & Ryan, 2000). The absence of insecurity or anxiety can promote students' motivation as well as creativity (Deci & Ryan, 2000).

Opportunities for various experiences. It is vital for students to have a variety of experiences that encourage the development of curiosity and interest in order to improve creativity (Csikszentmihalyi, 1999). Students need a socially and culturally positive and supportive environment to build creativity (Csikszentmihalyi, 1999). Career education may foster creativity in that it provides students with opportunities for diverse experiences by providing students a chance to explore a range of careers. Students in career education, for example, can get outside from the classroom, meet stakeholders who have various careers, interview people, and experience different careers. For example, diverse classroom activities may include baking, cooking, farming, making a film, science experiments, and art projects.

While experiencing various activities where no correct answer is required, students can approach a task with more freedom. Career education provides students with low-risk opportunities to explore as they are not necessarily tied to a grade. This absence of anxiety regarding academic performance can help foster creativity, as creative thinking can occur when

the task is autotelic and students perform the task for its own sake (Amabile & Pillemer, 2012), and no anxiety of failure is one of the conditions to experience flow (Csikszentmihalyi, 2013).

Developmental theories of creativity. Kozbelt et al. (2010) provided an overview of different theoretical approaches to creativity, including developmental, psychometric, economic, stage and componential process, cognitive, problem solving and expertise-based, problem finding, evolutionary, typological, and systems theories. The current study is informed by a developmental approach to creativity, which highlights ways to design an environment to promote creativity with an emphasis on the person, place, and potential features of creativity (Kozbelt et al., 2010).

Creativity is viewed as developing over time from potential to achievement and is mediated by an interaction of person and environment (Kozbelt et al., 2010). This means that student creativity can be shaped according to their educational settings as well as relationships with teachers and peers. Because the social context plays a critical role in developing student creativity, it is important to foster a supportive learning environment. In career education, multiple supports are provided for students' creativity, which are discussed below.

Influence of social context on student creativity. An individual's creativity interacts with social factors and is influenced by the response from one's surroundings (Csikszentmihalyi, 1999). Within the social context of the classroom, different perspectives and critical responses from peers or teachers can help students to become more creative and expand their creative ideas. This illustrates the notion that creativity is manifested by the community, not the individual (Csikszentmihalyi,1999). Thus, the social context within which students learn plays an important role to promote creativity (Davies et al., 2014). Csikszentmihalyi (1999) asserted that creativity is not independent; an individual coexists with various factors to produce a creative

outcome such as a domain, its rules, and the field. Ford (1996) supported this idea by asserting creativity is domain-specific and influenced by culture and society. Creative action is facilitated by factors such as goals, expectations, emotions, knowledge, and abilities that are influenced by the multiple social domains (Ford, 1996).

Creativity can be trained (Csikszentmihalyi, 1999) through multiple supports in a social context. Teachers, as part of the social context, can play an important role to help students foster their creativity by structuring and maintaining the creative learning environment. Teachers can create a student-centered class where there are connections between activities and students' real lives, and ask open-ended questions (Davies et al., 2014). Teachers can promote student creativity by observing students' interests, applying interests to student learning, and providing constructive feedback (Davies et al., 2014).

Davies et al.'s (2014) systematic review of relevant studies of creative teaching informed how teachers can support student creativity. The study identified specific teachers' roles for promoting creative learning and how teachers can be supported to facilitate creative learning environments. The study screened the literature for transparency, mapped the literature according to the methodology and findings, and synthesized the ideas.

The findings suggested that teachers are influential role models for sharing creative thinking and behaviors with students (Davies et al., 2014). When students observe their teachers' curiosity, connection making, autonomy, integration of multiple perspectives in problem-solving, encouragement of task commitment, and effective strategies for collaboration, they can model these creative behaviors. Davies et al. (2014) also suggested that teachers who have a positive attitude toward creativity and feel confident about their skills may foster student creativity.

The findings also suggested that teachers can promote student creativity by building positive relationships, modeling creative behavior, creating longer-term curriculum, striking a balance between freedom and structure, allowing flexible use of space, understanding students' needs, providing opportunities for peer collaboration and assessment, and effectively using resources (Davies et al., 2014). Lastly, Davies et al. (2014) discussed that teachers often experience barriers to develop their creativity and a creative learning environment. Teachers need support to overcome barriers such as lack of time, resources, peer support, or school culture.

Csikszentmihalyi (2013) suggested three conditions to experience flow, including clear goals, a balance between perceived challenges and skills, and clear and immediate feedback. Given that flow influences creativity, these three conditions may help to clarify the teacher's role in fostering student creativity. As Shalley and Koseoglu (2013) discussed that setting a goal is critical for creativity, and clear goals are important. Students, however, may need a teacher's help to set a clear and achievable goal. Second, to persist in the tasks and achieve the goal, a balance between challenges and skills is needed. When students feel the task is too challenging concerning their skills, they are likely to feel frustration and anxiety. When the task is too easy compared to the skills that students have, they may feel bored. To prevent these situations, teachers can strive to provide a balance between challenges with students' current and emerging skillsets when planning and delivering instruction and assessment. (Csikszentmihalyi, 2013).

Third, clear and immediate feedback is vital for student improvement and creativity (Csikszentmihalyi, 2013). If the student is not aware of how they are doing, it is hard to stay focused (Shalley & Koseoglu, 2013). Teachers can help students to internalize constructive feedback from others efficiently and properly.

Group activity. Group activities, team projects, pair work, and group discussions through career education may enhance students' understanding of how to act according to the rules within their domain as well as nurture creativity (Csikszentmihalyi,1999). In career education where many activities are in pairs and group discussions, students naturally get to talk more and communicate thoughts and feelings with peers and teachers, share ideas, get feedback, broaden their perspectives and expand creative ideas. Because students can have more interaction with others in the career education curriculum, they can foster their creativity. Many of the activities in career education include interaction and discussion in groups. The Coalition for Psychology in Schools and Education (2015) claimed that teachers should provide students with opportunities to solve problems in groups and communicate their creative ideas to a wide range of audiences. Csikszentmihalyi (1999) also supported this idea by asserting that people who share ways of thinking and acting are creative. The idea that sharing ideas produces creative works is supported by Amabile and Pillemer (2012). The team whose members shared their views received higher creativity scores on projects than other groups (Amabile & Pillemer, 2012). Perry-Smith (2017) also argued that interactions with others influence many different features of the creative process. Group activities in career education can provide opportunities for interaction with peers, and may provide opportunities to foster creativity.

Goal setting. Through career education, students can develop a direction of life and paths to achieve the goal by identifying a future job that they would like to have. Goal setting can help improve creativity, as goals direct attention, increase effort, and create persistence (Shalley & Koseoglu, 2013). Having a goal encourages individuals to expand the range and variety of potential solutions before settling on a final response (Shalley & Koseoglu, 2013).

A clear goal is critical to foster student creativity as it is one of the conditions to experience flow. Csikszentmihalyi (2013) discussed the connections between flow and goals. “When a job is enjoyable, it also has clear goals.” “We always know what needs to be done when we are in flow (Csikszentmihalyi, 2013, p. 111).” Csikszentmihalyi (2013) claimed that the creativity process begins with the goal of problem-solving. Because an individual finds it is fun to solve a problem no matter what the problem is as long as they can solve it, the task is enjoyable, and an individual naturally has clear goals experiencing flow (Csikszentmihalyi, 2013).

In career education teachers can help students set goals by providing immediate and clear feedback, balancing challenge and students' skills, and applying students' interests to learning materials so that students find them enjoyable. Through opportunities of various experiences in career education, students can explore and discover their interests, and set goals to achieve the careers they want. Because there is no concern for assessment or failure, a task can be autotelic and students can engage in learning with intrinsic motivation.

Summary

Career education may promote students’ intrinsic motivation by helping to meet students' basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). Teachers can promote student motivation by being autonomy-supportive, supporting student competence, and building a high-quality relationship with students (Stroet et al., 2013). Teachers can create an autonomy-supportive learning environment by providing students with opportunities for choice, providing rationale and communicating value, fostering relevance, remaining adaptive in practice, promoting independent thinking, and using open communication (Reeve, 2016). Teachers can validate students’ competence by having them experience progress and by providing support, encouragement, and positive informational feedback (Stroet et al.,

2013). Teachers can promote students' relatedness by providing opportunities for social interaction with others such as group work activities or cooperative learning, as well as by showing affection, being dependable, and willing to offer support (Stroet et al., 2013).

Career education activities can also promote students' intrinsic motivation by allowing them to engage in an activity for its own sake, to share ideas and cooperate with others in a group, and to set a goal. Since assessment in career education is process-based, students can be intrinsically motivated and creative with the absence of reward and punishment.

Teachers are a central part of the classroom as a social context and play an important role in career education. Teachers can foster student creativity by providing students a wide range of approaches to complete tasks and solve problems and to let the various perspectives be valued, being a creativity model, helping students set clear and achievable goals, providing immediate and informational feedback, allowing flexible use of resources and space, integrating students' interests with learning materials, etc. (Davies et al., 2014; Stroet et al., 2013; The Coalition for Psychology in Schools and Education, 2015)

Although research has examined way for teachers to promote students' intrinsic motivation and creativity in educational settings, it has not been extensively investigated within the context of career education. Career education in high school – specifically the free learning semester in South Korea – is a unique context to explore teachers' role in promoting student motivation and creativity given their autonomy, and the focus on student identity development and future careers. Further, career education allows teachers to engage in need supportive practices and creativity supportive practices. Career education also provides teachers with opportunities to serve as co-facilitators in a way that we may not see in other classrooms.

It is important to explore teachers' perceptions about how they can support student motivation and creativity within the context of career education. By investigating how teachers in a high school in South Korea perceive career education as influencing high school students' motivation and creativity, the study may provide best practices and inform ways to improve career education.

CHAPTER THREE:

METHODS

The purpose of this research study is to examine teachers' perceptions and experiences of career education and how career education may shape students' motivation and creativity in a high school in South Korea. I conducted individual interviews using a romantic style of interviewing with purposefully selected teachers at a high school. Data were examined using narrative analysis. In this chapter, I discuss the research design, researcher positionality, and context of the study. I also address participant recruitment and selection, data collection and analysis, ethical considerations, and limitations of this study.

Research Questions

This study is guided by the following research question: Do teachers in a South Korean high school perceive career education as influencing high school students' intrinsic motivation and creativity? If so, in what way(s)?

Research Design

This study is a qualitative, narrative, descriptive study. Individual interviews were used to investigate high school teachers' perceptions of career education influencing high school students' intrinsic motivation and creativity. I used one-on-one interviews as a research method in order to investigate personal perceptions of their experiences. The data were collected from high school teacher participants' who shared their experiences regarding career education. Given that the data is more about sharing experiences, opinions, and emotions, I regard it as a form of

storytelling. To collect data that is reflective, conversational, and subjective, individual interviews are a proper research method.

I used a romantic style of interviewing, as this type of interviewing can promote rapport and generate confessional, rich details from the participants (Alvesson, 2003). A romantic style of interviewing seeks to allow interview participants to express their authentic selves by building rapport and trust, and facilitating intimate conversations (Alvesson, 2003). I believe building a close bond with participants is important when conducting interviews, as it allows participants to feel comfortable. In terms of a romantic style of interviewing, genuine rapport and a trusting and caring relationship between the researcher and the participants helped to collect rich data (Alvesson, 2003). I met with each participant individually before the first interview through video call to reconnect and continue to build a close rapport so that they felt safe and comfortable to share their stories. Having a genuine rapport with participants allowed me to gain rich and meaningful data through the use of the romantic style of interviewing.

Participants shared their experiences with career education, and reflected on their teaching practice (Alvesson, 2003). The interviews focused on teachers' perceptions of career education influencing high school students' intrinsic motivation and creativity based on their experiences and teaching practice in career education. Open-ended questions were used so that the participants can talk freely and openly (Grbich, 2013). By asking conversational questions during the interviews, I facilitated an expression of an authentic self among participants (Alvesson, 2003). I strove to develop detailed understandings of the participants' perspectives about career education by using a romantic style of interviewing (Alvesson, 2003).

As a method of data analysis, I used narrative analysis as it relates to specific life experiences and events and then extracts the meaning constructed from these experiences

(Grbich, 2013). Narrative analysis is not merely a transcription of the data, but it makes the range of disconnected data components coherent in a way that appeals to the reader (Kim, 2016). Narrative analysis can capture the richness and the nuances of meaning in the stories that participants shared that cannot be expressed in definitions, statements of fact, or abstract propositions (Polkinghorne, 1995). Narrative analysis can help the reader to understand why and how things happened in the way they did and to help them focus on lived experience as an understandable human phenomenon (Polkinghorne, 1995).

Through narrative analysis, I expect to understand the phenomenon and facilitate this understanding for the reader (Kim, 2016). I tried to listen to the whole story, not just a part of it. I tried to keep in mind that there is no single story, but multiple stories. I strove to understand the intended meaning from the story through the repeatedly used words (Kim, 2016). I analyzed the data with an open mind by searching for new perspectives and continuing to examine the data from different angles. I explored new ideas without allowing them to be affected by my intention to get the pursued findings (Kim, 2016).

There are several ways of organizing narrative data that fall under narrative analysis; different types of research questions lend themselves to different approaches (Riessman, 1993). Regardless of the approach, qualitative data is organized into groups based on various common traits (Polkinghorne, 1995). While interpreting qualitative data, researchers look for patterns, themes, and regularities as well as contrasts, paradoxes, and irregularities (Riessman, 1993). Narrative forms are produced by constructing a coherent story from the data and looking at the data from the perspective of one's research question (Polkinghorne, 1995).

Narrative analysis was helpful for me to organize the data in a meaningful way to answer the research question. Through narrative analysis, I focused on discovering repeated ideas from

the interviews. To analyze data, I reviewed each interview transcript, and discovered key ideas that had a coherent story, patterns, themes, or regularities. I then created themes based on what I discovered from the interview data. Since this study was inductive, I looked at what themes emerged and whether or not it connected to established theory and research. I was able to see the stories and ideas overlapped from the interviews with the key factors to promote intrinsic motivation and creativity (i.e., competence, autonomy relatedness, teachers' roles as a facilitator) as well as to discourage student intrinsic motivation and creativity which were overlapped with the challenges to implement career education. I put those ideas under the same category and then broke them into smaller themes which I created based on the motivation and creativity theories. I used colored markers to identify which data belongs to which theme.

Researcher Positionality

The setting for the study was the high school that I graduated from, so it is possible that some of the participating teachers may have taught me when I was a student. I have kept in touch with several of the teachers after graduation, and they continued to offer me guidance and support. In addition, I practiced teaching as an English teacher for approximately two months at the school as a trainee teacher during my master's degree program approximately five years ago. In this role, I experienced the school from the perspective of a teacher and communicated with other teachers. I was able to build a stronger relationship with the teachers and gain a better understanding of the school's aims, students' needs, and teachers' philosophies in general.

My positive rapport with the teachers and experiences at the school both as a student and a teacher helped me to collect rich data and analyze them in a meaningful way. I strove to be friendly, open, honest, and forthcoming with the participants and respond to their questions

(Alvesson, 2003). As I collected data, I gained valuable insights from participating teachers at the school.

Special bonds and developed rapport with participants, however, may put me in a dual role. Any possible areas of role conflict as well as my personal feelings possibly could influence how I approach my study (Ahern, 1999). To prevent or mitigate this, I made a notes in a reflective journal to recognize when feelings (e.g., anxiety, annoyance, or enjoyment) arose during data collection and analysis (Ahern, 1999). I believe recognizing the feelings no matter if they are positive or negative can help me maintain neutrality. During data collection and analysis, I revisited my reflexive journal (Ahern, 1999). I discuss reflexivity later in this chapter.

Context

Career Education in South Korea

In South Korea, most students are expected to go to college when they graduate high school. As a part of collectivistic culture where people do not prefer to stand out but to be blended with others, most students pursue similar pathways. Most of the students graduate high school, go to college, and get a job with their degrees. Also, people in South Korea highly value education to view a person's intelligence as well as their persistence, diligence, and dedication. Education and academic achievement are highly valued in South Korea, and play an important role in pursuing a career and having opportunities to get a competitive job. With this cultural context, high school students experience high stakes testing because their GPAs contributes to their college entrance. As students are committed to college entrance and pursue their pathways in life, it is important to explore careers that require a for college degree. Through exploration, students can discover career interests, set a goal, and stay focused to achieve their goal.

Career Education in Rainbow High School

The setting of this study is Rainbow High School[1], which is a private high school in Seoul, South Korea. MG High School includes grades ten through twelve, has 61 teachers and 519 students, and was established in 1967. The school's mission is to nurture students to contribute to a society of the 21st century in the future.

Students at MG High School learn career education throughout the three years with different curricula in each grade. Students take a subject "career education" every semester, and practice career education in core academic subject areas (e.g., Korean class, English class, etc.) through various activities.

Goals and examples of career education as a subject. Career education in MG High School has different curriculum hours and activities for each grade: tenth, eleventh, and twelfth grades. The career education curriculum for the tenth and the eleventh grades is categorized by: 1) career exploration, 2) planning career pathway, 3) job exploration, and 4) college entrance preparation. Activities during the tenth grade encourage students to explore various fields of study, choose what they want to major, and reflect on the reasons for their choices. Activities during the eleventh grade encourage students to indirectly experience the field of study they chose. Students in the eleventh grade, for example, select one specific in-depth topic related to the field or major, investigate the topic, and make a presentation.

Whereas education curriculum for the tenth and the eleventh grades focuses on exploration, education curriculum for the twelfth grade focuses on career preparation based on the discovery from the past two years. The career education curriculum for twelfth grade is categorized by: 1) checking and revisiting the selected career, 2) career activity (e.g., writing

[1] as a pseudonym

resume and cover letter, time management skills, reflecting on the meaning of success), 3) college entrance information, and 4) college entrance preparation (e.g., simulated job interview). As for the schedule of the academic school year in South Korea, the spring semester precedes to fall semester. That is to say, the academic school year starts from the spring semester as the first semester and fall spring semester is the next semester.

In career education at MG High School, the spring semester focuses on understanding oneself. Students refine and reflect on their self-identity through activities that ask them what and why they want/don't want to do. Students re-build and confirm their identities through activities such as understanding self-esteem and self-efficacy, discovering positive ego/self-image, discovering emotional intelligence, mind mapping, and producing a career newspaper. Students are asked which jobs they want, and the reasons why/why not they want them.

Based on that discovery, in the fall semester, students start to explore the jobs/majors in college, create a study plan, as well as learn a variety of jobs. Students build a "career identity" that consider factors such as college entrance, getting a job, and understanding the work environment. Also, students make specific plans for their career. Examples of activities include creating one's future avatar, understanding a variety of occupations, checking career pathways, and exploring fields of study (e.g., humanities, natural science, STEM, engineering, liberal arts, etc.). Students learn about various majors in college, the admission process, and the types of college entrance procedures. Students make plans and set short-term and long-term goals based on what they discover.

Frequency to implement career education. The career education class meets for one hour per week at all grade levels. Events are scheduled periodically throughout the semester for practical career exploration and experiences such as "a day for major (in college) exploration."

Also, a lecture is provided regarding changes in job markets which were caused by The Fourth Industrial Revolution. Students understand which jobs are disappearing and new jobs that can be created in the future in accordance with the influence of The Fourth Industrial Revolution.

Assessment of career education. Career education as a subject does not use assessment based on students' academic or intellectual performance. Instead, teachers frequently record and describe students' performance based on their effort and passion to learn and research about their careers by observing them through various career activities. Teachers' observation and assessment focus on students' "career self-efficacy." Records of career self-efficacy can be used and when colleges want to see student performance aside from academic achievement. Colleges can use these records to evaluate the suitability of a student and the major they apply for.

Examples of career education implemented in other academic subjects. Many high schools in South Korea, including MG High School, implement career education in various core academic subjects (e.g., Korean, English, Math) as well as in a separate career education class. Teachers in core subject areas encourage students to integrate and apply their career knowledge to their learning through different projects. For example, in Korean class, students learn various types of speech such as presentation and discussion. Students then apply their knowledge by introducing their careers and discussing the pros/cons of newly created jobs in society. Students present their ideas in oral presentations and submit written assignments.

Teachers in charge of career education. One teacher is in charge of career education as a subject and teaches students in tenth, eleventh, and twelfth grades through a regular class. In MG high school, there is one career education teacher. The teacher deals with the overall administrative work and designs curriculum regarding career education in MG high school. Each homeroom teacher (a class teacher) is also in charge of students' career education. They

continuously observe students' progress and records so that they can provide individualized career education. Homeroom teachers implement career education through one-on-one meetings with students on a regular basis. The teachers answer students' questions regarding their concerns or information about their career pathways and provide suggestions and guidance.

Career Education Classroom Context

School-wide context

In Rainbow high school, students join school events focused on practical career exploration and experiences periodically throughout the semester. One of the day-long events was about changes in the job market which was caused by The Fourth Industrial Revolution. The event was held in an auditorium with 8 different booths. At each booth, students were able to experience 3D printers, Virtual Reality (VR), coding, drones, etc. The purpose of the event was to have students become familiar with new technology and expand the range of careers they might be interested in. There was an additional event where the school invited around 20-25 people in different careers, including law enforcement, restaurant/hospitality, party/event planning, producing, etc. The people gave a lecture about their careers, gave a demonstration (i.e., cooking demonstration, stage performance), and talked with students to answer any questions that they had.

Individual classroom context

In Rainbow high school, tenth-grade students take 4 hours of English class per week. For two of the four hour English class, students learn English in a learner-centered way through various themes, from watching TED talk videos and engaging in class discussion to engaging in making movies (i.e., movie dubbing, scriptwriting, and producing movie content). Teachers

develop a curriculum around a different theme for each class, and students choose which themed class they would like to take for English class.

In Hana's English class, students watch multiple TED talk videos across the semester. TED talks are an American media organization that posts talks online for free distribution under the slogan "ideas worth spreading" (Wikipedia). After watching a video as a full class, students discuss it in small groups. Students play roles of leader, empathy, presenter, and writer for a group discussion and rotate the roles every class. Students complete and submit a team worksheet and an individual worksheet at the end of the class. Students do an individual presentation at the end of the semester on one of the TED talks related to their future careers.

In Nari's class, which was career education as a subject, students learned about themselves and their careers through various activities. Nari emphasized the importance of flexibility and students' ownership over their learning in her class by allowing students flexibility and various approaches to complete a task.

Nari created activities to help students explore their identities such as understanding self-esteem and self-efficacy, developing a positive sense of self, and learning about emotional intelligence. Examples of activities include mind mapping and making a career newspaper. For the career newspaper, students chose a career and wrote about the reasons why they would like to pursue this career. Based on this activity, students learned a variety of jobs, explored several potential careers and related college majors and create a study plan to enter the aimed college. Students explored and built a "career identity" where they learn about college entrance procedures and graduation requirements, how to attain a job, and the work environment. When building a career identity, students engaged in various hands-on career exploration activities, including creating one's future avatar, learning about several careers and career pathways, and

exploring fields of study (e.g., humanities, natural science, STEM, engineering, liberal arts, etc.). Students make plans and set short-term and long-term goals regarding their careers based on what they discover.

In Red's class, each student has a different task in accordance with which careers students pursue. Depending on the specific areas students are interested in, Red provides guiding questions and assignments that students can learn more about an area and make a connection with their future careers. Although students learn the French language altogether, their individual project can focus either on French history, economy, art, or other topics, allowing students to explore and deepen their understanding of a specific area. For example, a student was interested in international trade. Red led the student to examine the economic cooperation between Korea and France and the international status of France in Europe. Through this investigation, the student explored and extended their understanding of international trade. This project spurred the student's curiosity about the Organization for Economic Cooperation and Development (OECD). As a result, the student set a goal to enter college and major in international economics.

Through this example, Red emphasized teachers' roles to help students navigate their pathways within a context of the academic subject by connecting the subject and students' interests and providing opportunities to experience their future majors. Red strives to have ongoing conversation and rapport with her students. Red provides guiding questions for individual students to help them hone their career interests, and guide students how to extend their interests by investigating them. When students are lost, struggle with how to start, or narrow their ideas down, Red continuously interacts with them and provides ongoing advice and guidance.

In Min's career exploration class, he aims to help students learn about themselves, have a better understanding of majors and colleges, engage in career goal setting, search for information needed to pursue a career pathway, and apply the knowledge they learn to pursue their chosen career. Min voiced that although students may struggle with organizing knowledge and putting a plan into action, the most important thing in career education is to provide students with motivation to explore and carry out a plan for their career. Min strives to help students understand the importance of thinking about their future, themselves, and set a goal to achieve their future career while they are still in high school. In Min's class, students participate in various activities to explore themselves and their careers. For instance, in an activity called Info-Graphic, students examine college courses that they are interested in, and introduce the courses to the class by using tables, pictures, etc. Min reflected that this activity often engaged students in searching for specific details and that students developed an affection for the course or major they chose. Min shared that this also promoted students' goal setting and motivation to further engage in career exploration.

Min reflected that once students are motivated for career exploration and set a goal, they focus better and are more engaged in their schoolwork and show more positive attitudes in school. Min voiced that this is also related to some activities that help students build self-esteem and personal values. For instance, through an activity called Life Role Rainbow, students learned the positions they have in their lives as a student, a friend, a family member, etc. Different positions were described in different colors in the rainbow, and the period of the time for the position was drawn with a line on the rainbow from the beginning to the end of their life. Min shared that students learned that they have many different positions and roles in addition to being a student. Min shared that many students focus on college entrance as everything for their life

and that this creates pressure to achieve, and as a result, students may feel lost and depressed. Min reflected that after students learn that college entrance is not the only thing that defines them, students became more relaxed. Min encourages students to have a positive attitude by emphasizing that students should try as hard as they can, accept what happens after, try again, and to adapt their future plans as necessarily. Min reflected that this type of encouragement promoted students' confidence and motivation.

Participant Recruitment

I selected Rainbow High School in South Korea for my research location. This is because Rainbow high school implements career education as a subject, through various activities in core subjects and regular school events, and not only the career education teacher but also core subject teachers and homeroom teachers play different roles for career education. I recruited the following participants:1) two teachers who teach career education as a subject area and 2) two teachers who apply career education to their core subject areas (e.g., Korean, English, and Chinese languages). Participants were purposefully selected using specific inclusion criteria. Teachers were full-time employees teaching in grades ten through twelve, either a core teacher or a career education teacher, and worked at the school for at least one full school year. Using the romantic style of interviewing involves collecting data that is reflective, conversational, and subjective. This requires genuine rapport, trust and a caring relationship. Participants who the researcher has built a strong bond with were purposively selected to participate in the study.

I established relationships several years ago with the teachers at the Rainbow high school as a student and as a colleague. I have known and kept in touch with several of the teachers for more than 10 years, and they continued to offer me guidance and support. I have been communicating with them through visits, phone calls, messages and checking in each other with

updates, and I am currently in contact with them. The positive rapport with the teachers and experiences at the school both as a student and a teacher will help me collect rich data and analyze them in a meaningful way as well as allow me to conduct romantic style interviewing.

There was one informal visit prior to the interviews; I had the first contact for an informal conversation to establish rapport with the participants before the first interview. This first visit did not include interview questions and was not audio taped. I shared the informed consent prior to the interviews and had time to answer any concerns or questions that the participants had.

Data Collection

Interviews

The data were collected through two individual interviews with each participant via phone or video call. There was additional communication for member checking with participants via email or messenger following the second interview. The interviews were conducted in the participants' primary language, which is Korean, which is also my first language. All interviews were digitally audio-recorded and transcribed verbatim. The transcription of the interviews was translated into English by me. See Appendix F for interview questions for the first and second interviews. The interviews were conducted outside of school hours and offsite not to interfere with the regular functioning of the school. I conducted a pilot study with an individual from South Korea who is familiar with the career education to check content, language, and translation of the interviews.

For the first interview, I started with background questions to learn about the participants, and then moved on to the main questions. I asked participants to tell me about their teaching philosophy, background, and experiences with career education so that I get to know about them. I asked participants to tell me as much as possible about themselves in order to put their

experiences in the context of career education (Seidman, 2006). The participants were encouraged to describe teaching artifacts during the first interview such as lesson plans, and curriculum, as well as describe activities and events. Although participants did not directly show any documents to me, they shared the ideas from them.

The first interview was mainly about learning about the participants and participants telling stories about their experiences and perceptions of career education. The participants explained a typical lesson including instructional goals, instructional activities, and assessment, and what they want their students to gain through the teacher's involvement with career education. Interview questions included how and why questions and were written so that they were as little biased as possible by any related theories in order to not restrict the perspectives of participants. I shared the interview questions with participants before the interview so that they could take time to reflect on their experiences before sharing.

After listening to participants' stories, I synthesized the ideas from each interview and discovered the relevance of themes that emerge. Based on what I found from the first interview, I created, added, and/or modified follow-up questions for the second interview.

During the second interview, I connected participants' responses from the first interviews to motivation and creativity theories. I focused on eliciting details of the participants' experiences regarding career education (Seidman, 2006). By asking the details of their experience, such as what they actually did in career education, participants reconstructed their stories in the context of career education (Seidman, 2006). I gained a clearer understanding of what aspects of career education influence student motivation and creativity as well as and discovered how career education is connected with student motivation and creativity through the second interview.

Whereas the first interview included participants' storytelling regarding their background as well as experiences and perceptions of career education in general, the second interview included details of participants' experiences and connect their stories to motivation and creativity theories. Given that participants told their stories during the first interview, I mainly listened unless asking the interview questions. Since the second interview included follow-up questions according to participants' responses, I played a more active role in eliciting questions and guiding the interview. I tried to tailor questions for the second interview based on participating teachers' stories from their first interview as well as main ideas from motivation and creativity theories (i.e., Self-determination Theory, flow theory). When participating teachers shared a story that was related to the theories that informed the study I created and asked follow-up questions. In the second interview, I also mentioned how I understood what the participants shared in the first interview which covered a member checking.

After the two individual interviews, I had time to confirm my understanding of the interviews through member checking. This was to avoid misinterpretation of the participants' intended viewpoints. I transcribed each interview in the Korean language first and then translate it into English. I did not show all of the transcriptions to the participants in order to not overwhelm them or letting them or ask for too much of their time. Instead, I selected a few stories and ideas which seemed to be most relevant to answering my research question and asked participants for clarification if I understood what they said correctly and accordingly to their intention. I also asked participants for clarification on key ideas that are unclear. I reached out to the participants through email or messenger for member checking purposes.

Data Analysis

Responses from the interviews were audio-recorded and downloaded to a password-secured laptop. Data were transcribed into a Word document. This ensured that the researcher was the only one to have access to the data.

A narrative analytic framework was used to analyze the data. Through narrative analysis, I understood the phenomenon that occurred in the context of career education based on teachers' perceptions and experiences and facilitated this understanding with the perspective of promoting student motivation and creativity (Kim, 2016). I strove to listen to the whole story, not just the part of it. I kept in mind that there is no single story, but rather there are multiple stories. When it comes to narrative analysis, interpretations are fluid and temporal (Kim, 2016). Interpretations change over time. This is why there is no single valid interpretation, therefore, no single story, even within a single researcher or a participant (Kim, 2016). I understood the participants' intended viewpoints by identifying repeatedly used words and participants' emotions through their emphasis, tones, and pauses.

To approach the data, I applied two different perspectives: an interpretation of faith and an interpretation of suspicion (Josselson, 2004). With a perspective of interpretation of faith, I believed that participants were telling me a story that was true and meaningful to their subjective experience. I retold or recounted participants' stories with faith as a result of a genuine personal encounter with each participant. I also approached the data with a perspective of interpretation of suspicion, so that I can go deeper with data analysis and interpretation and find any hidden narrative meanings. This helped me think about what I may have taken for granted in the approach of the interpretation of faith (Josselson, 2004).

Ethical Considerations

In addition to being approved by the University of South Florida IRB, this study was approved by the Rainbow High School administration and I included a copy of the approval letter from Rainbow High School in the Appendix B. Informed consent was obtained from the participants by allowing them to agree or decline their consent at the beginning of the study.

Participants were told that participating in the study will not impact their employment and that they can stop at any time. All participants were given a pseudonym, and individuals remained anonymous. The informed consent form for standard ethics protocol (McCracken, 1988) is presented in Appendix E.

Transcribed data and all other written documentation, such as consent forms and researcher journal notes will be stored digitally in the University of South Florida Box digital secure storage system for 5 years. At the end of 5 years, all digital records will be deleted via the University of South Florida deletion protocols.

Limitations

This study was limited to one high school in Seoul, South Korea, and examined the perceptions and experiences of a limited number of teachers who volunteered for the study. Considering that each school in South Korea designs and implements its curriculum on career education differently based on the guidelines provided by the Ministry of Education, the information from the MG High School demonstrates one example of career education in South Korea. This means that the data from this study do not generalize or represent career education in South Korea and that data from other schools may result in different outcomes.

CHAPTER FOUR:

FINDINGS

In this chapter, I present the results of the two individual interviews with the four participating teachers at Rainbow high school. Interview data were collected to answer the research question: Do teachers in a South Korean high school perceive career education as influencing high school students' intrinsic motivation and creativity? If so, in what way(s)? Participants' perceptions and experiences in career education were grouped into five key themes: competence, autonomy, relatedness, teacher's roles as a facilitator, and challenges. In addition, participant background information is provided including professional background, subjects, and grades that they teach at the Rainbow high school, teaching philosophy, as well as their roles and experiences in career education.

Participant Background Information

The four participants had a wide range of professional experience from working 3 to 26 years at Rainbow high school. Background information was self-disclosed during the first interview and included gender, subject taught, and teaching experience (see Table 1).

Table 1. Participant Background Information

[2]Participant	Gender	Subject	Teaching Experience
Min	Male	Career exploration	16 years
Nari	Female	Career exploration Korean	3 years

[2] All participants were given a pseudonym.

Table 1. Participant Background Information **(Continued)**

[3]Participant	Gender	Subject	Teaching Experience
Bora	Female	French Chinese	26 years
Hana	Male	English	23 years

The four participants participated in two individual interviews, which were each 60-90 minutes in duration. The first individual interview started with warm-up questions to learn more about participants' backgrounds including why they became a teacher, how long they have taught, grades and subjects they teach, teaching philosophy, and general experience in career education.

Min has been a teacher at Rainbow high school for 16 years. He taught biology for the first 12 years and has been teaching career education as a content area for the past four years. Min reflected that he decided to teach career education as a subject when he learned the importance of career education and the roles of career education teachers in helping students navigate selecting a college and majors. He described his teaching philosophy and practice as learner-centered, and engaging students in class discussions as well as hands-on activities such as projects and presentations.

Nari has been a teacher at Rainbow high school for 3 years. She taught career education as a subject for one year, and currently is teaching Korean. Nari focused on her one year of teaching career education as a subject when she shared her experiences for this study. Reflecting on her teaching philosophy in general, Nari stated that she strives not set any restrictions in her

[3] All participants were given a pseudonym.

class so that students can feel free to talk to her or peers and ask questions. The priority is to build a free and communicative classroom climate. She mentioned that she enjoyed teaching especially because she liked communicating and interacting with students. Teaching is not just about providing knowledge but about sharing thoughts and feelings. At the beginning of each semester, Nari has students fill out a pre-survey a way for students to introduce themselves. This allows Nari to learn about students' needs as well as their expectations and concerns about the class. Nari also holds an individual meeting with each of her 170 students at the beginning of the semester. Nari mentioned that during the semester she pays special attention to observing students' behavior patterns such as their responses and attitude in her class, engagement in class, and if they have any complaints or issues.

Bora has been a teacher at Rainbow high school for 26 years and has been teaching two different languages, French and Chinese. Bora was selected for this study because she implements career education when she teaches students French and Chinese languages. She encourages students to integrate and apply their career knowledge to their learning through different projects. Bora strives to help students succeed by providing opportunities for various experiences so that students have a better understanding of themselves and their future careers, as well as individual feedback guidance for their plans.

Her teaching goal is to foster student interest in learning languages, as well as to build student intrinsic motivation and enjoyment in learning. Bora reflected that she likes her class to be loud, and strives to create a free and vibrant classroom environment. When a class is quiet, she checks if anything is wrong with her teaching method, materials, etc. Bora also discussed the importance of understanding students' needs and providing students with individual guidance and evaluation. Bora claimed that it is the teacher's role to observe students closely and

consistently and to provide students with opportunities and options for various experiences. For example, there was a student who had a talent and passion for art. Bora let her know that she can use her talent at a community center by providing face painting to children. For students whose passions are in foreign languages, Bora recommends books and resources that they can read and shares her personal experiences of majoring in French and Chinese and traveling abroad in college. Bora voiced that a teacher can provide students with opportunities for career exploration when a teacher pays close attention to students' needs and communicates with them.

Hana has been an English teacher at Rainbow high school for 23 years. He found it enjoyable to learn about students' interests, thoughts and feelings, and concerns through individual interaction with them. Hana was selected for this study because he implements career education when he teaches students English. He aims to help students gain a better understanding of themselves and explore their career interests through group discussions over TED talk videos, group activities, and presentations. Hana emphasizes the importance of building rapport with students, encouraging student confidence, teamwork as well as promoting student intrinsic motivation and creativity. For examples, Hana believes that it is okay to fail, not to be perfect, and that trying itself is meaningful. Hana emphasizes and talks to students that it is natural to make a mistake or to be wrong, and that students are to try their hardest. When students write a paragraph in English, for instance, it is okay if some sentences are grammatically incorrect, some words are misspelled, or the content of it is not perfect. Hana shares with students the importance of persistence and doing their best without giving up. Hana values cooperation and teamwork, and strives to foster this in his classroom by having group discussions, group activities, and group presentations throughout the semester.

Findings

All four participants highlighted the importance of promoting students' intrinsic motivation and creativity, and shared ways in which career education influenced their high school students' intrinsic motivation and creativity. The findings are organized into five key themes: competence, autonomy, relatedness, teacher's roles as a facilitator, and challenges (see Table 2 for a summary).

Table 2. Findings from individual interviews

Theme	Subtheme	Description
1. Competence	Confidence	Group activities and presentations may have served as a way to promote student confidence in terms of their voice, facial expressions, gestures, and increased quality and quantity of writing.
	Not afraid of failure	Being free from the pressure to be correct/perfect through teachers' encouragement and not being afraid to be wrong may have served as a way to promote student competence and motivation.
2. Autonomy	Choice and flexibility	Choosing their task, time, team, and technique in learning may have served as a way to promote students' intrinsic motivation. Having multiple ways to complete tasks without a specific structure may have served as a way to promote student autonomy and creative outcomes.
3. Relatedness	Teacher-student relatedness	Teacher-student rapport developed through teachers learning students' needs, interests, skills as well as teachers providing experiences, guidance, and feedback may have served as a way to support motivation and/or creativity.
	Student-student relatedness	Feeling responsible as well as a sense of belongingness in group activities may have served as a way to promote student motivation.

Table 2. Findings from individual interviews **(Continued)**

Theme	Subtheme	Description
4. Teachers' roles	Teachers' roles as a facilitator	The teachers' roles in career education (e.g., observation, guidance, individualized learning/goal setting, and encouragement) may have served to help teachers and students build high quality relationships and promote student intrinsic motivation and creativity.
	Goal setting	Career education teachers can help students set goals by communicating their skills and interests. This may have served as a way for students to discover their future careers and set a goal, to be motivated to study, and be goal-oriented.
	Assessment	Assessment in career education focuses on students' efforts to connect the task and their future career, their willingness to learn about themselves, and their future careers rather than their achievement and/or accomplishment. This process-based assessment can promote intrinsic motivation and creativity as it can free students from the pressure to achieve a certain outcome and can encourage them to try something new and step outside of their comfort zone.
5. Challenges	Developmental readiness of students	Students not developmentally ready to learn more about their interests, skills, and future careers may have had difficulty participating in a few activities. This gap between students' skills and tasks may discourage student intrinsic motivation and creativity.
	Limited time and resources for teachers	It can be challenging for teachers to individualize material for every student. Student motivation may be discouraged when their needs are not met by the curriculum.
	Societal factors	The college entrance system and societal stereotypes regarding careers can discourage students from pursuing a career and their motivation to achieve their goals.

Competence

Confidence. One of the participants, Hana shared that group activities and presentations served as a way to promote student confidence in terms of their voice, facial expressions, gestures, and increased quality and quantity of writing. Students showed increased confidence which was reflected in their voice, facial expressions, and gestures during group activities and presentations. As Hana stated:

> There were students who are introverted, quiet, do not talk much. During the group activities and when presenting, they spoke louder and their faces looked just different. They seemed to feel much more comfortable speaking in a group and showed increased confidence in their voice and gestures when presenting. They showed those changes gradually across the semester. This is because the group activity where students take a turn in each role led them to speak. For example, when a student is in the role of a leader, she naturally gets to speak to lead a discussion. Also, students reflected that it felt great when other group members listened to them. The feeling of being heard, and supported by peers, the relatedness with friends helped the student feel more comfortable to speak. The student also reflected that she felt like being another person and proud of herself with that different version of herself. Students built confidence and brought it when presenting as well. Not every student showed those changes, but I can say almost 80 percent of students showed improved confidence through a louder voice and natural gestures both in group discussions and presentation.

Hana reflected that students showed increased confidence and decreased fear of failure across the semester. In Hana's English class, students wrote more and expressed themselves more freely by sharing their experiences, thoughts, and feelings. Hana stated that students' increased quantity and quality of writing in an individual worksheet may have indicated an increase in students' confidence in writing in English.

> Compared to the individual worksheet that the same student submitted at the beginning of the semester and the one from the end of the semester, she wrote more on the worksheet at the end of the semester. It was not just the amount of writing that improved, but also the content of it showed more of her personal life, thoughts, and feelings. The fact that she shared it with a teacher would read implies that she is open and confident to express herself to others. I was amazed and glad to see those changes in a student's worksheet.

Not to be afraid of failure. Three participants shared that career education can allow students to become free from the pressure to be correct/perfect through teachers' encouragement and that not being afraid to be wrong may serve as a way to promote student competence and motivation**.** Hana learned the importance to help students to be free from the pressure to be perfect, not to be wrong, and to not be afraid of failure. He chose the TED talk video that spoke about the fear of failure for his class. Students watched the video, had a small group discussion, and filled out the group worksheet and individual worksheet before the class ended. During the semester, Hana continuously provided students with encouragement such as "it is okay not to be perfect", "it counts that you tried regardless of the result", and "it is important to complete, not giving up." Hana reflected that students started to feel more comfortable and confident to try something new, and were more engaged. Hana shared that students' increased confidence encouraged students to write more, talk more, stand up for themselves, and suggested new ideas regarding the group presentation.

Hana also emphasized the importance of not being afraid of failure and reflected that many students struggled with perfectionism. Hana shared a few examples of students who felt pressure to be perfect:

> I learned how much students were struggling with a fear of failure. One student wrote in the individual worksheet that she has been studying so hard to achieve her goals but being harsh on herself under the pressure to be perfect and that it was hard and painful. Also, there was one student who wrote an answer and deleted it because she was not confident that it was the right answer. If she left the answer she would have received a partial score. Students are so afraid to be wrong they leave the answer as a blank.

Autonomy

Choice. Three participants agreed that choosing their task, time, team, and technique in learning served as a way to promote students' intrinsic motivation in career education. They also

agreed that having multiple ways to complete tasks without a specific structure may serve as a way to promote student autonomy and creative outcomes in career education.

Students in career education classes are often allowed to choose their task, time, team, and technique in their learning. For example, students choose their English class based on the four different themes: TED discussion, movie dubbing, writing, and content producing. Nari and Hana reflected that when students chose which class they wanted, they showed improved engagement and satisfaction, which are key elements for intrinsic motivation (Deci & Ryan, 2000).

Aspects of choice were also integrated into career exploration classrooms. For example, three teacher participants reflected that students were more satisfied with the class and had better achievement when they had lots of choices, and that this may have promoted students' intrinsic motivation. Nari voiced that students were more likely to engage in class when making their own choices regarding task, time, team, and technique in learning. Bora reflected that in her French class, students chose a topic to write an essay to integrate their career interests into their essay. Hana reflected that in his English class, students chose which themed classes to take. In group activities in Hana's class, students discussed and assigned their roles. Hana reflected how students created ideas for a group presentation:

> When students chose to integrate their career interests into their projects, and built their own methods to do the projects, the outcome was high quality. They put more of their thoughts and hearts into it, and that naturally promotes their intrinsic motivation. Because they chose what and how to learn, that autonomy promotes learning accomplishment as well as students' satisfaction and pride.

Flexibility. Bora and Nari indicated that providing flexibility and various ways to complete tasks without specific structure may have served to promote student autonomy, intrinsic motivation and creative outcomes. With flexibility, students proactively suggested new

and different ideas to approach tasks. For example, Nari encouraged students to have flexibility when working on a project in her class. An example is a newspaper in an education project, where students used newspapers to explore and learn about various careers. Students found articles about their future careers from newspapers, pulled them out, and made their own career newspaper. Nari reflected that she provided a basic structure regarding how to make it, but did not provide detailed instructions for students to follow:

> Students really had fun and enjoyed the project. I told them to do whatever, however, wherever they wanted. Some of them laid down on the floor and made it hung the newspaper on the wall and took it out, cut the articles out and glued them here and there, etc. Then outcomes from the project turned out to be very creative. I think having the flexibility to do a project and autonomy/ownership over their tasks was very critical. When students are free from a certain approach/instruction to follow, they are more motivated and creative.

Relatedness

Teacher-student relatedness. Three participants shared that teacher-student rapport developed through teachers learning students' needs, interests, and skills as well as teachers providing experiences, guidance, and feedback may have served as a way to support student motivation and/or creativity. Nari and Bora stated the importance of teachers building rapport with students and showing empathy, as well as providing students with constructive feedback. Bora reflected on the importance of rapport as a prerequisite to students trusting their teacher and listening to their feedback. Bora stated "Rapport needs to be built first. When the teacher listens carefully to what students say and show empathy, students can feel the teacher's genuine intention to support them, and trust and follow teacher's guidance and feedback."

Bora provided an example of a student in her class who did not want to do an essay project on the differences between French and Korean culture. Students were encouraged to make a connection to their future careers for the project. This project is used for college entrance

to demonstrate students' interest/passion and effort to get into a major and the school they apply to. The student did not submit the essay by the due date. Bora had individual conversations with the students, and asked what she liked to do and what her future plan is. The student said she liked to do make-up and was attending classes to become a beautician. Bora suggested that the student could research French make-up styles such as Paris' natural make-up style. The student said she did not want to write because she felt lazy. Bora said she can just speak instead if writing does not work for her. The student told Bora to not care about her and give up on her. She said she did not need a nice record from a teacher because she was not interested in college entrance. Red said as a response:

> No. I will write a record for you. This record is also about what you did and your thoughts when you were in high school. This record reflects the potential I saw in you and my observations of you. And I don't want it to be blank. I don't want it to happen when someday in the future you grow old and want to look back at your past and see this record and there is nothing written. This record stays forever.

The student was very touched. She was moved to know Bora's intentions to help. Bora highlighted this type of genuine rapport and interaction with students as essential to promoting student motivation. Bora also voiced that teachers can be proactive to build rapport:

> It is a teacher who comes and talks to students first. It is not common for students to do so first. Students take space and observe who the teacher is, the teacher's mindset, how the teacher thinks of them, etc. and then may open and show themselves. The teacher's role is very important regarding this.

Hana highlighted that teachers can be more proactive in learning students' needs, interests, and skills as well as providing them with career-related experiences and guidance. Hana emphasized the importance of interacting and communicating with students when building rapport. For example, Hana stated how he gets down to the eye level to talk with them and that students feel comfortable with this approach:

> With a just little encouragement and compliments, students feel acknowledged and their face looks more comfortable. I walk around the classroom and come to a

> student. I squat next to her to get down to eye level and we talk. I ask how is it going, what did you talk about, can I read what you wrote, etc. Just the fact that their worksheet was read by me, students get encouraged. I think it is also because they feel comfortable talking with me. Also, I do not interrupt the group discussion nor tell them what to do. I mostly observe, listen, laugh with them and leave.

Although each teacher shared different ways they built rapport with their students, the participants emphasized how important it is to build rapport with their students. By meeting students' need for relatedness with a teacher, teachers reflected that students showed more engagement and motivation in their class.

Student-student relatedness. Two participants shared student-student relatedness may have helped students to promote engagement and intrinsic motivation. Hana voiced that feeling responsible as well as a sense of belongingness in group activities may have served as a way to promote student motivation. According to Hana, teamwork can help students feel that they belong among their peers in the classroom. Hana highlighted that this sense of belongingness can promote students' enjoyment and engagement in class. By sharing personal experiences, thoughts, and feelings in group discussions, students can build stronger peer relationships. Hana reflected how students listened intently to each other, showed empathy, and felt connected. Hana reflected that this relatedness with peers may promote better communication skills and higher quality achievement as a result of teamwork and cooperation. Strong peer relationships can encourage students to voice their opinions with confidence and to suggest new and different ideas to approach a task, which in turn may promote students' creative thinking and creative outcomes. Hana mentioned that students felt responsible about their roles in a group activity and that this promoted student motivation.

Bora also voiced that peer relationships are critical for student motivation:

> It was when I was a homeroom teacher in 2018. In Chinese language class, we learned a song called, Hao Xiang Ni (meaning I miss you in Chinese). The song is quite fun because the same rhythm is repeated and in the music video, the background keeps changing showing so many things in Taiwan, and the singer wears different clothes in every scene. During the semester, we went on a themed trip. We go to an area, and each team chooses a theme they would like to explore and examine about the area such as history, tourist, local attractions. Students create a team with someone who has similar interests and wants to do the same theme. One of them wanted to be a movie director and was interested in filming. All of her classmates learned the song, Hao Xiang Ni, and she filmed a music video with the song. She had each of the classmates sing one part of the song in the video with the background of the area we visited for a trip. In the end, all of the 37 students in the class were in the video. This showed a lot about their relationships, bonds, cooperation, and friendship. They all were so happy with the video and the video will be a precious gift from a special memory for the rest of their life.

Bora reflected that students were very fond of the video because all of their classmates participated and made it all together. In the process of filming and editing, the video students showed teamwork which required communication as well as understanding and caring for each other. Bora highlighted that having the same goal encouraged students to build a stronger bond and sense of belonging. Bora described these factors promoted relatedness among peers, and that this may have promoted students' intrinsic motivation to engage in an activity and produce a creative outcome. The video was used when the student applied for a university along with Bora 's record which described the process of making it. The student applied for the visual art department at a university as a major, and was accepted.

Teachers' roles

Teachers' roles as a facilitator. All four participants reflected on the teacher's role as a facilitator in career education, and emphasized the importance of engaging in promoting autonomy, individualizing tasks, guiding and observing students, promoting goal setting, giving immediate feedback, and providing formative assessment to support student learning in their classroom. All participants voiced that it is important to continuously observe students and learn

about their needs, personalities, and how to communicate with them to effectively guide them. All participants voiced that these actions can help teachers and students to build high quality relationships and may help to promote student intrinsic motivation and creativity. For example, Bora highlighted the importance of promoting autonomy and individualizing tasks according to students' interests and skills:

> It is good for students to have autonomy and make their choices over what to learn and how to learn. Some students, however, get overwhelmed and lost. They do not know how to start. Then it is my job to guide them. I help them narrow down the big ideas into smaller chunks and simplify the main idea with the keywords. Also, many of the students already have so much information and knowledge, but they are not aware of the correlation between them. It is the teacher's role to help them understand deeper an idea and how each of them could relate to each other. For example, there was a student who had a talent for language learning. She spoke very good English. She read American literature by Allan Poe, wrote an essay, and did a presentation. For my French class, the student read a French poet by Berlin. The student needed to do a project for a college entrance showing her interests and skills regarding the major she was applying for. I suggested she conduct a comparative study focusing on the difference between American and French perspectives, values, and viewpoints towards life. Another example is that a student who wanted to work at an international organization in the future did not know what to do for a project in my French class. She struggled with how to connect the ideas regarding her future career and French. Through a conversation, the student and I learned she is especially interested in labor issues and wants to work at an international labor organization. Then I suggested she research what type of agreement/arrangement the organization has made with Korea. Both students had skills, knowledge, and passions for their future careers. They needed, however, guidance on how to approach and use the resources. I think it is a teacher's most important role to provide guidance. To do so, observation of students, learning about them, and building a rapport with students was essential.

Bora perceived the teacher's role as a facilitator as providing students with the autonomy to make their own choices, guiding students when they are overwhelmed, helping students to see relations between ideas and gain a deeper understanding, and offering guidance in how to use resources.

Participants voiced that the teacher's role in career education is to help students narrow down and clarify their careers, provide guidance, and identify potential career pathways. Participants discussed how they can show students how to access resources and pursue their interests and goals. For instance, Nari indicated that students need a teacher's help to specify what they have in mind regarding their future careers:

> Each student has different needs and future careers. But the ideas and desires students have for their future careers are vague. They find it difficult to specify what they have in mind. Teachers can provide some methods to specify and simplify students' ideas, information, and desires. This is one of the strengths that career education has. For example, rather than saying that they would like to be in a legal profession, with career education students can say they will major in law at a school they choose, apply for a law school afterward, and take a state exam to be a lawyer. In the meantime, students and I can identify what they can prepare for that pathway during high school. There was a student whose GPA was not good enough to apply for a law school. I asked her if it must be a law school or if she would be open to other options such as general administration related to law. If the student would have said it should be a law school for sure, then I would have encouraged her to put a lot more effort in increasing her GPA for the rest of her time in high school. The student showed an openness to other options, and we investigated other career pathways related to the field. I believe it is important to consider realistic factors such as students' GPAs and their readiness to apply for the school they want in a timely manner. It is the teacher's role to provide realistic advice and help students adjust their expectations accordingly. It may look discouraging and like negative feedback. To have a conversation regarding these, building a rapport with students is critical. As long as students have a good rapport with me and trust me, they take my advice and guidance. Students are open to my feedback when they feel I know about them. I believe the individual meeting I had with each student at the beginning of the semester, and strongly built rapport helps students to trust my feedback. So it is not difficult for me to provide feedback.

Nari perceived the teacher's role as a facilitator and highlighted the importance of breaking down goals, considering realistic factors to inform career options, and providing honest feedback within the context of a strong, trusting relationship. Nari reflected that it is important to provide students with guidance with searching information necessary for college entrance:

> I think the teacher can help students in career education by teaching them methods to use the information they have. As for college entrance, for example, students know which major they would like to do in which school. They do not know, however, how to search for the information they need. Then I teach them how to get in an office of admission of the school that students are interested in. It is the student's role to understand and digest the information, but it is the teacher's role to help them to get the information and provide opportunities.

Nari believes that the teacher's role is to teach students methods and approaches to understand information, and that the student's role is to understand what they have learned from the teacher's guidance and information.

Lastly, participants discussed how they can provide students with immediate and consistent feedback, and continuously modify students' goals. In this regard, Hana voiced that teacher's close and continuous observation is critical. Hana reflected that it is important to learn students' skills and challenges through close and continuous observation, as well as to help students set and modify their goals in order to help them to persist:

> It is important to learn students' skills and challenges as well as their needs. When students do a group discussion, I walk around the classroom and observe what they do closely but quietly so that they can be themselves and provide feedback whenever they need it. When students struggle with a task, I give them feedback and guidance on how to complete it. I walk around the classroom so that I can provide immediate feedback. When the task is still hard and the student is about to give up, then I modify the goal of the task. Each student has different skills and challenges. Based on what I learn about them, I can individualize and modify students' goals during the class. Students do not succeed when they accomplish the same goal. They succeed when they try their best and accomplish what they can do. I believe this also encourages students not to give up but to persist.

Hana shared teacher's observation and support as a facilitator can serve as a way to promote students' confidence and intrinsic motivation. Hana shared that some students' confidence and motivation decreased when they compared themselves to their peers:

> Some students compare themselves to other peers in a group. It happens during the group activities, for example, when they experience difficulties sharing ideas, speaking, or writing in English while other peers are good at it. That discourages students to participate in the group discussion, playing their roles in the group, or

> completing the worksheet. When students feel they are not as good as their peers, they lose confidence and get unmotivated. Then I go to the student, encourage she can do it, help her find something easier to start, help their tasks, etc. Teacher's encouragement and support are essential.

Goal setting. Three participants shared ways that they may have promoted student motivation and creativity in career education through goal setting. The participants voiced that they help students set goals by communicating their skills and interests. For instance, participants reflected that students' motivation was promoted when teachers provided them with opportunities for goal setting regarding their future careers. Nari stated that once students discover their future careers, they are motivated to study. Nari reflected that discovering what students want to do and identifying potential pathways helped the student with goal-setting, and that this often helped to direct students' attention as well as encourage students to learn, put effort into their future, and persist:

> I was amazed to see students enjoyed the activity to learn about the college majors they are interested in. It was not just about what they would like to major in. Students thought about what they would like to learn the most, what they can learn from the major in college, and what they can and want to do as a career with the major in the future. I encouraged students to search for detailed information and deep thinking. We called it major research activity. I thought students would prefer some abstract activities such as mind-mapping dreams, writing a novel about dreams, and searching schools that alumni attended. It turned out, however, the major research activity met students' needs in a way that it provided more realistic and specific information that students found helpful. Students reflected that they were more motivated to do schoolwork after learning more clearly what and how to prepare for the major in a specific college. Also, I think students are more likely to be motivated when they understand the meaning and purpose of the activity and find that would be helpful. Once students feel the activity will be beneficial, they engage in the activity really actively.

Nari perceived the teacher's role as a facilitator in providing students with opportunities to deeply think about their career interests, navigate the ideas and career pathways with the teacher's feedback and guidance, and help students set a goal. Nari believed that the

teacher's role as facilitator to help students with goal-setting can serve as a way to promote student intrinsic motivation.

Assessment. All four participants stated that assessment in career education focuses on students' efforts to connect the task to learning about themselves and their future career, rather than focusing on students' task accomplishment. The participating teachers reflected that process-based assessment may help to promote student intrinsic motivation and creativity as it can free students from the pressure to achieve a certain outcome and can encourage them to try something new step outside of their comfort zone. For example, Nari reflected that assessment in her class focused on students' efforts to connect the task to learning about themselves and their future career:

> I understand students may feel pressure to achieve in classroom activities even if it does not count toward their GPA. I try to make it clear to students that assessment is not the purpose of this class. I clearly explain the meaning and purpose of each activity, and what I would focus on to evaluate student work. I share with students that the standard for evaluation is their motivation for pursuing their majors and learning about relevant careers. This may include students' willingness and efforts to learn about the majors in a specific college during activity and through the product they make. I think this encourages students to be more responsible and motivated to engage in an activity. If I tell students this class does not impact their GPA without these explanations, it could discourage their engagement. I think understanding the meaning and purpose of learning is critical for student motivation. Then it is not a pressure or stress anymore, but a genuine desire to learn.

Nari's view of assessment in her class emphasizes the importance of process and effort. Nari communicates to students the purpose and value of activities. Nari reflected that this different type of assessment from a traditional one encouraged student ownership and responsibility for their learning, and may have served as a way to promote student intrinsic motivation and creativity.

In addition, Bora emphasized that a characteristic of assessments in career education is that they are process-based, and that this may help to can promote students' creativity. No matter what the outcome of an activity or project is, the assessment focuses on students' progress rather than their achievement compared to others or to a specific standard. Bora reflected that this provided students freedom from the pressure to achieve a certain outcome and can encourage students to try something new and step outside of their comfort zone. Bora added that process-based assessments can help teachers to provide feedback that can grow and extend students' ideas and creativity:

> It is not about who gets a score of 1 and who gets a score of 10. Everyone has different skills and challenges. It is the teacher's role to learn about students and to individualize the task, and then evaluate the progress students made. The most important thing is to provide feedback. A teacher can share a critical perspective regarding room for improvement, and guide students on how to enhance their achievement. Through teacher feedback and guidance, students can grow and extend their ideas and creativity. For example, there was a student who had a passion for economics. There were four principles that economists made. That student created her own four principles which claim opposite ideas. The new principles were very logical and reasonable. Most people follow the knowledge already created by others. This student, however, examined the existing knowledge and created a new assumption. I believe she could do that because there was no right or wrong answer for that task. Because the assessment did not focus on an outcome, the student did not worry about it and could focus more on the process. Through the absence of the fear of failure, creative thinking was possible. Also, the teacher feedback and prompting questions encouraged the student to think in many different ways deeply and creatively.

Bora voiced that the process-based assessment in career education may have served as a way to promote student creativity. By having no right or wrong answers, students can freely think and perform out of the box without risking failure or being wrong. Bora highlighted the teacher's role is to provide feedback and guidance and use prompting questions in order to help students improve and enhance their creative ideas.

Challenges

All four participants shared challenges supporting student motivation and creativity in career education, including the developmental readiness of students, limited time and resources for teachers, and societal factors such as the college entrance system and societal stereotypes regarding careers.

Developmental readiness of students. All participants reflected that students who are still learning about themselves may not be ready to fully engage in certain activities and explore their career interests. I define this developmental readiness as students' readiness to move on the next stage of career education such as from the first stage where students discover and better understand themselves (i.e., their interests, skills, passions, etc.) to the second stage where students learn and explore a variety of careers and their characteristics. Nari reflected that students who did not discover their future careers, interests, or skills often had difficulty participating in several activities:

> Students who are not certain about their future careers struggle. It is challenging for them to engage in the activity and to examine the careers they chose. Students found it difficult to complete an activity when they do not know what they want to do in the future. When students have not completed the first stage of learning about themselves such as their interests, skills, and passions, and have not defined what career they would like to pursue, some activities can be challenging for them. Although all of the students took a semester for the first stage of career education, to learn about themselves, each student needs a different amount of time to complete this stage and move on to the next stage. In reality, however, we cannot wait for them and have to start the next stage altogether. I think this could be one of the challenges to implementing career education.

Nari reflected that because each student needs a different amount of time to complete each stage for career exploration, it is important to individualize students' learning. One of the other challenges, however, that the teachers shared is limited time and resources for teachers to individualize every student's task. When a student tried to move to the

second stage without fully completing the first stage, students were more likely to be discouraged to engage in the class because the task was too challenging. The readiness of students can influence student motivation and creativity.

Limited time and resources for teachers. Teachers found it challenging to individualize every task for students. Bora reflected it requires deeper observation of students and more frequent one-on-one conversations to provide individual students with feedback and guidance. This often required a lot of time and effort by the teacher, as reflected by Bora:

> It is a lot of work to individualize everything. It requires more observation because I need a very good understanding of each student's personality, needs, etc. so that I can find the best way to teach, provide feedback, to evaluate for each student. For example, in my French class, when we practice reading a passage out loud altogether with a whole class, some students read and others do not. Some students are good at reading and others are not. To distinguish who they are and what they need to practice on, I ask students to record themselves individually and submit the record file. By listening to each student's record, I can provide them with detailed feedback. It takes a lot of time and works for me to do it for every student. It is the right thing to do, though to help students improve. It is just that I have limited time to do it all.

Bora shared that although individualizing each student's learning can be challenging, this type of teaching and assessment can serve as a way to promote students' intrinsic motivation and creativity. Bora highlighted the teacher's role as facilitator to observe students and provide them with feedback and guidance.

Min shared that reflecting on every students' needs and design activities is a lot of work:

> I teach twelve different classrooms and each of them has different preferences and needs. Creating twelve different curricula every week is not possible in reality considering the limited time I have. It leads me to design activities that apply students' needs in common. These generalized activities sometimes can discourage students' engagement because they do not meet those students' needs.

Min perceived the teacher's role as a facilitator to learn students' needs and integrate them into the curriculum. Min claimed that reflecting each different students' needs is critical for efficient learning in career education.

Societal factors. Participants voiced that college entrance systems can thwart student motivation and creativity in career education. Bora reflected:

> One of the things that can discourage students' engagement in career education is some college entrance systems. When students see a disconnection between an activity in career education and how it can contribute to their college entrance, students are less likely to be interested and may lose motivation. It is important and helpful for students to learn what they need to do to apply for the school they want through career education. When the requirement says they need a good GPA only, however, and the college does not value and reflect what students have done to get ready through the activities in career education, students get discouraged to engage in the activities. Students feel they should focus on and spend more time and effort on academic core subjects to get a good GPA. If the college entrance does not change in a way to reflect other efforts that students have made to enter the college through career education activities, it can discourage students' motivation to engage in career education.

Bora reflected that the disconnection between students' learning in career education and its contribution to their college entrance can discourage students' motivation. Bora voiced that the college entrance system needs to reflect more what students have done to enter college other than their GPA for an efficient and meaningful implementation of career education as well as for students' intrinsic motivation to engage in career education. Bora also reflected that societal stereotypes for careers can discourage students' motivation to pursue a career:

> Societal stereotypes for careers can be discouraging. For example, when a student wants to be a make-up artist, she can be most the well-known make-up artist in the world. Some people in this country, however, do not see it positively. They just assume the girl does not want to study, she is not good with schoolwork, it is an excuse for her to want to be a make-up artist because she is unable to enter a good college, etc. The student gained the same career education. Because of some people's stereotypes of the career she pursues and their assumption of the reason why she pursues it, the student can be discouraged to pursue the career. There

> should not be a good or bad career. All that counts is that you do what you love. I think our society should be more open to this. There has been a positive change regarding this, but we still need to work more on this ethic.

Bora voiced that there should be no negative societal stereotypes for any career. She emphasized that an upright work ethic and mindset for careers are important in order to encourage students to pursue their future careers.

Chapter Summary

This chapter described the findings of the study through interview responses, analysis of themes and sub-themes. The findings were organized into five key themes: competence, autonomy, relatedness, teacher's roles as a facilitator, and challenges. The two theoretical frameworks that I used to inform my analysis are Self-Determination Theory (Ryan & Deci, 2000) and Flow (Csikszentmihalyi, 2013). I discuss connections between the main ideas from the findings in chapter five.

CHAPTER FIVE:

DISCUSSION

The purpose of this qualitative, narrative, descriptive research study was to examine teachers' perceptions and of how career education shapes their students' intrinsic motivation and creativity in one high school in South Korea. I conducted two separate individual interviews with four teachers at one high school. Two theoretical frameworks were used to conceptualize teachers' perspectives of how career education may shape student motivation and creativity: Self-Determination Theory (Ryan & Deci, 2000) and Flow (Csikszentmihalyi, 2013). Participating career education teachers shared ways in which they influenced high school students' intrinsic motivation and creativity in the career education classroom. The findings are organized into five key themes: competence, autonomy, relatedness, teacher's roles as a facilitator, and challenges. Participating career education teachers perceived career education as promoting student intrinsic motivation and creativity by meeting students' basic psychological needs for competence, autonomy, and relatedness. This study has implications as to how career education teachers may serve as facilitators by providing students with individualized guidance and feedback. In this chapter, I discuss findings, contributions to the literature, limitations and future directions, implications for teachers and scholarly practice, and researcher reflexivity.

Self-determination Theory and Need Supportive Teaching

Three basic psychological needs – autonomy, competence, and relatedness – are embedded within a social context such as classrooms and schools (Ryan & Deci, 2000; Stroet et

al., 2013; 2015). The findings of this study highlighted ways that teachers engaged in need supportive teaching and promoted students' motivation within the context of career education by meeting students' three basic psychological needs.

Competence

Participating career education teachers reflected that students showed increased confidence and decreased fear of failure across the semester. Instead of providing students with summative feedback and grading their accomplishments, teachers monitored students' work and progress as well as provided guidance and constructive, formative, process-based feedback. Through monitoring student progress, and providing feedback, teachers reflected that students showed more confidence in and control over their schoolwork. These findings align with prior need supportive research in that career education provides a context for teachers to support student competence through ongoing formative, process-based feedback, and that this differs from the traditional classroom where summative assessment is more of a focus (Reeve, 2016; Stroet et al., 2013). The formative and process-based assessment in career education may have decreased students' anxiety regarding high stakes testing and helped to foster their creativity. This aligns with literature suggesting that creative thinking occurs when a task is autotelic and students perform a task for its own sake (Amabile & Pillemer, 2012), and that no fear of failure is one of the conditions to experiencing flow (Csikszentmihalyi, 2013).

Autonomy

Participating teachers voiced that providing choice in academic tasks may have allowed students to be motivated in class and demonstrate a higher quality of learning. Providing flexibility and various ways to complete tasks without a specific structure may have helped to

promote student autonomy and creative outcomes. Autonomy-supportive teachers listen to students carefully, let students work in their own way, as well as encourage effort and persistence (Reeve, 2016). The teachers valued students' various perspectives and allowed for a flexible use of resources; this may have promoted students' autonomy and engagement in the class, aligning with prior needs supportive literature (Reeve, 2016; Stroet et al., 2013).

Relatedness

Participating teachers reflected that characteristics of career education were conducive to promoting relatedness among students by allowing them to build high-quality relationships among and between teacher and students, listen carefully to students, guide students in exploring careers they are interested in, and help students to identify career options. Teachers often had one-on-one time with students, and were able to provide individualized tasks, assessment, and feedback. Participants reflected that this may have increased teacher-student rapport. This aligns with need supportive research in that interaction between teacher and students is critical to meet the need for relatedness, and that high-quality teacher-student relationships may help to promote student motivation (Kozbelt et al., 2010; Reeve, 2006).

Participating teachers also discussed that students had more opportunities to build strong and stable relationships with classmates in career education compared to traditional classroom settings. Teachers perceived that students felt connected to peers and felt a sense of belonging during group activities. Group activities often involved identity exploration, and may have helped students to build stronger bond with peers and teachers by sharing their personal stories and engaging in thoughtful communication and reflection. Reeve (2006) asserted that engaging in social interaction is critical to meet students' need for relatedness. Teachers reflected that students felt responsible for their roles in group activities, and that this may have promoted

student engagement. According to participating teachers, students can build stronger peer relationships by sharing personal experiences, thoughts, and feelings, which may allow students to further enjoy group work and class activities.

Teachers as Facilitators

There was a consensus among participating career education teachers regarding the importance of teachers' roles as a facilitator. In career education, teachers reflected that they provide immediate and consistent feedback, continuously modify students' goals, individualize tasks and assessments, and build one-on-one relationships to promote students' career development and academic achievement. These findings align with prior need supportive research in that teachers who served as a facilitator can promote student motivation and creativity in career education by being autonomy-supportive, building high-quality relationships with students, as well as providing students with opportunities for choice and individualized tasks and assessment (Eisner, 1974; Kim & Choi, 2014).

Participating teachers also voiced that they provide students with opportunities for goal setting in career education, and how this may motivate students. For example, teachers reflected that helping students discover what they want to do and identifying potential educational and career pathways encouraged students to learn and put effort into their future. These findings align with literature on how having a goal encourages individuals to expand the range and variety of potential solutions before settling on a final response, and that goal setting may improve creativity (Patall & Zambrano, 2019; Shalley & Koseoglu, 2013).

Participants perceived that formative process-based assessment may have helped to encourage students to connect a task to their future career, as well as increase students'

willingness to learn about themselves and their future careers. Participants reflected that this type of assessment may have also supported students' creative thinking since students did not worry about being evaluated. The teachers described that students' intrinsic motivation and desire to learn was promoted by an absence of high-stakes assessment and by discovering the joy of learning. Teachers who engage in ongoing monitoring and provide informative and not controlling feedback may help to support students' competence. This aligns with need supportive teaching strategies in that teachers in career education can meet students' need for competence, autonomy and relatedness by asking students if they want to learn the task, providing rationales, promoting value and relevance, fostering independent thinking, and engaging in open communication (Reeve, 2016).

Challenges

Participants shared that they experienced several challenges implementing career education. One challenge was teachers' perception of the developmental readiness of students. I define developmental readiness as students' preparedness to complete the first stage of career education (i.e., understanding oneself) and move to the second stage (i.e., understanding careers). This idea emerged from the data, not from the literature reviewed for the current study, and identifies a gap in the literature. Several participating teachers voiced that students who needed to learn more about their interests, skills, and future careers may not have been developmentally ready for engaging in career exploration and experienced difficulty participating in a few activities. There was a consensus among participating teachers that there was limited time and resources to individualize material to each student, and that this may have limited their ability to promote student motivation and creativity in their class. Lastly, participating teachers reflected on how societal factors, including pressures regarding college admissions and societal

stereotypes regarding certain careers, may can discourage students from pursuing a specific career.

Flow

Although this study was informed by Csikszentmihalyi's flow theory (2013), the concept of flow did not emerge as a salient theme from the interview data. There may be several reasons for this. Given that this study focused on teachers' perceptions, it is possible that flow may not have been a prominent concept among participants, or students' experience of flow may not have been easily observable by participating teachers. However, teachers did describe characteristics of their career education classroom that are conducive to students experiencing flow. For instance, teachers described providing students with immediate and clear feedback as well as a lack of high-stakes assessment, and voiced that there was an absence of test anxiety among students. This aligns with factors identified as being conducive to the experience of flow such as the absence of high-stakes assessment, clear goals, and a balance between perceived challenges and skills from individualized tasks (Csikszentmihalyi, 2013). Participating teachers mentioned that students loved the activities and were highly engaged, and that they often ran out of time. This aligns with the idea of losing track of time and being immersed in the task as a characteristic of flow (Csikszentmihalyi, 2013). Although flow was not salient in teachers' stories, this does not necessarily mean that flow was not present in the classroom.

Another reason for fewer findings than expected regarding flow could be a language issue. It is possible that participating teachers may not be familiar with the concept of flow, or may not be able to articulate what flow is, how it looks when it emerges, what encourages flow, etc. It is also possible that participating teachers may not be able to easily verbalize students' experiences of flow.

Despite flow not being salient in the interview data, participating teachers' roles as a facilitator in career education may be conducive to flow. As a facilitator, participating teachers provided students with feedback clearly and spontaneously, monitored progress, assisted with goal setting, and individualized tasks considering students' challenges and skills. For future study, I would like to gain a deeper understanding of what flow looks like in the classroom and examine how teachers can increase students' experience flow. How can educators recognize when students are experiencing flow? Research has examined the classroom as a need supportive environment, but very few studies have examined the classroom as promoting flow. Further, little research has been conducted on career exploration as a content area and developmentally rich learning context. Additional research that includes the voices of teachers and students as well as classroom observations is needed to understand teachers' and students' experiences of need support and flow within the career exploration classroom.

Contributions to the Literature

The three psychological needs- competence, relatedness, and autonomy- are not independent but are interconnected (Ryan & Deci, 2000). A balance between these three needs is important for optimal motivation and well-being, rather than the total amount of need satisfaction (Sheldon & Niemiec, 2006). The findings from this study align with the notion that the three basic psychological needs are interrelated and that a balanced need satisfaction is preferred, as participating career exploration educators described supporting students' multiple needs and how these needs worked together in the classroom. Participants provided instances when students' need for autonomy was met, their competence was often promoted as well. Participants also shared instances when students' competence increased their relatedness with peers increased as well.

Autonomy and Competence

The findings indicated that teachers perceived students to take more ownership and confidence in their work when students made their own choices in an activity or chose their roles in group work. According to participating teachers' reflections, students often felt happy and were proud of themselves when they discovered something new about themselves and their career interests through open-ended exploration activities. Because there are no right or wrong answers when performing a task in career education and various approaches are valued, the teachers perceived their students felt more freedom and confidence to try something new and different. The teachers recognized that this flexibility may encourage students' competence. When students are free from following specific task guidelines, they may have more confidence in what they do as well as try suggest new ideas and different approaches.

Relatedness and Competence

Participating teachers reflected that students often gained competence when working with peers in small groups. According to participating teachers, group discussions may have encouraged students to speak, as group members rotated each of the four roles (i.e. leader, empathy, presenter, and writer). This structure, along with engaging in content promoting identity exploration, may have provided students with opportunities for deep conversation and building strong peer relationships. The teachers reflected that students felt being heard by and cared for by their peers, and that this may have increased students' willingness to open up and speak more. Teachers also shared that some students who struggled with writing an essay in English were paired with students who were good at English. This one-on-one peer mentoring may have helped students to build stronger peer relationships. Participating teachers noted that by becoming a closer friend with a mentor peer, students' need for relatedness may have been

met, and reluctant student writers' competence may have increased. These findings indicate that students experience competence within the context of relatedness among peers, and that this may have supported students' intrinsic motivation to learn.

Limitations and Future Directions

This study is limited to one high school in Seoul, South Korea, and examined the perceptions and experiences of four teachers who participated in the study. Given that each school in South Korea designs and implements its curriculum on career education differently based on the guidelines provided by the Ministry of Education, the information from the MG High School demonstrates one example of career education in South Korea. Thus, the data from this study do not generalize or represent career education in South Korea, and teachers from other schools may have different perceptions of career education. Additional studies that investigate high school teachers' perceptions and experiences of career education are recommended.

Career exploration curriculum is implemented in elementary, middle, high school, and college differently in South Korea based on students' needs, readiness, and educational settings. Thus, career education may look different within different educational levels and contexts. The findings from the current study on one high school in South Korea do not generalize to students in elementary school, middle school, or higher education. Future studies are needed to examine career education in different grade levels and educational contexts.

Future research is also needed to investigate students' perceptions as well as teachers' perceptions of career education in middle school, high school, and college. This study focused on high school teachers' perceptions and experiences of career education and did not include students' perceptions and experiences. Investigation of students' perceptions and experiences can

inform how to create supportive educational settings for student career development. I would like to investigate students' perceptions of their basic psychological needs and their influence on intrinsic motivation and creativity, as well as their expectations for career education and how they feel supported to achieve their goals within the context of career education by listening to their stories.

Implications for Scholarly Practice

As I investigated participants' experiences and perceptions of career education, conversations with participating teachers led me to ask the following question: How can educational professionals support professional development for teachers in K-12 and higher education to implement career education as well as meet teachers' and students' basic psychological needs? Additionally, from listening to participants' stories, I learned that teachers can be intentional and purposeful in their delivery of instruction in career education. Most teachers were purposeful or intentional, and designed activities with a clear purpose for career exploration. Participating teachers voiced that these activities were often successful in promoting students' intrinsic motivation and creativity as well as helping students navigate their educational and career pathways. The initial purpose of the activities, however, did not always focus on the purpose of career education for all participating teachers. It can be beneficial for teachers to be intentional about their instructional decision making.

Each teacher has their own approach to implementing career education that aligns with their teaching philosophy. Teachers often have the authority and autonomy to create and modify career education curricula in their own classrooms in South Korea. What supports do teachers need in order to effectively develop and implement career education curriculum and instruction, and to overcome any challenges? How can peer coaching for teachers or a community of practice

help career education teachers to improve their practice? I learned from participants that they often felt isolated in their practice and that they can get stuck when brainstorming, creating ideas for curriculum, designing lesson plans, etc. Additional research is needed to investigate methods to support professional development for teachers to effectively implement career education.

Implications for Teachers

A key implication for teachers is the importance of being culturally inclusive in supporting diverse students' basic psychological needs (i.e., competence, autonomy, and relatedness). For example, students' basic psychological needs may look different in different backgrounds (Ryan & Deci, 2000). The types of support that teachers in South Korea may provide to meet students' needs may be different from the types used by teachers in the United States. Understanding the cultural context and meeting students' needs according to the cultural context is critical. Teachers can also be aware of career diversity in order to support students with various pathways for students' career goals. Teachers can suggest different careers for students to explore. However, this can be challenging as students may be in different places in terms of their readiness to explore. It can also be challenging for teachers to individualize tasks and assessments for each student. In the US, there may be more pathways available for students to consider due to different social and cultural norms and values. For example, students in the US may have greater diversity in career pathways other than going to college, whereas most the students in South Korea are expected to go to college. Understanding students' readiness to explore careers, diversity in career pathways, students' different expectations, and ways to meet students' needs according to the cultural context is important.

Also, I learned that it is important to view teachers as people, to understand what their needs are, and to be intentional in listening to what they want to develop in their career for their

professional development. Teachers have a passion to develop themselves to be a better teacher and support students. Additional research can focus on how to provide teachers with professional development where it meets their needs.

This study has implications for my scholarly practice and has deepened my understanding of career education. As a result of this study, I would like to further explore career education in the United States and other countries. I aim to use the skills and expertise gained from this study (i.e., in-depth knowledge of teachers' perceptions and experiences of career education) to pursue a position in a career exploration program, as well as a career in academic affairs, student affairs, or as a faculty member in higher education to support students' career development. Students in higher education may benefit from career education and development supports, including traditional university students, community college students, returning students who are changing careers, military veterans, and others. For example, college students can benefit from first year transition program where students explore what they want to major in. High school students can benefit from college exploration program and from taking credits at the college level to explore careers. Also, I can use the skills and expertise gained regarding teacher perceptions and experiences of career education from this study to support teachers' professional development. Understanding how teachers think about themselves as a facilitator, how teachers think to meet students' needs of competence, autonomy, and relatedness, and the challenges that teachers face with implementing career education is essential to learning how to support teachers. While conducting this study, I was repeatedly reminded of the importance of career exploration and its significant impact on someone's life. Most of all, I learned that it is important to meet teachers' needs as well as students' needs. As a result of this key insight, I am interested in learning more about promoting teachers' professional development. I would like to learn how to support K-12

teachers and those in higher education, and how they may benefit from professional development in career education.

Researcher Reflexivity

Throughout this study, I took notes in a reflexive journal. This was a way for me to discover the origins of my feelings as well as not to miss any takeaways from the interviews. Sometimes before the interviews but mostly right after the interviews, I wrote journal notes. The notes involved anything new that I learned, realized, and felt even if they are not related to the interview questions.

As I reflect on the experience of conducting the study, a key insight that stands out to me is how the teachers' passion for career education was encouraging. They understood the importance and purpose of career education, took it seriously, and tried their best to implement it as successfully as they could with integrity. Listening to and reflecting upon the teachers' stories, I was reminded that being a teacher is not just a career, but a vocation and a craft. What the teachers do in a school did not seem to be only teaching students; they did so much more. They looked into each student, listened carefully, and tried to meet their needs. In addition, the teachers reflected that the best reward for them was to be able to help students and support student success and happiness not just in school, but in life. This encouraged me to realize the influence one individual can exert on another and how significant teachers' roles are. The teachers' passion for education spurred my passion.

It was a privilege for me to interview the four teachers who participated in this study. I reflected on the longstanding positive rapport that I had with participants due to being a student and teacher at this school. This helped me to understand the context, as well as gain rich data.

Since I used a romantic style of interviewing, the interview questions were conversational, allowed participants to feel comfortable, and facilitated the expression of the authentic self of the teachers. The romantic style of interviewing also allowed me to develop detailed understandings of the participants' perspectives about career education. The genuine rapport, trust, and care that I had with the participants resulted in confessional, rich details when the participants shared their stories.

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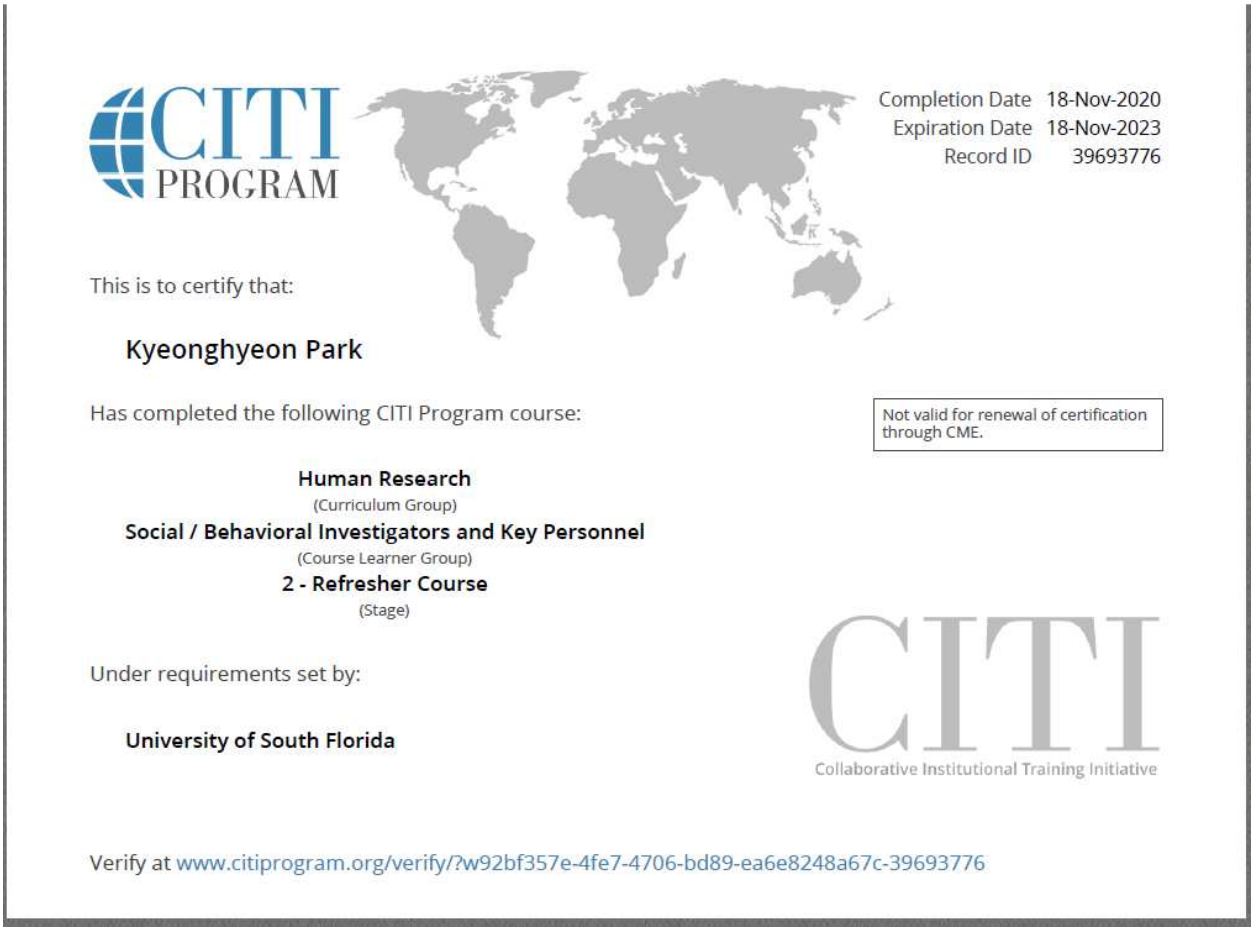
Appendix A

CITI Program Certification



UNIVERSITY OF SOUTH FLORIDA

Appendix B

Letter of support

May 26, 2021

Kyeonghyeon Park
Education Program Development
College of Education
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620

Dear Kyeonghyeon Park:

This letter is to confirm the support of Mirim Girls' High School of a studying conducted by Kyeonghyeon Park. Kyeonghyeon Park will be interviewing approximately four teachers at Mirim Girls' High School for the study. The study will provide an in-depth understanding of teachers' experiences and perceptions of how career education influences students' motivation and creativity. Data collection will take place during the summer, and data analysis will take place during the fall of 2021.

The school has the resources required for the study and is willing to assist with participant recruitment. Teachers who have experience with career education will be recruited to participate in the study. Participating teachers will share their experiences and perceptions of career education during the two individual video interviews. The interviews will be scheduled at a time that is convenient for participants. Interviews will be conducted outside of school hours and offsite and therefore will not interfere with the regular functioning of the school.

We understand the information from the study will help in gaining a better understanding of how teachers perceive what supports and hinders student motivation and creativity in the context of career education. We look forward to working with you.

Sincerely,

(Principal's signature) [redacted]

Principal

[redacted]

Republic of Korea

Appendix C

University of South Florida Institutional Review Board Approval

UNIVERSITY of SOUTH FLORIDA

EXEMPT DETERMINATION

July 2, 2021

Kyeonghyeon Park
4050 rocky circle
Tampa, FL 33613

Dear Ms. Park:

On 7/2/2021, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY002813
Review Type:	Exempt 2
Title:	High School Teachers' Perceptions of Student Intrinsic Motivation and Creativity in Career Education
Funding:	None
Protocol:	• Park, Kyeonghyeon_HRP-503a - Social-Behavioral Protocol Template. clean. 0702.docx;

The IRB determined that this protocol meets the criteria for exemption from IRB review.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit a new request to the IRB for a determination.

UNIVERSITY of SOUTH FLORIDA

Sincerely,

Various Menzel
IRB Research Compliance Administrator

Appendix D

Participant Recruitment Email

Research title: High School Teachers' Perceptions of Student Intrinsic Motivation and Creativity in Career Education

Study #: 002813

Subject: Share your stories about career education!

Have you taught career education in Mirim Girls' High school?

Are you a core (academic subject) teacher or a career education teacher?

Have you worked at Mirim Girls' High school at least one full school year?

If so, we want you!

Please join the interviews for my research and share your experiences of career education!

The purpose of this research study is to explore how career education can shape student motivation and creativity through the lenses of teachers' perceptions and experiences of career education. By discovering what features of career education can support and thwart student motivation and creativity, this study may help us to better understand teachers' roles in creating supportive educational settings for student motivation and creativity as well as helping high school students to navigate their pathways in the career education context.

The interviews will be:

- conducted two times via video calls, for approximately 60-90 minutes each,
- scheduled at a time that is convenient for you,
- conducted outside of school hours and offsite and therefore will not interfere with the regular functioning of the school.

If you are interested in participating, let's schedule a time to chat so that I can answer any questions or concerns that you may have and we can schedule an interview. Please reach out to me at park6@usf.edu or 1+813-405-7290.

Looking forward to your stories!

Best,

Kyeonghyeon Park.

Appendix E

Informed Consent Form

Informed Consent to Participate in Research Involving Minimal Risk
Information to Consider Before Taking Part in this Research Study

Title: Promoting Student Motivation and Creativity through Career Education

Study # _____002831_____

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

Study Staff: This study is being led by Kyeonghyeon Park who is a doctoral student in the USF College of Education Educational Program Development with an emphasis in Education Innovation program. This person is called the Principal Investigator. She is being guided in this research by Dr. Sarah Kiefer. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted at the University of South Florida. The purpose of this research study is to examine teachers' perceptions and experiences of career education as to how career education shapes students' motivation and creativity in a high school in South Korea. Your participation in the study will include two individual interviews which may take approximately one hour each. Within two weeks of the interview, you will participate in a member checking session to verify the accuracy of the findings. All contacts will take place via video or phone conference and email. The video and audio will be recorded.

Subjects: You are being asked to take part because you are a teacher who provided students with career education during secondary education at a school in South Korea. As a teacher, you are being asked to take part in this study because you taught career education as a subject or played roles to implement career education as a part of the curriculum.

Participants of this study should be 18 years of age or older.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start.

Your decision to participate or not to participate will not affect your job status, employment record, employee evaluations, or advancement opportunities.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. You will not be compensated for your participation. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

You can get the answers to your questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Kyeonghyeon Park at (813) 405-7290. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Consent to Take Part in Research

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____ _____

Signature of Person Taking Part in Study Date

_____

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent and Research Authorization

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

_____

_____

Signature of Person Obtaining Informed Consent Date

_____

Printed Name of Person Obtaining Informed Consent

Appendix F

Interview Guide

Individual Interview 1

Warming up questions - Learning participants' background

1. Why did you become a teacher? Why did you become a career ed (or X) teacher?
2. How long have you been a teacher?
3. What subject and grade do you teach? How long have you taught it? Why did you choose to teach that subject and grade level?
4. What beliefs about learning guide your teaching?
    a. How would you describe your teaching?
    b. What do you like about teaching?
    c. What is the greatest challenge about teaching?
5. What is your involvement in career education?
6. How long have you been involved in career education?
7. To what extent have you had any training and/or professional development in career education?

Main questions – Participants' storytelling

1. How would you describe career education to someone who is not familiar with it?
2. Can you tell me about the purpose and origins of career education at MG high school?
3. How do you as a teacher experience career education?
4. What is your experience with students in career education?
5. How do you support student learning in career education? Could you describe what a typical class is like for you?
6. How do you assess student learning in career education? How does the assessment of career education influence student learning?
    a. When providing feedback during and/or after activities, what are your priorities?
    b. b. What are students' responses and/or changes in behavior after receiving feedback?
    c. Do you think students feel pressure/stress about the assessment? Can you share with me an experience that can illustrate this??

Individual interview 2

1. Can you please provide an example of students' experiences of intrinsic motivation in your class (related to career exploration)?
    a. Can you share a way you may have promoted or hindered students' intrinsic motivation?

2. Can you please provide an example of students' experiences of creativity in your class (related to career exploration)?
    a. Can you share a way that you may have promoted or hindered students' creativity?
3. Is there a connection between student motivation and creativity in the classroom? If so, can you provide an example of how they are connected in your classroom?
4. When thinking about students' experiences of intrinsic motivation and creativity in your class,
    a. Do you have any experiences when you allowed students to select what to learn, how to learn, and/or their group members? Can you tell me about that experience?
    b. Do you have any experiences when you felt that you were running out of time for any activity? Can you tell me about that experience?
    c. Do you have any experiences when you felt students were not afraid of failure when engaging in an activity? Can you tell me about that experience?
    d. How do you balance students' skills and challenge? How does this balance influence student motivation and creativity?
    e. Do you have any experiences when you felt students had strong relationships and/or built intimacy with their peers and teachers? What was the activity like? Can you tell me about that?
    f. Do you have any experiences when you felt students were confident or proud of themselves during and/or after activities? Can you tell me about that?
    g. When it comes to having students set goals, what is your role(s), and students' role(s)? Can you share a way that you promote student goals in your class?
5. Is there anything that you would like to mention?

Member checking - Clarifying questions

1. Can you please clarify what you meant by XX?
2. Can I interpret you are saying XX as YY?
3. Did you mean XX by YY?
4. Do you have any insights you would like to share in terms of career education supporting students' motivation and creativity?
5. Is there anything else that you would like to mention?

The XX and YY parts will be filled in depending on what participants share during the interviews.