

진로지속학습과 직업적 사명감이 청년 교사의 진로성공에 미치는 영향: 진로개발압력의 조건부 직접효과

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Effect of career continuous learning and a sense of professional mission on career success of Chinese young teachers: Conditional direct effect of career development pressure

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요약 본 연구는 중국 청년 교사를 대상으로 진로지속학습이 직업적 사명감을 경유하여 진로성공에 미치는 영향에서 진로개발압력의 조건부 직접효과를 확인하는데 연구의 목적이 있다. 자료는 중국 광둥지역의 한 대학교에서 유의표집한 청년 교사 354명을 대상으로 설문조사를 통하여 수집하였다. 수집한 자료는 SPSS PC+ Win ver. 25.0과 SPSS PROCESS macro ver. 4.2를 활용하여 분석하였다. 적용된 통계방법은 빈도분석, 신뢰도 분석, 상관분석 및 조건부직접효과 분석이었다. 연구의 결론은 다음과 같다. 첫째, 진로지속학습 및 직업적 사명감은 진로성공과 유의한 양의 상관관계가 있었으나, 진로개발압력과는 유의미한 상관관계가 없는 것으로 나타났다. 진로개발압력은 진로성공과 유의한 음의 상관관계를 보였다. 둘째, 진로지속학습이 직업적 사명감을 경유하여 진로성공에 미치는 영향에서 진로개발압력의 조건부 직접효과가 확인되었다. 이러한 결과를 토대로 본 연구는 대학생들의 진로지속학습 뿐만 아니라 직업적 사명감과 진로개발압력을 동시에 활용하여 진로성공을 증진할 수 있는 방안을 제시하였다.

주제어 진로지속학습, 직업적 사명감, 진로개발압력, 진로성공, 대학생, 조건부 직접효과

Abstract This study aims to confirm the conditional direct effect of career development pressure on the effect of career continuous learning on career success through a sense of professional mission among Chinese young teachers in a university. Data were collected through a survey targeting 354 Chinese young teachers purposively sampled at a university in Guangdong, China. The collected data was analyzed using SPSS PC+ Win ver. 25.0 and SPSS PROCESS macro ver. 4.2. The applied statistical methods were frequency analysis, reliability analysis, correlation analysis, and conditional direct effect analysis. The conclusion of the study is as follows. First, a sense of professional mission had a significant positive correlation with career success but was found to have no significant correlation with career development pressure. Career development pressure showed a significant negative correlation with career success. Second, the conditional direct effect of career development pressure was confirmed in the effect of career continuous learning on career success through a sense of professional mission. Based on these results, this study proposed a plan to simultaneously utilize not only career continuous learning but also a sense of professional mission and career development pressure for young teachers' career success.

Key Words Career continuous learning, Sense of professional mission, Career development pressure, Career success, Young teacher, Conditional direct effect

1. Introduction

Career success is a concept that refers to the achievement of career development over a long period from childhood to adulthood. Career success is a concept that can be objectively measured through wages, promotions, social status, and education level, and can also be measured subjectively, such as job satisfaction [1].

Many variables affect career success, but one of the most important is career continuous learning [2]. Participation in continuous career education programs for career development in various places and institutions is an important variable in career success. However, only a few cases have studied the relationship between career continuous learning and career success. This is because career development takes place over a long period, and it is difficult to determine the causal relationship as to what factors had a relatively large impact on career success. Nevertheless, research on the relationship between career continuous learning and career success is an important part of career development and career education, so research is needed.

Meanwhile, a sense of professional mission is predicted to be influenced by career continuous learning and has been found in previous research to have an impact on career success [3]. Therefore, it is necessary to find ways to achieve career success by confirming whether the sense of professional mission plays a mediating role in the relationship between career continuous learning and career success.

A career path requires a long period of effort and identity. Therefore, a certain amount of burden or pressure helps achieve career success. Parents' career development pressure was used as a moderating variable based on previous research showing that it helped children improve their grades [4]. Therefore, it was sought to determine whether career development pressure moderates the relationship between career continuous learning and career success.

Therefore, this study seeks to examine the condi-

tional direct effect of career development pressure in the mediating effects of a sense of professional mission in the relationship between career continuous learning and the career success of young teachers. The research questions to achieve this purpose are as follows. First, what is the correlation between major variables? Second, is the conditional direct effect of career development pressure significant in the mediating effects of a sense of professional mission in the relationship between career continuous learning and the career success of young teachers?

2. Theoretical background

2.1 Relationship between career continuous learning and career success

Career continuous learning is defined as learners' continuous participation in a program until they reach an educational goal (obtaining a certificate, completing a course, obtaining a degree, etc.) [5]. It also refers to the behavior of continuing learning by enrolling in a course or degree program provided by an institution [6].

Meanwhile, career success is a means of measuring how efficiently an individual's career development has been achieved and is defined as internal and external achievements or achievements accumulated as a result of work-related experiences [7]. Career success is largely evaluated by others and is divided into objective career success based on relatively objective and visible standards and subjective career success based on the individual's subjective judgment standards [7]. Objective career success has the advantage of being easy to measure and universally acceptable in terms of wages, promotions, social status, and level of education [8]. On the other hand, subjective career success refers to psychological satisfaction as an individual's feelings about the results obtained through the evaluation of an individual's job or career situation [9].

Career continuous learning and career success were reported to be closely related. It has been said that

career continuous learning has a positive impact on subjective career success such as career satisfaction and employability [2]. In addition, it was said that if organizational members improve their perception of individual subjective career success through continuous learning activities within the organization, employment competitiveness in the external market improves [10]. Although not much research has been done on the relationship between career continuous learning and career success, it has been confirmed that career continuous learning is a prerequisite for career success.

2.2 Mediating effect of a sense of professional mission

Professional mission (calling) is an emerging concept in Western occupational psychology, which provides a new entry point for research fields such as career decision-making, career choice, and career development [11]. The sense of professional mission (career calling) is defined as an experience where people have a strong sense of meaning in a professional field [3].

For a sense of professional mission to play a mediating role, continuous learning must affect a sense of professional mission, and a sense of professional mission must in turn affect career success. As a result of reviewing previous research, no study addresses the direct relationship between continuous learning and professional mission. However, career continuous learning will increase a sense of professional mission by providing a deep understanding of the job, its role, and social contributions. It is predicted that career continuous learning will directly or indirectly affect a sense of professional mission.

Meanwhile, if it is considered the impact of a sense of professional mission on career success, the sense of professional mission can bring many positive effects, such as improving the quality of life and health, improving work engagement, job satisfaction, job passion, and promoting professional identity. and subjective

career success [3]. Therefore, a sense of professional mission is predicted to have a positive effect on the dependent variable, career success. Looking at the above results, it was predicted that a sense of professional mission would mediate in the relationship between career continuous learning and career success, so we attempted to test the mediating effect targeting Chinese young teachers.

2.3 Moderating effect of career development pressure

Career development pressure refers to the burden of work during the career development stage, and also refers to pressure for achievement from parents. In this study, career development pressure and parental achievement pressure are considered to have the same meaning. Career development pressure is the level of educational interest or pressure that parents have on their children, and is a parenting attitude expressed by parents' expectations about their children's education [12]. Factors of career development pressure include expectations for academic achievement, rank, home study, assignment confirmation, and test preparation [13].

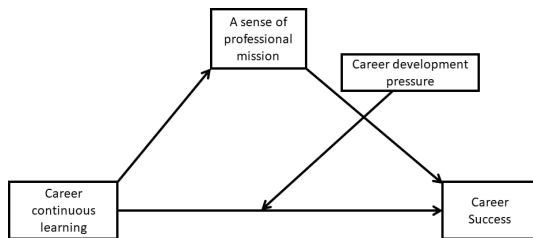
According to previous research, parents' career development pressure helped improve grades by improving children's achievement motivation [4]. It is said that in Eastern cultures, educational expectations for children are high and there is a tendency to believe that effort rather than ability contributes more to achievement results [14]. However, children may perceive their parents' career development pressure as interest and support [15], but they may also perceive it as controlling or excessive expectations [16]. Therefore, the impact on career success will vary depending on the high or low level of parental career development pressure, and this is expected to moderate the impact of career continuous learning on career success. Career development pressure was predicted to moderate the impact of career continuous learning on career success among

Chinese college teachers, and we sought to verify this.

3. Methods

3.1 Research model

To determine whether career development pressure moderates the direct effect of career continuous learning on career success when the sense of professional mission mediates in the relationship between career continuous learning and career success, model number 5 of the SPSS PROCESS macro proposed by Hayes [17] was applied, and the research model was set up as shown in Fig. 1.



[Fig. 1] Research model

3.2 Participants and data collection method

The study area was purposively selected in Guangdong, China, and the study subjects were young teachers working at three universities. The stratified sampling method was applied to the sampling of universities and teachers. Data was collected through an online survey from Jan. to Feb, 2023. Excluding insincere responses, the total number of subjects used in the final analysis was 354 teachers. The general characteristics of the survey subjects were male (26.0%) and female (74.0%). Regarding age, 3.1% were under 25, 37.6% were between 26 and 30, 32.2% were between 31 and 35, and 27.1% were between 36 and 40. Regarding marital status, 39.5% were married and 60.5% were single, and education level was 16.7% with an undergraduate degree, 80.8% with a master’s degree, and

2.5% with a doctoral degree. 35.3% of respondents said they had no title, and 41.2% said they had an intermediate position.

3.3 Research tools

3.3.1 Career continuous learning

The career continuous learning in this study used the scale developed by Dong [18] and utilized by Dong et al. [19]. This scale is designed to measure continuous learning such as “Find out what successful project experience you already have.” and “Analyze what professional help or support you can provide to others,” and consists of a total of 21 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating higher career continuous learning. In this study, the reliability of this scale, Cronbach’s α , was high at .966.

3.3.2 A sense of professional mission

Sense of professional mission in this study used the scale to measure career sense of mission developed by Cheng et al. [20]. This scale is designed to measure career sense of mission such as “I felt like I was destined to pursue my current career” and “The college teacher profession makes me experience the meaning of life”, and consists of a total of 10 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating a sense of professional mission. In this study, the reliability of this scale, Cronbach’s α , was high at .947.

3.3.3 Career development pressure

The career development pressure in this study used the scale developed by Li [21] and used by Lai [22]. This scale is designed to measure work pressure such as “Professional title evaluation is difficult” and “Less test and training opportunities”, and consists of a total of 4 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating career development pressure. In this study, the reliability of

this scale, Cronbach's α , was suitable at .778.

3.3.4 Career success

The career success in this study used the occupational success scale developed by Guo et al. [11]. This scale is designed to measure occupational success such as "The school thought that I was very useful" and "I have a lot of development opportunities in the school", and consists of a total of 11 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating career success. In this study, the reliability of this scale, Cronbach's α , was high at .932.

3.4 Data analysis

The data was analyzed using SPSS PC+ Win. Ver. 25.0 and SPSS PROCESS macro Ver. 4.2. For basic analysis, frequency analysis was performed, and Cronbach's α was calculated to determine reliability. Pearson's bivariate correlation analysis was conducted to identify the correlation between major variables, and model 5 of the SPSS PROCESS macro was performed to analyze the conditional direct effect. For the verification of the conditional direct effect, the bootstrap method was used, the confidence level was 95%, and the number of samples was set to 5,000. Independent variables and moderating variables were mean-centered.

4. Results

4.1 Correlation of main variables

As a result of correlation analysis, career continuous learning had a positive significant correlation with a sense of professional mission and career success. However, there was no significant correlation with career development pressure. A sense of professional mission had a significant positive correlation with career success but did not have a significant correlation with career development pressure. Career development pres-

sure had a significant negative correlation with career success. There was no correlation coefficient exceeding .7, so there was no problem of multicollinearity.

As a result of descriptive statistical analysis, the average of a sense of professional mission was the highest at 4.0774, and the averages of the remaining variables were in the 3-point range.

〈Table 1〉 Correlation analysis of main variables

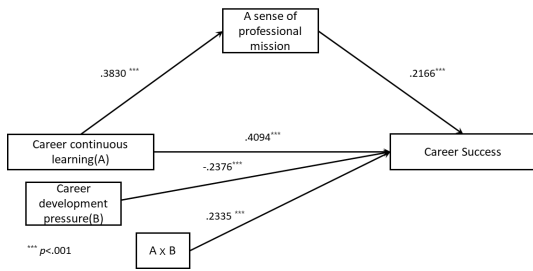
	1	2	3	4
1. Career continuous learning	1			
2. A sense of professional mission	.474**	1		
3. Career development pressure	0.045	-0.005	1	
4. Career success	.540**	.411**	-.193**	1
M	3.5491	4.0774	3.3976	3.4841
SD	0.71791	0.58022	0.65263	0.63993

**p<.01

4.2 Conditional direct effect of career development pressure

This study was to analyze whether career development pressure moderates the relationship between career continuous learning and career success when a sense of professional mission mediates the relationship between career continuous learning and career success. That is, the conditional direct effect of career development pressure was analyzed. For this purpose, Model 5 of the PROCESS macro proposed by Hayes [17] was applied. Bootstrap was used for verification during analysis, the confidence interval was set at 95%, the number of samples was set at 5,000, and the independent and control variables were mean-centered. The analysis results are presented in Fig. 2, Table 2, and Table 3.

In the mediating variable model, career continuous learning had a positive significant effect on a sense of professional mission ($B=.3830$, $p<.001$) and a positive effect on career success ($B=.4094$, $p<.001$). In the dep-



[Fig. 2] Statistical model of conditional direct effect of career development pressure

endent variable model, a sense of professional mission had a positive significant effect on career success (B=

.2166, $p < .001$), but career development pressure had a significant negative effect on career success ($B = -.2376$, $p < .001$). career continuous learning had a significant impact on a sense of professional mission, and a sense of professional mission had a significant impact on career success, so a sense of professional mission mediated in the relationship between career continuous learning and career success.

The interaction term between career continuous learning and career development pressure had a statistically significant effect on career success ($B = .2335$, $p < .001$). The change in R^2 (highest order test) resulting

<Table 2> Moderating effect analysis of career development pressure

Classification		Mediating variable model (DV: A sense of professional mission)			Dependent variable model (DV: career success)		
		Coeffect	SE	t value	Coeffect	SE	t value
Constant		4.0774	.0272	149.9316***	2.5961	.2131	12.1799***
IV	Career continuous learning	.3830	.0379	10.0945***	.4094	.0420	9.7598***
Mediator	A sense of professional mission				.2166	.0519	4.1757***
Moderator	Career development pressure				-.2376	.0411	-5.7750***
Interaction	A×B				.2335	.0520	4.4900***
Highest order test	R ² change					.0345	
	F					20.1604	
Model summary	R ²		.2245			.4023	
	F		101.9165***			58.7159***	
Conditional effects of the career continuous learning at values of career development pressure							
Career development pressure		Effect(B)	SE	t value	LLCI [†]	ULCI [‡]	
-.6526(M-SD)		.2571	.0539	4.7730***	.1511	.3630	
.0000(M)		.4094	.0420	9.7598***	.3269	.4920	
.6526(M+SD)		.5618	.0541	10.3918***	.4555	.6682	
Moderator values defining Johnson-Neyman significance regions							
Value		%below		%above			
-1.1422		3.3898		96.6102			
Career development pressure		Effect(B)	SE	t value	LLCI [†]	ULCI [‡]	
-2.1476		-.0920	.1191	-.7722	-.3263	.1423	
		:					
-1.2101		.1269	.0755	1.6809	-.0216	.2754	
-1.1422		.1428	.0726	1.9668	.0000	.2855	
-1.0226		.1707	.0676	2.5246*	.0377	.3036	
		:					
1.6024		.7836	.0934	8.3860***	.5998	.9674	

* $p < .05$, *** $p < .001$; [†]LLCI=Bootstrap lower bound within 95% confidence interval; [‡]ULCI=Bootstrap upper bound within 95% confidence interval

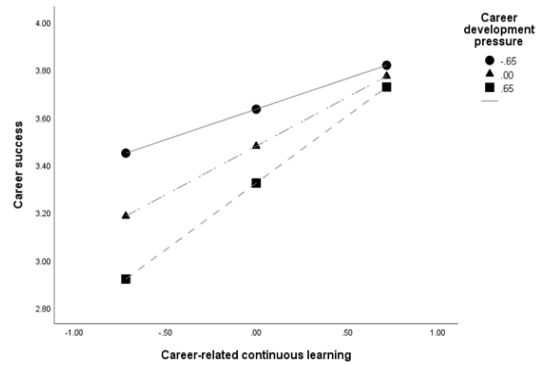
〈Table 3〉 Analysis of the direct and indirect effects of career continuous learning on suicidal thoughts and career success

Conditional direct effect (Career continuous learning → career success)				
Career development pressure	Effect	SE	LLCI	ULCI
-.6526(M-SD)	.2571	.0539	.1511	.3630
.0000(M)	.4094	.0420	.3269	.4920
.6526(M+SD)	.5618	.0541	.4555	.6682
Indirect effect				
A sense of professional mission	Effect	Boot SE	Boot LLCI	Boot ULCI
	.0829	.0236	.0410	.1323

from the addition of the interaction term was significant (.0345, $p < .001$). Therefore, career development pressure moderated the effect of career continuous learning on career success.

Because the moderating effect was significant, the conditional effect of career continuous learning according to the three conditions of career development pressure (M, M±SD) was analyzed. As a result of the analysis, the conditional effect was significant in all three conditions of career development pressure, and the conditional effect increased as career development pressure increased from M-SD to M+SD. In other words, as career development pressure increases, the positive impact of career continuous learning on career success increases. As a result of checking the Johnson-Neyman conditional effect significance level area, the conditional effect was not significant in the area where the career development pressure value was lower than -1.1422, and 3.4% of the total survey subjects fell into this area. On the other hand, the conditional effect was significant in the area where the career development pressure value was higher than -1.1422, and 96.6% of the survey subjects fell into this area.

Figure 3 shows the moderating effect of career development pressure on the effect of career continuous learning on career success. It was found that when career development pressure was high (M+SD), the slope increased more steeply than when career develop-



[Fig. 3] Moderating effect of career development pressure

ment pressure was low (M-SD).

The conditional direct effect of career development pressure and the indirect effect of a sense of professional mission are presented in Table 3. In the three conditions of career development pressure, the conditional direct effect of career continuous learning on career success was all significant, and it can be seen that it has the same value as the conditional effect. As career development pressure increased from M-SD to M+SD, the impact of career continuous learning on career success increased. Additionally, the indirect effect of a sense of professional mission was $B = .0829$, which was significant as there was no zero between the lower and upper bootstrap values (.0410~.1323). These results suggested that career continuous learning can increase the impact of career success on career success by intervening with career development pressure and a sense of professional mission.

5. Discussion and conclusion

The discussion focusing on the results of the study is as follows.

First, the sense of professional mission had a significant positive correlation with career success but did not appear to have a significant correlation with career development pressure. Career development pressure

showed a significant negative correlation with career success. These results are in line with research results showing that a sense of occupational mission leads to career success [2,10]. Additionally, the results of this study were consistent with research showing that career development pressure had a significant negative correlation with career success [4]. As career continuous learning increases, career success increases, and universities must operate various programs for career success. As a sense of professional mission increases, career success increases, so it is necessary to simultaneously promote a sense of mission.

Second, the conditional direct effect of career development pressure was confirmed in the impact of career continuous learning on career success through a sense of professional mission. Career development pressure was found to have a negative effect on career success, but it was found to have a positive effect on the relationship between career continuous learning and career success. In other words, as career continuous learning increased in the group with high career development pressure, the slope of career success increased steeply. These results confirmed that career success through career continuous learning is positive when a certain level of career development pressure is applied. Therefore, it is necessary to devise a plan to promote career success by adding career development pressure to young teachers in addition to career continuous learning.

The limitations of the study and suggestions for further research are as follows. First, career continuous learning and a sense of professional mission did not show a significant correlation with career development pressure. There is a need to identify these causes in future research. Second, since career development pressure moderated the relationship between career continuous learning and career success, follow-up research is needed to develop and operate a program for career development pressure and verify its effectiveness.

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