

(尹仁)*



()

가

(N=455)

()

(Youn, 2000)

가

가

I.

1.

() 1960 William Perry(1968)

,

(Schommer, 1994a). Jehng,

Johnson, Anderson(1993) 가 (

) 가 .

(*Certainty of Knowledge*):

(*Omniscient Authority*):

가

(*Orderly Process*):

가

(*Innate Ability*):

(*Quick Process*):

가

(Jehng et al.,

1993: 26).

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()

() (Jehng et al., 1993; Schommer, 1989).

가

(McDevit, 1990),

가

(Dweck &

Leggett, 1988).

,

(Schommer,

1994a, 1994b).

,

(naive epistemological

beliefs)

,

(sophisticated epistemological

beliefs)

Schommer(1994b)

() , ,

(Youn et al., 1999)

가 . ,

() , 가

1 , , , , ,

, , , , ,

, , ,

가

(Youn, 2000).

(Youn et al., 1999; Youn, 2000)

가 . , ,

, , , , ,

90 ,

, “ ” “ ”

가 . 가

“ ”

“N-generation”

가

(

) 가 , 가

, Schommer(1994b) , 가

, (, , 가,) 가

가

가

, 가

,

,

,

Schommer

가

가

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가

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,

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2.

(, ,)

(Schommer, 1989, 1992, 1994a)

,

, ,

(Schommer, 1989).

,

, ,

, ,

(Jehng et al., 1993; Schommer, 1994a).

, ,

, ,

()

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()

가

가

(Youn et al.,

1999; Youn, 2000).

가

(Youn et al., 1999; Youn, 2000).

(, ,)

가 (Jehng,

et al., 1993; Youn, 2000)

가

가

가

가?

가?

Jehng (1993)

가

가?

가?

가?

가?

Jehng (1993)

가

가?

가?

가

1.

1)

, Hofstede(1991) 50 3

가

(Power Distance):

(Uncertainty Avoidance):

(Individualism) - (Collectivism): 가 가, 가

가 (Masculinity) - 가 (Femininity): 가

(Hofstede, 1991: 261-263).

Hofstede(1991) , 4

가 (small Power-Distance), (Individualism), (weak Uncertainty Avoidance), 가

(Masculinity) (Collectivism), (large Power-Distance), (strong

Uncertainty Avoidance), 가 (Femininity)

4

가

50 3

1 가

가 ,

11

Hofstede(1991)

가

(Singelis, 1994). Triandis(1995)

. Markus Kitayama(1994)
(independent self-construal)
(interdependent self-construal)

2)

Hofstede(1986) 가

4

4

가

가

가

. Hofstede

가

가

teacher () () . Hofstede
 teacher guru ,
 가 .
 . (learn how to learn) 가
 (learn how to do) (Hofstede, 1986:
 312). ,
 가
 가
 가
 가
 Hofstede가

2.

Perry(1968) 1 Schommer(1989) 5
 Jehng, Johnson, Anderson(1993) 5 . Kitchener King(1990)
 (reflective judgment model) Perry 1

1) Perry

Harvard Perry
 4 9 ,
 (dualistic thinking) , (multiplicitic reasoning)
 (reflective reasoning with commitment)
 (dualistic thinking) - -

가

가 가 ,

, Perry

가

(Wilkinson, 1989,).

(Wilkinson, 1989,). Perry

. Perry ,

가

가

. Perry ,

가

2) 5 Jehng, Johnson, Anderson(1993)

Jehng, Johnson, Anderson(1993) 5

Shommer(1990) 5 . Perry 1

, Schommer

Perry 1

(Shommer, 1989: 13). , Schommer Perry

(Simple Knowledge),

(*Certainty of Knowledge*),

(*Omniscient Authority*)

(*Innate Ability*)

(*Quick Process*)

. Jehng

Schommer

(*Simple Knowledge*)

(*Orderly Process*)

. Schommer

, Jehng

-

. Jehng

(1993)

1.

- (a two-stage, stratified convenience sampling technique)

(1 -3)

(.), 6

가 61 ,

305(61×5)

2.

package

(, ,

,) . (Jehng et al., 1993)

(Singelis, 1994)

가

(, “ ” “ ”)

(Youn et al., 1999; Youn, 2000)

6 Likert 61 , Jehng (1993)

(, , , ,)

(Cronbach alpha)가 .83 , .78 (Youn, 2000).

Markus Kitayama(1994) Singelis(1994)

7 Likert 30 , 15

(Singelis, 1994; Youn at al., 1999;

Youn, 2000)

.62 - .73 . Singelis(1994)

Hawaii , , ,

, Markus Kitayama(1994) ,

,

.

3.

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, ,

455 가 . 455

261 194 . 1 142 , 2 135 , 3

178 . 16.85(=.93) , 15- 19 .

(SPSS package Principal Axis)

. 61 ,

(Cronbach alpha)

, , , ,

.

1.

Cattell scree test ,

24.58 %가

,

.

(, ,)
()

25

.79 , 12

.75, 13

.67

, Jehng (1993) 5

2

)

,

2

가

2.

. 30 ,7

. 23 , .68 , 11

.61, 12 .63

(),

< 1> < 2>

< 1> Pearson

, < 2>

beta

Pearson

가 .
 < 1> < 2> , ()

< 1> () Person

-1.250**	-.013
-1.110**	-.030
.072	.070
.036	.185**
.018	.138**
.063	-.036

** p< .01, =

< 2> ()

-1.250**

.185**
 .138**

R ²	.016	.052
F	7.212**	15.982**

** p< .01. = , (N=455).

V.

1.

(1)

가

(< 3 >).

가

가

(, , 가,)

가 (Schommer, 1994b).

가

(Kim, 1995).

가

가

가 3

가

가

가

() ,

가

가 ,

가

가

2.

< 3>

(가)

< 3>

- *	-	+ *	+ *
no	-	+ *	+ *
+ *	no	+ *	+ *
no	no	no	no
+ *	+ *	?	+ *
no	-	?	-

* : p<. 05, no : , ? :

가

3.

가

가

가

가

. Triandis(1995)

가

가 Triandis

가

(replication study)

가

가

가가



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Abstract

An Investigation of the Nature of Epistemological Beliefs through the Analysis of the Factors Affecting Epistemological Development of Korean High School Students

Youn-Inn*

The purpose of this study is to investigate the culture specific nature of epistemological beliefs about learning (or learning beliefs) by analyzing the type of factors involved in the epistemological development of Korean high school students (N=455). Learning beliefs are implicit assumptions held by learners about the source and certainty of knowledge and the ways to obtain knowledge. Studies on the epistemological development of American high school students showed that American students learning beliefs are positively related to their, age, amount of formal education, and academic achievement. Multiple regression analysis of this study, however, showed that no such relationships were found from the present Korean sample except between students beliefs and their academic achievement. In addition, the present study showed that Korean students learning beliefs were related with their independent-self construal (individualistic self-view) but not with their interdependent self-construal (collectivistic self-view). These results reconfirmed culture specific nature of epistemological beliefs which was identified from previous studies with Korean college students (Youn, 1999; 2000). The differences between the present Korean results and previous US findings will be further discussed in terms of the cultural differences between the two countries as well as Korean youth society's sub-cultural variations and cultural change.

■ **Key Words** : Epistemological beliefs about learning, Learning beliefs, Attitudes for learn intellectual development, Individualism-collectivism, Reflective thinking, thinking, Multiplistic thinking, Relativistic thinking

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