



Career-adaptability of pre-service teachers

Nirmal Kaur¹, Kirandeep Singh²

¹ Research Scholar, Department of Education, Panjab University, Chandigarh, Punjab, India

² Professor, Department of Education, Panjab University, Chandigarh, Punjab, India

Abstract

Emerging technologies due to scientific advancement need skill-based education in the adaptation of the employee's market. Unemployment is a big crisis in our country and it is seen nowadays after the completion of technical and professional courses, and the students face many problems during the selection of their career-stream and survival in their profession. Career adaptability enables someone to become a successful person in his field by using one's own skills, abilities, responsibilities, and choices. Investigator aims to study the level of career adaptability of pre-service teachers, and also analyse significant differences in the level of career adaptability of pre-service teachers. A survey was conducted on a sample of 600 B.Ed. students. Results indicate that there was no significant difference in career-adaptability of pre-service teachers due to their respective background. Also, there was no significant difference in the dimensions of career-adaptability of pre-service teachers, except for confidence. It was hence concluded that Career adaptability is independent of the background of pre-service teachers.

Keywords: Career-adaptability, employment, teacher-training, lifestyle, satisfaction

Introduction

Career adaptability refers to the flexibility to attain career assignments, and career transitions, and deal with career trauma with the right steps, and it consists of concern, control, curiosity, confidence, and cooperation (Savakis & Porfeli, 2012). It means becoming aware and concerned in preparation for the vocational future, enhancing personal control, showing curiosity in collecting information and exploring possibilities, and being full of confidence in an active-flexible attitude and appropriate performance to pursue their aspiration (Saraswati *et.al.*, 2020) ^[11]. It is a psychosocial construct that plays an important role in a person's life by overcoming and anticipating the given tasks, social integration of a person, and adaptability in a job market. It is influenced by the factors related to age, gender, conscientiousness, social support, parental support, positive emotional disposition, family support, and belief in ability, future orientation, hope, optimism, school environment, adversity quotient, and self-regulation (Sulistiani & Handoyo, 2018) ^[13].

General self-efficacy, optimism, and social support (Karacan-Ozdemir & Guner, 2017) ^[6], emotional intelligence (Coetzee & Harry, 2014) ^[1] affect career adaptability. It is represented by a higher-order factor, decision-making and self-exploration are negatively related to career concerns, and decision-making is also related to goal orientation and career concerns (Creed *et.al.*, 2009) ^[2]. Career adaptability is related to job strain, professional insecurity, and the outcome well-being (Maggiori *et.al.*, 2013) ^[8]. Career adaptability and daily confidence predict daily tasks, career performance, daily job, and career satisfaction (Zacher, 2015) ^[15]. Career calling affects resilience directly, but adaptability and decent work affect resilience indirectly (Wen *et.al.*, 2024) ^[14]. Technology readiness is positively related to career adaptability, boundary integration, and job crafting, also Career adaptability positively contributes in boundary integration and job crafting (Kumi *et.al.*, 2024) ^[7].

Rationale of the study

Adaptability is an important aspect of teaching in both pre-service and in-service, because teaching is productive in nature and propagates incremental in students' learning, and it must be part of the teacher training programme at every stage so that there is the fulfillment of future need-based teaching competence and aptitude (Granziera, *et.al.*, 2019). Teaching is a workplace where a teacher has to work regularly with high potential and teachers' professional learning includes many contextual factors, such as family-to-work conflict are related to career adaptability. Career adaptability and family-to-work conflict affect engagement in professional learning (McIlveen, *et al.*, 2018) ^[9]. Career adaptability and academic engagement play crucial roles in life satisfaction of an individual. Higher education institutions, policymakers, and practitioners can conduct further research in the relevant field (Oliveira & Catia, 2024) ^[10]. Career adaptability provides a roadmap for career decision-making and successful life and provides life satisfaction to individuals (Lee & Jung, 2022).

Aims of the study

1. What is the level of career adaptability of pre-service teachers in tricity?
2. Is there a significant difference in the level of career adaptability of pre-service teachers from tricity on their background?

Method

In this study, descriptive survey method was used. A survey was conducted in Tricity i.e. Chandigarh, Panchkula, and Mohali. The investigator approached various institutions personally and collected data manually from the respondents.

Population and sample

In this study, all the 26 institutions of teacher education in Tricity i.e. Chandigarh, Panchkula, and Mohali constituted the population. The investigator selected two colleges through random selection. Out of these, a sample of 600 pre-service teachers was selected from six Colleges of Education.

Statistical tools used

Career-adaptabilities scale developed by Savickas and Porfeli (2012) [12] was used to collect the data.

Statistical techniques used

Statistical techniques using SPSS version 29, K-S test and Shapiro-Wilk test for computation of normality and for Descriptive analysis- Percentage, Mean, SD, and for differential analysis t-test, were used.

Data analysis and interpretations

The data collection was analysed keeping the research questions in view. The results are presented vide table 1, 2, and 3.

Table 1: Normality of Data

Career Adaptability	Background	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Urban	.116	417	.000	.938	417	.000
	Rural	.157	183	.000	.942	183	.000

Discussion based on Table 1

The normality of data was computed by the Kolmogorov-Smirnov and Shapiro-Wilk test.

Table 1 shows that the value of the Kolmogorov-Smirnov Test is 0.116 and 0.157 for urban and rural pre-service

teachers, while the value of the Shapiro-Wilk test is 0.938 and 0.942 for urban and rural pre-service teachers respectively. All these values were greater than 0.05 indicating that data is normally distributed.

Table 2: Level of Career-adaptability

Sr. No.	Variable	Score- Range	N	Percentage	Interpretation
1	Career-adaptability	Below 65	166	27.66	Below Average
2	Career Adaptability	66-88	236	39.33	Average
3	Career Adaptability	Above 89	198	33.00	Above-average

Discussion based on Table 2

To find the level of career adaptability of pre-service teachers, percentage analysis was used as shown in Table No. 2.

It was found that 166 pre-service teachers i.e. 27.66 % were at below-average level of Career-adaptability, 236 pre-service teachers i.e. 39.33 % had an average level of Career-adaptability, whereas 198 pre-service teachers i.e. 33.00 % had above average level of Career-adaptability.

Table 3: Differences in Career-adaptability and its dimensions on the basis of background

Sr. No	Variable	Category	N	Mean	SD	t-value	Absolute t-value	Interpretation
1	Career Adaptability	Urban	417	76.89	18.60	-0.89	0.89	Insignificant
		Rural	183	77.03	16.45			
2	Concern	Urban	417	18.11	4.38	-1.518	1.518	Insignificant
		Rural	183	18.69	4.04			
3	Control	Urban	417	18.74	4.18	-0.001	0.001	Insignificant
		Rural	183	18.74	4.27			
4	Curiosity	Urban	417	19.80	4.99	0.742	0.742	Insignificant
		Rural	183	19.48	4.50			
5	Confidence	Urban	417	19.29	6.40	-6.73	6.73**	Significant
		Rural	183	19.67	6.38			

Note: ** Significance at 0.01 level (2.58)

* Significance at 0.05 level (1.96)

Discussion based on Table 3

To explore whether there is a significant difference in the level of career adaptability of pre-service teachers based on their background, differential analysis was computed to analyse the significant differences in the career-adaptability of pre-service teachers, and t-test was computed vide table no. 3.

- It was found that mean and SD of career-adaptability of urban pre-service teachers were 76.89 and 18.60, and for rural pre-service teachers 77.03 and 16.65 respectively. The calculated t-value was found 0.89, which was less than the table t-value at df 598 and at level of significance 0.05 recorded as 1.96, which was insignificant.

- Mean and SD on the sub-dimension Concern in case of urban pre-service teachers was 18.11 and 4.38, and for rural pre-service teachers was 18.69 and 4.04 respectively. The calculated t-value was found 1.518, which was less than the table t-value at df 598 and at level of significance 0.05 recorded as 1.96.
- In case of sub-dimension Control, Mean and SD of urban pre-service teachers was 18.74 and 4.18, and for rural pre-service teachers was 18.74 and 4.27 respectively. The calculated t-value was found 0.001, which was less than the table t-value at df 598 and at level of significance 0.05 recorded as 1.96.

- On the sub-dimension Curiosity, Mean and SD of curiosity of urban pre-service teachers was 19.80 and 4.99, and for rural pre-service teachers was 19.48 and 4.50 respectively. The calculated t-value was found 0.742, which was less than the table t-value at df 598 and at level of significance 0.05 recorded as 1.96, which was insignificant.
- It was found that mean and SD in case of sub-dimension Confidence of urban pre-service teachers was 19.29 and 6.40, and for rural pre-service teachers

was 19.67 and 6.38 respectively. The calculated t-value was found 6.73, which was more than the table t-value at df 598 and at level of significance 0.05 recorded value was 1.96, and at level of significance 0.01 recorded value was 2.56 shows it was significant at both levels. The graphical representation of differential analysis is being presented vide figure 1.

The results of differential analysis on a background basis are shown below in a graphical representation

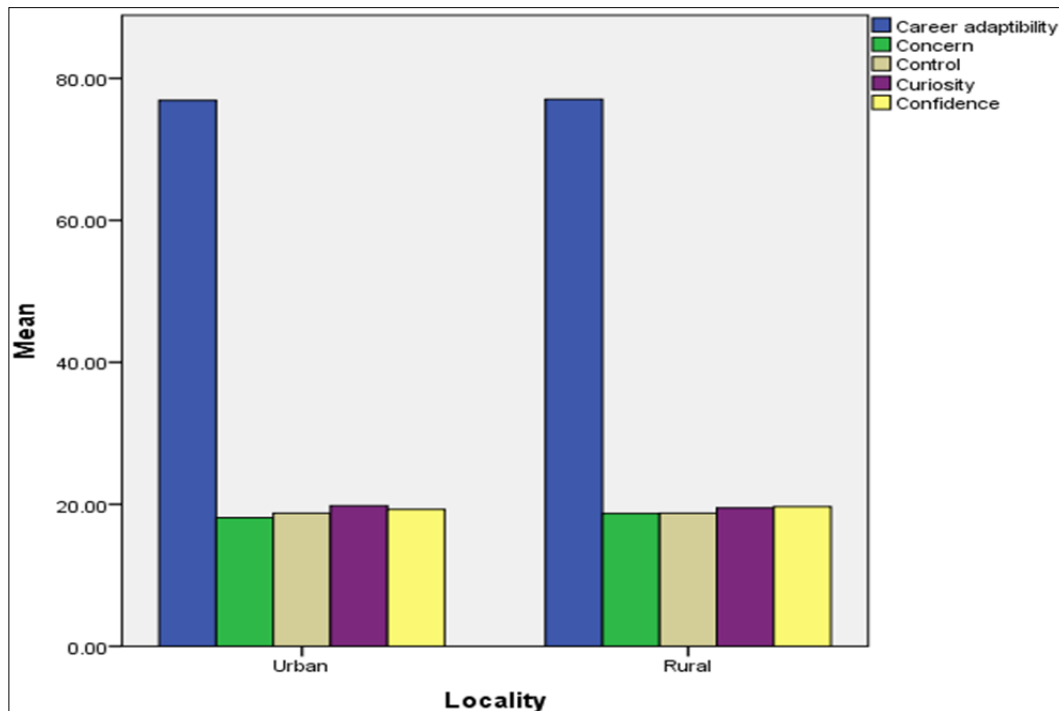


Fig 1: Graphical representation of the career adaptability and its sub-dimensions

Overall conclusion

It is hence concluded that in the present investigation, significant difference was found in case of sub-dimension confidence only. However, there is no significant difference in case of concern, control, and curiosity sub-dimension of career-adaptability of rural and urban pre-service teachers. Our findings are contradictory with Eryılmaz & Kara, (2016) [3], who reported significant differences in career adaptability of pre-service and in-service teachers; Hasret & Baltacı (2021) [5], who reported significant differences based on gender, majors, perceived mother's attitudes, perceived father's attitudes and vocational personality types. Hakiki *et.al.*, (2020) [4] found significant differences in career adaptability based on gender but no differences based on age, parents' social class, parents' formal education, and parents' home ownership status.

Educational implications

The findings of the study can be used by policy-makers while designing the curriculum of Teacher Education courses. These findings can also be used by the school teachers, mentors, or counsellors, during guidance and counselling sessions for students. These findings can be used by the employer and employees at their workplace. More studies on career adaptability can be conducted for better agreement with our findings.

Suggestions for further research

- Similar studies can be conducted at the school level.
- Similar studies can be conducted at technical, vocational, and professional higher education institutions.
- Similar studies can be conducted at large sample sizes in teacher education colleges.
- Similar studies can be conducted as experimental studies by notifying the effect of some variables like training, model, or any other attribute.

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