

Variation in career adaptability according to school variables and parental guidance behaviors

Florence Dangoisse & Frédéric Nils

Psychological Science Research Institute (IPSY), Université catholique de Louvain, Belgium

Introduction

Career adaptability (CA) refers to the ability to cope with academic and career transitions (Savickas, 2005). CA includes four key resources: **concern, curiosity, confidence, and control** (Savickas & Porfeli, 2012).

Adolescents who display more CA better manage vocational transitions (Buyukgoze-Kavas, Duffy, & Douglass, 2015; Wilkins et al., 2014).

CA varies according to multiple factors, among which:

- School variables (Negru-Subtirica et al., 2015)
- Parental support (Guan et al., 2015)

However, in French speaking part of Belgium, it hadn’t been studied so far.

Aims

- Examine gender differences on CA in an adolescent sample
- Investigate the impact of some school variables on CA in our educational system
 - Eduational track, i.e. academic, technical or vocational
 - School localization, i.e. urban or rural areas
 - School SES (ISEF)
- Capture the influence of 3 specific parental guidance behaviors on CA
 - Engaged and supportive behaviors
 - Interfering behaviors
 - Disengagement

Hypotheses

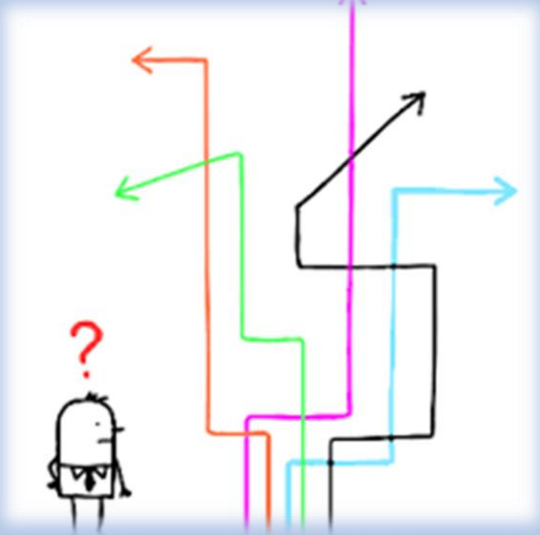
- Girls are more concerned than boys and boys are more confident than girls
- Pupils from vocational track have less CA than those from academic track
- Pupils from schools localized in urban areas have more CA than those from rural areas
- Pupils from schools with a higher SES (ISEF) have more CA
- Engaged parental behavior have a positive impact on CA
- Interfering parental behaviors have a negative impact on CA
- Disengaged parental behaviors have a negative impact on CA

Method

Sample

751 students ending secondary education (299 boys)

- 386 in the academic track
- 70 in the technical track (transitional)
- 220 in the technical (qualification)
- 75 in the vocational track



Procedure

Self-reported questionnaires

Materials

- Sociodemographic variables measures
- Career Adapt-Abilities Scale (Johnston et al., 2013)
- Career-specific parental behaviors questionnaire (Dietrich & Kracke, 2009)

Analyses

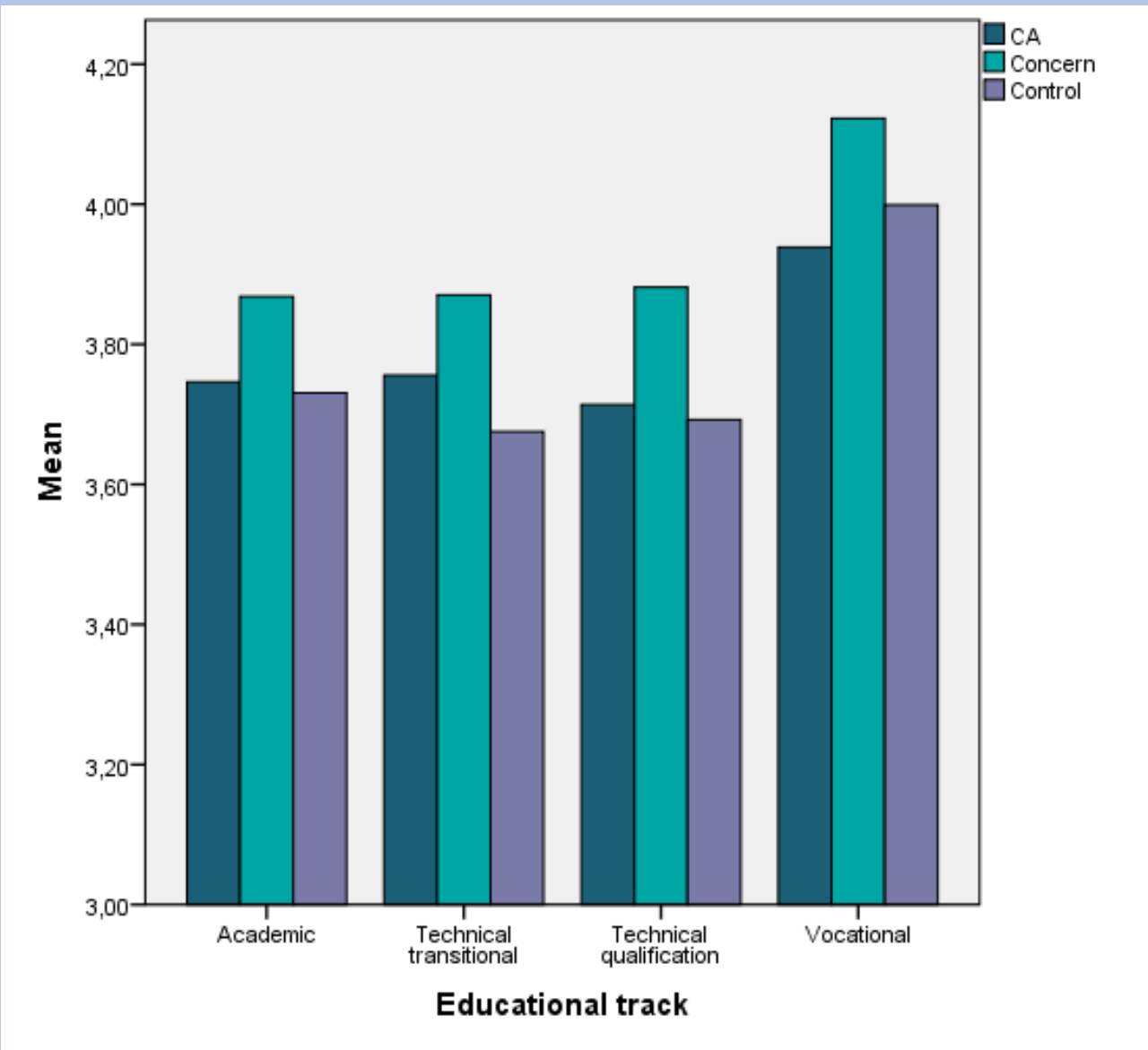
- Group comparison: T-test and ANOVA
- Correlation and regression analysis

Results

H1: **Confirmed**: Boys perceive more control and confidence but less concern than girls

	Girl	Boy	t (735)	sig
Concern	3,9410	3,8333	-2,102	.036
Control	3,6898	3,8183	2,314	.021
Confidence	3,7503	3,9727	4,104	.000

H2: **Inverted**: Students in vocational programs are more concerned (F(3,733) = 3,009, p=,03) and express more control (F(3,733) = 3,555, p=,014) than those in the academic track



H3: **Confirmed**: Students from schools in urban areas express higher CA and control than those from rural areas

	Rural	Urban	T (715)	sig
CA	3,7143	3,8091	-2,248	.025
Control	3,6528	3,8504	-3,654	.000

H4: **Inverted**: Students from schools with a higher SES reported lower CA, concern and control than those coming from schools of lower SES

	CA	Concern	Control	Curiosity	Confidence
School SES	-,111**	-,129**	-,121**	-,059	-,041

H5 et H6: **Confirmed** & H7: **rejected**: Parental support was associated with higher levels of CA whereas parental interference was linked with a lower CA (F(3,731) = 14,437, p < .001)

	Beta	t	sig
Support	.222	5.518	.000
Interference	-.072	-1.964	.050
Lack of engagement	-.017	-.442	.658

Discussion

- Observed gender differences are coherent with the literature (higher self confidence for boys and higher commitment for girls) (Patton & Creed, 2001).
- Higher CA for students in the vocational track is contrary to observations in other countries (Negru-Subtirica et al., 2015). Need to be investigated.
- Higher CA for students in rural areas can be explained by a lesser complexity of vocational trajectories when compared to those in urban centers.
- Pupils from schools with a lower SES report more CA. It is suggested that people with lower SES are more aware of career issues. They may need to be more proactive in their career.
- Parents play an important role in supporting their pupils vocational trajectories. Involving them in the process seems important but in a non interfering way.

References

- Buyukgoze-Kavas, A., Duffy, R. D., & Douglass, R. P. (2015). Exploring links between career adaptability, work volition, and well-being among Turkish students. *Journal of Vocational Behavior*, 90, 122–131. <http://doi.org/10.1016/j.jvb.2015.08.006>
- Conseil de l'Éducation et de la Formation (CEF) (2001) : Orientation et information sur les études, les formations et les métiers. Avis 78. Bruxelles : Conseil de l'Éducation et de la Formation
- Dietrich, J., & Kracke, B. (2009). Career-specific parental behaviors in adolescents' development. *Journal of Vocational Behavior*, 75(2), 109–119. <http://doi.org/10.1016/j.jvb.2009.03.005>
- Guan, Y., Wang, F., Liu, H., Ji, Y., Jia, X., Fang, Z., ... Li, C. (2015). Career-specific parental behaviors, career exploration and career adaptability: A three-wave investigation among Chinese undergraduates. *Journal of Vocational Behavior*, 86, 95–103. <http://doi.org/10.1016/j.jvb.2014.10.007>
- Johnston, C. S., Broonen, J.-P., Stauffer, S. D., Hamiaux, A., Pouyaud, J., Zecca, G., ... Rossier, J. (2013). Validation of an adapted French form of the Career Adapt-Abilities Scale in four Francophone countries. *Journal of Vocational Behavior*, 83(1), 1–10.
- Negru-Subtirica, O., Pop, E. I., & Crocetti, E. (2015). Developmental trajectories and reciprocal associations between career adaptability and vocational identity: A three-wave longitudinal study with adolescents. *Journal of Vocational Behavior*, 88, 131–142. <http://doi.org/10.1016/j.jvb.2015.03.004>
- Patton, W., & Creed, P. A. (2001). Perspectives on Donald Super's construct of career maturity. *International Journal of Educational and Vocational Guidance*, 1,1–18.
- Savickas, M. L. (2005). The theory and practice of career construction. In S. Brwn, & R. W. Lent (Eds.), *Career development and counselling: putting theory and research to work* (pp. 42-70). New York: John Wiley.
- Savickas, M. L. & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80, 661-673. doi:10.1016/j.jvb.2012.01.011.
- Wilkins, K. G., Santilli, S., Ferrari, L., Nota, L., Tracey, T. J. G., & Soresi, S. (2014). The relationship among positive emotional dispositions, career adaptability, and satisfaction in Italian high school students. *Journal of Vocational Behavior*, 85(3), 329–338. <http://doi.org/10.1016/j.jvb.2014.08.004>