



# Student Teacher's Career Planning Based on Career Development Approach

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**Abstract.** This paper revisits the theory of career development: life-span-life space from Donald Super and proposes its application on student teacher's career planning. Student teachers are in the preparation phase before the join the world of work. Within this phase, they possibly face problems on their career planning. Student teachers are in the preparation phase before the join the world of work. Within this phase, they possibly face problems on their career planning. These are self-ability; career, work or professional knowledge; personality; and their activities during their study. This kind of career planning problems could hamper both the achievement of student competences and study completion. Furthermore, this gives influences whether teacher positions are fulfilled by the potential novice teachers.

**Keywords:** Career Development · Career Planning · Teacher Education · Student Teacher

## 1 Background

Every student teacher in Indonesian the teacher education at the bachelor programme (B.Ed.) should pass the graduate competence standard or programme learning outcomes, in which the 6th level of the national qualification standards [1]. The Indonesian Government has regulated the learning outcomes for the B.Ed. Graduates. They must possess the competences namely understanding on students, educative teaching ability, mastering the subject matter or field specialisation, and personal and attitudinal competences [2]. This is in line with the national standards of teacher's pedagogical, social, personal, and professional competences [3]. Meanwhile the variance of competences for the B.Ed. Graduates are intercultural competences [4], social, empathetical, and communicative competences [5], academic and professional self-efficacy [6], teaching skills [7], and scientific competence [8]. The career planning of student teachers is individual inner-calling as a part of their life journey to regulate themselves and make decision about their personal career [9], built based on knowledge, values-attitude, interest, capacity, and ability to fulfil teacher professional requirement [10–12].

Student teachers are in the preparation phase before they join the world of work. Within this phase, they possibly face problems on their career planning. These are self-ability; career, work or professional knowledge; personality; and their activities during their study [13–17]. This kind of career planning problems could hamper both the achievement of student competences and study completion. Furthermore, this gives influences whether teacher positions are fulfilled by the potential novice teachers. This paper revisits the theory of career development: life-span-life space from Donald Super and proposes its application on student teacher's career planning.

## 2 The Theory of Career Development: Life-Span-Life-Space

Career development theory from Donald Super have been developed since 1952 until 1994, and continued by other scholars. The theory states that the career choice and development basically is a development and application of one self-concept [18]. This theory emphasises that career is personal work experience, starting from the pre-working process, during the working process, to the retirement. This is characterised by the view that career choice is a process rather than merely an event, and applying the developmental concepts to this process [19]. The theory is known as the life-span-life-space theory focussing on content, process, and outcomes from the career choice and development throughout human life.

The life-span-life-space theory views the career choice and development through three stances. First, it is a progression from time to time throughout the separated developmental phases accompanied by the developmental tasks, which is decisive to the life span. Second, it is worker arrangement and other roles that shapes one life space in which people design their own life. Third, it is the implementation of self-concept on work roles [18, 20].

Within their life-span and life-space, individuals also develop their self-awareness in the context of time and space. Therefore, the theory comprises a creative synthetic of ideals and evidences from theories and studies path, which are categorised into: developmental life-span, which is longitudinal or chronological; psychosocial life-span which is latitudinal or contextual; and self and self-concept. With the main roles of development and psychosocial in that parts, the theory explains behaviour related on work [20]. Vocational or work development is the process of several decision-making points on work choices, describing the application of self-concept [19]. Work choices are viewed as a sequential prediction of how much matched between vocational self and world of work.

The assumption of career development theory from Super is that development is a process. The theory focuses on contextualism development, which is the development of work or professional identity occurring in the individual's social context [19]. The social context supports the building of chances and obstacle. The theory is laying on the beliefs that there are differences among people and among the works. People have differences in terms of ability, personality, and values, and other variables. Works have different required combination of abilities and personalities. The differences among individuals are actualised into the certain different suitable works. Individuals could have suitable characteristics for more than one work. Therefore, there is no single work that only

suitable for someone, and there is no one who only suitable for one certain work. Super suggest that individuals have various roles in their life with different interest in their life span [19]. In fact, individuals could find their satisfaction on their roles as a worker but could be more satisfied by other roles in their life.

The career development theory from Super also proposes the self-concept development and its implementation on vocational choices, vocational stages, and vocational roles. This proposition comprises the statement that self-concept is shaped by work and competence, which is dynamic and grow from time to time within the interaction with various situation where the self-concept is the result of social learning, and regularly develop for life [18, 19]. Career begins and ends in a chronological process and developmental progress. It starts from the work aspiration in the childhood and ends in the retirement, late adult. Therefore, career could make steady pattern, unsteady, and various and repeated. As human development in general, every individual career is processing with specific way, following or deviating the linear consecutive prototype, which are exploration, selection, initiation, adjustment, and retirement. The life span part of the life-span-life-space theory concerns on both the linear and non-linear career progression in the growth, exploration, establishment, disengagement [20].

This career development theory suggests five different phases, in which each of these has unique developmental tasks. Career pattern or sequent of works owned by individuals, impacted by both various personal and environmental characteristics. This theory suggests the concept of career adaptability, which is individual readiness to deal with demanding environment. The theory also concerns on career maturity or readiness and resources to fulfil the developmental tasks. The career development theory from Super categorises five career development phases or 'maxicycles' [18–20]. These are growth, exploration, establishment, maintenance, and disengagement. Within the linear career pattern as a prototype, each of these phases constitute the chronological age and integrated characteristic tasks build the big narration about vocational development [20].

Considering the aforementioned career development prototype, the theory marks its linear and predicted phases but remain stable. In shorts, this theory explains a set of phases in which individuals usually are passing through. However, it is carefully reminding that not every individual develops throughout these phases with the same way or in the same age. Each of transitions between one and another phase is marked with a minicycle. It is a recycle throughout growth, re-exploration, and re-establishment. The span of age is a prediction in which most people experienced it in each phase [20].

Each of phases from Super's career development suggests the characteristics of developmental tasks. The success of mastering developmental tasks makes individual may functionalise it effectively on their life roles within that phase and prepare themselves for the next developmental tasks [19, 20]. The career maturity or readiness to master the developmental tasks from each phase effectively involve both attitudinal and cognitive factors. The vocational maturity give observer to assess the degree of achievement and development by considering career problems. However, for the adult individual, the concept of maturity does not really sufficient, and the development theory from Super suggest career adaptability, which is defined as readiness to deal with work changes and work conditions [20].

The career development from Super considers the development of work choice within the context of other roles in life. It is suggested in the statement that when people pursue their life, they live the life [19]. The theory suggests that there are six roles owned by individuals, sometime in the same time. These are child, student, homemaker, worker, citizen, and leisurite. These are illustrated in the life-career rainbow schema [18, 19]. It is the illustration of intersection from phases and roles used to clarify various roles for certain individuals. Life space refers to one played its roles on their life phases. Meanwhile life span refers to the career developmental phases. Individual live in the two dimensions intersection [19, 20].

Fundamental aspects from the career development from Super is work choice, which is the implementation of self-concept. This self-concept comprises both the objective and subjective self. Individuals develop their career on the continuous self-evaluation on their social context. Individuals start to consider their vocational work that match with their self-concept. Their self-concept is shaped by the responses or feedback to the outside world, for example parents, teachers, workers. Furthermore, the developed self-concept starts to be implemented in the various vocational roles. The implication for the educational institutions is they should provide objective information about students' selves, for example interest, values, and abilities. Educational institutions should also integrate subjective about who are they and what the expected roles to be implemented in their life.

### **3 Student Teacher's Career Planning on the Life-Span Phases Career Development**

The career development theory from Super is very influential and helping to build foundation for the activities related on career exploration di educational institutions, including teacher education programme. Academic advisers or student supervisors help student to develop their competences to explore career, understand thoroughly about themselves, and develop skills both to plan and implement their future career. Career intervention based on educational institutions focuses on helping students to understand themselves, for example exploration of their work interest and its values; to understand world of work, such as identify various career field, and to understand how to make decision about career [18, 19]. In general, career intervention based on educational institution shows positive transformation on the self-identity related on vocational identity, career maturity, without doubt on career, and significant psychological development [19].

The process of student teacher's career planning could be based on the career development and career selection, such as trait and factor theory, personal-environment fit theory, vocational personality and work environment theory, and career development theory. Basically, student teacher's career planning is a part of their life-span career development, based on the general life development. Career planning is a part of one life journey. Laying on Super's theory of career development, individual career development is classified into five phases [21]. First, growth, since one was born until 14 years old in which the needs are dominant, interest, capacity, and ability are considered, as well as work requirement. Second, exploration, age 15–24, when choices are made and tried in the fantasy, discussion, and works. Third, establishment, age 24–44, when the

work or several works seems tried for the continuity and individuals try to secure their position on work. Fourth, maintenance, age 44–64, the work position is consolidated. Fifth, decline, age 65 and above, the time of retirement or declining work roles.

Student teacher's career planning is very important due to they are on the age of 18–22 and in the end of exploration phase. Within the phase of age 15–24, career choices are made and tried in their fantasy, discussion, and works. Student teachers should enter the maturity exploration phase. This is the condition when they realise and explore their abilities, interests, values, and opportunities on their career preparation. This career planning is very important since it is an individual inner calling to regulate themselves for their career, whether to become a teacher or not [9]. However, there could obstacles within the phases faced by student teachers. It should be anticipated by giving them learning experiences facilitating work and creative experiences out of campus. Therefore, they could perfectly understand their self-capacity and ready to face various choice of life after graduation [13]. The career planning in the higher education could be actualised into studying career, getting working experiences, and finding job information [14]. During their career planning, student teachers need certain abilities for better career choice. Specifically for student teachers, they have higher self-efficacy; mostly conduct their career planning and affected by the views from their family members [12]. Career planning is viewed as a long-term process starting since they were born and throughout the student teachers' education levels and professional life. The career planning of student teacher could be applied through various ways, such as student teachers collect information and knowledge which are preparing foundation for their suitable career education and training; to implement such a career planning needs initiation which drives student teacher's exploration on certain career; student teachers make a decision on their opted future career [9]. The thorough choosing and selecting career choice and plan is a crucial point for student teachers. The position of student teachers is in the exploration phase of planned career maturity which is very important to support student career adaptability. There are significant influences of the final year student teacher's career exploration and parents-child career congruency simultaneously on student teacher's career adaptability [22].

## 4 Conclusion

Student teacher's career planning could lay on the theory of career development from Super. This theory suggests that career choice and development basically is a developmental process and application of student teacher's self-concept. Career is viewed as work experiences, starting from the pre-work and during work process, and in the retirement time. The career planning is a process, not merely single event, and it is applying developmental concepts to this process. This theory is known as life-span-life space, focussing on content, process, and a result of career choice and development throughout human development phases.

Student teacher's career planning is in the end of exploration phase. Within this phase, the student teacher is expected to conduct career planning to achieve their career exploration maturity. The student teachers realise their abilities, interests, values, and opportunities on certain work. Learning experiences including working experiences out

of campus could support their achievement on this career planning maturity. The student teachers could have good adaptability on the transition phase from education phase to the working phase. Specifically for the student teachers, the career exploration is directed to the teaching profession, and they are expected to be mature on their career planning as the future teachers.

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