

TEACHER EDUCATORS' CAREER ADAPTABILITY AND PROFESSIONAL ENGAGEMENT AND CAREER ASPIRATIONS IN TEACHER EDUCATION INSTITUTIONS

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Abstract

The main purpose of the study was to investigate Career Adaptability and Professional Engagement and Career Aspirations of teacher educators in Teacher Education Institutions. The descriptive survey research method was applied and quantitative data analysis was executed in this study. The instruments used in this study were Career Adaptability Scale to examine teacher educators' career adaptability and Professional Engagement and Career Aspirations Scale to examine teacher educators' professional engagement and career aspirations. A total of 992 teacher educators (144 males and 848 females) from three Universities of Education and sixteen Education Degree Colleges participated in this study. Regarding teacher educators' career adaptability, career control is the highest in the four subscales of career adaptability. The result of the independent samples *t*-test revealed that there was no gender difference in the career adaptability of teacher educators. ANOVA results indicated that there was a significant difference in the career adaptability of teacher educators by designation. Regarding teacher educators' professional engagement and career aspirations, the professional effort subscale is the highest in the four subscales of professional engagement and career aspirations. The result of the independent samples *t*-test revealed that there was no gender difference in professional engagement and career aspirations of teacher educators. ANOVA results indicated that there was a significant difference in professional engagement and career aspirations of teacher educators by designation. Additionally, the results indicated that there was a positive correlation between career adaptability and professional engagement and career aspirations.

Keywords: Career Adaptability, Professional Engagement and Career Aspirations

Introduction

Education is one of the important stages in the formation of a society. Education, or pedagogy, or teaching, or whatever one chooses to call it, is a profession for many obvious reasons (Khin Zaw, 2001b). Educational quality is being discussing all of the countries. In these discussions, teachers are considered the essential persons determining, to a large extent, the quality of educational systems. Khin Zaw (2001b) pointed out that no educational system can be better than its teachers. The great teacher brings to his business accurate and wide knowledge, an informed technique, intelligence, energy, initiative, adaptability, common sense, high standards of personal character and professional achievement, singleness of purpose, sympathy, a rich social background, and a convincing sincerity of personality, said by Professor Frank (1935), as cited in Khin Zaw (2001b). In addition, as education is the whole system in which morality, attitude, information, and skills are given, teachers are the important persons for constructing these human being behaviors. Therefore, it is very important to improve the quality of teachers in all countries.

Purpose of the Study

The main purpose of the study is to investigate Career Adaptability and Professional Engagement and Career Aspirations of teacher educators in Teacher Education Institutions.

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The specific objectives of the study are:

1. To investigate career adaptability and professional engagement and career aspirations of teacher educators by gender and designation
2. To investigate the relationship between career adaptability and professional engagement and career aspirations of teacher educators.

Definition of Key Terms

Career Adaptability. Psychosocial resources of individuals who are self-adjusting in response to various tasks and roles (Savickas, 1997).

Career Aspirations. Career-related desires and ambitions provide impulses for career-related behaviors leading to career success (Rojewski, 2005).

Professional Engagement. The efforts that teachers have decided to put forward when they start to work and their insistence on continuing the profession (Watt & Richardson, 2008).

Review of Related Literature

Career Adaptability

Career adaptability can be defined as the state of preparation or psychosocial resources of individuals who are self-adjusting in response to various tasks and roles (Savickas, 1997). It reflects the challenges that individuals have in their ability to cope with professional or working conditions in their career development. Individuals with high career adaptability can deal with the loss of work; they will find opportunities (Perera & McIlveen, 2017).

Savickas' career construction theory (1997) identified career adaptability as a central construct of individuals' career development. The dimensions for career adaptability include career concern, career control, career curiosity and career confidence which are general adaptive resources and strategies that people draw upon during building their careers and approaching challenging conditions.

Savickas (2002) postulated that career concern is related to individuals' sense of optimism about the future and results in investing time and effort planning for prospective career options. Career control indicates an individuals' sense to take responsibility to construct their career. Individual with career control can decide on which job and career that should be taken based on his/ her own. Career curiosity refers to individuals' efforts to explore their surroundings to understand the ways their identity can fit into the world of work (Savickas, 2013). *Career confidence* relates to the anticipation of success in solving the complex problems inherent in career choices and vocational development (Savickas, 2005). Without career confidence, individuals are likely to experience career inhibition, which compromises goal progress and thwarts actualizing roles (Savickas, 2005).

Koç (2019) proposed that a teacher's work is to educate the next generation and help them acquire knowledge, abilities, or virtues. Throughout their works, they should develop their knowledge and abilities in all aspects, take on new responsibilities in this ever-changing era, and seek to improve their skills. The world of professions is changing. Being adaptable is a key to continuing to develop individuals' professional development and retaining their profession in the future (Fraser, 2018). Nilforooshan and Salimi (2016) have found that professional engagement can be affected by the career adaptability of teachers.

What is a Professional?

Khin Zaw (2001b) stated that a professional must have a collective personality of expertise, autonomy, commitment and responsibility. In addition, Little (2002) stated that the word “professional” is a specialized and technical knowledge base, and a service-oriented member who meets client needs, having a strong collective identity to a practice. Teacher professional engagement provides a lens through which self-assessments and planned behavior in teachers are viewed (Watt & Richardson, 2008).

Professional Engagement and Career Aspirations

Professional engagement refers to the efforts that teachers have decided to put forward when they start to work and their insistence on continuing the profession (Watt & Richardson, 2008). Professional engagement is an appreciated aspect of professional learning or professional development required for educators to grow in their work (Scherz, 2015). Career development aspiration is a concept that defines individuals’ desire to develop themselves professionally and the degree of enjoyment, excitement and pleasure teachers typically experience in their professional activities (Watt & Richardson, 2008).

Watt and Richardson (2008) developed the Professional Engagement and Career Development Aspirations Framework to investigate professional engagement and career development aspirations of in-service and pre-service teachers (Watt & Richardson, 2008). The background theoretical framework includes four dimensions. They are planned effort, planned persistence, professional development aspirations and leadership aspirations (Watt & Richardson, 2008). Planned effort is the effort that teachers plan to put forward to increase their professional development aspirations. Planned persistence helps foster effective teaching. Professional development aspirations are individuals’ desires to develop themselves professionally and the degree of enjoyment, excitement and pleasure teachers typically experience in their professional activities. Leadership aspirations are aspirations of promotion to a prescribed administrative leadership role (e.g., principal).

Teachers’ professional engagement is a vital element of the profession’s sustainability. To address the current issues facing the teaching profession, such as teacher development, quality, and retention, it is critical to obtain a greater understanding of teachers’ professional engagement and career objectives. Many nations view teacher education professional development as a critical element of curriculum reform, and it plays a growing role in improving and promoting educational practice. To ensure the quality of teacher education and thus the advancement of the educational field, teacher educators need to update their practice and expertise with the most relevant knowledge in their field (Smith, 2003).

Method and Procedure**Sample of the Study**

Teacher educators from Teacher Education Institutions participated in this study. A total of 992 teacher educators (144 males and 848 females) from three Universities of Education and sixteen Education Degree Colleges were examined in this study. The participants were selected by random sampling method.

Instrumentation

Career Adaptability Scale, adapted by Kho et al. (2020) was used to investigate the career adaptability of teacher educators. Career Adaptability Scale includes four subscales (career concern, career control, career curiosity, career confidence) and consists of 24 items. Each subscale has 6 items. The internal consistency is $\alpha = 0.92$. To investigate the professional engagement and career aspirations of teacher educators, the Professional Engagement and Career Aspirations Scale was used. This scale was adapted by the researcher based on the framework of Professional Engagement and Career Aspirations (Watt & Richardson, 2008) and includes five subscales (professional effort, work persistence, career management aspirations, professional growth aspirations, leadership aspirations) and consists of 37 items. The internal consistency is $\alpha = 0.96$.

Research Method

Quantitative research design and descriptive survey were used.

Procedure

Firstly, literature review was done by reading intensively from a variety of sources and gathered the necessary information. Then, the research instruments were prepared to investigate the constructs of the study. For content validity and face validity, draft instruments were reviewed by the experts. The subscales of the instruments were confirmed by using exploratory factor analysis and confirmatory factor analysis. Pilot testing was conducted with 203 teacher educators from Patheingyi Education Degree College, Thingangyun Education Degree College, Monywa Education Degree College and Mawlamyaing Education Degree College. After constructing the reliable instruments, the required data were collected. And then, the collected data were analyzed and interpreted. Finally, the conclusion of the research was drawn.

Results and Findings

Findings of Teacher Educators' Career Adaptability

To explore the career adaptability of teacher educators, the data analysis was carried out. Career Adaptability of teacher educators was identified by using the four subscales: career concern, career control, career curiosity and career confidence. The descriptive statistics was computed to analyze data.

Table 1. Descriptive Statistics of Teacher Educators' Career Adaptability

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Career Concern	992	28.85	3.31	8	36
Career Control	992	29.94	2.70	11	36
Career Curiosity	992	28.71	3.00	12	36
Career Confidence	992	29.45	2.46	13	36
Career Adaptability	992	116.95	9.20	54	144

Table 1 showed that the mean value of teacher educators was the highest in career control subscale ($M = 29.94$), which means that the teacher educators from Universities of Education and Education Degree Colleges have the abilities to control their present and future situations (e.g., efforts, persistence, and decisiveness). Secondly, the mean value of teacher educators was the

second highest in career confidence subscale ($M = 29.45$), which can be interpreted that the teacher educators from Universities of Education and Education Degree Colleges are more confident about their career and have higher self-efficacy to overcome obstacles and achieve their aspirations. Moreover, teacher educators also got nearly the same mean values and the third highest in career concern ($M = 28.85$) and career curiosity ($M = 28.71$). Therefore, the results indicated that most of the teacher educators have well career-adapt abilities.

Gender Differences in Career Adaptability of Teacher Educators

In order to confirm the gender difference in teacher educators' career adaptability, the independent samples *t*-test was applied.

Table 2. The Independent Samples *t*-test Results for Teacher Educators' Career Adaptability by Gender

Variables	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Career Concern	Male	144	28.44	3.67	-1.625	990	.105
	Female	848	28.92	3.25			
Career Control	Male	144	29.48	3.25	-1.892	990	.060
	Female	848	30.02	2.58			
Career Curiosity	Male	144	28.90	3.27	.834	990	.405
	Female	848	28.67	2.90			
Career Confidence	Male	144	29.02	3.19	-1.824	990	.070
	Female	848	29.53	2.30			
Career Adaptability	Male	144	115.83	11.43	-1.310	990	.192
	Female	848	117.14	8.77			

Note. *M* = Mean, *SD* = Standard Deviation

Results indicated that there were no significant differences for gender in all the factors of teacher educators' career adaptability. This finding is consistent with the previous findings of Zhang (2010), which indicated that there is no significant effect on the factors of career adaptability. So, it can reasonably be said that male and female teacher educators from Teacher Education Institutions is able to adapt their work, face challenges and handle their obstacles.

Comparison of Teacher Educators' Career Adaptability by Designation

In order to obtain the detailed information on the difference of teacher educators' career adaptability and its subscales by designation, one-way Analysis of Variance (ANOVA) was conducted.

Table 3. ANOVA Results of Teacher Educators' Career Adaptability by Designation

Variable		<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Career Adaptability	Between Groups	3	324.890	.880*	.004
	Within Groups	989	83.739		
	Total	992			

Note. * $p < 0.05$

According to Table 3, concerning the designations group (tutor, assistant lecturer, lecturer, associate professor, and professor), ANOVA results indicated that there was significant

difference in teacher educators' career adaptability, $F(3, 989) = 3.880$, $p < .05$. Post Hoc test was executed by Tukey HSD. The results were presented in Table 4.

Table 4. Results of Tukey HSD Multiple Comparisons for Teacher Educators' Career Adaptability by Designation

Dependent Variable	Designation (I)	Designation (J)	Mean Difference (I-J)	Std. Error	p
Career Adaptability	Tutor	Assistant Lecturer	3.460*	.925	.002

Note. * $p < 0.05$

Post hoc analyses using Tukey HSD indicated that the mean scores of tutors ($M = 117.90$) are significantly higher than assistant lecturers ($M = 114.44$) at the 0.05 level. It can be concluded that tutors are more adapt their career than assistant lecturers.

Findings of Teacher Educators' Professional Engagement and Career Aspirations

To explore the professional engagement and career aspirations of teacher educators, the data analysis was carried out. Professional engagement and career aspirations of teacher educators was identified by using the five subscales: professional effort, work persistence, career management aspirations, professional growth aspirations and leadership aspirations. The descriptive statistics was computed to analyze data.

Table 5. Descriptive Statistics of Teacher Educators' Professional Engagement and Career Aspirations

Variables	N	M	M%	SD	Maximum	Minimum
Professional Effort	992	32.41	81%	3.80	21	40
Work Persistence	992	33.45	76.02%	4.15	14	44
Career Management Aspirations	992	18.52	66.14%	3.86	7	28
Professional Growth Aspirations	992	17.88	74.50%	2.40	8	24
Leadership aspirations	992	13.23	66.15%	2.73	5	20
Professional Engagement and Career Aspirations	992	115.46	73.64%	12.17	64	156

Note. M = Mean, SD = Standard Deviation

According to Table 5, results indicated that the mean percentage value of teacher educators was the highest in professional effort subscale (Mean%=81%), which means that the teacher educators from Universities of Education and Education Degree Colleges have the effort that they planned to put forward to increase their professional development aspirations. Secondly, the mean percentage value of teacher educators was the second highest in work persistence subscale (Mean%=76.02%) which can be interpreted that teacher educators from Universities of Education and Education Degree Colleges have the persistence to foster effective teaching.

Gender Differences in Professional Engagement and Career Aspirations of Teacher Educators

In order to confirm the gender difference in teacher educators' professional engagement and career aspirations, the independent samples *t*-test was applied.

Table 6. The Independent Samples *t*- test Results for Teacher Educators' Professional Engagement and Career Aspirations by Gender

Variables	Gender	N	M	SD	<i>t</i>	<i>df</i>	<i>p</i>
Professional Effort	Male	144	32.99	4.89	-1.997	990	.046*
	Female	848	33.53	4.01			
Work Persistence	Male	144	18.77	4.33	-1.458	990	.145
	Female	848	18.47	3.77			
Career Management Aspirations	Male	144	31.83	4.04	.860	990	.390
	Female	848	32.51	3.76			
Professional Growth Aspirations	Male	144	17.89	2.60	.048	990	.961
	Female	848	17.88	2.37			
Leadership Aspirations	Male	144	13.17	2.86	-.281	990	.778
	Female	848	13.24	2.71			
Professional Engagement and Career Aspirations	Male	144	114.64	14.13	.871	990	.384
	Female	848	115.59	11.80			

Note. * $p < 0.05$

Results indicated that there was a significant difference in professional effort subscale of teacher educators' professional engagement and career aspirations by gender. However, there were no significant differences in all the other subscales of teacher educators' professional engagement and career aspirations by gender. This finding is consistent with the previous findings of Watt and Richardson (2008) which indicated that gender is not an important factor in professional engagement. So, it can reasonably be said that male and female teacher educators from Teacher Education Institutions are able to engage their profession and have the aspirations to improve their career.

Comparison of Teacher Educators' Professional Engagement and Career Aspirations by Designation

In order to obtain the detailed information on the difference of teacher educators' professional engagement and career aspirations by designation, one-way Analysis of Variance (ANOVA) was conducted.

Table 7. ANOVA Results of Teacher Educators' Professional Engagement and Career Aspirations by Designation

Variable		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Professional Engagement and Career Aspirations	Between Groups	4364.130	4	1091.033	8.339*	.000
	Within Groups	129127.833	988	130.829		
	Total	133491.964	992			

Note. * $p < 0.05$

According to Table 7, concerning the designations group (tutor, assistant lecturer, lecturer, associate professor, and professor), ANOVA results indicated that there was significant difference in teacher educators' professional engagement and career aspirations, $F(4, 988) = 8.339, p < .05$. Post Hoc test was executed by Tukey HSD. The results were presented in Table 8.

Table 8. Results of Tukey HSD Multiple Comparisons for Teacher Educators' Professional Engagement and Career Aspirations by Designation

Dependent Variable	Designation (I)	Designation (J)	Mean Difference (I-J)	Std. Error	p
Work Persistence	Tutor	Assistant Lecturer	1.165*	.417	.042
	Assistant Lecturer	Associate Professor	-1.394*	.480	.031
		Professor	-2.062**	.543	.001
Career Management Aspirations	Tutor	Assistant Lecturer	2.182***	.381	.000
		Lecturer	1.534***	.324	.000
		Associate Professor	1.508***	.351	.000
		Professor	1.470**	.421	.005
Professional Growth Aspirations	Tutor	Lecturer	.801**	.202	.001
		Associate Professor	1.094***	.219	.000
		Professor	1.310***	.263	.000
Leadership Aspirations	Tutor	Assistant Lecturer	1.005**	.270	.002
		Lecturer	.750*	.229	.010
		Assistant Professor	1.545***	.248	.000
		Professor	1.008**	.298	.003
Professional Engagement and Leadership Aspirations	Tutor	Assistant Lecturer	5.500***	1.244	.000
		Lecturer	3.844**	1.030	.002
		Assistant Professor	4.251**	1.115	.001

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In work persistence, there were significant differences in tutors with assistant lecturers. and there were significant differences in assistant lecturers with associate professors and professors. The mean score of tutors ($M=33.54$) is significantly higher than assistant lecturers ($M=32.38$) at 0.05 level and the mean score of assistant lecturers ($M=32.38$) is lower than the mean scores of associate professors ($M=33.77$) and professors ($M=34.44$) at 0.05 level. In career management aspirations, there were significant differences from tutors to professors. The mean score of tutors ($M=19.34$) is the highest among assistant lecturers ($M=17.36$), lecturers ($M=18.00$), associate professors ($M=18.03$) and professors ($M=18.07$) at 0.05 level. In professional growth aspirations, there were significant differences in tutors with lecturers, associate professors and professors. The mean score of tutors ($M=18.45$) is the highest among lecturers ($M=17.65$), associate professors ($M=17.35$) and professors ($M=17.14$) at 0.05 level. In

leadership aspirations, there were significant differences from tutors to professors. The mean score of tutors ($M=13.89$) is the highest among assistant lecturers ($M=12.89$), lecturers ($M=13.14$), associate professors ($M=12.35$) and professors ($M=12.80$) at 0.05 level. In total professional engagement and career aspirations, there were significant differences in tutors with assistant lecturers, lecturers and associate professors. The mean score of tutors ($M=118.00$) is the highest among assistant lecturers ($M=112.50$), lecturers ($M=114.16$), and associate professors ($M=113.75$) at 0.05 level. These findings are consistent with the previous findings of Watt and Richardson (2008).

Relationship between Career Adaptability and Professional Engagement and Career Aspirations of Teacher Educators

Table 9. Relationship between Career Adaptability subscales and Professional Engagement and Career Aspirations of Teacher Educators

Variables	1	2	3	4	5	6
1.Career concern	1	.540**	.436**	.499**	.792**	.471**
2.Career control		1	.509**	.644**	.823**	.495**
3.Career curiosity			1	.598**	.787**	.473**
4.Career confidence				1	.828**	.550**
5.Career Adaptability					1	.613**
6.Professional Engagement and Career Aspirations						1

Note. ** $p < 0.01$

Table 9 showed that career adaptability was positively related with professional engagement and career aspirations of teacher educators ($r = .614$, $p < .01$). It indicated that the higher career the adaptability of teacher educators, the higher the professional engagement and career aspirations of teacher educators. The results also indicated that the subscales of career adaptability (career concern, career control, career curiosity, career confidence) were positively related with professional engagement and career aspirations of teacher educators.

Discussion

Teacher Educators in this study got the higher mean values in career control and career confidence than that of career concern and career curiosity. It can be said that teacher educators have the abilities to control their present and future situations and are more confident about their career and have higher self-efficacy to overcome obstacles and achieve their aspirations.

Concerning the gender, the results indicated that there were no significant differences in all the factors of teacher educators' career adaptability by gender. Looking across the gender, although it was found that the slight difference in the mean scores exists in all subscales as well as the overall scale, a significant difference was not found in teacher educators' career adaptability by gender. This finding is consistent with the previous findings which indicated that gender differences in career adaptability are not significant (Hirschi, 2009, Tien et al., 2014, Zacher, 2014). The same result was also found with Hong Kong university students (Cheung & Jin, 2015) (as cited in Tien et al., 2014). which indicated that there is no significant effect on the

factors of career adaptability. So, it can reasonably be said that male and female teacher educators from Teacher Education Institutions are able to adapt their work, face challenges and handle their obstacles.

Looking across the designations group (tutor, assistant lecturer, lecturer, associate professor and professor), tutors would have higher career adaptability than assistant lecturers. This finding is consistent with the previous findings of Kulbaş and Kara (2021), which indicated that there was a difference between the career adaptability of teachers by designation.

Additionally, teacher educators in this study got the highest mean percentage in professional effort subscale and got the second highest mean percentage in work persistence subscale. It can be reasonably concluded that the teacher educators from Teacher Education Institutions in Myanmar have the effort that they planned to put forward to increase their professional development aspirations and have the persistence to foster effective teaching.

Concerning the gender, there was a significant difference in male and female teacher educators only in one subscale, professional effort. However, there were no significant differences in male and female teacher educators in the subscales of professional engagement and career aspirations. This finding is consistent with the previous findings of Schmitt et al. (2008) investigated that women and men demonstrate similar levels of professional engagement and career aspirations. Fitzsimmons (2014) suggested that when individuals are put in similar conditions, gender does not significantly predict differences in occupational aspirations. So, it can reasonably be said that male and female teacher educators from Teacher Education Institutions are able to engage their profession and have the aspirations to improve their career.

Looking across the designations group (tutor, assistant lecturer, lecturer, associate professor and professor), there were significant main effects in teacher educators' work persistence, career management aspirations, professional growth aspirations, leadership aspirations and the overall professional engagement and career aspirations. According to the results, tutors would have higher work persistence than assistant lecturers. Associate professors and professors would have higher work persistence than assistant lecturers. Similarly, tutors would have the highest career management aspirations among assistant lecturers, lecturers, associate professors and professors. Moreover, tutors would have the highest professional growth aspirations among lecturers, associate professors and professors. The tutors have the highest leadership aspirations among assistant lecturers, lecturers, associate professors and professors. In the overall professional engagement and career aspirations, tutors would have the highest among assistant lecturers, lecturers and associate professors. Significant differences were not found only on professional effort subscale.

The relationship between career adaptability and professional engagement and career aspirations was examined. The result of the study explained that the career adaptability has a positive relationship with their professional engagement and career aspirations ($r = 0.614$, $p < .01$). Therefore, it can be interpreted that the higher the career adaptability of teacher educators, the higher the professional engagement and career aspirations of teacher educators.

Recommendation and Suggestion

Teacher educators play an important role in nurturing student teachers in Teacher Education. The quality of student teachers depends on teacher educators' qualification. It's critical to understand teacher educators' professional engagement and career development goals to solve current problems affecting the teaching profession, such as retention, quality, and professional growth for teachers. Through their efforts, teacher educators contribute significantly to the education of the next generation of student teachers. In addition, teacher educators in Teacher Education Institutions contribute significantly to the advancement and maintenance of the societies they work with. Improving career adaptability leads to develop teacher educators' professional engagement and career aspirations. Career adaptability is an important factor for developing teacher educators' professional engagement and career aspirations.

The growing interest in teacher educators are responsible for preparing future teachers. By investigating and observing teacher educators' career adaptability and professional engagement and career aspirations, this study would be a potentially powerful tool for promoting growth and change in teacher education. This study enables teacher educators to better understand their own career adaptability and professional engagement and career aspirations.

Limitation and Future Research

Based on the findings of this study and literature reviews, some suggestion for future research were given. To develop career adaptability and professional engagement and career aspirations of teachers, training programs should be implemented as future research. Secondly, this study was a cross-sectional study which showed the relationships between career adaptability and professional engagement and career aspirations. Longitudinal studies should be carried out to get deeper information of career adaptability and professional engagement and career aspirations of teacher educators. Additionally, more empirical studies among other populations such as in-service teachers in basic education and student teachers in Teacher Education Institutions should be done to reveal the importance of career adaptability and professional engagement and career aspirations.

To sum up, career adaptability and professional engagement and career aspirations are important variables to educational profession. It is hoped that this study can provide teacher educators the way how to get successful profession and great suggestions for educational administrators.

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