

PROFESSIONAL INTEGRATION AND CAREER DEVELOPMENT - BETWEEN NECESSITY AND REALITY

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Abstract: *This work is a theoretical presentation of what it means to have succesful carrer development and proffesional integration. This study is based on the data that was extracted from the reaserch that has been done regarding the same problematic. The conclusions show that professional integration in education and career development is a continuous process that is closely linked to both external and internal factors. It is also very important that the young graduates of the psycho-pedagogical training programs for the teaching career are valued, determine the positive impact that comes from the work done at the school level, and provide them with alternatives of laughter and pedagogical action.*

Key words: carrer; development; integration; students; internship;

Introduction

At present, the labor market trend in Romania is restructuring, labor transformation and process automation, manifested in an intercultural and competitive environment. As a result, current or future employees in the educational services sector are confused or even uncertain about their professional integration and career development.

This fundamental remodeling of work in the educational sector, both public and private, causes difficulties in addressing the career concept. Young aspirants in a teaching career have access to, or are often familiar with, developmental models that emphasize stability and commitment, to the detriment of mobility and flexibility. The instability felt by university graduates in this new labor market makes us look at the didactic career not as a lifelong commitment to an employer, but as an exchange of services and skills for a number of employers who need completed projects .

While the form of teaching career changes from stability to mobility, the theories of orientation in the didactic career seek to remodel the concepts

and researches of the 20th century to integrate and apply them in the context specific to the Romanian school.

The purpose of this research is to identify the career counseling needs of young graduates in training programs for the teaching career, the rate of their employability in the field of specialization, and the level of knowledge about the employment opportunities offered by the labor market in the western region in the education services sector.

The objectives of this study facilitate the implementation of ameliorative measures to improve the quality of young graduates' professional integration, the accessibility of opportunities for career development, but also the formation of new competences for access to and employment of a long-term job, and last but not least for a possible development of educational entrepreneurship. In order to carry out this study, we have built and applied a questionnaire focusing on the needs of young graduates of the psycho-pedagogical training programs for the teaching career. The questionnaire has 27 questions with optional items, multiple choice items, open questions, and questions with a liker scale of 1 to 5.

The sample consisted of 432 subjects aged 19-30 years, bachelor degree students or master degree students completing the psycho-pedagogical training program for certification for the teaching career. For data analysis we have used SPSS Statistics and Microsoft Excel. I will hereby present study assumptions that are differentiated by gender and age category.

Hypothesis 1. Perception on the importance of psycho-pedagogical studies in gaining a job in the field of specialization (V.I. = gender)

There are significant gender gaps in the perception of the importance of psycho-pedagogical studies in gaining a job in the field of specialization.

In order to analyze this hypothesis we used SPSS, specifically the T test.

Independent Variable = Gender, Dependent Variable: Item 10

How important do you think psycho-pedagogical studies have in accessing and getting a job in the field of specialization?

Tabel no. 1. Group Statistics

4. What is your self-identified gender:	N	Mean	Std. Deviation	Std. Error Mean	
9. How important do you think physical appearance is when trying to get a job in the educational field?	1 – masculin 2 - feminin	165 267	4,12 4,15	,697 ,796	,054 ,049
10. How important do you think psycho-pedagogical studies have in accessing and getting a job in the field of specialization?	1 - masculin 2 - feminin	165 267	3,98 4,21	,880 ,797	,068 ,049
11. As far as you know, there are policies that support internships in school?	1 – masculin 2 – feminin	165 267	1,50 1,31	,502 ,464	,039 ,028
12. As far as you know, there are laws that support mentoring in pedagogical practice?	1 – masculin 2 – feminin	165 267	1,48 1,43	,501 ,496	,039 ,030
13. As far as you know, are there programs that offer internships abroad?	1 – masculin 2 – feminin	165 267	1,58 1,54	,625 ,781	,049 ,048

Tabel no.2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
9. How important do you consider to be the physical aspect when applying for a job in education?	Equal variances assumed	3,313	,069	-,430	430	,668	-,032	,075	-,180	,116
	Equal variances not assumed			-,444	382,200	,658	-,032	,073	-,176	,111
10. . How important do you think psycho-	Equal variances assumed	,893	,345	-,282	430	,005	-,232	,082	-,393	-,070

pedagogical studies have in accessing and getting a job in the field of specialization?	Equal			- 2,755	321,430	,006	- ,232	,084	- ,397	- ,066
11. As far as you know, there are policies that support internship stages in school?	Equal	27,406	,000	3,928	430	,000	,186	,047	,093	,279
	Equal			3,856	326,826	,000	,186	,048	,091	,281
12. As far as you know, there are laws that support mentoring in pedagogical practice?	Equal	2,494	,115	,975	430	,330	,048	,049	- ,049	,145
	Equal			,973	344,857	,331	,048	,049	- ,049	,145
13. As far as you know, are there programs	Equal	2,136	,145	,643	430	,520	,046	,072	- ,095	,188

that offer internships abroad?	Equal variance assumed		,678	402,2 45	,498	,046	,068	- ,088	,180
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In Table number 2 we have specified the values obtained by applying the T test, having a coefficient F taht equals 893, significantly at a threshold <0.05. Thus, hypothesis number 1 is validated in the sense that there is a significant gender difference in the importance of psycho-pedagogical studies in gaining a job in the field of specialization. Thus, female subjects obtained an average $m = 4.21$, and male subjects achieved an average $m = 3.98$, confirming that female subjects at the time of engagement attach greater importance to psycho-pedagogical studies, than male subjects.

Additionally, from the above table, it can be observed that there is a significant difference between women and men in the knowledge of existing legislation and programs on internships in schools. Applying the T test, a coefficient $F = 27,406$ was obtained, significantly at a threshold <0,05. Thus, there is evidence that there is a significant gender gap in the knowledge of existing legislation and programs on internships in school. Thus, female subjects obtained an average

$m = 1.31$, while male subjects obtained an m mean = 1.50, confirming that female subjects know, have a higher degree of interest in on existing policies, legislative documents and programs on internships in schools.

Hypothesis 2. Perception of the importance of psycho-pedagogical studies in gaining and obtaining a job in the field of specialization (VI = age)

There is a significant difference depending on the age group's relevance to the importance of psycho-pedagogical studies in gaining a job in the field of specialization.

To analyze this hypothesis we used the SPSS program, the Anova test.

Independent Variable = Age;

Dependent Variable:

- the importance of physical appearance when engaged in education;
- the importance of psycho-pedagogical studies in gaining a job in the field of specialization;
- knowledge of the presence of internship at school;
- knowledge of laws that support mentoring in pedagogical practice;
- knowledge of programs offering pedagogical practice abroad.

Descriptives

1, 2, 3 = age category in years.	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
9. How important do you consider to be the physical aspect when applying for a job in education?	1 = 199 19-22 2 = 88 23-25 3 = 145 26-30 Total	3,86 4,32 4,41 4,14	,827 ,558 ,630 ,759	,059 ,059 ,052 ,037	3,75 4,20 4,31 4,07	3,98 4,44 4,52 4,21	1 3 3 1	5 5 5 5
10. How important do you think psycho-pedagogical studies have in accessing and getting a job in the field of specialization?	1 = 199 19-22 2 = 88 23-25 3 = 145 26-30 Total	3,94 4,16 4,35 4,13	,812 ,771 ,854 ,836	,058 ,082 ,071 ,040	3,83 4,00 4,21 4,05	4,06 4,32 4,49 4,20	1 1 2 1	5 5 5 5
11. As far as you know, there are	1 = 199 19-22	1,45	,498	,035	1,38	1,52	1	2

policies that support internship internships in school?	2 = 23-25	88	1,28	,454	,048	1,19	1,38	1	2
	3 = 26-30	145	1,35	,479	,040	1,27	1,43	1	2
	Total	432	1,38	,486	,023	1,34	1,43	1	2
12. As you know, there are laws that support mentoring in pedagogical practice?	1 = 19-22	199	1,34	,474	,034	1,27	1,40	1	2
	2 = 23-25	88	1,40	,492	,052	1,29	1,50	1	2
	3 = 26-30	145	1,63	,483	,040	1,56	1,71	1	2
	Total	432	1,45	,498	,024	1,40	1,50	1	2
13. As far as you know, are there programs that offer internships abroad?	1 = 19-22	199	1,45	,499	,035	1,38	1,52	1	2
	2 = 23-25	88	1,47	,502	,053	1,36	1,57	1	2
	3 = 26-30	145	1,74	1,012	,084	1,58	1,91	1	5
	Total	432	1,55	,725	,035	1,48	1,62	1	5

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
9. How important do you consider to be the physical aspect when applying for a job in education?	Between Groups	28,787	2	14,393	28,118	,000
	Within Groups	219,600	429	,512		
	Total	248,387	431			
10. How important do you think psycho-pedagogical studies have in accessing and getting a job in the field of specialization?	Between Groups	14,023	2	7,012	10,473	,000
	Within Groups	287,227	429	,670		
	Total	301,250	431			
11. As far as you know, there are policies that support internship internships in school?	Between Groups	1,823	2	,912	3,905	,021
	Within Groups	100,156	429	,233		
	Total	101,979	431			
12. As far as you know, there are laws that support mentoring in pedagogical practice?	Between Groups	7,730	2	3,865	16,724	,000
	Within Groups	99,149	429	,231		
	Total	106,880	431			

13. As far as you know, are there programs that offer internships abroad?	Between Groups	8,023	2	4,011	7,867	,000
	Within Groups	218,753	429	,510		
	Total	226,775	431			

There is a significant difference depending on the age group's membership in the importance of psycho-pedagogical studies in accessing and obtaining a job in the field of specialization. Applying Anova, taking the dependent age variable, we obtained the following significant results: a $F = 10,473$ coefficient significantly at a significance threshold $<0,05$, which demonstrates that there is a significant difference between the three age categories. Looking at the average table we note that for the first age category (19-22 years) we obtain an average $m = 3.94$, for the second age category (23-25 years) we obtain $m = 4.16$ and for the category the third age (26-30 years) we obtain an average $m = 4.35$. Studying these environments we see a steady increase with age. Thus, *with the aging, young people consider psycho-pedagogical studies to be increasingly important in accessing and obtaining a job in the field of specialization.*

In conclusion, hypothesis number 2 is validated.

Additionally, we can see from the table that there are significant differences depending on the age group and other dimensions such as:

1. *The importance of the physical aspect when hiring in education*, where we obtain a significant $F = 28,118$ at a significance threshold $<0,05$. Thus, belonging to an age category is particularly important when considering physical appearance. We notice that with the aging, we see increasing importance. Category 1 = 3,86, category 2 = 4,32, category 3 = 4,41.

2. *Knowledge about internship internships in school*, where we get a $F = 3,905$ significantly at a significance threshold $<0,05$. Thus, the knowledge about internships in school is well structured in the age category 1 where $m = 1.45$ and the least structured are in the age category 2 where $m = 1.28$.

3. *Knowledge of laws that support mentoring in pedagogical practice* where we obtain a significant $F = 16,724$ at a significance threshold $<0,05$. Thus, we can see a significant, gradual increase in the knowledge of laws that support mentoring in pedagogical practice as they age. For the first age category we recorded $m = 1.34$, for the second $m = 1.40$, and for the last category $m = 1.63$.

4. *Knowledge about programs offering pedagogical practice abroad* where we obtain a $F = 7.867$ significant at a significance threshold <0.05 . Thus, we can see a significant, gradual increase in the knowledge about programs offering pedagogical practice abroad with the aging. For the first age category we have an average $m = 1.45$, for the second $m = 1.47$ and for the last category $m = 1.74$.

Conclusions

Professional integration in education and career development is a continuous process that is closely linked to both external and internal factors. The external context is volatile, influenced by legislation, by various administrative factors. In the development of the teaching career it is also important to mention the social framework and here I refer to the importance of the individual to be encouraged and supported by both the family and colleagues, teachers.

It is important that the young graduates of the psycho-pedagogical training programs for the teaching career are valued, determine the positive impact that comes from the work done at the school level, and provide them with alternatives of laughter and pedagogical action. From an internal point of view, it is very important for the individual to reach an adequate level of development and professional satisfaction so that he / she can overcome any obstacles during the teaching career.

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