

The Dilemma of Pre-service Teachers' Career Resilience: A Study on the Influence of Social Support

Jingwen Wang, Liqi Guo, Yiting Qian, Yiyao Gan, Jiamin Ying*

Hangzhou Normal University, China

* Corresponding Author

Abstract

Education is the great plan of the state and the Party. At present, education has been attached great importance, and teachers have also received great attention. However, the group of pre-service teachers has not received enough attention. At present, the career adaptability of pre-service teachers is generally low. Therefore, from the perspective of social support, this paper conducted a questionnaire and interview survey on normal college students of various majors in a university, aiming to explore the relationship between social support and career adaptability of pre-service teachers. Based on the understanding of the dilemma of pre-service teachers' career adaptability, relevant suggestions are put forward in order to achieve the improvement of pre-service teachers' career adaptability.

Keywords

Career adaptability, pre-service teachers, social support.

1. Introduction

The 19th National Congress of the Communist Party of China marks that our country has entered a new era of socialism. The development of the new era has more highlighted the value and status of education, and also put forward new missions and requirements for education. The promulgation of two documents, "Education Modernization 2035" and "Accelerating the Implementation of Education Modernization Plan (2018-2022)", has made a systematic plan and design for the realization of education modernization in China. A strong country must first strengthen its teachers, and the construction of teachers has become a strong support and key resource for the implementation of education modernization.

Most teachers need to be trained by local normal universities before becoming teachers, and these teachers will take key jobs in the education industry in the future. Therefore, the development of basic education needs to give full play to the demonstration and leading role of local normal universities. Local normal universities need to further promote the transformation of college training to the cultivation of future excellent teachers, improve the adaptability of pre-service teachers' career, and promote the professional growth and professional development level of pre-service teachers.

On the other hand, social support is also conducive to the professional development of pre-service teachers in local normal universities. From the actual situation of pre-service teachers' practice, learning environment and learning state, it is difficult for pre-service teachers to fully improve their career adaptability and achieve professional development by relying on their own efforts. In practice, it is found that some pre-service teachers will face pressure from society, parents, schools and other aspects in practice. In the process of role transformation, due to the lack of systematic or targeted social support, many pre-service teachers' career adaptability is not high, and they cannot make timely coping methods and decisions. As a result, their professional commitment is gradually reduced, there are obvious deviations in the self-

assessment of professional ability, and they even lose confidence in the teaching profession. Therefore, strengthening the guidance and training of social support is conducive to enhancing the professional commitment of pre-service teachers and enhancing the career adaptability of individuals.

Today's society attaches more and more importance to education, and correspondingly, the requirements for teachers are also higher and higher, but the adaptability of pre-service teachers' career is not optimistic. There are many factors affecting the adaptability of pre-service teachers, and social support, as one of them, should give full play to its role.

2. Organization of the Text

2.1. Understanding the impact of social support on career resilience

The career development of teachers can be divided into pre-service and post-service stages according to the time. As the "reserve force" of teachers, the career adaptability level of pre-service teachers also affects the teaching motivation and professional identity after formally becoming teachers. At present, there are few researches on teachers' career adaptability, and the relevant researches on pre-service teachers mainly focus on public funded normal students. Some scholars have investigated the learning enthusiasm, learning adaptability and learning self-efficacy of public funded normal university students. In terms of career identity, Housego et al. found through the study of directed normal college students that in the process of career role transformation, directed normal college students would quickly complete relatively complex career identity transformation during the period from graduation to taking school teaching positions. In 2015, researcher Zhao Hongyu came to the conclusion that the professional identity of government-funded normal students is relatively high, but there is a significant decline in the professional identity of senior students, mainly because the educational practice pulls them back from theoretical learning to reality and finds that there is a gap between them and their cognition in terms of treatment, which leads to the decrease in the professional identity of normal students.

In 2015, Yu Haibo et al. pointed out that career adaptability and career identity are two important factors affecting individual career construction. The improvement of career identity provides impetus for the career development of public funded normal students, and the improvement of career adaptability provides ability guarantee for the career development of public funded normal students. Thus, the importance of pre-service teachers' career adaptability can be seen.

The influencing factors of career adaptability can be divided into internal individual characteristics and external situation factors. At present, there are many researches on internal individual characteristics such as gender, personality and cognition, but there are few researches on external situational factors such as family factors and environmental atmosphere perception. As an important way for individuals to perceive external environment, the indirect influence of social support on career adaptability increases year by year with the constant change of social requirements.

According to Meng Lingzhen's research, objective support in college students' social support has a significant positive correlation with career maturity. Liang Jiuqing believes that the higher the degree of social support, the higher the sense of self-efficacy, that is, social support and self-efficacy have a positive role in promoting career adaptability. Sun Qingmin and Liu Yifan, based on the existing research that social support can significantly positively predict college students' career adaptability, again verified the positive correlation between the two and proposed the important role of hope as a mediating variable.

To sum up, the current series of studies on pre-service teachers' career adaptability have proved that improving individual career adaptability can solve problems such as insufficient professional identity and weak career development motivation. Through the review of existing studies on teacher career adaptability, we can see that pre-service teachers, including public funded normal students, do have problems such as low professional identity, low motivation to learn and teach, and career adaptability is one of the factors affecting the above problems. In the pre-service stage of teachers, some researchers have introduced career adaptability into the study of teacher professional development and conducted relevant research on teacher career adaptability, which also laid a theoretical foundation for the development of this study. However, there are some problems in this type of research, such as a small number of studies and scattered research questions, which need to be further expanded in both breadth and depth of research.

In terms of influencing factors of career resilience, existing studies mostly focus on internal individual characteristics such as gender, age, personality and cognition, while those on external situational support mostly focus on family support and less on social situational support. Therefore, based on the above review, this study hypothesizes that social support has an impact on the career adaptability of pre-service teachers. This study will also focus on understanding the relationship between social support and career resilience.

2.2. Research result

2.2.1. Overall characteristics of pre-service teacher career adaptability

After in-depth research, the interviewed pre-service teachers generally show the problem of low career adaptability. The vast majority of pre-service teachers are difficult to adjust themselves quickly and proactively and make correct behavioral responses at the beginning of practice. Only after a period of learning and adjustment can they better adapt to the identity of practicing teachers, and this period of time is different under the influence of various factors such as personal personality, university training and practice environment.

When pre-service teachers go to one or some primary and secondary schools for internship, most of them will be unable to change their identity in time to change students' concepts or it is difficult to quickly adapt to the content and intensity of teachers' work. From the perspective of pre-service teachers themselves, pre-service teachers may have more than 10 years of experience sitting in the classroom as students, so they will unconsciously want to answer questions when listening to the teacher. In addition, pre-service teachers have little or no experience in leading classes, so it is difficult to grasp the psychological distance between themselves and students in the initial stage of internship, which may be too distant, so that teachers can not motivate students to think positively and speak actively in class. It may also be too close, so that when the teacher speaks, the students do not care or listen to it but do not rest assured. Some pre-service teachers are also very introverted, so they need more time and more opportunities to improve their language skills.

From the perspective of pre-service teachers' practice schools and universities, on the one hand, some pre-service teachers may go to a school with high pressure on teachers because of the school's assignment of practice units during their first practice, and it is difficult for them to quickly change from the usual state of micro-teaching and small class teaching to lead multiple classes at the same time. It may even be a case of multiple classes across grades. At this time, teachers can not give better help to pre-service teachers because of their busy work. On the other hand, the professional knowledge, teaching skills and scientific research training learned by pre-service teachers during the undergraduate course cannot be fully used in the practice post, and even the teaching in this aspect is lacking. One of the interviewees is a student majoring in science in primary education. She mentioned in the interview that "in the primary

education major of the school, there is almost no training in teaching skills to talk and talk about our scientific direction, and we need to gain experience from practice."

All in all, although pre-service teachers can realize the transition from student to teacher after a period of internship, their career adaptability is still not ideal. The improvement of pre-service teachers' career adaptability is conducive to promoting teachers' professional development and building a better team of pre-service teachers. However, according to the survey, the career adaptability of pre-service teachers is affected by various factors such as personal subjective and social support, so it is of great significance to improve social support.

2.2.2. Pre-service teachers' appreciation of the relationship between social support and career resilience

For pre-service teachers, the various strengths they need to move forward are of pivotal importance. Social support in all dimensions is positively related to pre-service teachers' career resilience: the more social support pre-service teachers feel, the stronger their career resilience. Granted, support is not the same as aimless input and requires more careful consideration.

Institutional professional support

Dissecting institutional professional support on the career adaptability of pre-service teachers is of primary importance.

Firstly, specialized courses of study and skills training are the cornerstone of pre-service teachers' growth. The specialized courses introduced by major schools, such as the study of instructional design and the practical training of teaching skills, have built up a complete knowledge framework for pre-service teachers, and at the same time developed their essential teaching skills. However, if there is a discrepancy between the knowledge content of these specialized courses and the actual requirements needed for internship positions, they may feel confused and uneasy, thus affecting their future adaptability. Taking the primary education majors and English teacher training majors of Hangzhou Normal University as an example, they generally feedback that the knowledge they have learned is broad, but the practicality of some of these knowledge points needs to be further improved. In other words, although they have acquired a wealth of theoretical knowledge, they may face some challenges when applying this knowledge to the actual teaching process. This dilemma not only affects their teaching outcomes, but also limits their ability to understand social support and enhance career resilience.

Secondly, support in research training is also crucial for the professional development of vocational education teachers. The development of research capacity helps to develop independent thinking and problem-solving skills, laying a solid foundation for pre-service teachers' future teaching and research endeavors. However, if there are deficiencies in the interface between the cultivation of scientific research ability and actual teaching in universities, pre-service teachers may feel a disconnect between theory and practice during their internships, which in turn affects their adaptability and career development.

Besides, career guidance and career planning services are also of great significance for vocational education teachers to understand social support and enhance career adaptability. Academic guidance centers and student affairs offices of universities and colleges play an active role in providing employment information and organizing recruitment activities, which provide vocational education teachers with abundant employment resources and opportunities. However, the lack of personalized career planning guidance and the slow updating of relevant information make these services somewhat ineffective in helping vocational education teachers understand social support and plan their careers effectively.

Workplace support

From the perspective of workplace support, pre-service teachers appreciate that the relationship between social support and career resilience is closely linked.

Firstly, the facilities and environmental conditions provided by the internship school have a greater impact on the degree of adaptation of the interns. Quality infrastructure can provide interns with unique teaching conditions, enabling them to master their teaching skills in practice. In addition, the positive and harmonious working atmosphere created by the internship organization helps interns to quickly integrate into the team and enhance their sense of belonging, which in turn improves their career adaptability.

Secondly, in the process of internship, the school's mentors and colleagues serve as the main source of social support for interns, and their support and assistance have a decisive impact on the interns' adaptation process. The professional guidance, patient advice and hands-on demonstration of the mentors enable the pre-service teachers to accumulate rich teaching and management experience in a relatively short period of time, and to continuously improve their teaching and learning ability. The friendly collaboration and mutual support among colleagues also provide invaluable help and support to the interns, enabling them to adapt to the working environment more quickly and further improve their professional adaptability.

In addition, the practice opportunities and feedback provided by the internship organization to the pre-service teachers are also one of the key elements to enhance their career adaptability. Through a large number of practical exercises, such as simulated lectures and real classroom teaching, they can effectively transform theoretical knowledge into practical ability, and constantly improve and refine their teaching methods and skills under the guidance of their mentors. Meanwhile, the timely feedback and suggestions given by the internship organizations help them identify problems and adjust their teaching strategies in time, so as to continuously improve their teaching quality and professional adaptability.

Interpersonal support

When analyzed in depth from the perspective of interpersonal support, the relationship between pre-service teachers' comprehension of social support and career resilience appears more complex.

Firstly, family is the earliest and lasting source of social support for pre-service teachers. Although there are differences in the attitudes maintained by each family, in general, their love and support are undoubtedly important spiritual pillars for pre-service teachers in coping with career challenges. This kind of support is not only manifested in the enthusiastic response to career choices, but more importantly, it encompasses long-term concern and full support for the professional development of pre-service teachers. When family members hold an enlightened attitude towards their children's career choices, pre-service teachers are usually able to meet various challenges in their careers with more confidence, thus enhancing their career resilience.

Secondly, peer and coworker relationships play a crucial role in pre-service teachers' understanding of social support. During the internship stage as well as during the official work period, communication and cooperation among peers and colleagues provide extremely valuable learning opportunities and support resources for pre-service teachers. Through listening to each other's lectures, discussions and sharing of practical experiences, pre-service teachers are able to quickly acquire teaching skills and effectively solve problems encountered in the workplace. In addition, the support and encouragement from peers and colleagues can also help pre-service teachers build up their confidence and improve their teaching effectiveness, thus further enhancing their career resilience.

Finally, social support is often regarded as a relatively weak link in the interpersonal support system. Many pre-service teachers generally felt that social support for the teaching profession was relatively low, especially in terms of career guidance and policy support. The degree of social recognition and acceptance of the teaching profession, the fairness of the distribution of educational resources, and the impact of policies on the teaching profession all have a direct

bearing on the career resilience of pre-service teachers and their career choices. If there is insufficient social support and recognition of the teaching profession, pre-service teachers may face more career challenges and problems, thus affecting their career resilience.

2.2.3. Preservice teacher career adaptability dilemma

Personal factors, school environment factors, family environment factors, social environment factors and professional development factors all affect the development of pre-service teachers' career adaptability to some extent. During the period from college graduation to school teaching, pre-service teachers are often faced with the problem of career role transformation. Although the previous university study and educational practice experience can help them accumulate the experience and realistic consideration of teachers' career career, however, due to the large gap between classroom theoretical learning and reality, when they are in a new environment, they will face the problem of professional role transformation. With onerous and uncertain things such as entry assessments, salary packages, and transactional work, they must rise to the challenge and reinvent themselves.

In the six-element model of career adaptability proposed by Zhao Xiaoyun (2011) in combination with the characteristics of Chinese students, the relative factors of career concern, career control, career curiosity, career confidence, career adjustment, and career interpersonal relationship are respectively career apathy, career uncertainty, career inauthenticity, career inhibition, career disorder, and career interpersonal problems. Based on the theory and the actual investigation, we summarized the major career adaptability dilemmas of the interviewed pre-service teachers into the following three categories:

Dilemma 1: The discrepancy between unrealistic career fantasies and reality

At the university level, pre-service teachers receive a lot of education on theoretical knowledge, but lack a full understanding of actual teaching situations and teaching practice. After they embark on actual teaching jobs, they tend to have a sense of reality shock, overwhelm and inaction due to the gap between the unrealistic fantasies about the teaching profession formed in the pre-service education stage and the severe and cruel teaching reality. This is mainly closely related to the career inauthenticity, career dissonance, and career interpersonal harshness of the career resilience dilemma, which is particularly reflected in the teaching operation and environmental adaptation of pre-service teachers.

In terms of teaching operation, due to the pre-service education's tendency to emphasize theoretical learning but not practical operation, teachers' teaching organization and monitoring ability, teaching behavior and management ability, and self-regulation ability cannot be effectively exercised, their teaching objectives are unclear, their teaching plans are poorly targeted, they have difficulty in mobilizing students' classroom motivation, they lack keen and accurate judgments, they have difficulty in guaranteeing classroom discipline and atmosphere, and they are incapable of solving unexpected teaching. They are unable to solve unexpected teaching events, which causes them to have a low sense of teaching efficacy, serious anxiety and lack of teaching self-confidence.

In terms of environmental adaptation, the first-time pre-service teachers face an unfamiliar environment. During the period of adaptation to the new environment, in addition to preparing for a series of teaching tasks related to face-to-face contact with students, they also have to undertake a large amount of transactional teaching work, which is often inconsistent with their psychological expectations. The strict teaching work and the complicated teaching affairs work affect and interact with each other, and even produce conflicts. Pre-service teachers are tired of dealing with a large amount of work and complex processes, and when they have to seek help from others, they have to choose to solve the problem alone if they encounter mutual shirking of responsibilities by their superiors or administrative loopholes due to imperfect systems, which result in the obstruction of the channels for seeking help.

Dilemma 2: Insufficient teaching skills and experience

According to the role and responsibilities of teachers, teachers' professional knowledge should have four parts: basic knowledge of subjects, theoretical knowledge of education, scientific and cultural knowledge and practical knowledge of education. Chen Xiangming (2003) divided the knowledge teachers should have into "theoretical knowledge" and "practical knowledge", and "practical knowledge" is obtained by improving teachers' professional knowledge and practical ability in teaching practice. Practical knowledge" is acquired by improving teachers' professional knowledge and practical ability in teaching practice.

After pre-service education, teachers basically have basic theories and technical skills about education and teaching, but this knowledge is mostly a kind of "silent knowledge", either because its load and difficulty are beyond the scope of the actual teaching content, or because of the low degree of personal digestion of knowledge, which results in the low degree of theoretical knowledge, coupled with the lack of diversified and extensive teaching practice. This, coupled with the lack of diversified and substantial opportunities for practical teaching operations, has resulted in the disconnect between theory and practice that teachers feel when faced with actual educational and teaching work.

In the process of teaching, teachers often face a variety of unexpected problems such as classroom management, individual differences in students, and insufficient teaching resources, etc. If these problems are not dealt with and solved in a timely manner, and if the multiple channels of help such as colleagues, superiors, and teachers in charge of the teaching staff are not unimpeded, they will develop a deep sense of anxiety and frustration, leading to career indifference, career inhibition, and affecting the subsequent effectiveness of the teaching and the development of the professional career. The following is a summary of the situation of the students

Dilemma 3: Excessive expectations of career roles and uncertainty of their own career planning

Career orientation is the first step of career planning. Establishing a correct and reasonable career orientation and career expectation is related to a profound career identity, and even more related to a long-lasting personal career. For teachers, the career orientation and career expectations formed in the pre-service education stage are subject to the comprehensive influence of personal, family, school, society and other factors, and their excessive career role expectations are often impacted by the reality in the stage of education practice, affecting the growth and continuity of their own career as teachers and leading to the dilemma of career adaptability that is career unreal, career uncertainty, and career dissonance.

When describing the teaching profession in their own eyes, most of the interviewees responded with positive keywords such as "sacred", "honorable" and "sentiment", and they generally believed that In addition to the responsibility of imparting knowledge, teachers also play a leading role in cultivating students' values and morals. At the same time, some interviewees emphasized the interaction between external social expectations and their own professional orientation of teachers, that is to say, when teachers are incapable of assuming the professional responsibilities given to them by the outside world as well as by themselves, their professional enthusiasm is easily depleted, which reduces their motivation for professional development and leads to burnout.

3. Conclusion

3.1. Conclusion

To sum up, it can be found that the career adaptability of pre-service teachers has formed a demand model of "one point and more lines". This model takes pre-service teachers as the center, college specialty, work unit and interpersonal relationship all play a decisive role. Our

society attaches great importance to the teaching profession, and takes a series of measures to support the training and development of pre-service teachers from the aspects of scientific research, employment, internship, etc., but there are still some inadequacies inevitably.

3.2. Suggestion

The university stage is the "deferred payment period" of pre-service teachers, and it is also the key period of career force training. Career adaptability is a kind of psychological resource that can be developed. The development potential of pre-service teachers' career adaptability is huge, and the room for improvement is obvious. We therefore make the following recommendations.

3.2.1. Pay attention to professional cohesion to consolidate the foundation

For a long time, because of the disconnection between professional courses and actual jobs, the confusion of pre-service teachers breeds. Therefore, the training of pre-service teachers should change the current professional teaching mode, and cultivate prospective future educators based on the particularity of pre-service teachers. Institutions should regularly evaluate the content of professional courses to ensure that they are up-to-date and reflect the latest trends and changes in the current education industry. At the same time, diversified teaching methods such as case teaching and simulation teaching are introduced, so that students can experience future work scenarios in a simulated environment in advance.

3.2.2. Cultivate strong professional feelings of pre-service teachers

At present, the cultivation of talents in colleges and universities focuses on the field of cognition and skills, and it is easy to ignore the cultivation of emotion and the corresponding curriculum. Compared with professional knowledge and skills, professional emotion is a kind of humanistic feelings, which is stimulating and hidden, and irreplaceable in the cultivation of pre-service teachers. Therefore, in the pre-service teacher training, cognition, emotion and skill should be combined. Colleges and universities can provide more education cases of excellent teachers, organize in-depth observation and experience in relevant work units, guide pre-service teachers to understand the pain and joy of front-line teachers, trigger emotional resonance, and stimulate the ideal of being a teacher. Only in this way can the teaching profession truly become an art with soul participation, significance, and active interaction of subject and object. With positive professional feelings to stimulate their determination and confidence in the future career in education.

3.2.3. Improve the social status and salary of teachers

Positive social support is one of the important external factors in the development of career resilience. The "New Era Basic Education strong Teacher Plan" issued by the Ministry of Education clearly puts forward: "Strengthen the guarantee of teachers' salary". Therefore, the state and society should introduce practical and effective concrete measures to adapt to the situation; To solve the problem of teachers' salary through multiple channels and pluralism, teachers should benefit from it rather than sticking to policy slogans. Enhance the professional attraction of teachers with facts and actions, and do a good job in leading the career of pre-service teachers; Encourage more students to actively apply for the exam independently and have the courage to devote themselves to the education cause, improve the development level of individual career adaptability, so as to effectively promote the vigorous development of China's education cause.

References

- [1] HOUSEGO B E, BADALI S: Teachers' Secondment Experiences, Alberta Journal of Educational Research, Vol.46 (2004) No.4, p.327-345.

- [2] Hongyu Zhao, Xiaohui Zhang: The impact of Education Policy on Teaching Motivation and career identity of free normal college students, *Journal of Beijing Normal University*, (2015) No.4, p.51-59.
- [3] Haibo Yu: The Influence of career Adaptability of free normal college students on their learning and job hunting: the moderating role of professional identity, *Chinese Special Education*, (2015) No.8, p.75-80.
- [4] Yingjuan Song: The relationship between College students' Social support and career adaptability: a mediated adjustment model (Ph.D., Shanghai Normal University, China 2018), p.29.
- [5] Lingzhen Meng: The characteristics of vocational maturity of college students and its correlation with Self-concept and social support (Ph.D., Liaoning Normal University, China 2009), p.15.
- [6] Jiuqing Liang: The relationship between Social support and self-efficacy of college students, *Chinese Journal of School Health*, (2008) No.4, p.362.
- [7] Zhe Zhang, Mengjiao Zhang, Lei Zhang, et al: Research on strategies for improving pre-service teachers' career adaptability in the Era of Intelligent Education, *Modern Distance Education*, (2021) No.3, p.71-80.
- [8] Xiufang Xing, Deming Jiang, Cuicui Zhang, et al: Difficulties and coping strategies of career education in vocational colleges from the perspective of career adaptability Theory, *Contemporary Vocational Education*, (2019) No.4, p.79-84. (in Chinese)
- [9] Qingmin Sun, Yifan Liu: The influence of social support on career resilience of college students: moderating mediating effect, *Chinese Journal of Clinical Psychology*, (2019) No.1, p.185-188. (in Chinese)
- [10] Min Liao: Research on the dilemma and countermeasures of entry-level teachers' induction education, *Contemporary Education Theory and Practice*, (2015) No.2, p.27-29.
- [11] Xiangming Chen: Practical knowledge: the Knowledge base of Teacher Professional Development, *Educational Review of Peking University*, (2003) No.1, p.104-111.
- [12] Xiaoming Duan: What support do teachers need to achieve excellence: Evidence analysis based on the NNSTOY series of studies in the United States, *Primary and secondary school Teacher Training*, (2022) No.11, p.75-78.
- [13] Yuecheng Ma, Fei Yang, Shiyang Wei, et al: Significance and implementation strategies of pre-service teachers' social-emotional learning, *Journal of Dali University*, (2019) No.9, p.77-84. (in Chinese)
- [14] Zhe Zhang, Mengjiao Zhang, Lei Zhang, et al: Intelligent pre-service teacher education era career resilience promotion strategy research, *Journal of modern distance education*, (2021) No.3, p.71-80.
- [15] Yuqin Zhang: Study on career adaptability of pre-service preschool teachers in the era of Borderless career, *Journal of Shaanxi Preschool Teachers College*, (2019) No.9, p.80-85. (in Chinese)