



Comparison of Teachers and Pre-Service Teachers with Respect to Personality Traits and Career Adaptability

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The aim of the study is to compare teachers and pre-service teachers in terms of personality traits and career adaptability. The relationships between personality traits and career adaptability are also investigated. A total of 176 pre-service teachers took part in the study, including 90 men and 76 women, and a total of 204 teachers took part in the study, including 98 men and 106 women. The data collected included items from the Big Five Inventory and the Scale of Career Adaptability. The relationship between variables was examined by using independent t-tests for gender differences and multiple regression analysis techniques. According to the results, the level of career adaptability is higher in teachers than in pre-service teachers. Additionally, career exploration and plans were related to certain personality traits. The results of the present study might be used in career counselling, and also teacher profession development.

Key Words: career adaptability, pre-service teachers, teachers, personality traits, personality

INTRODUCTION

Many factors impact the learning and teaching process in the educational environment. One of these factors is the teachers (Eryılmaz, 2014). Teachers possess many qualities that are effective for both getting satisfaction from their teaching and being successful in their professions. Personality characteristics and career adaptability are examples of these qualities (Nauta & Derckx, 2007). The relationships between these two variables in terms of teachers and pre-service teachers who work in the same area in Turkish culture have been examined comparatively with the purpose of contributing to the literature.

Work lives and the time spent in working life constitute significant parts of individuals' lives. Many factors enable the adaptation of individuals to work life. One of these factors is career adaptability. Career adaptability is a multidimensional and psycho-

social structure (Savickas, 2012). Career adaptability, the capacity of individuals to cope with future changes, and the level of coping with new job responsibilities are defined as the abilities to cope with unpredictable career changes (Rottinghaus, Day & Borgen, 2005). To Creed, Fallon and Hood (2009) career adaptability is an individual regulation with a function of exploring themselves and their environment, and also includes career planning and decision making. Career adaptability has been examined by various researchers (Stumpf, Colarelli & Hartman, 1983) in several dimensions: career exploration and career planning, concern, control, curiosity and confidence (Savickas & Porfeli, 2012). Both individual and environmental factors are effective in individuals' career development and career adaptability (Krumboltz, 1996). Personality characteristics should be evaluated in the context of individual factors (Nauta & Derckx, 2007).

Personality characteristics are features that people carry everywhere (McRea & Costa, 2003). The personality characteristics of teachers are reflected in learning and teaching processes (De Raad & Schouwenburg, 1996). Studies have found that teachers' personality characteristics have an effect on being an effective teacher (Erdle, Murray, & Rushton, 1985; Srivastava & Bhargava, 1984), on students' academic achievement (Patrick, 2011), on the subjective well-being of students, the use of effective teaching methods (Eryilmaz, 2014) and on the relationship between teachers and students (Yoon, 2002). Teachers' personality characteristics may also be related to the development of their careers because the career interests and preferences of individuals are influenced by personality characteristics (Holland, 1997; Nauta & Derckx, 2007).

In the literature, the relationship between personality characteristics and career adaptability has been examined using the Five Factor Model (Costa & McCrae, 1992). Studies related to personality characteristics and adaptability to careers has focused more on career exploration dimensions. In studies on career exploration, extraversion, neuroticism, openness to experience, and conscientiousness were found to be associated with personality characteristics (Nauta & Derckx, 2007; Reed et al., 2004; Solberg & Srther, 1994). In this regard, very few studies have examined the relationship between personality characteristics and career planning. However, planning is also a dimension of career adaptability (Creed, Fallon & Hood, 2009).

Studies on students (Kavas, Duffy & Douglass, 2015; Cheung, Fan & Yao, 2012; Nauta & Derckx, 2007) and workers (Zacher, 2014) have examined the relationship between career adaptability and personality characteristics. There are very few comparative studies on both teachers and pre-service teachers. Teachers are in the adulthood period and university students are in the emerging adulthood period (Arnet, 2004, 2005). However, university students are trying to explore their identity in work, love and worldview, whereas teachers seem to have completed this process (Arnet, 2001). If individuals are in different periods and strive to do the same job, the relationship between their career adaptability and personality characteristics may vary. Additionally, career adaptability leads to increases in individuals' commitment to their jobs (Rossier et al., 2012), less work stress (Johnston et al., 2013), rising individual work satisfaction (Fiori, Bollmann & Rossier, 2015), more positive career achievements (Zikic & Klehe,

2006) and academic satisfaction (Duffy, Douglass & Autin, 2015). It is important to work on an issue that helps the emergence of positive features. Moreover, career exploration is a life-long process (Blustein, 1992; Super, 1980). In the literature, in both cross-sectional and longitudinal studies, receiving university education as a teacher explains the relationship between personality characteristics and adaptability. As a result, the purpose of this study is to examine the relationship between the personality characteristics of teachers and pre-service teachers and their career adaptability.

METHOD

Research Design

The aim of the present study is to compare teachers and pre-service teachers in terms of personality characteristics and career adaptability. There have been four sub-goals of the present study:

- To compare teachers' and pre-service teachers' perceptions on career adaptability and personality traits.
- To examine the relationships between career adaptability and personality traits of pre-service teachers.
- To examine the relationships between career adaptability and personality traits of teachers.

The study was carried out in a cross-sectional model. The relationship between variables was examined using independent t-test and multiple regression analysis techniques for independent groups. In the study, a maximum variety sampling method was selected (Freankel & Wallen, 2006). As inclusion criteria, for pre-service teachers, they had to be final year students and studying primary school science and math. Conversely, for working teachers, the criteria were as follows: primary class teachers and science and mathematics teachers with at least 10 years of teaching. The data were collected by the researchers as a group.

Study Groups

In this study, two different groups of individuals participated in the study, teachers and pre-service teachers. Pre-service teachers were selected from among the Faculty of Education students studying at a public university in Eskisehir, Turkey. In this study, the purposive sampling method which is characterized to select the most suitable observation unit from the universe has been used. A total of 176 pre-service teachers took part in the study, including 90 men and 76 women. There were 56 (31.82 %) primary class teacher candidates, 59 (33.52 %) science pre-service teachers and 61(35.66 %) math pre-service teachers receiving education. The age range of the pre-service teachers was 20-24. Their mean age was 21.27, and the standard deviation was 1.19.

A total of 204 teachers took part in the study, including 98 men and 106 women. There were 72 (35.29 %) primary class teachers, 64 (31.57 %) science teachers and 68 (33.33

%) math teachers. The age range of teachers was 36-60. Their mean age was 43.60, and the standard deviation was 6.78.

Instrument

The Big Five Inventory: The scale was developed by Benet-Martine and John (1998). The Turkish adaptation of the scale was made by Sümer, Lajunen and Özkan (2005). The five-point Likert-type scale consists of 44 items. The scale consists of the following five factors: openness, conscientiousness, extraversion, agreeableness and neuroticism. In the study of scale adaptation, the Cronbach's alpha internal consistency of neuroticism, extraversion, openness, agreeableness, and conscientiousness were 0.79, 0.78, 0.76, 0.70 and 0.78, respectively.

Career Adaptability Scale: This scale was developed by Eryılmaz and Kara (2016). The five Point Likert-type scale consists of 10 items and two dimensions, career exploration and career planning. Career planning has included goal setting, striving career goals and make a career plan. Career exploration has included exploration of self and environment in terms of career (Eryılmaz & Kara, 2016; Stumpf, Colarelli & Hartman, 1983). To examine the psychometric properties of the scale, internal consistency, test-retest method, item analysis, exploratory factor analysis, criterion validity and construct validity studies were conducted by Eryılmaz and Kara (2016). The career exploration scale's internal consistency coefficient is 0.84, the career plan's internal consistency coefficient is 0.71 and the entire scale's internal consistency coefficient is 0.85. The reliability coefficients of career exploration from the test-retest method were 0.82, and the career plan's reliability coefficients were 0.87. According to the results of the exploratory factor analysis, the two dimensions explained 55.87 % of the variance. The scale factor loads ranged between 0.57 and 0.80. The correlation analysis was conducted on the career Future Scale. There was a highly positive correlation of 0.64 between the Career Adaptability Scale and Career Future Scale. Confirmatory factor analysis was conducted on the construct validity. According to the results of the analysis of the two-dimensional scale, the value of RMSEA was 0.071, the degree of freedom was 34, and the chi square value was 70.75. Dividing the chi square by the degree of freedom ($70.75 / 34 = 2.08$) yielded a value of 2.08. The goodness of adaptability values from the confirmatory factor analysis of the Career Adaptability Scale were as follows: NFI, 0.95; NNFI, 0.97; IFI, 0.98; CFI, 0.98; GFI, 0.94 and AGFI, 0.90. According to the results of the confirmatory factor analysis, it was concluded that the scale consisted of two dimensional structures and the scale yielded good adaptability values. In conclusion, the scale was reliable and valid.

FINDINGS

Descriptive Statistics

Table 1

Descriptive statistics

Variables	Group	N	M	SD
Exploration	Teacher	204	25.51	3.60
	Pre-Service Teacher	176	24.21	4.62
Plan	Teacher	204	15.68	2.89
	Pre-Service Teacher	176	14.88	2.95
Career Adaptability	Teacher	204	41.20	5.73
	Pre-Service Teacher	176	39.09	6.89
Extraversion	Teacher	204	29.13	5.18
	Pre-Service Teacher	176	28.09	5.96
Agreeableness	Teacher	204	36.98	6.28
	Pre-Service Teacher	176	34.53	4.95
Conscientiousness	Teacher	204	35.19	6.80
	Pre-Service Teacher	176	32.76	5.21
Neuroticism	Teacher	204	21.47	5.98
	Pre-Service Teacher	176	23.17	5.79
Openness	Teacher	204	38.37	5.78
	Pre-Service Teacher	176	36.49	5.41

Findings of the comparison of teachers and pre-service teachers with respect to career adaptability

There were significant differences in terms of the teachers' and the pre-service teachers' career adaptability and personality characteristics. There were significant differences $t(377) = 3.24$, $p = 0.00$ between teachers ($M = 41.20$; $SD = 5.73$) and pre-service teachers ($M=39.09$; $SD=6.89$) in terms of the total points of the career adaptability scale. Career adaptability was higher in the teachers than in the pre-service teachers.

There were significant differences $t(377) = 3.07$, $p = 0.00$ between teachers ($M= 25.51$; $SD= 3.60$) and pre-service teachers ($M=24.21$; $SD=4.62$) in terms of career exploration. Career exploration is higher in teachers than in pre-service teachers. There were significant differences $t(377) = 2.68$, $p = 0.00$ between teachers ($M= 15.68$; $SD= 2.89$) and pre-service teachers ($M=14.88$; $SD=2.95$) in terms of career planning. Career planning is higher in teachers than pre-service teachers.

Findings of the comparison of teachers and pre-service teachers with respect to personality traits

There was no significant difference ($t(377) = 1.80$, $p = 0.070$) between teachers and pre-service teachers in the extroversion personality feature. Significant differences $t(377) = 4.15$, $p = 0.00$ between teachers ($M= 36.98$; $SD= 6.28$) and pre-service teachers ($M=34.53$; $SD=4.95$) were found in terms of agreeableness. There were significant differences $t(377) = 3.85$, $p = 0.00$ between teachers ($M= 35.19$; $SD= 6.80$) and pre-

service teachers ($M=32.76$; $SD=5.21$) in terms of conscientiousness. There were significant differences $t(377) = -2.80$, $p = 0.00$ between teachers ($M= 21.47$; $SD= 5.98$) and pre-service teachers ($M=23.17$; $SD=5.79$) in terms of neuroticism. There were significant differences $t(377) = 3.26$, $p = 0.00$ between teachers ($M= 38.37$; $SD= 5.78$) and pre-service teachers ($M=36.49$; $SD=5.41$) in the dimensions of openness. In conclusion, openness, conscientiousness, agreeableness, and neuroticism personality features are higher in teachers than pre-service teachers. Furthermore, teachers have less neuroticism than pre-service teachers.

Findings of the relationships between personality traits and career adaptability of teachers

The relationship between teachers' personality characteristics with the career adaptability scale dimensions of career planning and dimensions of career exploration were analyzed using the multiple-regression technique.

The extroversion personality trait of teachers was significantly related to career adaptability, $\beta = 0.23$, $t(198) = 2.88$, $p < 0.01$. The agreeableness of teachers was significantly related to career adaptability, $\beta = 0.17$, $t(198) = 2.35$, $p < 0.05$. Similarly, the conscientiousness of teachers was significantly related to career adaptability, $\beta = 0.15$, $t(198) = 2.23$, $p < 0.05$. Conversely, the neuroticism of teachers was not significantly related to career adaptability, $\beta = -0.09$, $t(198) = -1.24$, $p > 0.05$. Similarly, the openness of teachers was not significantly related to career adaptability, $\beta = -0.00$, $t(198) = -0.06$, $p > 0.05$.

The extroversion of teachers was significantly related to the sub-dimension of career exploration, $\beta = 0.24$, $t(198) = 2.97$, $p < 0.01$. The agreeableness of teachers was significantly related to the sub-dimension of career exploration, $\beta = 0.16$, $t(198) = 2.22$, $p < 0.05$. Similarly, the conscientiousness of teachers significantly described the sub-dimension of career exploration, $\beta = 0.18$, $t(198) = 2.53$, $p < 0.05$. Conversely, the neuroticism of teachers was not significantly related to the sub-dimension of career exploration, $\beta = -0.07$, $t(198) = -0.99$, $p > 0.05$. Additionally, the openness of teachers was not significantly related to the sub-dimension of career exploration, $\beta = -0.02$, $t(198) = -0.26$, $p > 0.05$.

The extroversion of teachers was not significantly related to the sub-dimension of career planning, $\beta = 0.16$, $t(198) = 1.90$, $p > 0.05$. The agreeableness of teachers was not significantly related to the sub-dimension of career planning, $\beta = 0.13$, $t(198) = 1.80$, $p > 0.05$. Similarly, the conscientiousness of teachers was not significantly related to the sub-dimension of career planning, $\beta = 0.09$, $t(198) = 1.19$, $p > 0.05$. In the same way, the neuroticism of teachers was not significantly related to the sub-dimension of career planning, $\beta = -0.09$, $t(198) = -1.16$, $p > 0.05$. Similarly, the openness of teachers was not significantly related to the sub-dimension of career planning, $\beta = 0.02$, $t(198) = 0.20$, $p > 0.05$.

Table-2
The relationships between personality traits and the career adaptability of teachers

	<i>B</i>	<i>SEB</i>	β	<i>R</i> ²	ΔR^2	<i>F</i>
Total Point of Career Adaptability				.20	.20**	10.06
Extraversion	.25	.09	.23**			
Agreeableness	.15	.07	.17*			
Conscientiousness	.13	.06	.15*			
Neuroticism	-.09	.07	-.09			
Openness	-.01	.08	-.00			
Exploration				.20	.20**	9.75
Extraversion	.16	.06	.24**			
Agreeableness	.09	.04	.16*			
Conscientiousness	.09	.04	.18*			
Neuroticism	-.05	.05	-.07			
Openness	-.01	.05	-.02			
Planning				.12	.12**	5.21
Extraversion	.09	.05	.16			
Agreeableness	.06	.03	.13			
Conscientiousness	.04	.03	.09			
Neuroticism	-.04	.04	-.09			
Openness	.01	.04	.02			

Findings of the relationships between personality traits and career adaptability of pre-service teacher

Table 3

The relationships between the personality traits and career adaptability of pre- teachers service

	<i>B</i>	<i>SEB</i>	β	<i>R</i> ²	ΔR^2	<i>F</i>
Total Point of Career Adaptability				.16	.16**	6.31
Extraversion	.30	.08	.27**			
Agreeableness	.23	.10	.17*			
Conscientiousness	.22	.09	.17*			
Neuroticism	.23	.08	-.20*			
Openness	.00	.09	.00			
Exploration				.13	.13**	5.26
Extraversion	.15	.06	.20*			
Agreeableness	.20	.07	.22**			
Conscientiousness	.10	.06	.12			
Neuroticism	.17	.06	-.23**			
Openness	.00	.06	.00			
Planning				.15	.15**	6.11
Extraversion	.15	.03	.30**			
Agreeableness	.03	.04	.05			
Conscientiousness	.11	.04	.21*			
Neuroticism	.05	.03	-.10			
Openness	-.00	.04	-.00			

*p<0.05; **p<0.01

The relationship between the teachers' personality characteristics with the total points of career adaptability scale dimensions of career planning and dimensions of career exploration were analyzed using the multi-regression technique. The analysis results are listed in Table-3

The extroversion of pre-service teachers was significantly related to career adaptability, $\beta = 0.27$, $t(170) = 3.46$, $p < 0.01$. The agreeableness of teachers candidates was significantly related to career adaptability, $\beta = 0.17$, $t(170) = 2.18$, $p < 0.05$. Similarly, the conscientiousness of pre-service teachers was significantly related to career adaptability, $\beta = 0.17$, $t(170) = 2.27$, $p < 0.05$. In the same way, the neuroticism of pre-service teachers was significantly related to career adaptability, $\beta = -0.20$, $t(170) = 2.58$, $p < 0.05$. Conversely, the openness of pre-service teachers was not significantly related to career adaptability, $\beta = 0.00$, $t(170) = 0.00$, $p > 0.05$.

The extroversion of teacher candidates was significantly related to the sub-dimension of career exploration, $\beta = 0.20$, $t(170) = 2.61$, $p < 0.05$. The agreeableness of pre-service teachers was significantly related to the sub-dimension of career exploration, $\beta = 0.22$, $t(170) = 2.80$, $p < 0.01$. Conversely, the conscientiousness of pre-service teachers was not significantly related to the sub-dimension of career exploration, $\beta = 0.12$, $t(170) = 1.60$, $p > 0.05$. The neuroticism of pre-service teachers was significantly related to the sub-dimension of career exploration, $\beta = -0.23$, $t(170) = 2.93$, $p < 0.01$. Conversely, the openness of teacher candidates was not significantly related to the sub-dimension of career exploration, $\beta = 0.00$, $t(170) = 0.01$, $p > 0.05$.

The extroversion of pre-service teachers was significantly related to the sub-dimension of career planning, $\beta = 0.30$, $t(170) = 3.93$, $p < 0.01$. Conversely, the agreeableness of pre-service teachers was not significantly to the sub-dimension of career planning, $\beta = 0.05$, $t(170) = 0.66$, $p > 0.05$. The conscientiousness of pre-service teachers was significantly related to the sub-dimension of career planning, $\beta = 0.21$, $t(170) = 2.75$, $p < 0.05$. Conversely, the neuroticism of teacher candidates was not significantly related to the sub-dimension of career planning, $\beta = -0.10$, $t(170) = 1.36$, $p > 0.05$. Similarly, the openness of pre-service teachers was not significantly related to the sub-dimension of career planning, $\beta = -0.00$, $t(170) = -0.02$, $p > 0.05$.

Table 4
Summary of results

	Teachers	Pre-service teachers
<i>Total Point of Career Adaptability</i>		
Extraversion	++	++
Agreeableness	+	+
Conscientiousness	+	+
Neuroticism	-	+
Openness	-	-
<i>Exploration</i>		
Extraversion	++	+
Agreeableness	+	++
Conscientiousness	+	-
Neuroticism	-	++
Openness	-	-

<i>Planning</i>		
Extraversion	-	++
Agreeableness	-	-
Conscientiousness	-	+
Neuroticism	-	-
Openness	-	-

++: Very important, +: Important, -: Not important; *p<0.05; **p<0.01

DISCUSSION

In this study, the relationship between teachers' and pre-service teachers' career adaptability and personality characteristics were comparatively analyzed. The personality characteristics and career adaptability of teachers and pre-service teachers were found to have similar and different aspects. The findings show parallels with international research results. Generally, when the results were evaluated, the differences between teachers and pre-service teachers in terms of personality characteristics can be explained by teachers and pre-service teachers taking part in different developmental stages. It was observed that teachers in adulthood scored higher than pre-service teachers in terms of personality characteristics other than extraversion. These research findings show parallels with the study results performed by Eryılmaz & Ercan (2011). When the results were evaluated in terms of personality development, the studies show that extraversion decreases and conscientiousness increases from adolescence to adulthood. Similarly, in parallel with the increase in the emotion regulation skills, neuroticism also decreases over time (McCrea & Costa, 2003). In addition, the most important property for the transition to adulthood is conscientiousness (Arnet, 2003). As a result, the adulthood period may mean more maturity for individuals involved in the previous period. This maturity can lead to the emergence of differences in personality characteristics. Similarly, the differences between teachers and pre-service teachers in terms of career adaptability and both professional and overall development of individuals who involved in the two groups can be explained by the two groups taking part in different periods. Pre-service teachers are involved in the young adulthood period. Identity crises, instability, self-focus, and many opportunities are key features of the emerging adulthood period (Arnet, 2004, 2005). One of the dimensions of identity exploration is a working life. As a result, because individuals in this period have yet to experience the identity exploration process, career adaptability levels compared with individuals in the next period could be significantly lower. Emerging adults are in the research stage, and teachers are in the settlement stage in terms of professional development periods. There are three steps in the settlement stage. One of them is the strengthening step (Super, 1980; Super & Bohn, 1970). The teachers who were involved in the study were completely part of this step. Taking place in different developmental stages in terms of career adaptability and sub-dimensions may lead to the emergence of differences between the two groups.

In the international studies, it was found that personality exploration was associated with extraversion, openness and conscientiousness (Kavas, Duffy & Douglass, 2015; Cheung, Fan & Yao, 2012; Nauta & Derckx, 2007; Zacher, 2014). In general, the findings of this study coincide with the literature, and it has been observed that agreeableness is

important for both teachers and pre-service teachers. The reason why the personality feature of agreeableness is important can be explained with cultural factors. Studies in areas such as cultural psychology show that societies are assessed in two dimensions, individualistic and collectivistic cultures (Triandis, 1994, 1996). Studies in Turkey show that in Turkish society, both collectivist and individualist cultures are observed together and even transform to related selves (Kağıtçıbaşı, 1996; Kağıtçıbaşı & Ataca, 2005). Collective structures or related selves are required to live together, to see others' views and suggestions and to find social cohesion. These features appear in many areas such as interpersonal relationships, work life and job hiring. Agreeableness is closely associated with these properties. Therefore, the relationships between career adaptability and agreeableness emerged in this study.

In addition to the above findings, in the international studies, a significant relationship between the personality features of openness and career adaptability has been found (Kavas, Duffy & Douglass, 2015; Cheung, Fan & Yao, 2012; Nauta & Derckx, 2007; Zacher, 2014). In this study, no relationship between the personality features of openness and career adaptability was found for both teachers and pre-service teachers. The main reason for this result may be the teacher employment policies in Turkey. In Turkey, the majority of teachers work in public schools (91 %), and very few of them work in private schools (9 %). The career options for teachers working in the public sector in the Turkish education system are very narrow. In order for both teacher and pre-service teachers to consider other career options, they must activate the personality feature of openness.

In this study, although conscientiousness and extraversion personality features are related to each other in terms of career adaptability's planning dimension for pre-service teachers, there is no relation to personality features for teachers. Studies conducted in the literature on pre-service teachers explain why these personality characteristics are effective. For example, extroverted individuals are more social, which makes career exploration easier. Conscientious individuals exhibit goal-oriented behaviour. Therefore, it is important to successfully overcome the duties associated with large responsibilities of career adaptability (Reed et al., 2004; Nauta & Derckx, 2007). The reason for the absence of the relationship between teachers' career planning with personality characteristics may be the different era of pre-service teachers in terms of both general and professional development and the narrowness of career options for teachers in Turkey.

CONCLUSION

Studies examining the relationship between career adaptability and personality characteristics have mostly examined relationships between career exploration and personality characteristics (Nauta & Derckx, 2007; Reed et al., 2004; Solberg & Srther, 1994). In this study, the relationship between career exploration and the dimensions of planning with personality characteristics were examined. In addition, a cross-sectional comparison was made with individuals at two different developmental stages. At this point, it can be said that this study has provided important contributions to the literature. However, this study is cross-sectional and not longitudinal. In the future, longitudinal studies should also be conducted to contribute to literature on the same subject.

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Turkish Abstract**Kişilik Özellikleri ve Kariyer Uyumları Açısından Öğretmen ve Öğretmen Adaylarının Karşılaştırılması**

Bu çalışmanın amacı, öğretmenlerin ve öğretmen adaylarının kişilik özellikleri ve kariyer uyumu yönünden karşılaştırmaktır. Bu makalede kişilik özellikleri ve kariyer uyumu arasındaki ilişki de ayrıca incelenmiştir. Çalışmada 90 erkek ve 76 kadından oluşan toplam 176 öğretmen adayı; 98 erkek ve 106 kadından oluşan toplam 204 öğretmen yer almıştır. Toplanan veriler Beş Faktörlü Kişilik Envanteri ve Kariyer Uyum Ölçeğinden elde edilen öğeleri içermektedir. Değişkenler arasındaki ilişki cinsiyet farklılığı için bağımsız t-testi ve çoklu yordama analiz teknikleri kullanılarak incelenmiştir. Sonuçlara göre öğretmenlerde kariyer uyum seviyesi öğretmen adaylarından daha yüksek çıkmıştır. Buna ek olarak kariyer incelemesi ve planları belirli kişilik özellikleriyle ilgilidir. Mevcut çalışmanın sonuçları kariyer danışmanlığı ve öğretmenlerin profesyonel gelişimleri için kullanılabilir.

Anahtar Kelimeler: kariyer uyumu, öğretmen adayları, kişilik özellikleri, kişilik

French Abstract**Comparaison de Professeurs et Professeurs de Pré service en ce qui concerne Traits de Personnalité et Adaptabilité de Carrière**

Le but de l'étude est de comparer des professeurs et pré-enseignants des professeurs en termes de traits de personnalité et l'adaptabilité de carrière. Les relations entre les traits de personnalité et l'adaptabilité de carrière sont aussi examinées. Un total de 176 professeurs de pré service a participé à l'étude, y compris 90 hommes et 76 femmes et un total de 204 professeurs a participé à l'étude, y compris 98 hommes et 106 femmes. Les données ont rassemblé des articles inclus du Cinq Grand Stock et l'Échelle d'Adaptabilité de Carrière. La relation entre des variables a été examinée en utilisant des t-tests indépendants sur des différences de genre et des techniques d'analyse de régression multiples. Selon les résultats, le niveau d'adaptabilité de carrière est plus haut dans des professeurs que dans des professeurs de pré service. De plus, l'exploration de carrière et des plans ont été liés aux certains traits de personnalité. Les résultats de l'étude présente pourraient être utilisés dans le conseil de carrière et aussi le développement de profession de professeur.

Mots Clés: adaptabilité de carrière, professeurs de pré service, professeurs, traits de personnalité, personnalité

Arabic Abstract**المقارنة بين المعلمين والمعلمين ما قبل الخدمة مع الاحترام لسمات الشخصية والقدرة على التكيف الوظيفي**

والهدف من هذه الدراسة هو مقارنة المدرسين والمعلمين قبل الخدمة من حيث السمات الشخصية والقدرة على التكيف الوظيفي. ويتم التحقيق أيضا العلاقات بين سمات الشخصية والقدرة على التكيف الوظيفي. استغرق مجموعه 176 من المعلمين قبل الخدمة في الدراسة، بما في ذلك 90 رجلا و 76 امرأة، واستغرق مجموعه 204 من المعلمين شاركوا في الدراسة، بينهم 98 رجلا و 106 امرأة. وتضمنت البيانات التي تم جمعها العناصر من الجرد الخمسة الكبار ومقياس من التكيف الوظيفي. وقد بحثت في العلاقة بين المتغيرات باستخدام اختبارات t مستقلة عن الفروق بين الجنسين وتقنيات تحليل الانحدار المتعدد. ووفقا للنتائج ومستوى القدرة على التكيف الوظيفي هو أعلى في المعلمين من المعلمين ما قبل الخدمة. بالإضافة إلى ذلك كانت الاستكشاف والخطط الوظيفية مرتبطة لبعض سمات الشخصية. نتائج هذه الدراسة يمكن أن تستخدم في الإرشاد المهني، وأيضا تطوير مهنة المعلم.

الكلمات الرئيسية: القدرة على التكيف الوظيفي، والمعلمين ما قبل الخدمة، والمعلمين، وسمات الشخصية، والشخصية.

German Abstract**Vergleich der Lehrer und Pre-Service-Lehrer in Bezug auf Persönlichkeitsmerkmale und Karriere Anpassungsfähigkeit**

Das Ziel der Studie ist es, Lehrer und Pre-Service-Lehrer in Bezug auf Persönlichkeitsmerkmale und Karriere Anpassungsfähigkeit zu vergleichen. Die Beziehungen zwischen Persönlichkeitsmerkmalen und Karriereanpassungsfähigkeit werden ebenfalls untersucht. Insgesamt nahmen 176 Pre-Service-Lehrer an der Studie teil, darunter 90 Männer und 76 Frauen und insgesamt 204 Lehrer nahmen an der Studie teil, darunter 98 Männer und 106 Frauen. Die gesammelten Daten umfassten Artikel aus dem Big Five Inventar und das Ausmaß der Karriereanpassungsfähigkeit. Die Beziehung zwischen den Variablen wurde unter Verwendung von unabhängigen t-Tests für geschlechtsspezifische Unterschiede und multiple Regressionsanalysetechniken untersucht. Nach den Ergebnissen ist das Niveau der beruflichen Anpassungsfähigkeit bei Lehrern höher als bei Lehrkräften. Darüber hinaus wurden Karriere-Exploration und Pläne im Zusammenhang mit bestimmten Persönlichkeitsmerkmalen. Die Ergebnisse der vorliegenden Studie könnten in der Berufsberatung verwendet werden, und auch Lehrer Beruf Entwicklung.

Schlüsselwörter: karriere anpassungsfähigkeit, pre-service lehrer, lehrer, persönlichkeitsmerkmale, persönlichkeit

Malaysian Abstract**Perbandingan Guru dan Guru Pra-Perkhidmatan Guru kepada Personaliti dan Penyesuaian Kerjaya**

Tujuan kajian ini adalah untuk membandingkan antara guru dan guru pra-perkhidmatan dari segi personaliti dan penyesuaian kerjaya. Hubungan antara personaliti dan penyesuaian kerjaya juga disiasat. Seramai 176 guru pra-perkhidmatan telah mengambil bahagian dalam kajian itu, termasuk 90 lelaki dan 76 wanita, dan sejumlah 204 guru telah mengambil bahagian dalam kajian itu, termasuk 98 lelaki dan 106 wanita. Data yang dikumpul termasuk item dalam Inventori Big Five dan Skala Keupayaan Penyesuaian Kerjaya. Hubungan antara pemboleh ubah telah dikaji dengan menggunakan Ujian-t bebas perbezaan jantina dan pelbagai teknik analisis regresi. Berdasarkan hasil kajian, tahap penyesuaian kerjaya adalah lebih tinggi pada guru berbanding guru pra-perkhidmatan. Selain itu, penerokaan kerjaya dan rancangan adalah berkaitan dengan personaliti tertentu. Keputusan kajian ini boleh digunakan dalam kaunseling kerjaya, dan juga pembangunan profesion guru.

Kata Kunci: penyesuaian kerjaya, guru-guru praperkhidmatan, guru, personaliti

Russian Abstract**Сравнение Учителей и Кандидатов в Учителя с Точки Зрения Личностных Качеств и Адаптации к Работе**

Целью исследования является сравнение учителей и кандидатов учителя с точки зрения личностных черт и адаптивности к работе. В статье исследованы отношения между чертами личности и карьеры адаптивности. В общей сложности 176 кандидатов учителя принимали участие в исследовании, в том числе 90 мужчин и 76 женщин, а в общей сложности 204 учителя принимали участие в исследовании, в том числе 98 мужчин и 106 женщин. Собранные данные включали пункты из большой пятерки инвентаризации и масштаба адаптивности к работе. Отношения между переменными были рассмотрены с использованием независимых t-тестов для гендерных различий и методов множественного регрессионного анализа методики. Согласно результатам, уровень адаптивности к работе выше учителей чем у кандидатов в учителя. Сверх того, исследования карьеры и планов связаны с определенными чертами личности. Результаты данного исследования могут быть использованы в профориентации, а также профессионального развития учителей.

Ключевые Слова: адаптивность к работе, кандидатов в учителя, учителя, личностные черты, личность