



<http://dx.doi.org/10.16926/eat.2022.11.12>

Daniel KUKLA

<https://orcid.org/0000-0003-1907-0933>

Jan Długosz University in Częstochowa

e-mail: d.kukla@ujd.edu.pl

Mirosław MIELCZAREK

<https://orcid.org/0000-0001-9096-0715>

University of Humanities and Economics in Lodz

e-mail: miroslaw.mielczarek@ahc.email

Constructing own professional career by students of pedagogy

How to cite [jak cytować]: Kukla, D., Mielczarek, M. (2022). Constructing own professional career by students of pedagogy. *Edukacyjna Analiza Transakcyjna*, 11, 207–219.

Abstract

The article presented here consists of a typical triad for research report works. The first part presents a theoretical approach to career construction. In this respect, it was based on M.L. Savickas' constructionist theory. The second part of the article describes the methodology of the own research undertaken, the subject of which was the construction of careers by students of pedagogy. The aim of the research was to get to know the views of pedagogy students on the issue of constructing their own professional career. The research procedure was supposed to answer the question of completion: what are the views on the construction of one's own professional career presented by students of pedagogy? The answer to the adopted research problem was searched by the form of qualitative content analysis, for which a proprietary research tool was constructed. The research was embedded in the paradigm of pragmatism, which puts emphasis primarily on the practical effectiveness of problem solving. For this reason, it was decided that the most rational methodological solution for the given research problem would be the adoption of a qualitative strategy. The last part of the article contains the results of the author's own research, which, among other things, shows that some students of pedagogy combined their professional career with the work of a teacher/pedagogue.

Keywords: career, career construction, work, M.L. Savickas' career construction theory, pedagogy students.

Introduction

Work is one of the most important areas of human life, absorbing a significant proportion of physical, intellectual and emotional activity. It is an activity that not only provides satisfaction from the duties performed or is associated with compulsion, but also allows basic needs to be met. Referring to Z. Wiatrowski, it should be noted that the role of work in human life is significant. It is an indispensable condition of existence, a determinant of man's place in society, a factor shaping personality (Wiatrowski, 2000). Moreover, work translates into the physical development of man, triggers his initiative and creative thinking activity, provides aesthetic experiences, brings joy and satisfaction.

The choice of a future profession or further educational paths is one of the most important decisions faced by most people. In order for future professional work to be not only a source of income, but also a source of professional and personal satisfaction, it should to a large extent correspond to individual interests, including personality predispositions of an individual (Kukla, Mielczarek, 2021, p. 179). For this reason, certain aptitudes and preferences are not without significance in career planning. These are a kind of determinants, which have a bearing not only on the commitment to learning a profession, but also on subsequent job performance. It is important, therefore, to diagnose one's own professional predispositions before embarking on training in a particular direction. This is because, to a large extent, this will correspond to career building.

In the presented text, attention was paid to the approach to career construction by students of pedagogy. For this purpose, in planning the research, the theory of career construction by M.L. Savickas was used, which was created on the basis of three currents of psychology: individual differences (individual determinants of career construction), developmental concepts (analysing stages of career development) and constructivist approach (changing narratives created by an individual). These currents help to give answers to the questions that an individual should ask themselves when creating their own career: what career should I build?; why should I do it?; how should I do it?

M.L. Savickas is currently one of the most well-known and respected researchers globally addressing the issue of career construction. His approach to careers was presented at the beginning of the 21st century (Savickas, 2004, pp. 42–70; 2012, pp. 13–19). As many experts on career counselling have stressed, it is one that deserves special attention (Cybal-Michalska, 2015, p. 59). Indeed, it can be categorised as the first theory of career development, which is otherwise based on the work of D. Super, however, it was the views of M.L. Savickas that refined and broadened the scope of the issue at hand.

Career construction

Career is associated with professional achievements, increasingly higher positions and incomes, development of specific competences, undertaking increasingly responsible professional tasks, a distinguished lifestyle, prestige (Kukla, Mielczarek, 2019, p. 263) and can be understood as “the state, result and manifestation of success obtained in the course of a specific professional activity, that is, in the period of a person’s professional activity” (Wiatrowski, 2009, p. 66). In the present study, the term ‘professional career’ is adopted after M.L. Savickas. According to him, career is “a subjective construction within which individuals give personal meanings to past events, current experiences and future aspirations by weaving them into a ‘life theme’ (life theme) that models the occupational sphere of a person’s life. What regulates, directs and sustains an individual’s occupational and social behaviour is not discovered and predicted beforehand, but emerges in the process of making meanings” (Minta, 2012, p. 20).

According to the author of the concept, when thinking about one’s own career, it is necessary to take into account three elements: optimism, hope and time. When considering one’s own career path, an adolescent takes into account past experiences, current knowledge and level of social competence. At a later stage, he/she begins to set goals for himself/herself, which are usually linked to experiences and situations in which he/she has participated or witnessed (Minta, 2012, pp. 20–32). It is these that allow the individual to weave achievable career plans.

M.L. Savickas pointed out that time perspective is one of the basic components of career construction, which manifests itself in “the ability to adaptively adjust one’s career project to changing situations over time” (Minta, 2012, p. 16). The indicated skill has been defined as the readiness to cope with predictable tasks or social roles performed over the life course for which preparation is possible. It is also a readiness for unpredictable situations triggered by a changing reality. According to Italian researchers, a time perspective is extremely valuable, especially when constructing a career. Through it, young people will be able to prepare for events that will occur in their career (e.g. choosing the next school). It is through time perspective that it is possible to take into account unexpected situations that may occur on the way to building one’s career.

According to career construction theory, all professional behaviour of an individual, as well as its development, should be considered processually, taking into account its organisation holistically, permanently and contextually. This means that career development should not be analysed and constructed in isolation from other spheres of human life (Maree, 2010, pp. 363–364). The career according to this assumption is seen as a focal point and therefore it is important that it is integrated into the individual’s lifestyle.

Method

The subject of own research was the construction of careers by students of pedagogy. Their aim was to find out the views of students of pedagogy on the issue of their own career construction. The research problem, which was contained in the form of a supplementary question, corresponded with the chosen aim: what approach on the issue of constructing one's own professional career do students of pedagogy present? The research was situated in the paradigm of pragmatism. Its main determinant is that it distinguishes the research problem the most from among the research process, on which the selection of appropriate methods depends, which is why it is characterized by freedom in methodological choices. Pragmatism also emphasizes the practical effectiveness of problem solving (Creswell, 2013, p. 37). Therefore, it was decided that the most rational methodological solution for the research problem would be the adoption of a qualitative strategy. By adopting methodological assumptions, preliminary hypotheses were abandoned, as the chosen qualitative research strategy allowed for this. The answer to the adopted research problem was sought using the method of qualitative content analysis, which can also be used in pedagogy (Goriszowski, 2006, pp. 18–24; Guzik-Tkacz, 2011, pp. 236–237). It mainly aims to provide knowledge and understanding of the phenomenon under study through a systematic process of classifying, coding and identifying particular themes (Hsieh, Shannon, 2005, p. 1231). In the present study, textual data derived from open-ended questions were analysed. For this purpose, a proprietary research tool was constructed for the chosen method, consisting of 8 open-ended questions preceded by a metric (gender, age, background). The task of the people participating in the study was to provide written answers to an anonymous, specially prepared research questionnaire, which contained questions in written form. The research tool was distributed to each of the participants to complete on their own. The core content of all questions revolved around the issue of constructing a professional career. Ethical issues preceded the start of the research. All students were assured that participation in the research is anonymous, voluntary, will not translate into the final grade, and the obtained results will be used only for scientific purposes.

The research was carried out in 2022 at Jan Długosz University in Czeszochowa, because one of the co-authors of the article is an employee of the local university. Qualitative research is also characterized by not too many research samples, hence it was not decided to include a larger number of people from outside the indicated university. At that time, the pandemic issues caused by the COVID-19 virus and the increased number of infections were also approached quite restrictively. The environment in which the research was conducted, i.e. a city with about 200,000 inhabitants, could in some respect trans-

late into the results obtained. Despite the fact that not all participants of the research were its inhabitants, they came from the vicinity of Częstochowa.

A total of 63 women were enrolled in the project. Of these, 28 came from the city and 35 from the countryside. The average age of respondents was just over 26 years. All those who took part in the questionnaire were participants in their 3rd year of part-time studies of pedagogy. The indicated field of study tends to be feminised to a large extent, hence the research group was represented only by the female gender. The selection of the group was purposive, as the persons surveyed had to meet the criterion of a part-time pedagogy student. This is because it was assumed that part-time students are more likely to be active employees and therefore have some experience in constructing their own careers.

Own research

The first question included in the survey tool was: *what does the term 'career' mean to you – what does it involve?* Some people thought that a career is mainly all that one has achieved in one's life, pursuing one's plans, dreams. It is also the development of one's competences and directional education. For others, a career is the realisation of goals, professional plans, fulfilment in one's profession. It is also about continuous development, broadening of competences and knowledge. It can be a kind of long-term process, linked to fulfilment in one's chosen profession, financial satisfaction and overall life satisfaction, as well as the effort one has to put into professional development. Few stated that a career is the path we follow while pursuing our profession. It is not necessarily related to our education. One respondent indicated that: "a professional career is about occupying higher and higher positions at work, developing the individual", and another that it often involves "giving up creating one's own family". One person presented the view that "a successful career is one from which we have satisfaction, so it should be in our dream profession. If we are fulfilled in our work, it is not tiring". In a few cases, careers were equated with dreams: "a career is pursuing one's dreams related to a way of working" and with self-education: "a career is gaining new experiences through one's own further education".

In the next question, survey participants were asked: *who can be useful to you in constructing your career?* In this question, it was pointed out that such a person could be a future supervisor, i.e. a person who directs you to relevant training courses, assists you financially in financing them. According to the participants of the survey, people such as an academic teacher, a career counsellor, enrichment staff, people from the imme-

diate environment, including other students in the chosen field of study, but also family and their support, can also help in constructing a career. One person responded that “an employment agency and, in extreme cases, an employment office can be helpful”.

Each person taking part in the survey was also asked *what might be useful to you in constructing your career?* The analysis of the texts shows that knowledge, practice and acquired skills, mainly the ability to use them, will be useful. In addition, education, a well-written CV, a motivation letter, courses, training, further education, an inward-looking approach to learning and self-development, as well as equipment to develop one’s skills are essential in constructing a career. Attention was also paid to specifying precise goals: “I think constructing the goals I will want to achieve in order to be fulfilled” and all kinds of activities, undertaken as part of self-improvement: “education, courses, training, trips abroad, postgraduate studies, learning foreign languages, meeting valued practitioners”. Three people pointed to acquaintances: “through them we can achieve a lot”, and two on health, money and finding strengths in ourselves.

When planning your professional future, it is worth asking yourself: *what do you want to achieve in your career?* The statements of those interviewed mainly oscillated around the work of a teacher and the associated professional promotion: “in my professional career I want to achieve the status of a qualified teacher. I am a person who started from the very beginning, i.e. as a kindergarten room lady, then I moved on to teacher’s assistant, support teacher and now I am a teacher in class I-III. I think this has shown what kind of character I have and that I can strive for something – from zero to millionaire”. Quite often there were also references to doing one’s job reliably, having a good relationship with pupils/youth or their parents: “in my career I would like to achieve all the goals I set out earlier, i.e. to become such an early childhood education teacher that every pupil remembers me with joy”; “I would like to be appreciated by the parents of my pupils. So that they trust and respect me completely. I would like to feel that I am fulfilling myself 100% and that my pupils enjoy working with me and have affection for me”. Professional fulfilment and, in some cases, adequate earnings also proved important: “I want to achieve professional fulfilment, earn well and at the same time do what I like”. A number of people wanted to strive to ensure that their work was always interesting and constantly arousing, so that they had the opportunity to grow in it.

Equally important was the question: *what do you want to avoid in your career?* A number of people mentioned avoiding the feeling of stagnation and going to work as a punishment, as this could have a negative impact on the quality of life as a whole. Others would like to avoid competition in their work, i.e. the so-called ‘rat race’, as well as bad attitudes

among colleagues and conflicts with superiors. The remainder of the respondents paid attention to avoiding ill-considered actions, professional burnout, lack of willingness to expand their knowledge, and avoiding unpleasant situations with children and their parents.

The sixth question answered by those taking part in the research took the form of: *can, and if so, what obstacles might you face in building your career?* Among the potential problems mentioned were financial problems: “today for me the most important things are the children, the family, the house, and of course this involves costs. You also have to pay for extra study to have a better job”. Obstacles within the individual themselves were also pointed out: “obstacles can arise within myself as a result of stress - some kind of internal blockage, not allowing me to show my skills 100%”; “lack of motivation, unsuitable environment, forcing my own self to work”; “lack of knowledge of a foreign language, because nowadays a foreign language is a needed skill, but I have a problem to learn it”. For a small number of people, family can be an obstacle to building a career, as “loved ones are more important than progress at work”. There can also be random obstacles, including illness, competition at work and professional burnout, related to a lack of appreciation for someone’s work and dedication. One person taking part in the survey referred to bullying: “bullying at work is the most common and also one of the worse professional obstacles”. From the statements of other respondents, inappropriate people, an unpleasant event in the family, constant changes in regulations and laws, serious illness, becoming pregnant and thus not being able to return to one’s job can be obstacles to building a career. When looking for employment, we may also encounter a lack of places in our dream profession. Sometimes obstacles can take on a feminist basis: “in the uniformed services women are perceived as weaker, which in turn makes it much more difficult to stand out against men”. There was also a statement that building a career in the teaching profession was unlikely to present major obstacles due to staff shortages: “it’s hard for me to say whether I might face any obstacles. It seems to me that, on the contrary, it will be rather easier for me to achieve a career as a teacher due to the shortage of teaching staff”.

Further, the essay asked the question: *do you, and if so, what actions do you take outside of formal education to achieve your career goals?* Participants in the study indicated that outside of formal education, it is often worthwhile to take additional courses, read a lot of literature on topics of interest and, above all, articles, laws and amendments related to one’s career. One statement indicated that it was valuable to “talk to employees who have more seniority and experience than ourselves”.

In the last question, each person taking part in the survey was asked to indicate what you think career building should be about? The most common opinion was that building a career should be about pursuing one's own goal, getting an education. Its development can also depend on who has priorities, as some dream of high positions, while others prefer to be a rank-and-file employee. One should strive to one day be professionally fulfilled and satisfied with the job one has chosen. One respondent emphasised that building a career is worthwhile if it is based primarily on our personality. Therefore, it is essential to pay attention to our interests and our strengths and weaknesses. A SWOT analysis is helpful for this purpose. According to another participant, it is important that career building is combined with the prudent and conscious acquisition of skills and knowledge in order to maintain a balance between career and leisure. Building one's own career should be based on gaining experience from different jobs, as well as further education through, for example, distance learning, courses, training and self-education. Building one's own career means acquiring theoretical and practical knowledge, continuously improving one's competences, qualifications. It is also about learning from conversations with colleagues and people who work in a similar field. Also noteworthy is the sentence, recorded by one of the respondents, that "building a professional career should start with selecting in terms of character and abilities the work one wants to do in order to obtain the best results".

Conclusions

The research procedure carried out provided insight into pedagogy students' attitudes towards constructing their own careers. The main conclusions drawn on the basis of the own research were:

1. The term 'career' by pedagogy students was combined with:
 - life achievements;
 - the development of their own competences;
 - education;
 - realisation of goals, career plans, professional fulfilment;
 - a lengthy process;
 - financial satisfaction;
 - satisfaction with life;
 - effort;
 - occupying increasingly senior positions;
 - resignation to create their own family;
 - dreams;
 - self-education.

2. Pedagogy students felt that they would find the following people helpful in constructing their careers:
 - supervisor;
 - academic teacher;
 - career counsellor;
 - knowledge enrichment staff;
 - people in the immediate vicinity;
 - other students in the chosen field of study;
 - family;
 - employees of an employment agency or job centre.
3. Pedagogy students found the following to be useful in constructing their own careers:
 - knowledge;
 - practice;
 - the skills acquired and the ability to apply them;
 - education;
 - a well-written CV and covering letter;
 - courses, training;
 - supplementing education;
 - an inward-looking approach to learning and self-development;
 - appropriate equipment to develop their skills;
 - clarification of specific objectives;
 - self-education;
 - familiarity;
 - health;
 - money;
 - knowing your own strengths.
4. In their careers, pedagogy students primarily wanted to:
 - take up a job as a teacher/pedagogue;
 - perform their work reliably;
 - have a good relationship with their students/alumni/their parents;
 - fulfil themselves professionally;
 - earn accordingly;
 - be satisfied with your work;
 - have the opportunity for professional development.
5. In their careers, pedagogy students preferred to avoid:
 - a sense of stagnation;
 - the feeling of going to work out of compulsion;
 - competition;
 - the bad attitude of colleagues;
 - conflicts with superiors;

- ill-considered actions;
 - professional burnout;
 - lack of willingness to expand their knowledge;
 - to avoid unpleasant situations with children and their parents.
6. Among the obstacles to building a career, pedagogy students mentioned:
- financial problems;
 - obstacles within the unit itself;
 - lack of motivation;
 - unsuitable environment;
 - forcing yourself to work;
 - lack of knowledge of a foreign language;
 - family;
 - random obstacles, e.g. illness;
 - competition at work;
 - professional burnout;
 - bullying;
 - unpleasant incidents in the family;
 - constant regulatory changes;
 - getting pregnant;
 - lack of places in the profession of your dreams;
 - feminist background.
7. Activities worth taking as part of building one's career according to pedagogy students are:
- taking part in additional courses, training;
 - reading literature in the field of professional work;
 - discussions with experienced staff.
8. Building one's own career in the opinion of pedagogy students should involve:
- pursuing their own goal;
 - gaining an education;
 - individual priorities;
 - professional fulfilment;
 - matching personality traits to work;
 - own interests;
 - analysis of strengths and weaknesses;
 - the acquisition of knowledge, skills and competence;
 - gathering experiences from different workplaces and from other employees;
 - self-study.

The research showed that some of the pedagogy students linked their careers with teaching/pedagogy. This fact can be optimistic, as it shows that the

field of study chosen by the research participants was linked to their future career. Such a correlation can largely contribute to the construction of a dream career.

Completion

Careers need to be consciously planned by setting a goal or goals, to which we aspire. However, before we do this, we need to get to know a number of factors which determine the right planning for the future. Getting to know them will, on the one hand, make it easier for us to find our way in the labour market and, on the other, will enable us to choose a career path that is in line with our own abilities, predispositions and convictions.

As noted by A. Bańka, making life decisions, including professional ones, which are chaotic, is almost always burdened with the risk of failure (Bańka, 2014, p. 306). The consequences of ill-advised choices, of poorly informed career decisions, for example, are:

- not taking up a job in a learned profession (waste of time, why learn it if it doesn't suit us);
- low quality of work performed (due to lack of aptitude or interest in this direction);
- lack of job satisfaction;
- psychological tension (when we find that we do not enjoy our work, that it is beyond our capabilities or, on the contrary, that it bores us).

Thoughtful career planning, on the other hand, consists of stages such as:

- getting to know oneself (internal factors);
- learning about professions, the labour market (external factors);
- confrontation of these two factors;
- proper career planning, i.e. defining a career path, including finding training paths leading to a chosen profession (group of professions).

There are many factors relevant to career planning. Once they are known, they need to be confronted with each other and then planned in a fully conscious manner. This is important so that, once the indicated steps have been completed, the efforts are crowned with the achievement of the goal of getting a good, satisfying job. It is important to remember, however, that once a decision is made, it is not for life and it is up to us to decide how we want to manage our own development.

The labour market is often affected by socio-economic changes, which in turn generate new challenges for representatives of many professions. It should be borne in mind that factors such as the level of economic development, the material and living situation of society, technological progress, the unemploy-

ment rate or, last but not least, the demographic situation, are to a large extent responsible for the way people think about work. The above-mentioned dependencies create the conditions in which people come to realise their professional aspirations, which translate into types of career building. Some of the more dynamic occupational transformations are observed in the biographies of those employees whose work is highly dependent on systemic changes. Such professions include, above all, the teaching profession (Piróg, 2018, p. 495). The amendment of laws, the appearance of regulations, all sorts of new rules and principles, on the one hand, regulates the career path of educators, and on the other hand, encourages the adoption of more and more different ways of building one's career, sometimes only to maintain employment. Thus, when constructing one's career in the teaching profession, one must take into account not only internal factors, but also those not necessarily dependent on oneself.

References

- Bańka, A. (2014). Bezdecyzyjność kariery jako psychospołeczny wzór tranzykcji do dorosłości: Konstrukcja i charakterystyka psychometryczna. Skali Decyzyjności Kariery. *Czasopismo Psychologiczne – Psychological Journal*, 20(2), 237–246.
- Creswell, J.W. (2013). *Projektowanie badań naukowych. Metody jakościowe, ilościowe i mieszane*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Cybal-Michalska, A. (2015). (Meta)analityczna wartość założeń teorii kariery – przyczynek do dyskusji na temat teorii konstrukcji kariery Marka L. Savickasa. *Studia Poradczawcze*, 4, 52–63.
- Goriszowski, W. (2006). *Podstawy metodologiczne badań pedagogicznych*. Warszawa: Wydawnictwo Wyższej Szkoły Pedagogicznej TWP.
- Guzik-Tkacz, M. (2011). *Badania diagnostyczne w pedagogice i psychopedagogice*. Warszawa: Wydawnictwo Akademickie Żak.
- Hsieh, H.F., Shannon, E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288.
- Kukla, D., Mielczarek, M. (2019). Orientacje zawodowe młodzieży niedostosowanej społecznie wobec kariery zawodowej. *Szkoła – Zawód – Praca*, 17, 259–274.
- Kukla, D., Mielczarek, M. (2021). Predyspozycje zawodowe młodzieży niedostosowanej społecznie. Przyczynek do planowania samodzielności zawodowej. *Edukacja Ustawiczna Dorosłych*, 1(112), 177–188.
- Maree, J.G. (2010). Brief Overview of the Advancement of Postmodern Approaches to Career Counselings. *Journal for Psychology in Africa*, 20(3), 363–376.

- Minta, J. (2012). *Od aktora do autora. Wspieranie młodzieży w konstruowaniu własnej kariery*. Warszawa: Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej.
- Piróg, D. (2018). Kariera zawodowa nauczycieli w warunkach przemian w systemie edukacji: zarys stanu badań. *Przedsiębiorczość – Edukacja*, 14, 495–509.
- Savickas, M.L. (2004). The Theory and Practice of Career Construction. In: S.D. Brown, R.W. Lent (ed.), *Career development and counseling. Putting Theory and Research to Work* (pp. 42–70). New Jersey: John Wiley & Sons.
- Savickas, M.L. (2012). Life Design: A Paradigm for Career Intervention in the 21st Century. *Journal of Counseling & Development*, 90, 311–352.
- Wiatrowski, Z. (2000). *Podstawy pedagogiki pracy*. Bydgoszcz: Wydawnictwo Uczelniane WSP.
- Wiatrowski, Z. (2009). *Dorastanie, dorosłość i starość człowieka w kontekście działalności i kariery zawodowej*. Radom: ITE-PIB.

Podejście studentów pedagogiki do konstruowania własnej kariery zawodowej

Streszczenie

Prezentowany artykuł składa się z typowej triady dla prac zawierających raport z badań. W części pierwszej przedstawiono teoretyczne podejście do konstruowania kariery zawodowej. W tym względzie bazowano na teorii konstrukcji M.L. Savickasa. Druga część artykułu opisuje metodologię podjętych badań własnych, których przedmiotem było konstruowanie kariery zawodowej przez studentów pedagogiki. Celem badań uczyniono poznanie poglądów studentów pedagogiki wokół kwestii konstruowania ich własnej kariery zawodowej. Postępowanie badawcze miało dać odpowiedź na pytanie dopełnienia: jakie poglądy na temat konstruowania własnej kariery zawodowej prezentują studenci pedagogiki? Odpowiedzi na przyjęty problem badawczy poszukiwano za pomocą jakościowej analizy treści, do której skonstruowano autorskie narzędzie badawcze. Badania zostały osadzone w paradygmacie pragmatyzmu, który kładzie nacisk przede wszystkim na praktyczną skuteczność rozwiązywania problemów. Z tego względu uznano, że najbardziej racjonalnym rozwiązaniem metodologicznym dla postawionego problemu badawczego będzie przyjęcie strategii jakościowej. Ostatnia część artykułu zawiera wyniki badań własnych, z których m.in. wynika, że niektórzy studenci pedagogiki łączyli swoją karierę zawodową z pracą nauczyciela/pedagoga.

Słowa kluczowe: kariera zawodowa, konstruowanie kariery zawodowej, praca, teoria konstrukcji kariery M.L. Savickasa, studenci pedagogiki.