

Early Career Transitions and Engagement

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**Career-related transitions: Perspectives of
well-being, interventions and methodology**



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ



OUTLINE

- 1. Finnish context, engagement, disengagement**
- 2. Models: Life-span and demands-resources**
- 3. Average and individual trajectories and profiles**
- 4. Pathways to adulthood**
- 5. The role of social context and promoting engagement**

Diverse Pathways to career

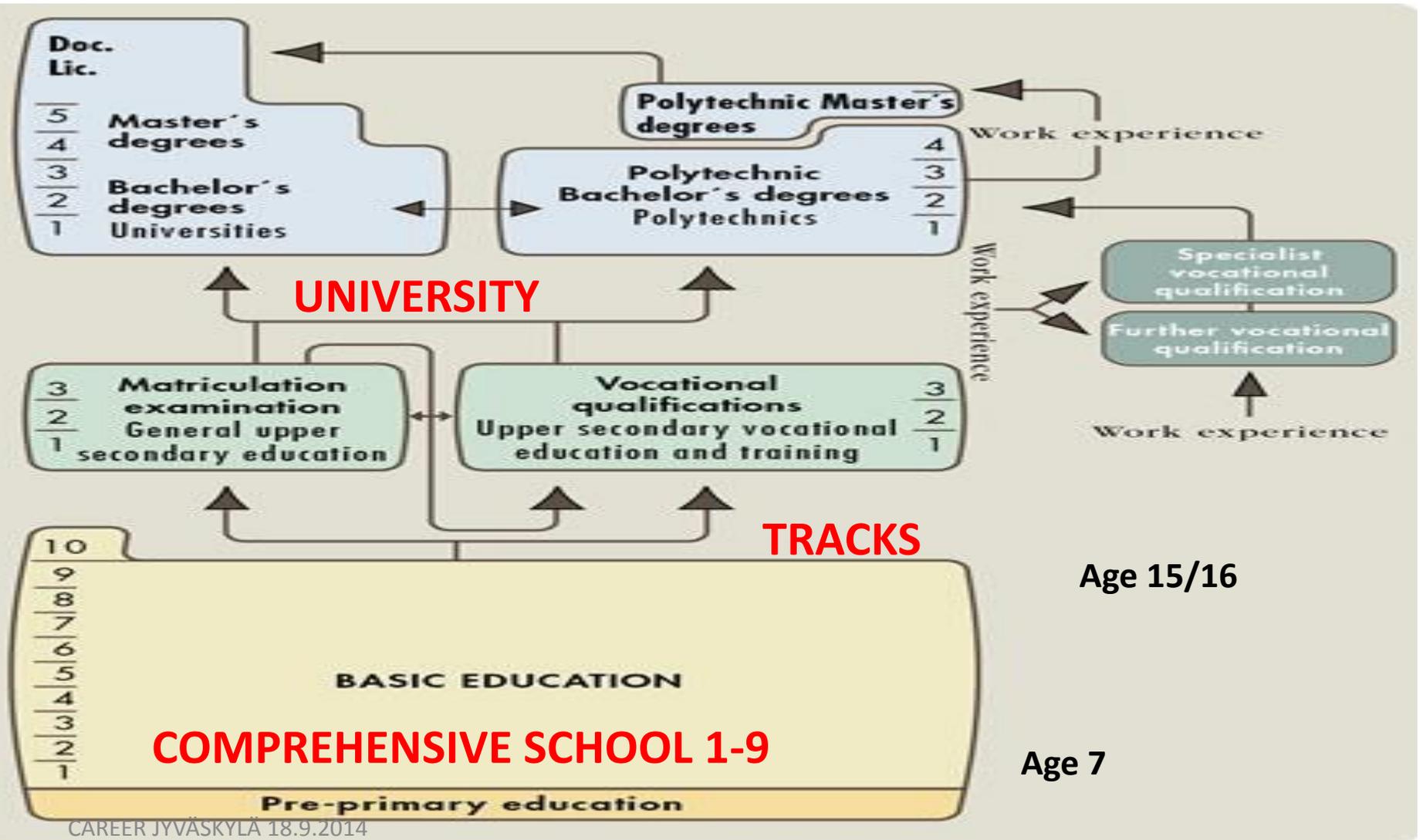
- Diverse Pathways to career adulthood
 - Key developmental tasks: completion of initial schooling, labour market entry and be engaged
 - Challenging life period
 - Challenging times in Finland
 - High unemployment among young
 - Taking a **person-oriented approach**
look for different trajectories and profiles in educational expectations, educational pathways and engagement

Youth: the hardest hit by the global financial crisis

In times of economic recession, the labour market contracts and the number of unemployed people rises sharply. But for young people these periods are doubly troubling, not only are they the first targets of job cuts but also their transition from school to the job market becomes almost impossible

- During economic downturn, young people are often the 'last in' and the 'first out' – the last to be hired, and the first to be dismissed. This issue has particularly severe implications for the school to work transition, the period when young people enter the labour market to look for their first job

Finnish Educational System



Public trust in institutions*

November 2012, % responding "tend to trust"



Egalitarians all

Gini coefficient of income inequality*

Selected countries, late 2000s



Source: OECD
CARTER J. WASSIKLA 18.9.2014

*0=perfect equality, 1=perfect inequality



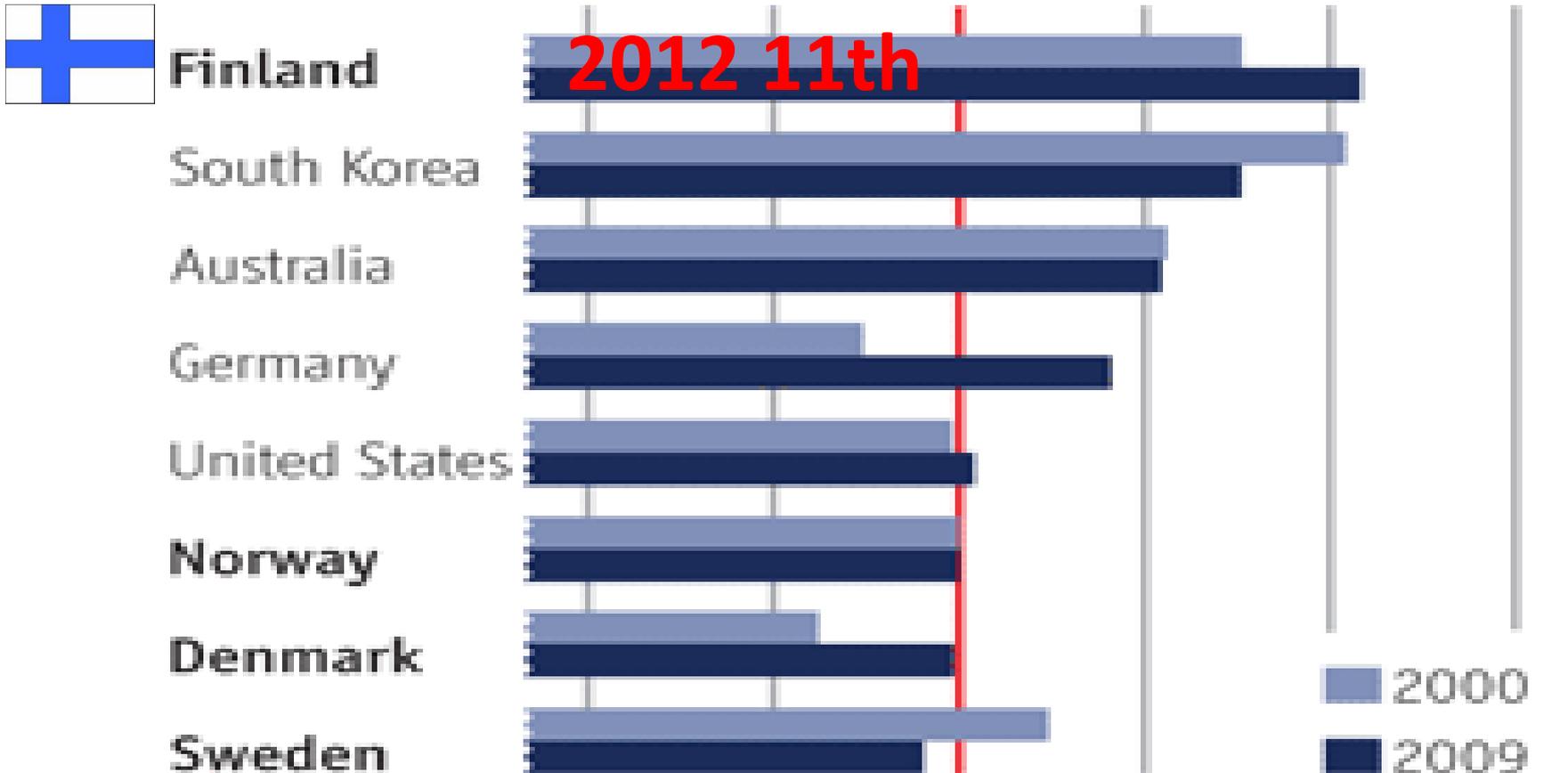
Alamy

Gendered careers: **Women** **Men**



Fabulous Finns

Education performance of 15-year-olds
Selected countries, mean score in science



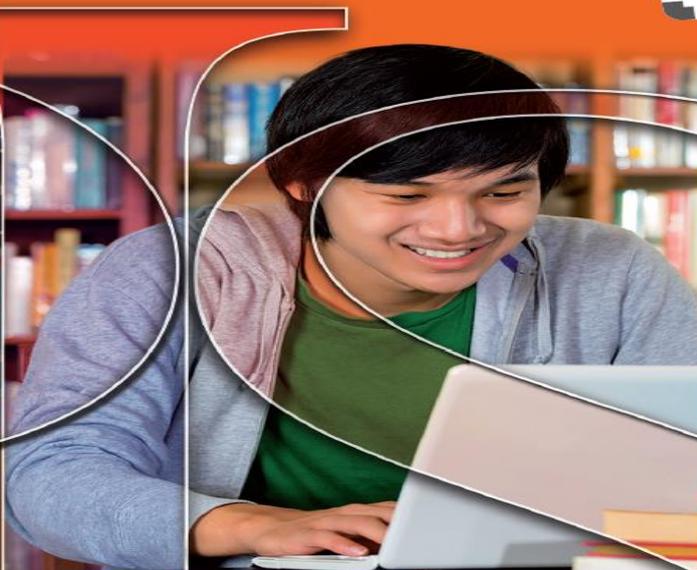
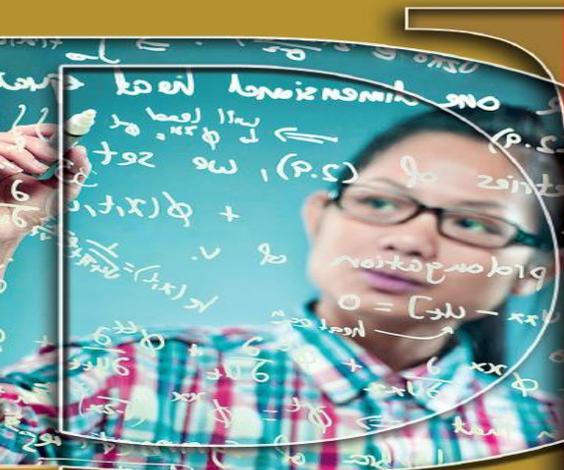


PISA 2012 Results: Ready to Learn

STUDENTS' ENGAGEMENT, DRIVE
AND SELF-BELIEFS

VOLUME III

PRELIMINARY
VERSION



Programme for International Student Assessment

Key concepts

School/work burnout: multi-dimensional



Salmela-Aro et al. (2009) **School burnout inventory**. EJPA

School-Burnout Inventory (SBI)

Reliability and Validity

Katariina Salmela-Aro, Noona Kiuru, Esko Leskinen, and Jari-Erik Nurmi

University of Jyväskylä, Finland

Appendix A

Final Version of School Burnout Inventory (SBI)

Please choose the alternative that best describes your situation (estimation from previous month)

Completely disagree	Partly disagree	Disagree	Partly agree	Agree	Completely agree
1	2	3	4	5	6

1. I feel overwhelmed by my schoolwork (EXH1)
2. I feel a lack of motivation in my schoolwork and often think of giving up (CYN1)
3. I often have feelings of inadequacy in my schoolwork (INAD1)
4. I often sleep badly because of matters related to my schoolwork. (EXH2)
5. I feel that I am losing interest in my schoolwork (CYN2)
6. I'm continually wondering whether my schoolwork has any meaning (CYN3)
7. I brood over matters related to my schoolwork a lot during my free time (EXH3)
8. I used to have higher expectations of my schoolwork than I do now (INAD2)
9. The pressure of my schoolwork causes me problems in my close relationships with others (EXH4)

Note. EXH = exhaustion at schoolwork; CYN = cynicism toward the meaning of school; INAD = sense of inadequacy at school.

Int Arch Occup Environ Health
DOI 10.1007/s00420-010-0594-3

ORIGINAL ARTICLE

Bergen Burnout Inventory: reliability and validity among Finnish and Estonian managers

Katariina Salmela-Aro · Johanna Rantanen ·
Katriina Hyvönen · Kati Tilleman ·
Taru Feldt

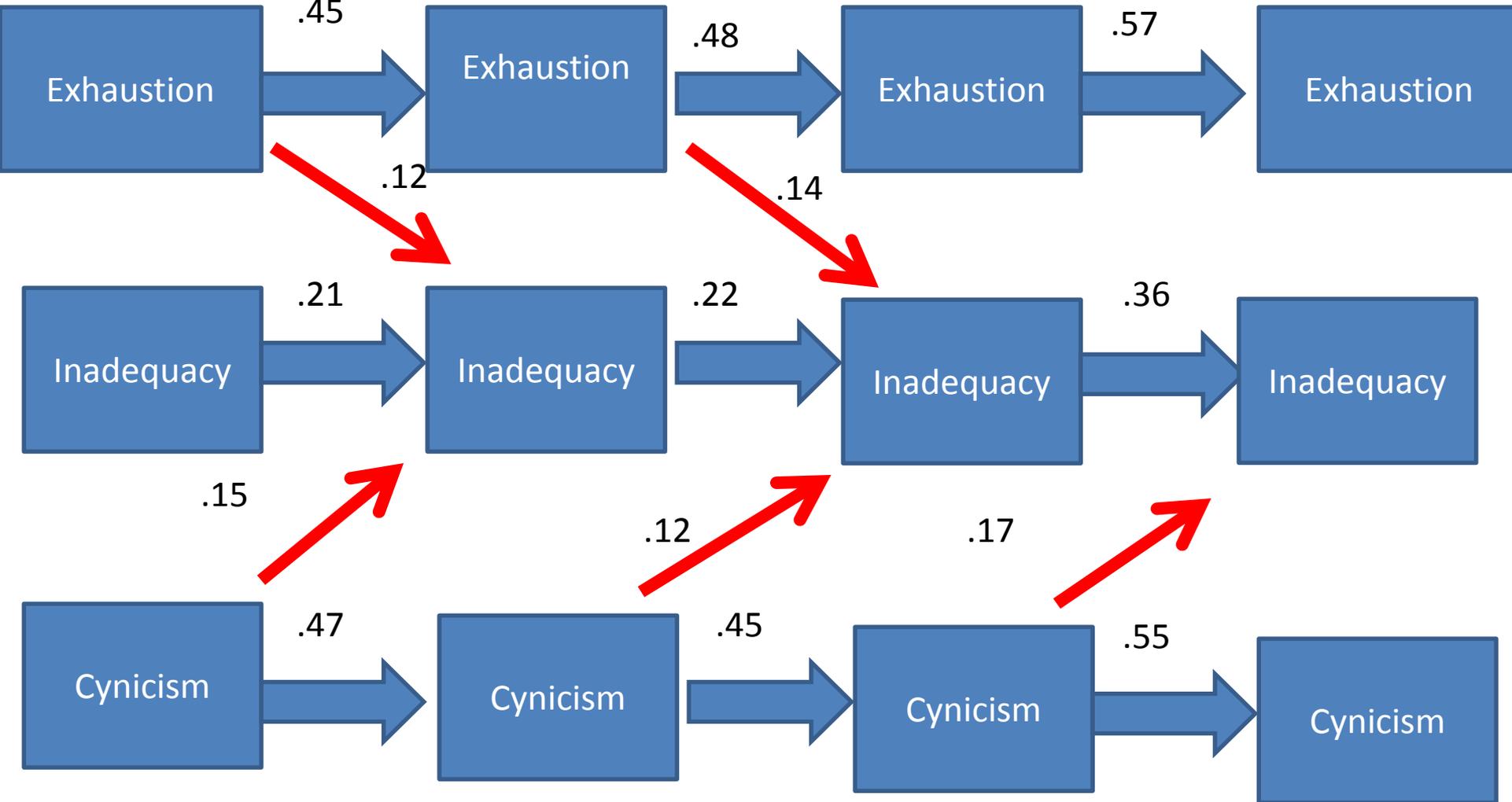
DEVELOPMENTAL CASCADES

15

16

17

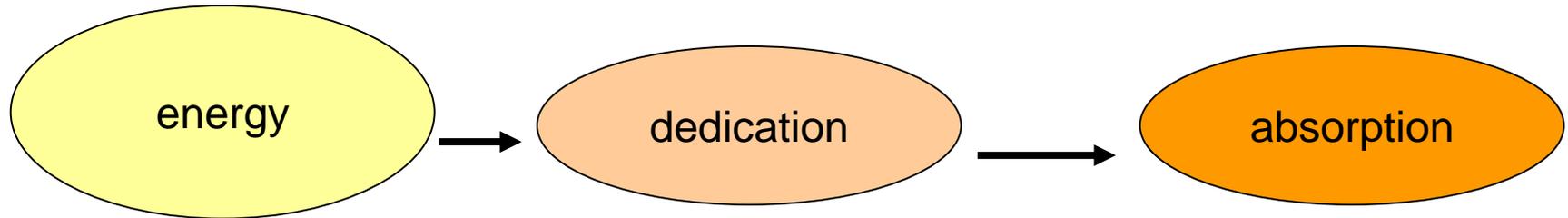
18 AGE



... to school/career

engagement

Salmela-Aro & Upadyaya (2012). **Schoolwork engagement inventory**. EJPA. In line with Bakker Work Engagement.



The Schoolwork Engagement Inventory

Energy, Dedication, and Absorption (EDA)

Katariina Salmela-Aro¹ and Katja Upadaya²

Appendix

Schoolwork Engagement Inventory (EDA)

Please choose the alternative that best describes your situation (estimation from the previous month)

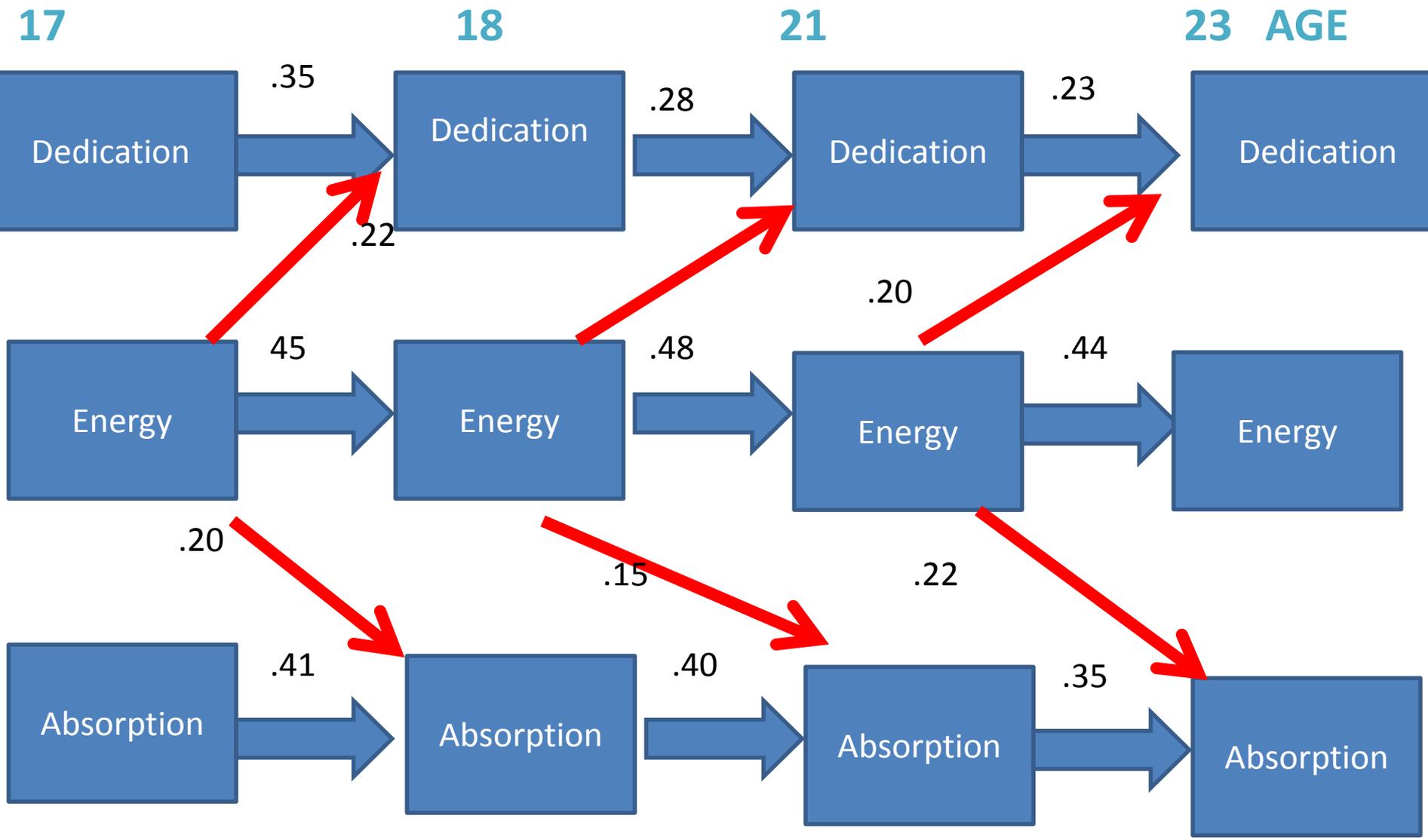
0	1	2	3	4	5	6
Never	A couple of times a year	Once a month	A couple of times a month	Once a week	A couple of times a week	Daily

1. (ENE1) At school I am bursting with energy.
2. (DED1) I find the schoolwork full of meaning and purpose.
3. (ABS1) Time flies when I am studying.
4. (ENE2) I feel strong and vigorous when I am studying.
5. (DED2) I am enthusiastic about my studies.
6. (ABS2) When I am working at school, I forget everything else around me.
7. (DED3) My schoolwork inspires me.
8. (ENE3) I feel like going to school when I get up in the morning.
9. (ABS3) I feel happy when I am working intensively at school.

Time flies when I am studying

Note. ENE = Energy; DED = Dedication; ABS = Absorption.

DEVELOPMENTAL CASCADES: ENGAGEMENT



Phase-Adequate Engagement at the Post-School Transition

Julia Dietrich

University of Helsinki and University of Erfurt

Philip Parker

University of Tübingen and University of Western Sydney

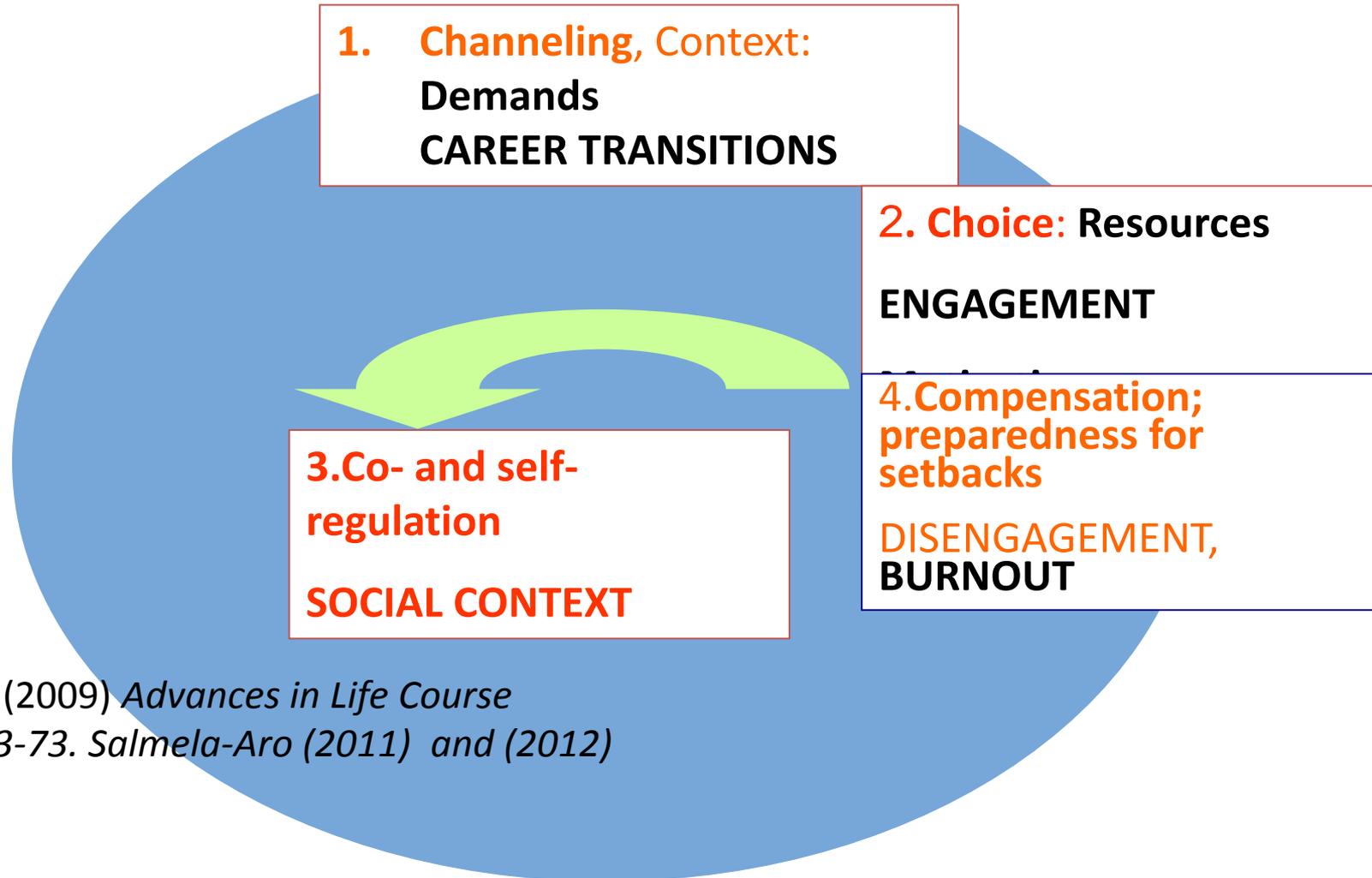
Katariina Salmela-Aro

University of Helsinki

The transition from general education (e.g., high school) to vocational and tertiary education (e.g., college, vocational school) or to the labor market presents a number of developmental challenges. These challenges include making career choices and, more broadly, managing the transition. Coping with these challenges depends on the individual, their social network, and wider societal, cultural, and institutional conditions. This article discusses the informative value of developmental regulation, career development, and identity theories, for conceptualizing phase-adequate engagement at the post-school transition. Although previous psychological research has focused on individuals' career and transition-related engagement and its outcomes, we suggest this picture is limited because little is known about how young people's engagement is complemented and affected by the behavior of significant others and shaped by structural constraints and opportunities. Implications for future developmental research are discussed.

Keywords: phase-adequate engagement, career development, regulation, identity, context

4C Career Developmental model

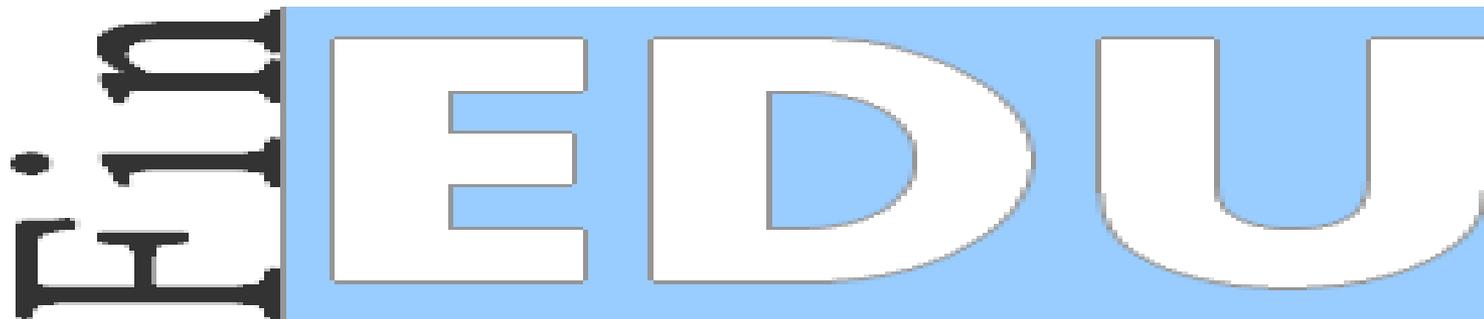


Salmela-Aro, K. (2009) *Advances in Life Course Research*, 14, 63-73. Salmela-Aro (2011) and (2012)

DATA

Now age

25, 27



Cohorts 88, 86	Time of measurement total 15-28							
	2003–2004	2004 May	2005 January	2006 January	2008– 2009	2011	2013	2015
1.FinEduA Lower secondary school students	T1 QU 9th grade, <i>N</i> = total	T2 QU 9th grade,	T3 QU 1st year,	T4 QU 2nd year,	T5 QU 4th-5th year,	T6 QU 7th year,	T7 QU/In progress	T8 QU Intensi ve
	Age: 15/16	Age: 15/16	Age: 16/17	Age: 17/18	Age: 20/21	Age: 22/23	Age: 24/25	Age: 26/27
2.FinEduB General upper secondary school students	T1 QU 2nd year, <i>N</i>		T2 QU 3rd year, <i>N</i> = 636	T3 QU 1st year, <i>N</i> = 449	T4 QU 3rd-4th year, <i>N</i> = 422	T5 QU 6th year, <i>N</i> = 497	T6 QU/In progress	T7 QU Intensi ve
	Age: 17/18		Age: 18/19	Age: 19/20	Age: 22/23	Age: 24/25	Age: 26/27	Age: 28/29



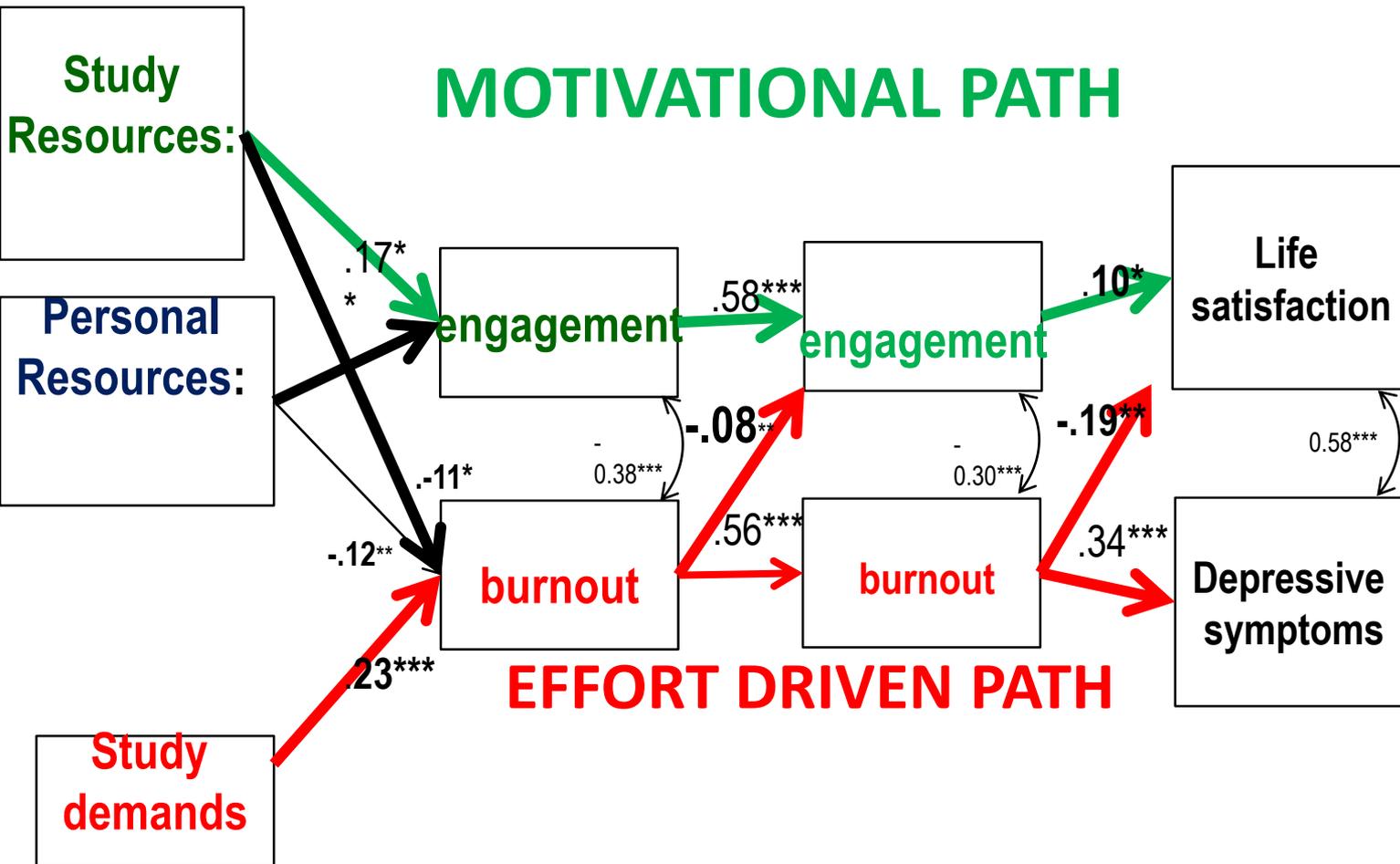
School burnout and engagement in the context of demands–resources model

Katariina Salmela-Aro^{1*} and Katja Upadyaya²

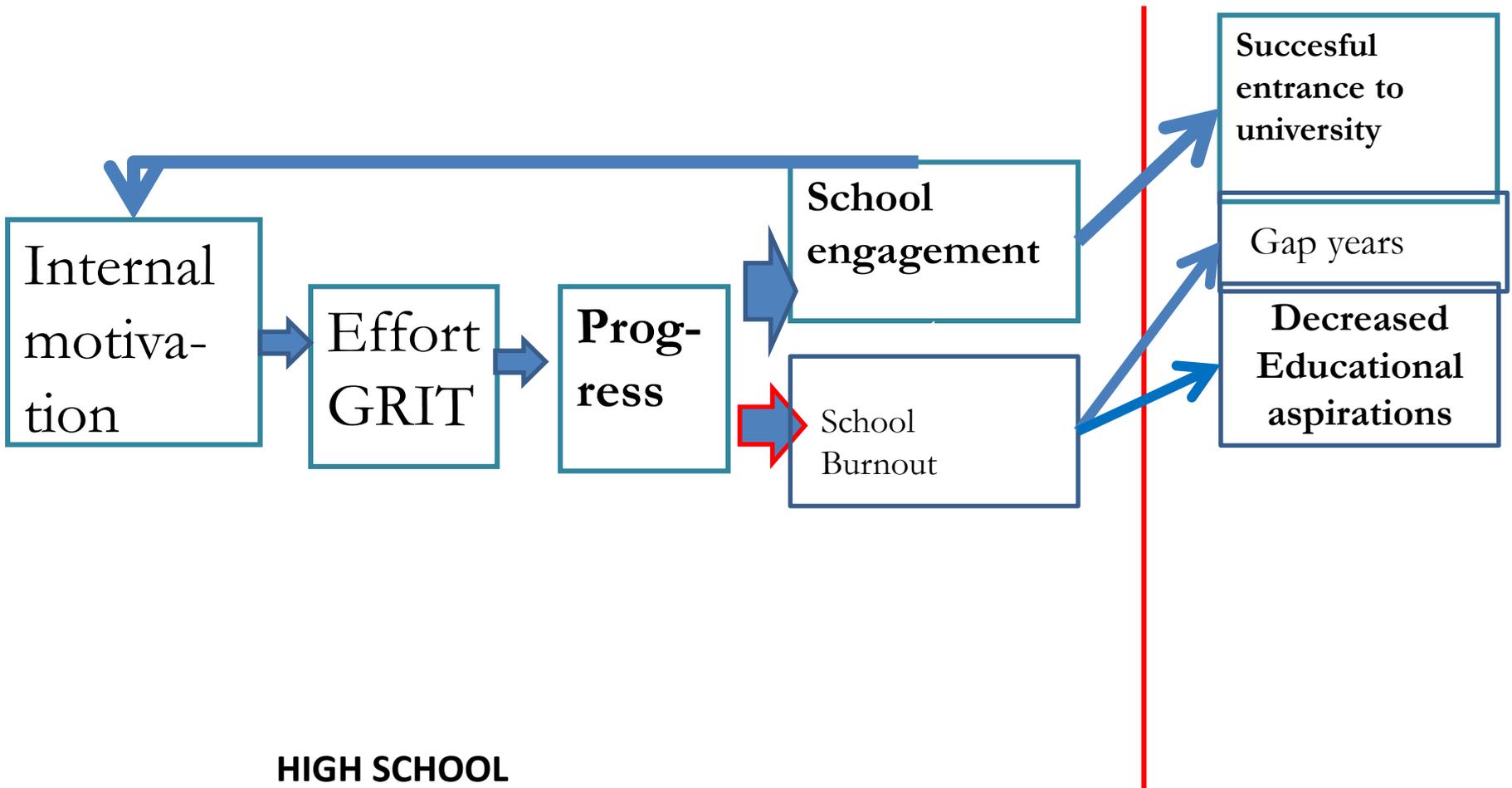
¹University of Helsinki, Finland

²University of Michigan, Ann Arbor, Michigan, USA

Demands-Resources model in school



Personal resources



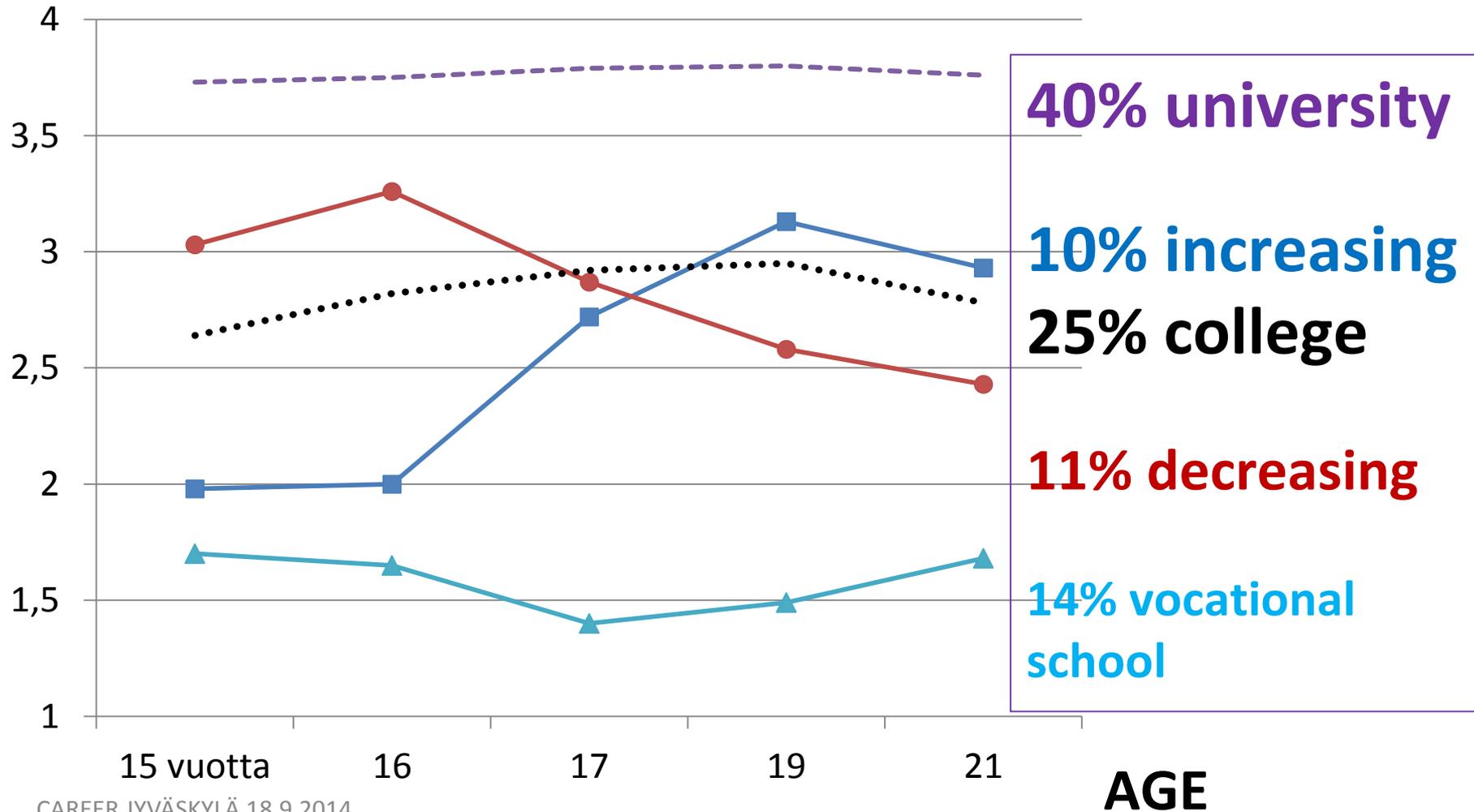
Educational transition

Trajectories of Educational Expectations From Adolescence to Young Adulthood in Finland

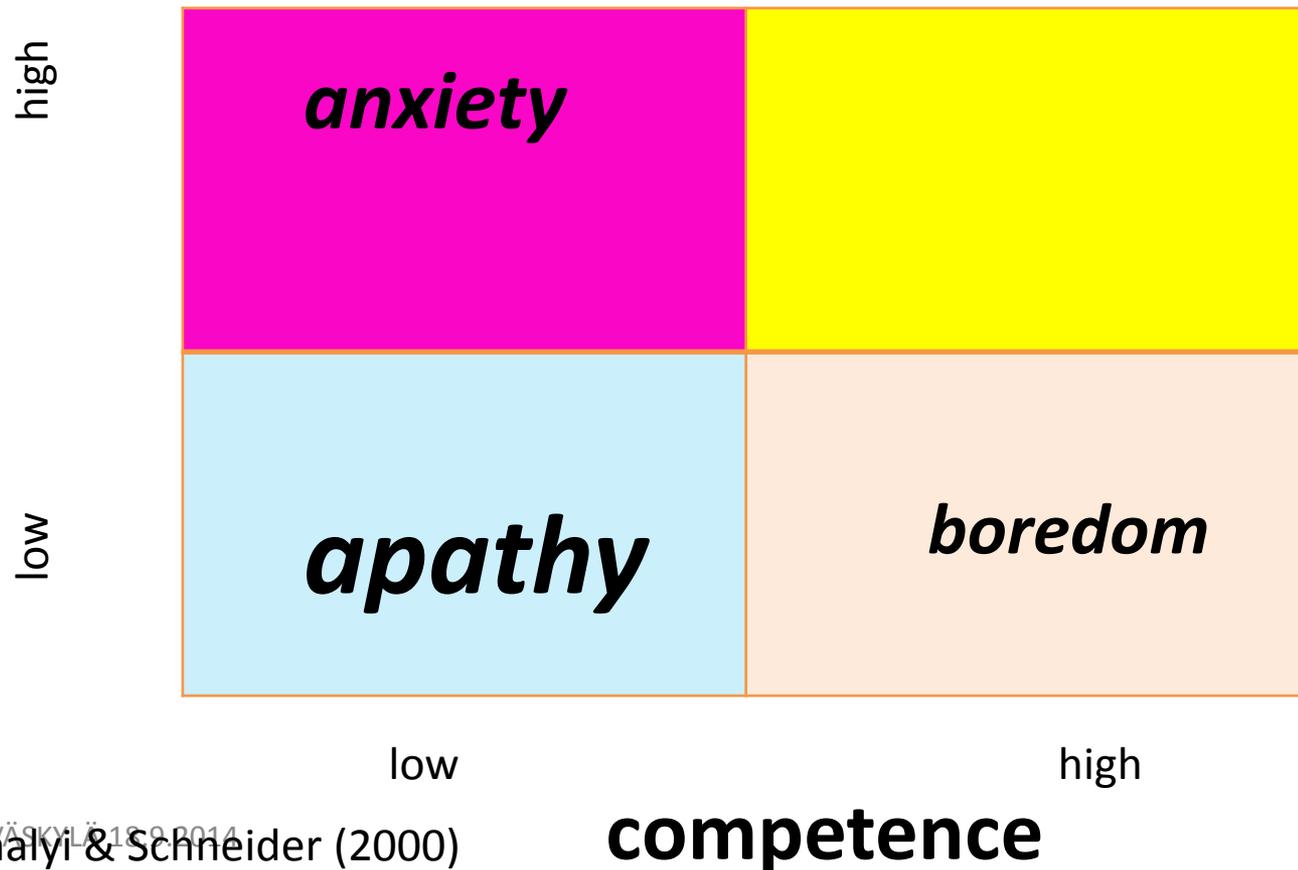
Lotta Tynkkynen and Asko Tolvanen
University of Jyväskylä

Katariina Salmela-Aro
University of Helsinki

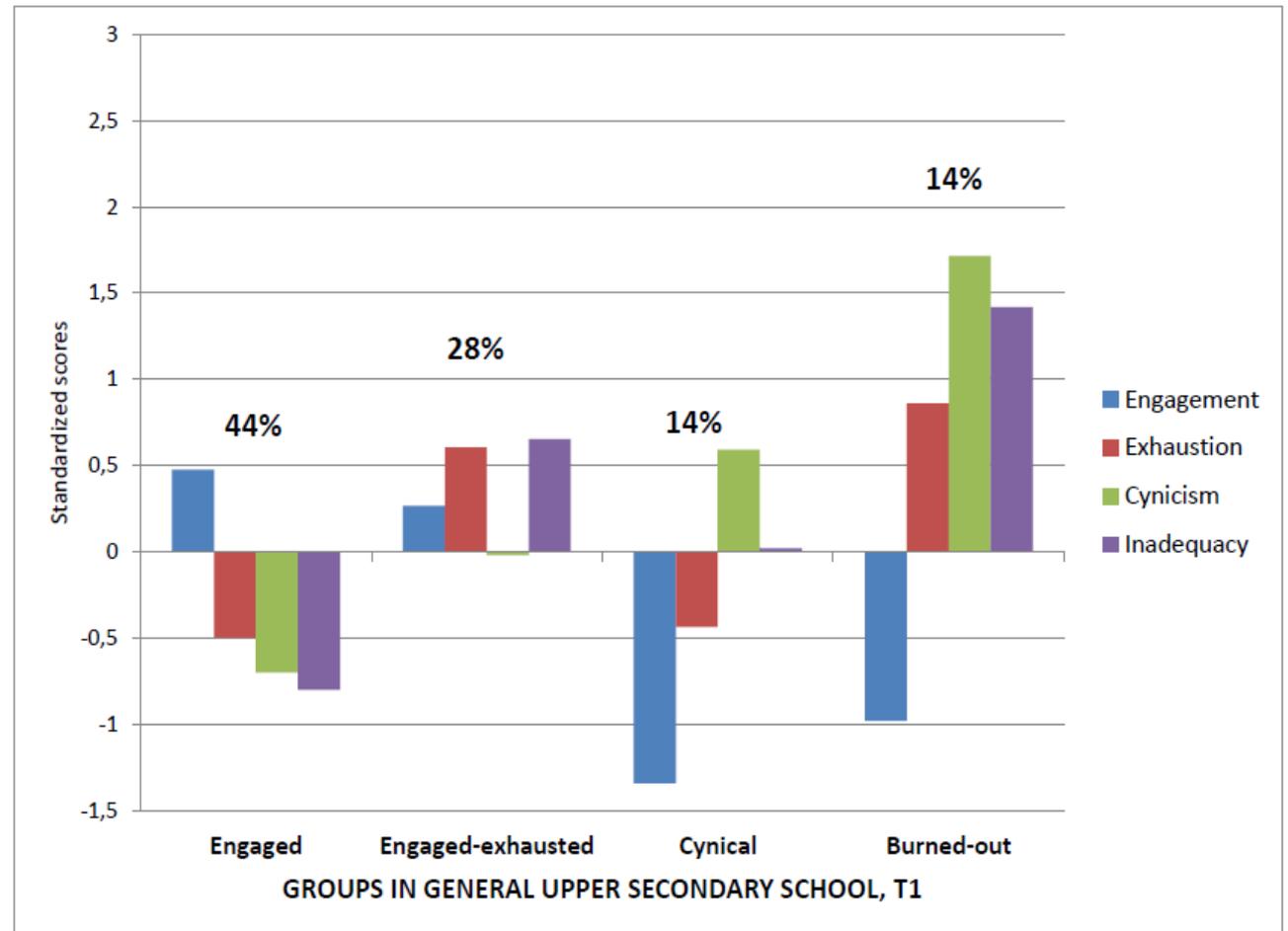
The purpose of this paper is to explore the trajectories of educational expectations from adolescence to young adulthood in Finland.



When students are engaged?

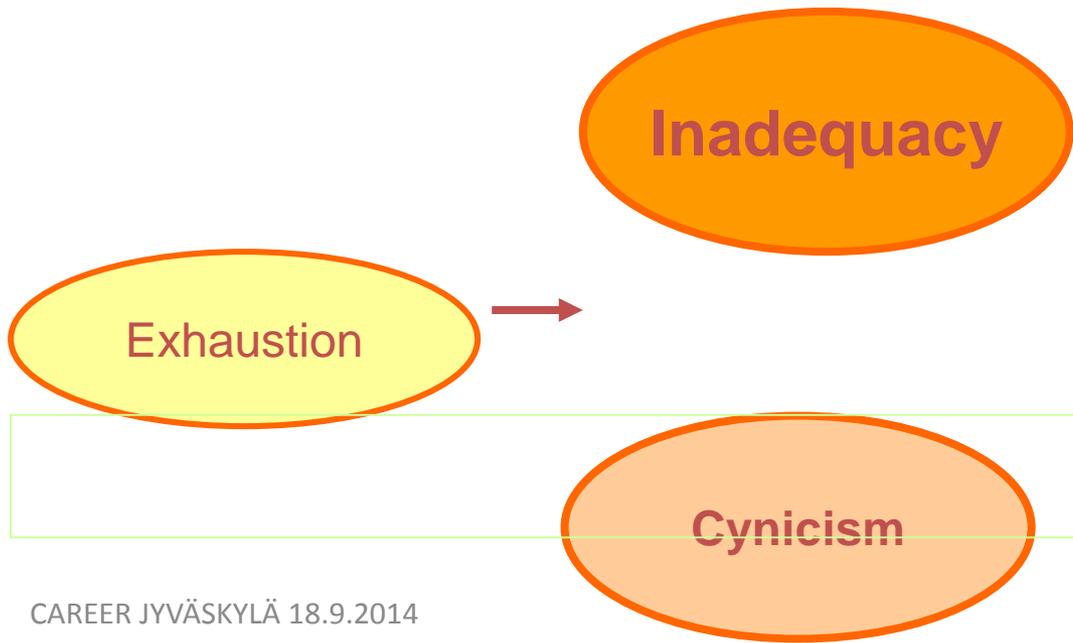


Four profiles of engagement/burnout

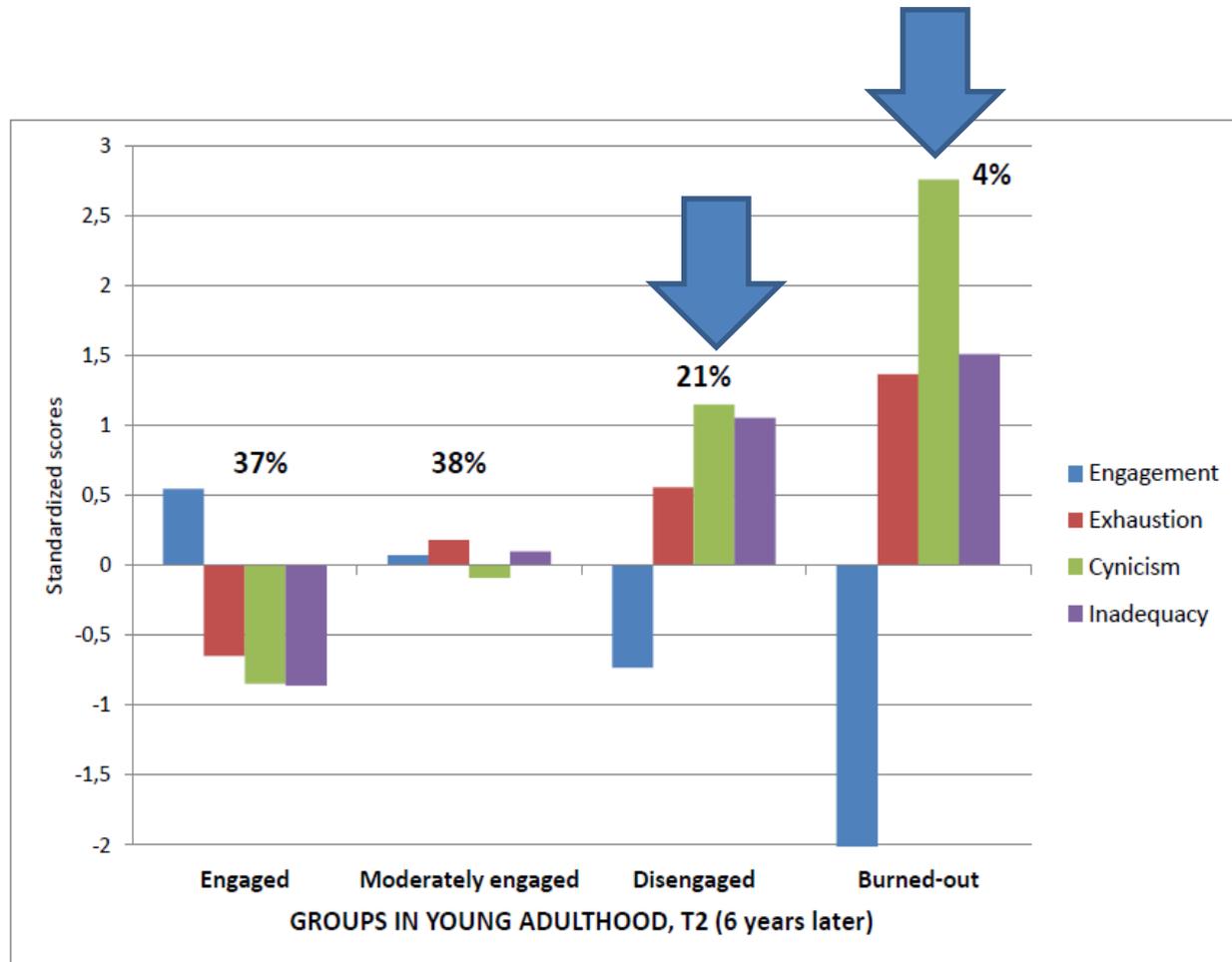


Gendered pathways in school burnout among adolescents

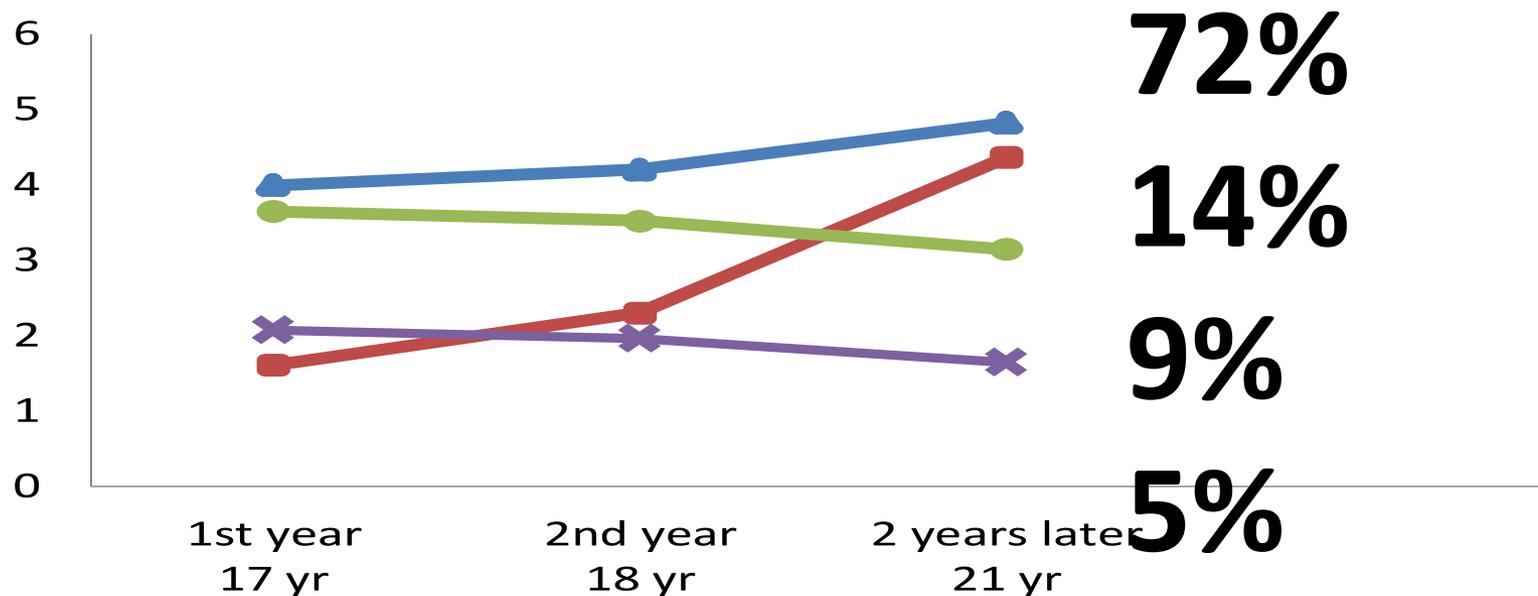
Katariina Salmela-Aro^{a,*}, Lotta Tynkkynen^b



Academic track cohort (FinEdu): Profiles six years later (age 23, 25)



School engagement predicts work engagement

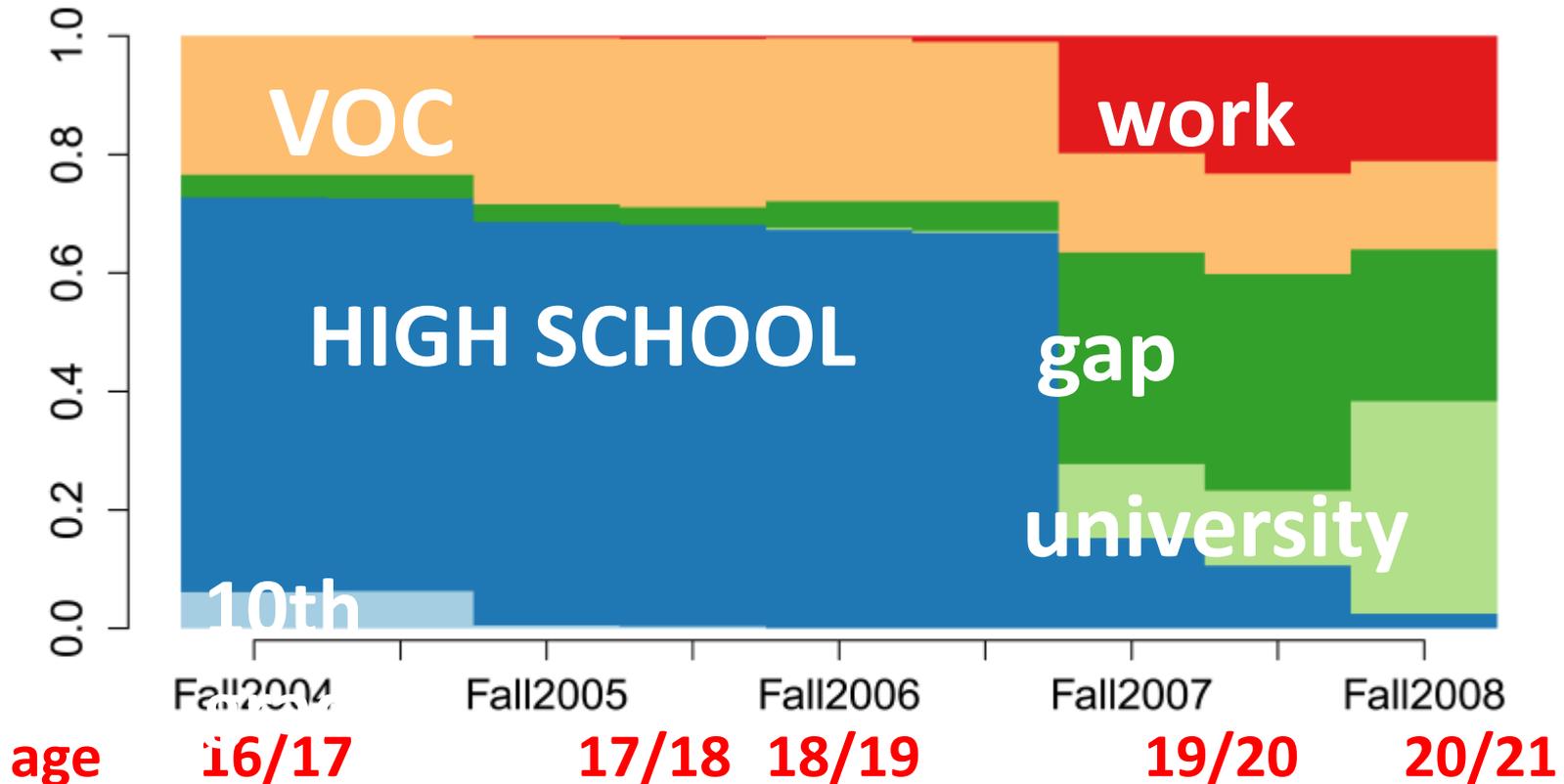


**Engagement With Studies and Work:
Trajectories From Postcomprehensive
School Education to Higher Education
and Work**

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DOI: 10.1177/2167696813484299
<http://ea.sagepub.com>



Educational sequences

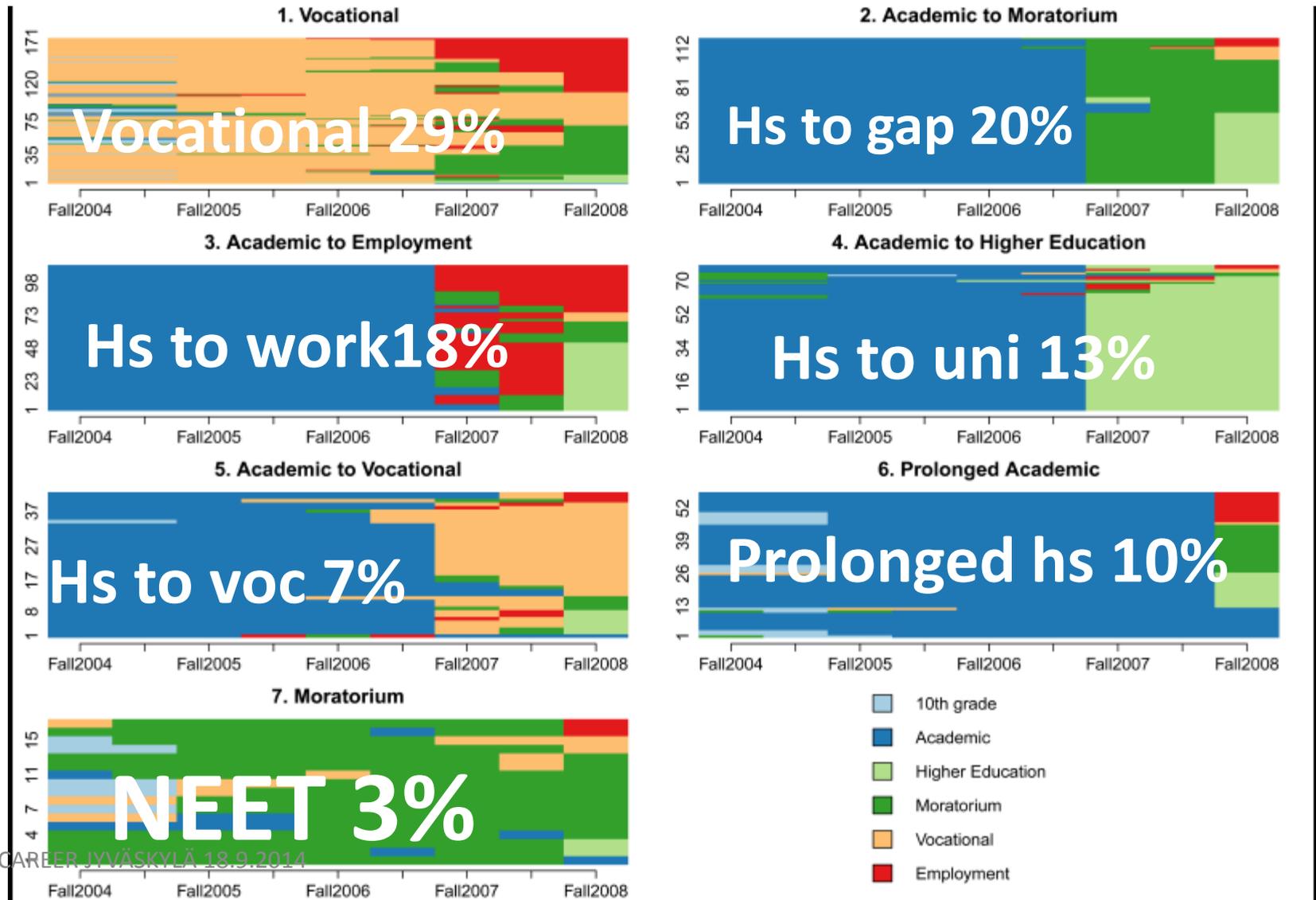


10th grade
Academic

Higher Education
Moratorium

Vocational
Employment

Seven career pathways



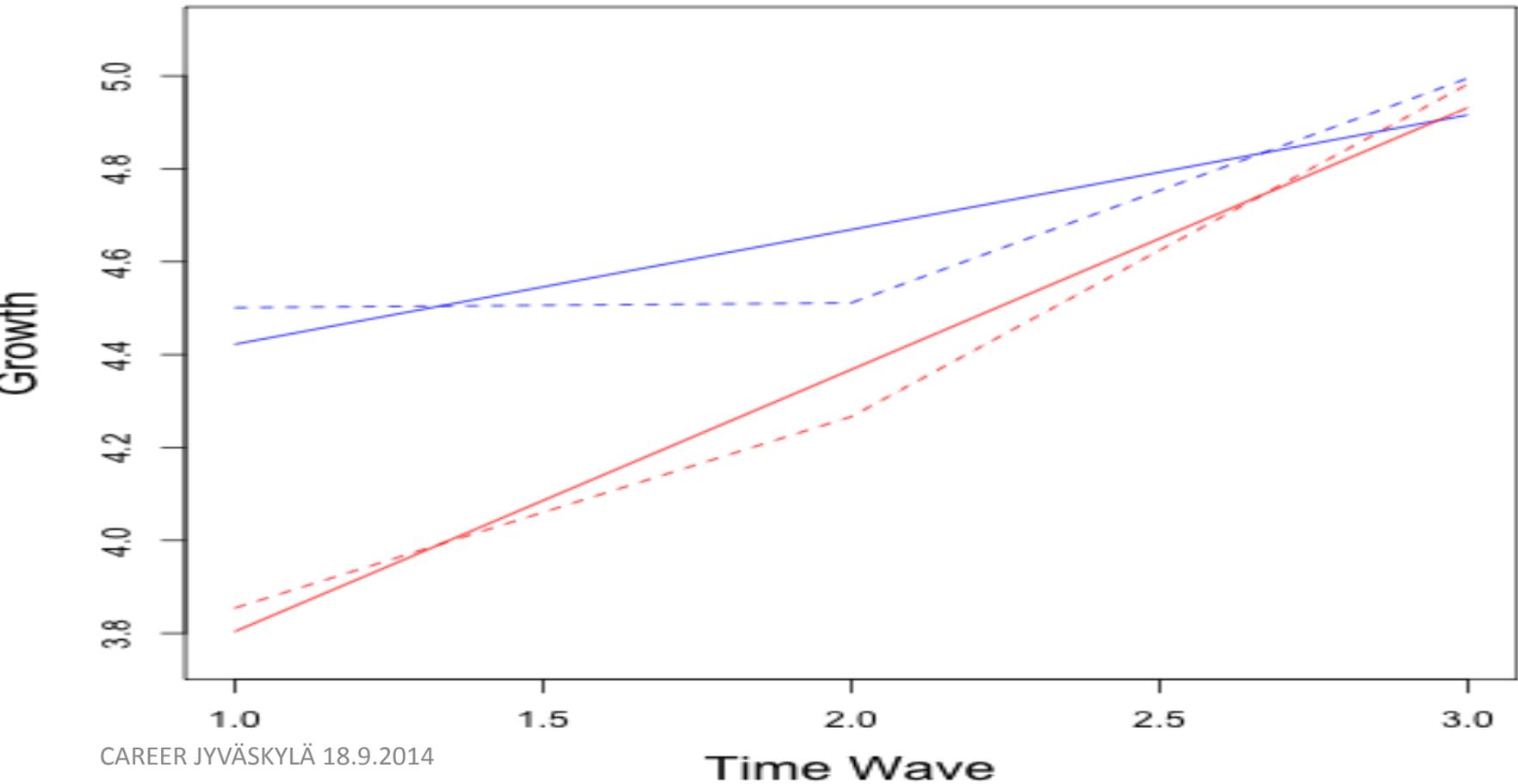
Career goals as antecedents

- Pathways differed in career goal appraisals (Control SES, GPA):
 - NEET pathways: Low in career goal effort, progress, attainment and high stress
 - UNIVERSITY pathway: high importance, effort, progress, attainment
 - GAP pathway: Stress and low effort

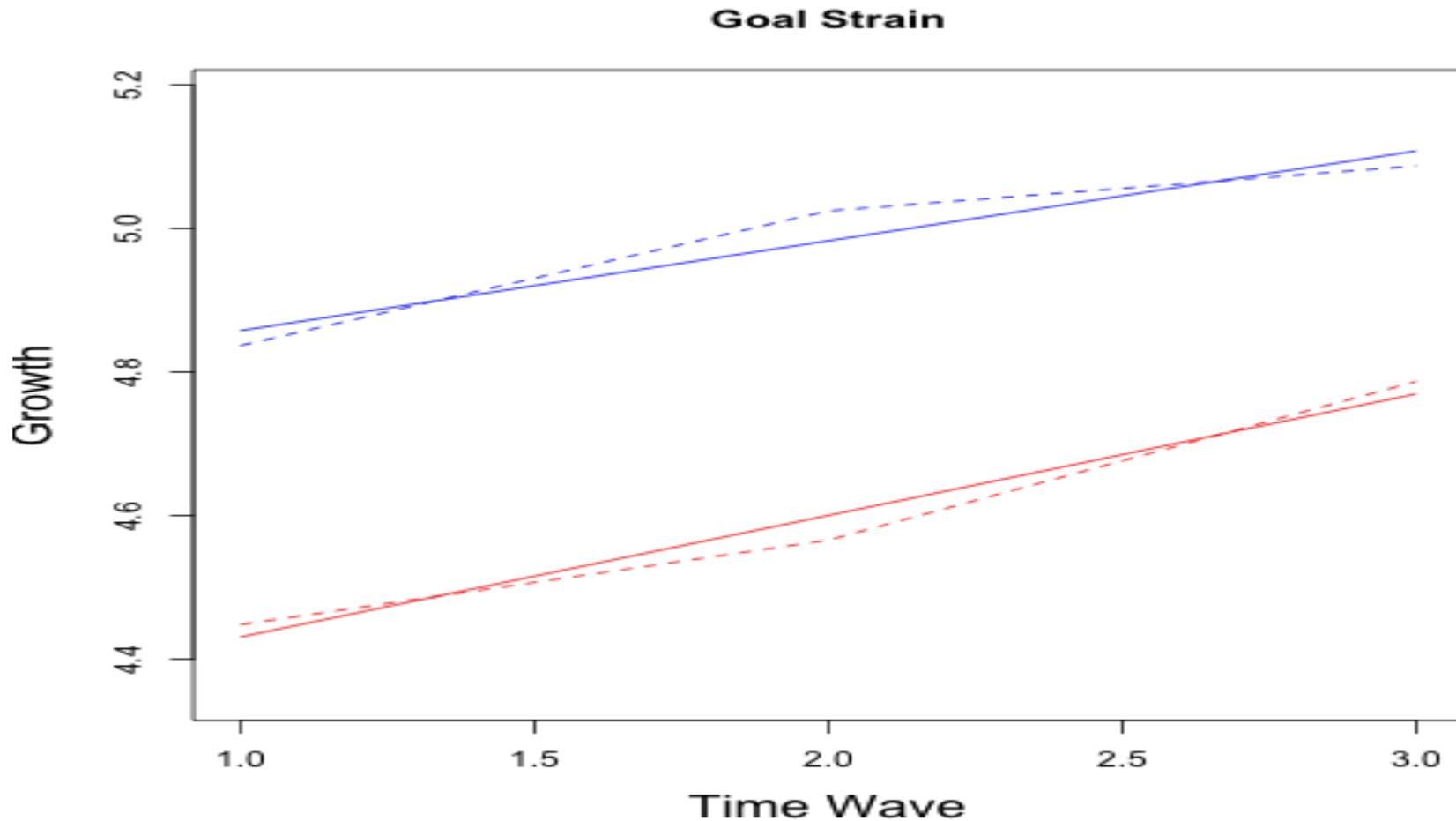
Increase of Goal effort during gap period

Gap, University

Goal Effort

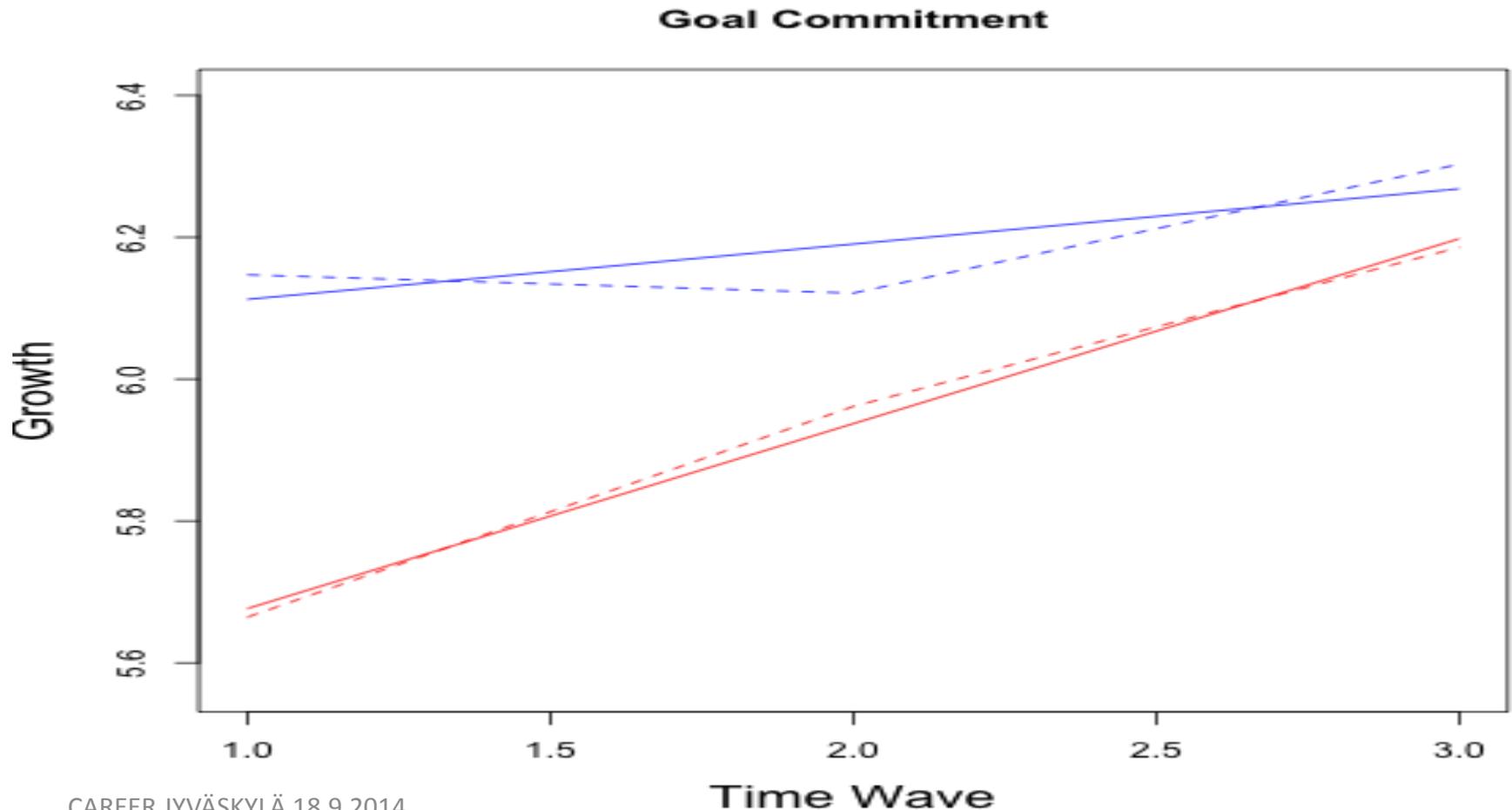


Goal strain increase both Gap, University



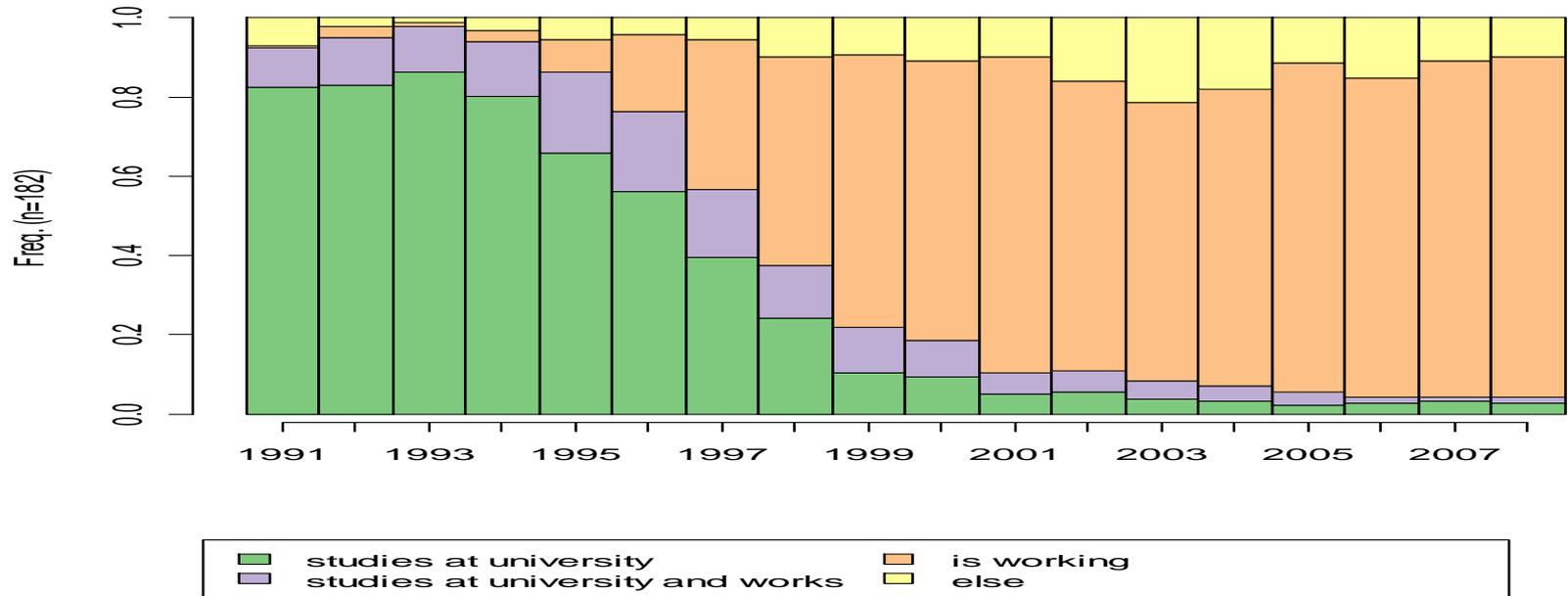
Goal commitment increase of gap

Gap, University



- The results from the adjusted model thus provide evidence of the effect of taking a gap-year or continuing directly into university for groups of relatively similar individuals.

Career



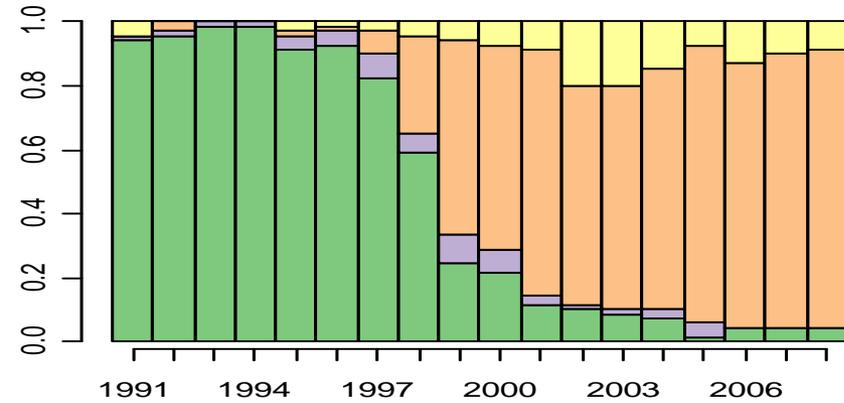
Age 20

30

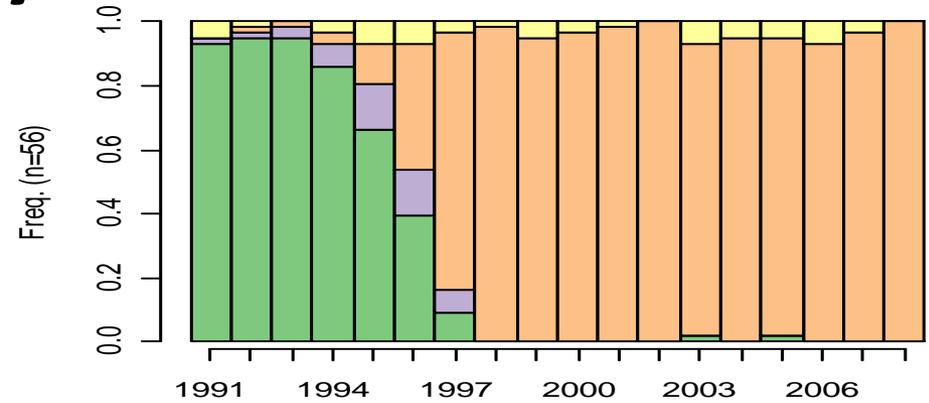
Four career paths among university students

Cluster 1

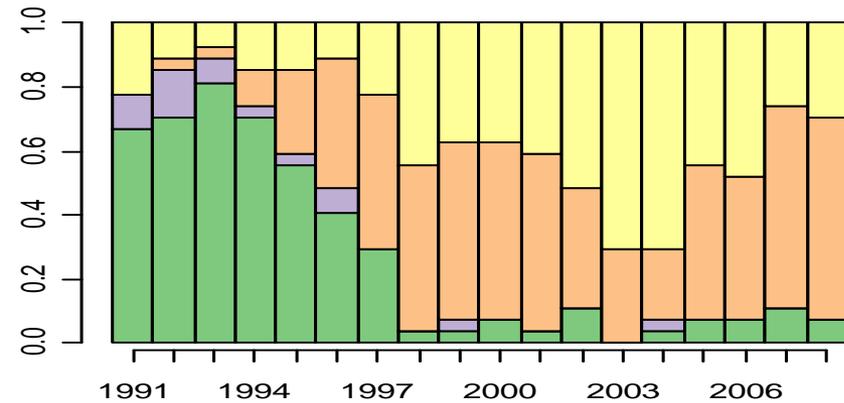
Cluster 2



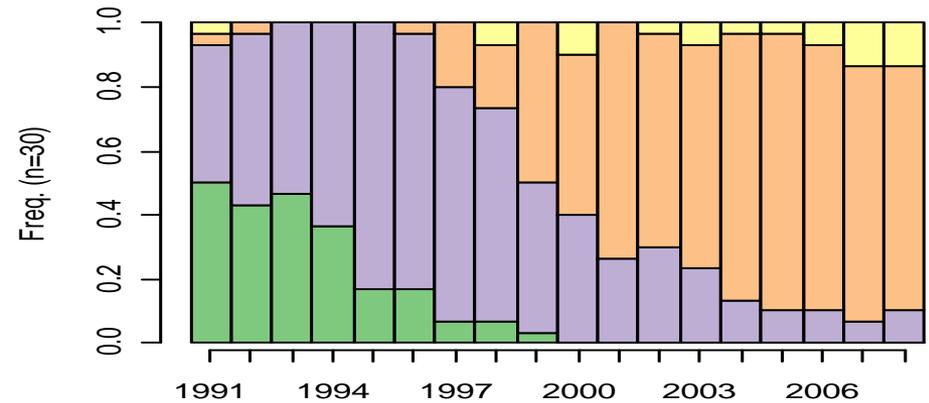
Traditional 38%



Fast 31%



Career and family 15%

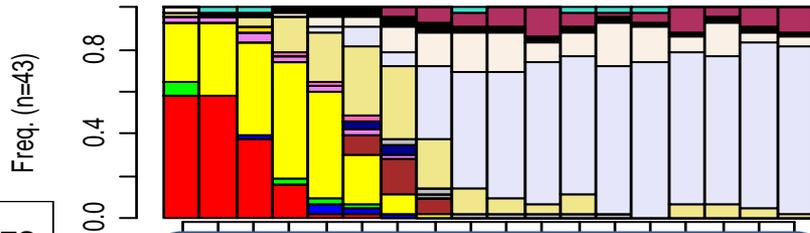


Education to employment 17%

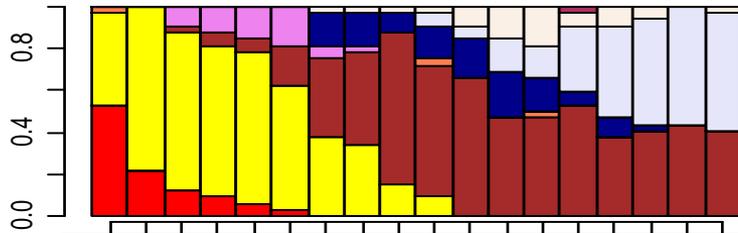
Six academic pathways age 20-35

Cluster 1

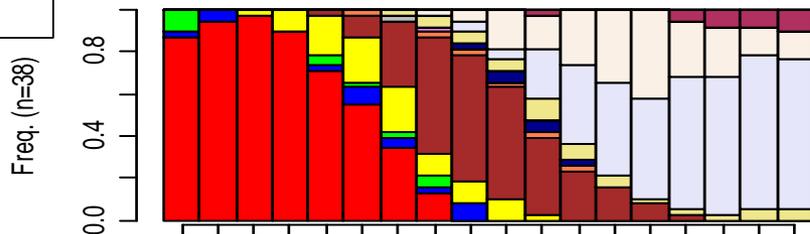
Cluster 2



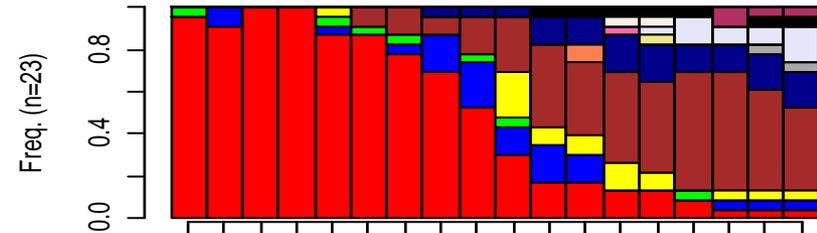
Fast 24%



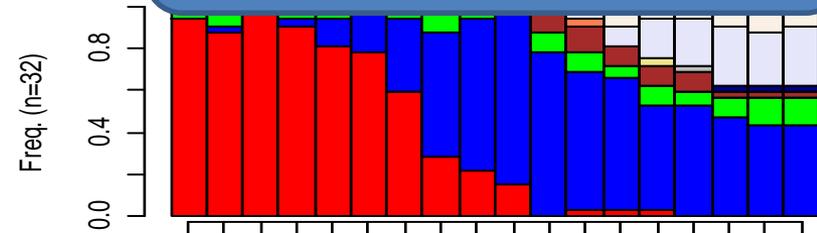
Career 17%



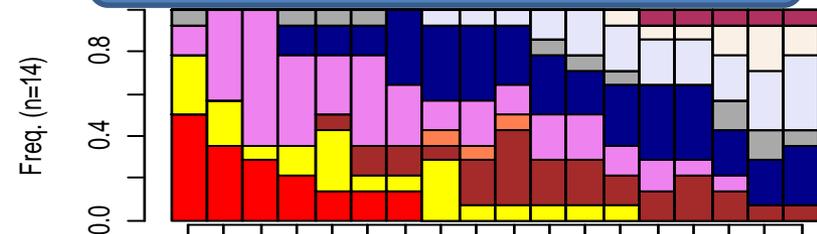
Traditional 21%



Slow 13%



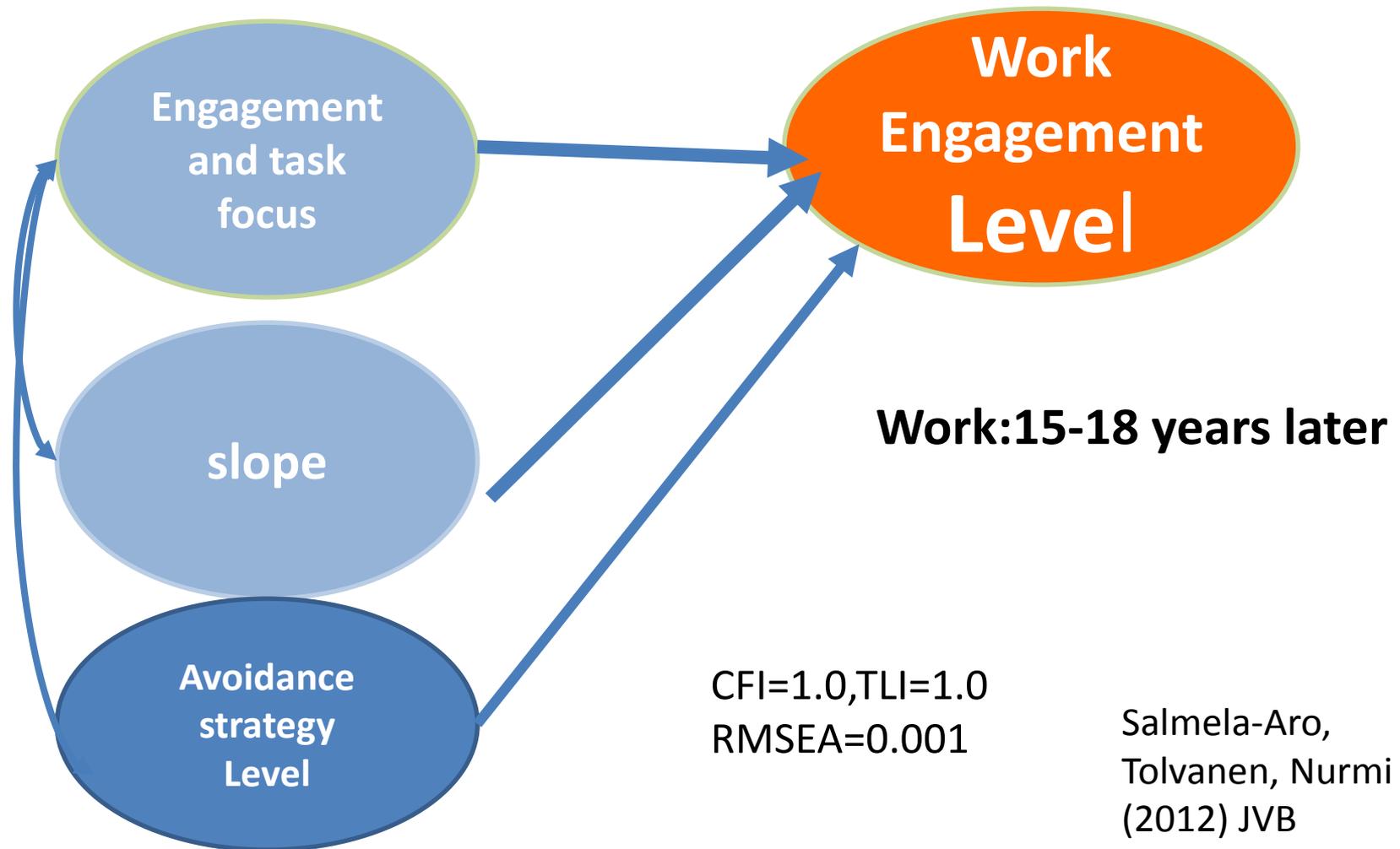
Single 17%



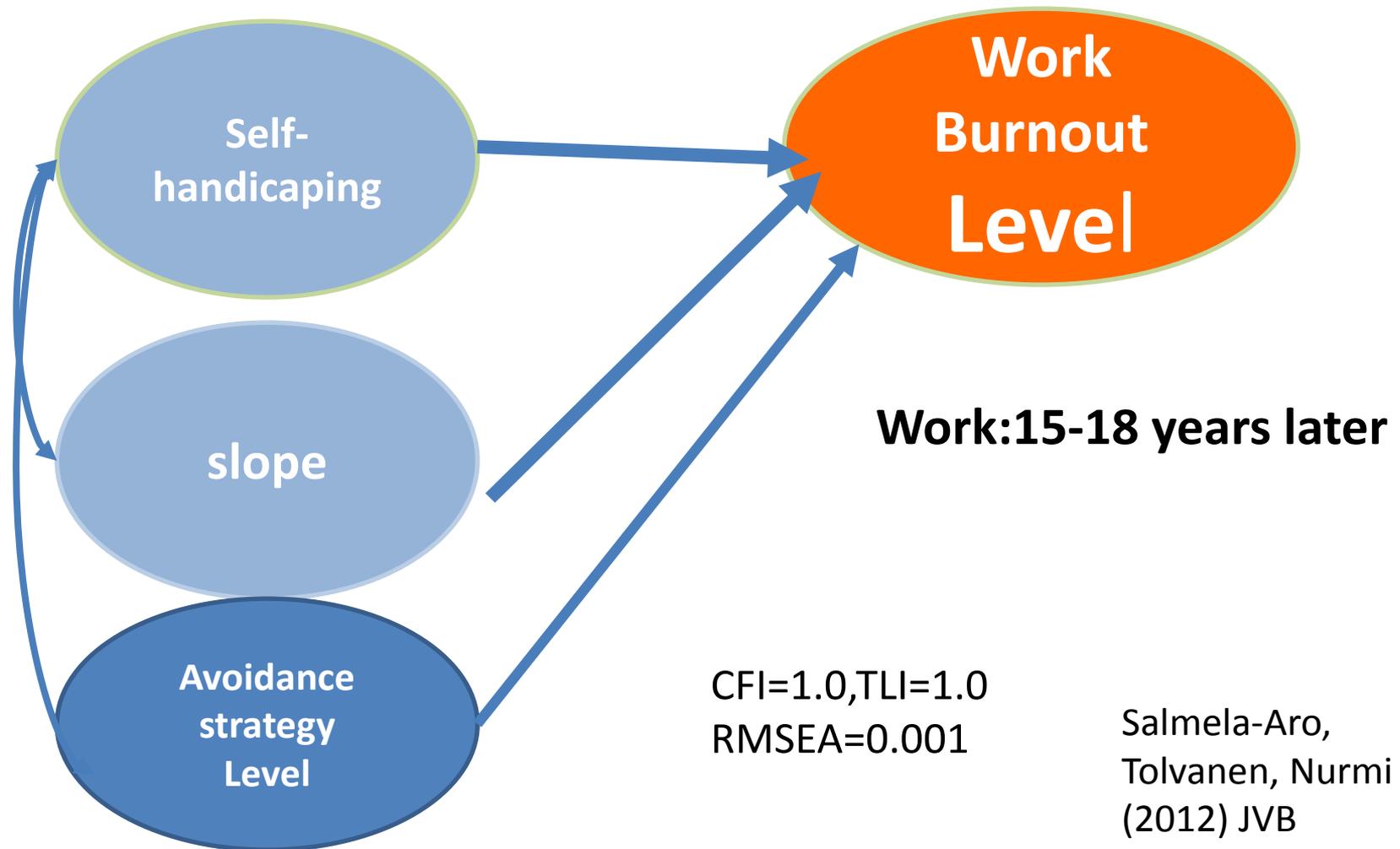
Floudering 8%

- NC/S/FS
- NC/S/W
- NC/S/E
- NC/P/FS
- NC/P/W
- NC/P/E
- NC/D/FS
- NC/D/W
- NC/D/E
- C/S/FS
- C/S/W
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- C/P/E
- C/D/FS
- C/D/W
- C/D/E

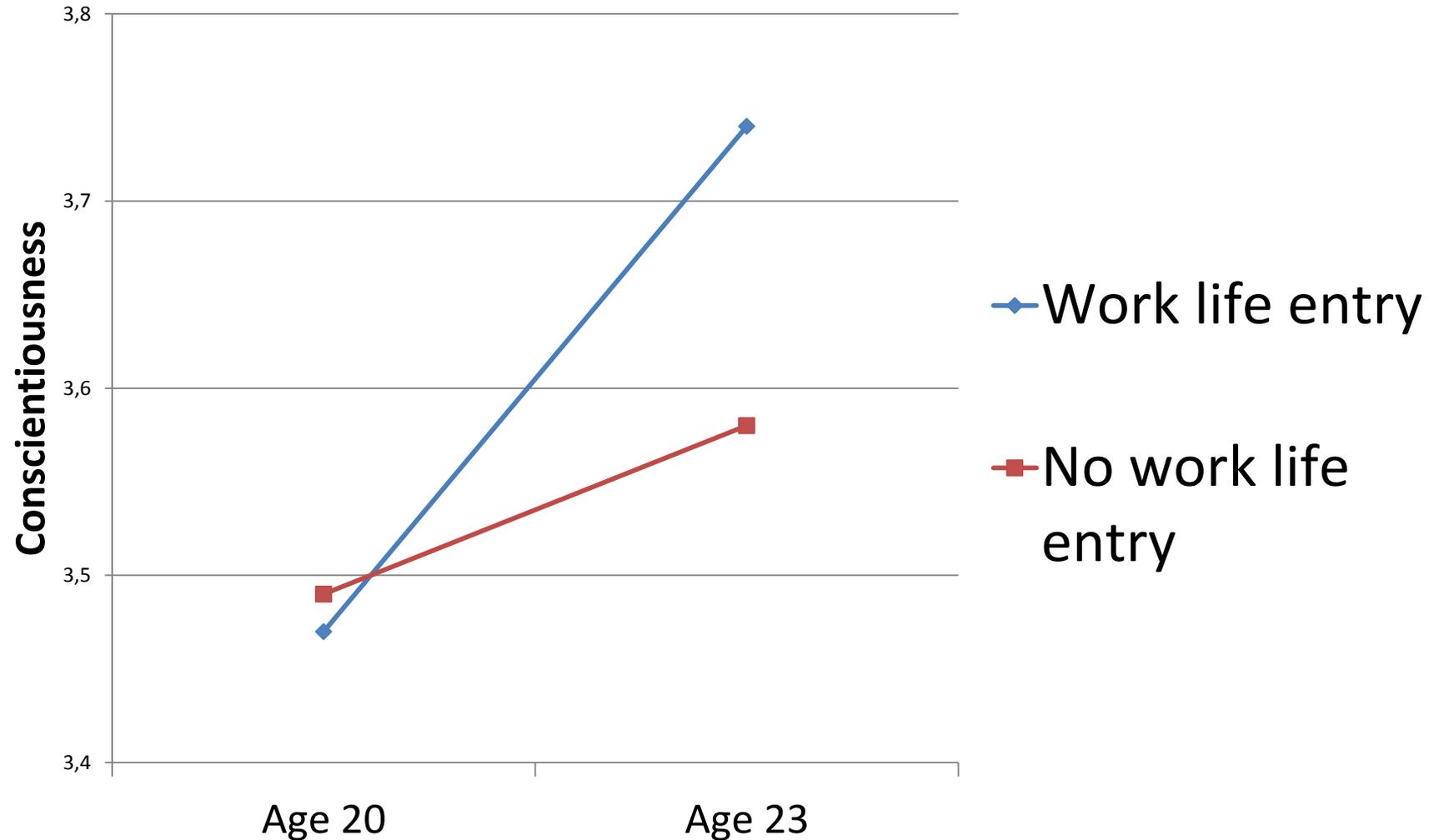
Task-focus and increase of it during university studies promote work engagement



Avoidance and self-handicapping during university studies predicts work burnout



Change in Conscientiousness as a function of work life entry (Leikas & Salmela.Aro, JoA & JoP (in press))



In line with **the social investment principle**

- Investing in age-appropriate developmental tasks predicted increases in Conscientiousness
 - Those who started working increased more in Conscientiousness than those who did not
 - Increased Conscientiousness reflects personality maturation, and entering work life reflect socially mature transitions.

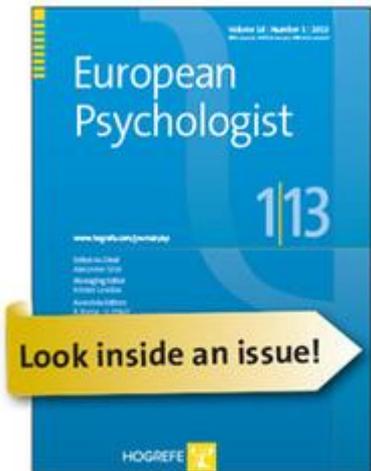
Development of School Engagement in Association With Academic Success and Well-Being in Varying Social Contexts

A Review of Empirical Research

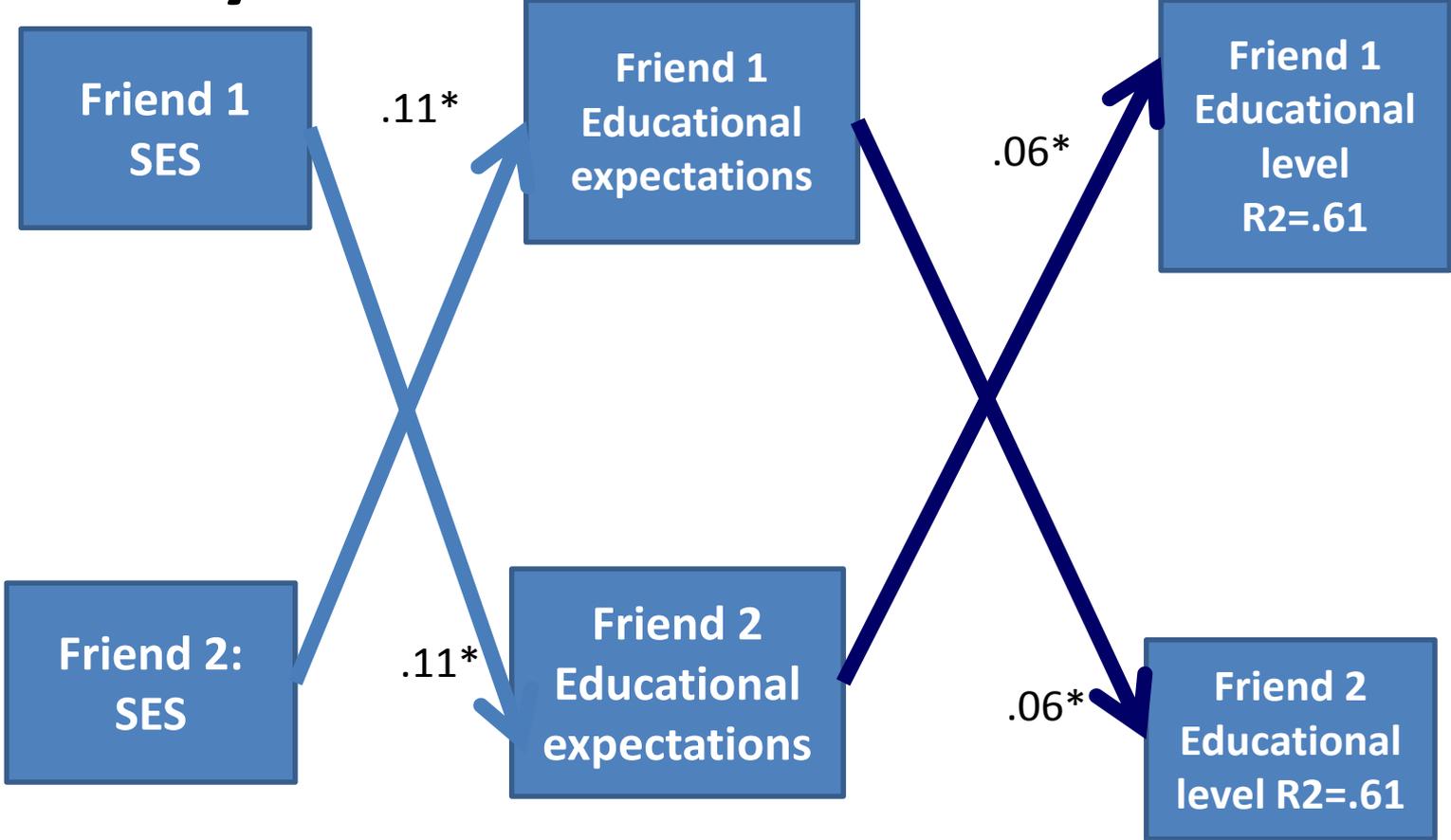
Katja Upadyaya¹ and Katariina Salmela-Aro²

¹Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann

Co-regulation
Special issue: Salmela-Aro & Trautwein, 2013



Linked lives: Best friends share the career pathways



Kiuru, Salmela-Aro et al (2012) JADP
APIM actor-partner interdependence
model

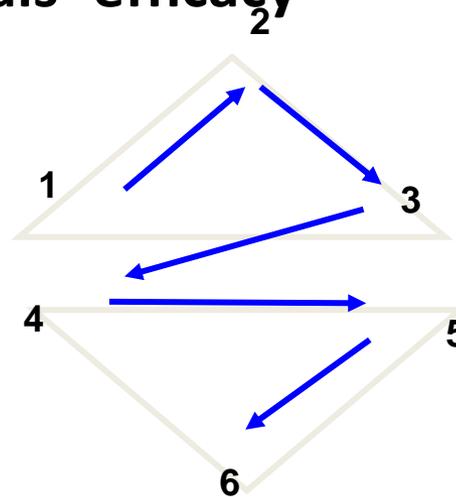
Aims:

Increase Transition Preparedness= efficacy+ prepared for possible setbacks

Defining strategies for carrying out goals- efficacy

Identifying
personal goals

Practicing needed
skills and actions



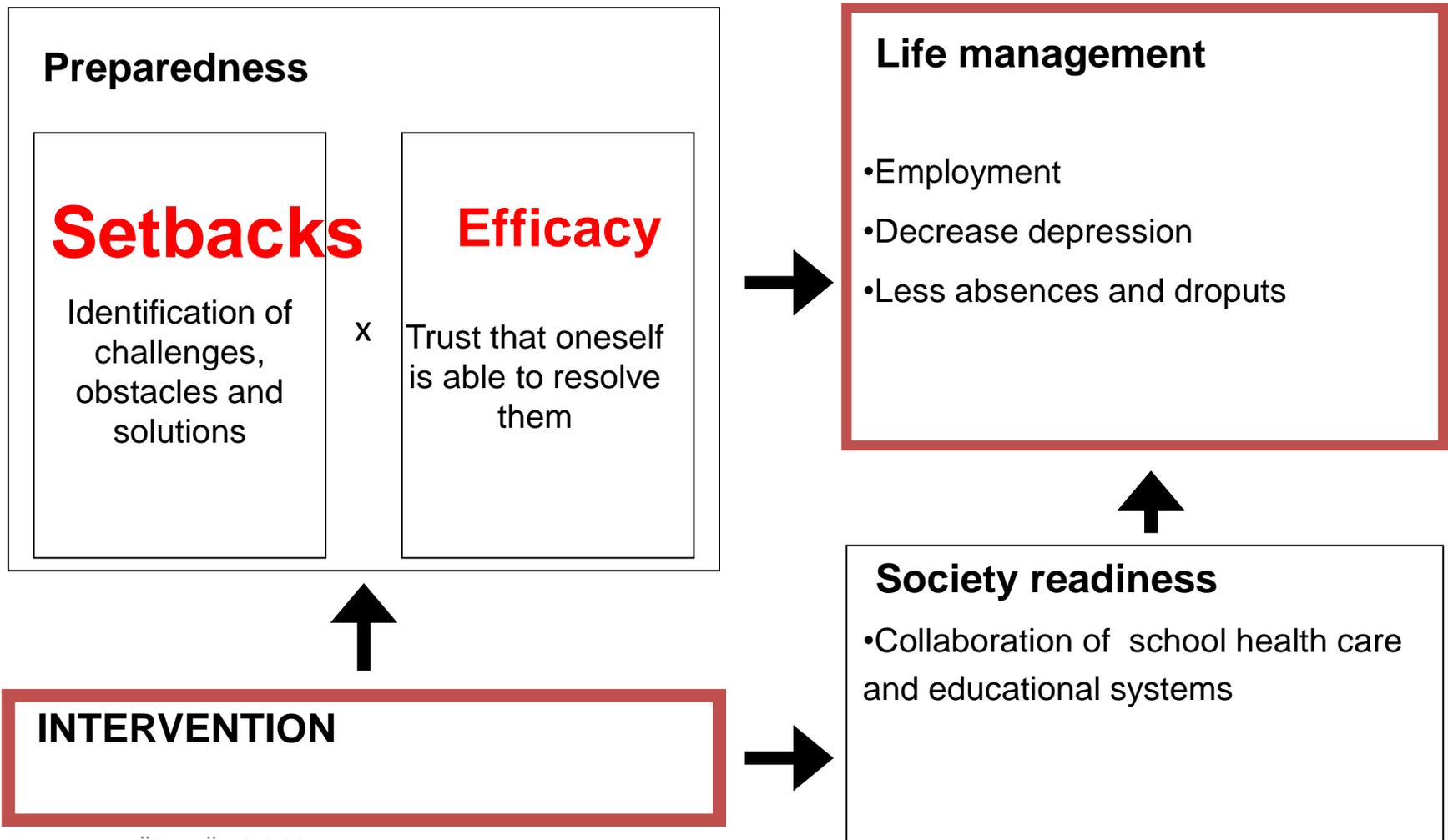
Defining solutions for
barriers and setbacks

Identifying
barriers
and setbacks

Practicing overcoming
barriers and setbacks

Vuori et al

Intervention: Towards work life



Thank you!