

# A Review of the Literature on the Effects of Appreciating Social Support on Pre-Service Teachers' Career Resilience

Yifei Jiang\*. Ying Cao. Ying Yang. Liqi Guo. Lingguan Wang and Yurun Feng

Jing Hengyi School of Education, Hangzhou Normal University, Zhejiang, China

Email: 2576222637@qq.com

**How to cite this paper:** Jiang, Y., Cao, Y., Yang, Y., Guo, L., Wang, L., & Feng, Y. (2025). A Review of the Literature on the Effects of Appreciating Social Support on Pre-Service Teachers' Career Resilience. *Education and Social Work*, 1(1), 109-113. ISSN Print: 3079-515X; ISSN Online: 3079-5168.  
<https://doi.org/10.63313/ESW.9008>

**Published:** 2025-03-31

Copyright © 2025 by author(s) and Erytis Publishing Limited.  
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).  
<http://creativecommons.org/licenses/by/4.0/>



## Abstract

This paper discusses the current research status of pre-service teachers' career resilience, analyzes the relationship between comprehending social support and career resilience, and explores the mediating role of professional commitment between the two, with a view to providing theoretical support and practical guidance for pre-service teachers' career development.

## Keywords

Pre-Service Teachers, Career Resilience, Social Support, Professional Commitment, Career Development

## 1. Introduction: Background of the study

As China's education modernization advances, the construction of the teaching force has become the key to achieving the goal of a strong education nation. Pre-service teachers, as the “preparatory force” of the future teaching force, have a direct impact on their career adaptability and professional development. In recent years, pre-service teachers have been facing challenges such as difficulty in role transition and insufficient sense of professional identity in the process of career adaptation, are in urgent need of external support. Perceived Social Support (PSS), as an important path for individuals to perceive support from the external environment, is a key factor in enhancing career adaptability. In addition, Professional Commitment, as an important indicator of an individual's commitment to his/her career, also plays an important role in the development of career

resilience.

## **2. Research status of pre-service teachers' career adaptability**

In terms of learning motivation, Li Xiaojuan et al. found through a questionnaire survey that the learning attitude of publicly-funded normal students is generally correct, but some students have the phenomenon of "profit-seeking motivation", resulting in large fluctuations in learning effects.

In terms of professional identity, Housego et al. found that in the process of facing the transformation of professional roles, directional normal students will quickly complete a relatively complex career identity change. Yu Haibo proposed the "two-factor driven model", emphasizing that professional identity provides emotional motivation for career development, while adaptability provides ability support, and the synergy between the two can ensure career stability.

In addition, for pre-service teachers of specific disciplines, Hepeng's research focused on pre-service teachers of information technology, and found that their overall career adaptability was at the upper middle level. Zhang Yuqin paid attention to pre-service preschool teachers, and found that their career adaptability was affected by factors such as willingness to engage in preschool teachers in the future, and expectations for future salaries, and showed different characteristics in terms of gender, grade, and whether they were only children.

## **3. Research Status on the Relationship Between Perceived Social Support and Career Adaptability**

Perceived social support, as a critical pathway for individuals to perceive external environmental contexts, has gradually become a focal topic in the field of career adaptability research. In the research on the relationship between perceived social support and career adaptability, numerous findings indicate a strong connection between the two:

### **3.1. Direct Effects**

Meng Lingzhen found that objective social support among college students is significantly positively correlated with career maturity, indicating that social support directly enhances individuals' career adaptability. Liang Jiuqing further noted that higher levels of perceived social support are associated with stronger self-efficacy, a key psychological resource that significantly drives the improvement of career adaptability. These studies highlight the foundational role of social support in the development of career adaptability.

### **3.2. Mediating Effects**

Beyond direct effects, perceived social support also indirectly influences career adaptability through mediating variables. Sun Qingmin and Liu Yifan, while validating the positive correlation between social support and career adaptability, pro-

posed hope as a significant mediating variable. Their research found that social support enhances individuals' levels of hope, thereby improving their career adaptability

### **3.3. Group Differences**

Significant differences exist among various groups in the relationship between perceived social support and career adaptability. For example, research on college students indicates that the impact of social support on career adaptability is particularly pronounced during the career exploration stage. In contrast, specific groups such as nursing undergraduates may experience lower levels of career adaptability due to insufficient social support. Furthermore, pre-service teachers, as a unique professional group, face career adaptability challenges that not only affect their personal career growth but also influence educational quality. Therefore, exploring the relationship between perceived social support and career adaptability among pre-service teachers holds significant theoretical and practical implications.

## **4. Research Status on the Relationship Between Perceived Social Support and Professional Commitment**

Early studies mainly focused on the basic relationship between social support and professional commitment, initially revealing a positive correlation between the two. For example, Luo Zizhao et al. (2012) reviewed the concepts, influencing factors, and measurement tools of nursing professional commitment, pointing out that social support is an important external factor affecting nursing students' professional commitment.

Moreover, it has been found that the impact of social support on professional commitment shows certain commonalities across different occupational groups. Pan Yingqiu (2019) found that social support among college students has a long-term impact on their professional interest and commitment. Li Xiaojian et al. (2017) found that social support plays a significant mediating role between career benefits and professional commitment among nursing trainees. Career benefits affect professional commitment through the mediating effect of social support.

Among vocational students, research has found a significant positive correlation between social support and professional commitment. Social support can affect learning engagement through a chain mediating effect of psychological capital and professional commitment.

## **5. Research Status on the Relationship Between Professional Commitment and Career Adaptability**

Zhao Li's findings show that professional commitment can positively affect self-efficacy. Students with high professional commitment tend to have higher confidence in their professional competence and be able to demonstrate higher resili-

ence in the face of professional challenges.

Zhang Yuqin confirmed that the chain mediation effect of career adaptability and professional commitment is significant in his research on the internal mechanism among variables such as social support, career adaptability, professional commitment and learning input of preschool education students. Professional commitment not only directly affects career adaptability, but also indirectly affects career adaptability through intermediary variables such as learning input. Wang Xinjuan pointed out that there is a significant positive correlation between professional commitment and self-efficacy of career decision-making of nursing undergraduates.

## 6.Literature Review

This paper finds that comprehending social support has a significant contributing effect on pre-service teachers' career resilience, and professional commitment plays an important mediating role between the two. However, there are problems in the existing studies, such as the research object focusing on college students, the unclear mechanism of the role of social support, and the insufficient research on the relationship between professional commitment and career resilience. In this regard, it is recommended to expand the research object, deepen the role mechanism, and strengthen the practical application in order to enhance the level of career resilience and professional commitment of pre-service teachers. Future research should further expand the breadth and depth to provide more comprehensive theoretical support and practical guidance for the career development of pre-service teachers.

## Acknowledgements

Zhejiang University Student' Science and Technology Innovation Activity Program and Seedling Talent Program Hangzhou Normal University 2024R426A010

## References

- [1] Li Xiaojuan, Sun Chuhang.(2011).A Survey Study on the Learning Condition of Free Teacher Trainees.Contemporary Education Science.57-60
- [2] HOUSEGO B E.(2000).BADALI S. Teachers' Secondment Experiences.Alberta Journal of Educational Research.327-345.
- [3] Yu Haibo. (2015).The effects of free teacher trainees' career resilience on their learning and job search: the moderating role of professional identity. China Special Education.75-80.
- [4] He Peng. Research on the current situation of pre-service teachers' career resilience in information technology disciplines and the factors influencing it. Changchun: Northeast Normal.
- [5] Zhang Yuqin.(2022).A study of pre-service early childhood teachers' career resilience in the era of borderless career. Journal of Shaanxi Pre-school Normal College. 38(10): 58 - 63.
- [6] Meng Lingzhen.(2009).Characteristics of college students' career maturity and its correlation with self-concept and social support . Liaoning Normal University.
- [7] Liang Jiuqing. (2008).College students comprehend the relationship between social support and self-efficacy. China School Health.(04):362.

- [8] SUN Qingmin, LIU Yifan. (2019)The effects of social support on college stu-dents' career resilience: a moderated mediating effect. Chinese Journal of Clinical Psychology. 27(01):185-188.
- [9] LUO Zizhao, LIANG Wangfei, ZHANG Min, ZHOU Xiyan, YANG Wei, WANG Donghua. Me-diating effects of self-efficacy between social support and profes-sional commitment among undergraduate nursing.
- [10] Zhao Li.(2011)A study on the status and relationship between professional commitment, learning burnout and academic self-efficacy of undergraduate nursing students . Chong-qing Medical University.
- [11] ZHANG Yuqin.(2021)Preschool students' comprehension of the relation-ship between social support and learning commitment: the chain-mediated ef-fects of career resili-ence and professional commitment[J]. Journal of Huaibei Normal University (Philosophy and Social Science Edition). 42(06): 95-101.