

AN ANALYSIS OF YOUNG ADULTS' CAREER ADAPT-ABILITIES FROM THE PERSPECTIVE OF VARIOUS SOCIO-DEMOGRAPHIC VARIABLES

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Abstract

The purpose of this study is to investigate young adults' career adapt-abilities with a view to various socio-demographic variables in the socio-cultural context of young adults in Turkey. The survey data were collected through a structured questionnaire consisting of a personal information form and career-related questions, and the Career Adapt-Abilities Scale (CAAS) developed by Savickas and Porfeli, 2012, and adapted into Turkish by Kanten (2012). The findings of the study corroborated the significance of miscellaneous demographic variables in accounting for the variability in young adults' career adapt-abilities. The most robust predictors of overall career adapt-abilities are the existence of a future career plan, and conscious choice of department ($p < .05$). Previous experience contributes to boosting young adults' confidence. Gender, income, hometown, and future vocational aspirations to practice in the same field as one's studies do not significantly predict overall career adaptability.

1. Introduction

Contemporary technological advancements that cause wide-ranging and rapid changes and interactions play a central role in individuals' career planning through their impact on the way people perform and accomplish various tasks (Savickas et al., 2009). Career is defined as an accumulation of education, training, interactions, skills and experience acquired throughout an individual's lifespan, and the foundations of a career as a notion is comprised of, albeit interpersonal differences, individual needs to meet various expectations (Super & Hall, 1978; Aytaç, 1997), and to accommodate those needs in an appropriate person-environment fit.

The developments and changes in organizational structures brought about by the so-called knowledge age and the emergence of an information society have collectively transformed the meaning of the career concept along with

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individuals' expectations regarding work and education. The combination of two pivotal terms, *career* and *adaptability* has brought about an extensively researched topic called career adapt-abilities, with adaptability defined as an individual's capacity to handle and accommodate expected or unexpected changes in various spheres of life.

Career adapt-ability is defined as a psycho-social construct referring to an individual's resources and capability to cope with changing work situations and occupational transitions, and to overcome possible traumas within the context of a current or future task (Savickas, 1997). A meta-competence incorporating a wide spectrum of skills, career adaptability plays a pivotal role in an individual's career trajectory, achievement and advancement (Hall & Chandler, 2005; Super & Knasel, 1981). In the relevant literature, career adapt-ability is defined as one of the building blocks of career preparation and development, a competence highly influential on career achievement (Hirschi & Vondracek, 2009, p. 120), employment quality (Koen, Klehe, & Van Vienen, 2012), and employees' future career success (Zacher, 2014). Yousefi, Abedi, Baghban, Eatemadi, and Abedi (2011, p. 264) define career adaptability as a combination of attitudes, competences, and behaviors that individuals need to be able to cope with present and future developmental vocational tasks, job and occupational changes, and related work stress and traumas. There are other definitions of career adaptabilities with reference to an exploration of individual interests and skills in adolescence, and a state of readiness to adapt and conform to work processes during the transition to adulthood and in adulthood itself (Hirschi, 2009; Super, 1980; Super & Knasel 1981). Fugate, Kinicki, and Ashforth (2004) refer to adaptability as a foundational element of employability. In the words of Savickas (1997, p. 254), the author of career construction theory, career adaptability is "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions".

In addition to increasing pressures for more abundant personal resources, as well as human and psychological capital, the contemporary developments and technologies pose a great challenge for individual career planning, which might lead to adaptability problems (Nota, Ginevra, & Soresi, 2012). The need for rapidly adapting to various conditions and situations as well as openness to experience and novelty not only in daily lives but also in occupational settings with a view to employability opportunities and career development contributes to the significance of career adaptabilities (Hou, Leung, Li, Li, & Xu 2012). Savickas et al. (2009, p. 240) claim that modern career models should be constructed upon and underline individual skills for adaptability as career theories which could be termed byproducts of rapid technological developments are influenced by multi-source and multidimensional changes and developments.

Research into the emergence and study of career adaptabilities has demonstrated that the career adaptability theory and the corresponding construct is

based upon four main components; concern, control, curiosity, and confidence. Those four career adaptability resources constitute a global measure of adaptability. Concern is about being aware and prepared for what the future might hold in terms of career planning and opportunities; control refers to a feeling of self-efficacy and taking responsibility to decide and manage future career opportunities; curiosity is about the predisposition to look for opportunities in one's environment, and finally confidence implies a feeling of proficiency in coping with career problems. In case of possible work-related problems, transitions, and task challenges, individuals high in adapt-abilities are expected to become concerned for their future vocational prospects; to attempt to take control of their career future; to be curious about possibilities and alternative scenarios regarding vocational future, and to build confidence in their self to pursue vocational aspirations (Savickas, 2008; Savickas & Porfeli, 2012, p. 663).

The largely theoretical scholastic education at universities oriented towards obtaining credits and a diploma usually results in a lack of fit between the labor market expectations and candidate capabilities. This in turn leads to serious problems in the early career development stage of young adults as well as creating uncertainties for their future employability, which requires them to adapt their careers to the needs of those novel conditions (Van Vianen, Klehe, Koen, & Dries, 2012, p. 1). The need to adapt and update existing human capital and resources to comply with the ever-changing needs of contemporary labor markets presents itself as an incessant pursuit. Throughout their career pathways, young adults are expected to adapt to a series of changing roles and contexts, and the role changes and career transitions require individuals to reevaluate their goals, personality characteristics, and characteristics of the job and the tasks, rendering flexibility, willingness to change, and career adaptabilities even more critical (Klehe, Zikic, Van Vianen, & De Pater, 2011, p. 218).

Research into career adapt-abilities in the context of young adults is thereby valuable. Today, young adults monitor their environment and consider available career opportunities to make their subsequent career choices with regard to psychological and sociocultural factors (Bayraktaroğlu, 2008; Savickas, 2005), and such contextual variables and contingencies are significant determinants of career development process (Savickas, 2002) pointing to the significance of a set of skills facilitating adaptability (Rossier, Zecca, Stauffer, Maggiori & Dauwalder, 2012).

The set of skills requisite within different settings and for different career paths vary according to sociocultural backgrounds and the conditions under which young adults are brought up. The so-called *transition from school to work* period corresponding to the ages between 15 to 24 (Super, 1978; Savickas, 2005; Perren, Keller, Passardi, & Scholz, 2010) is considered to be a particularly crucial stage for career adapt-abilities and planning, during which period young adults attempt to adapt to their new social roles and assume new responsibilities in the society (Erdoğan, Zorver, & Korkut Owen, 2014, p. 316). During the transition period, the goal of career planning tends towards enhancing and

furthering young adults' career opportunities and alternatives, and motivating them to become candidates for top positions of elite professions (Yıldız, & Tüfekçioğlu, 2008). The changeability of career adapt-abilities and the possibility to improve, and develop them through educational and training programs puts the topic in the center of research and practice- based interest.

At the bottom of an occupational choice lies the knowledge of the self and the professions. The better knowledge of the self and the jobs individuals nurture, the better chances they have of wending their careers towards occupations compatible with their skills and competences (Özdemir, Özdemir, Akça, Ediz, & Akça, 2002, p. 288). Self-regulation skills and adaptability resources that provide leverage for young adults in developing adaptability strategies are largely influenced by contextual contingencies in the environment such as psychological, social, and demographical variables.

Through a socio-demographic investigation of career adaptability as a combination of four main components, namely concern, control, curiosity, and confidence and as a skill that could be developed and improved through interaction, experience and education, the present study attempts to contribute to career adaptability literature for policy guidance and practice in the specific context of Turkish young adults.

2. Material and methods

This study is based on a correlational survey method with an exploratory purpose. The aim of most survey research with an exploratory design is to identify a situation either at present or in the past. Correlational research models attempt to report the existence or degree of covariance between two or more variables (Karasar, 2005). 183 female and 215 male students from a College of Physical Education and Sports at a large public university in Turkey comprised the sample of the study by completing the questionnaire form in the 2015 fall semester.

The questionnaire form consists of two sections; a personal information form with demographics and career-related questions, and Career Adapt-Abilities Scale consisting of four components and nineteen items. The Turkish adaptation of the scale by Savickas, and Porfeli (2012) has been conducted by Kanten (2012) whereby five out of twenty-four items were discarded due to low factor loadings and inadequate fitness of good statistics on a preliminary student sample consisting of 474 young adults. The internal consistency estimates for the four components of concern (3 items; $\alpha = .854$), control (5 items $\alpha = .860$), curiosity (5 items $\alpha = .79$), and confidence (6 items $\alpha = .865$) range from acceptable to good for the current study. Overall Cronbach's alpha coefficient for the CAAS is .920. According to confirmatory factor analysis, the theoretically-driven measurement model of the CAAS based on established criteria of Chi-square/df=2,437, RMSEA=.058, SRMR=.049, CFI=.95, and TLI=.95 fit indices were adequate and acceptable.

The hypotheses tests were conducted through IBM SPSS 21 software. The data were analyzed through frequency tests, t-tests, ANOVAs, and regression analysis. For further analyses, homogeneity of variances was tested in order to decide which mean scores to evaluate and then, which post-hoc technique to apply.

3. Results and Discussions

This study has an exploratory purpose with regard to identifying young adults' career adapt-abilities, and discovering any demographical differences among young adults in terms of career adaptability levels. We propose that young adults differ in their career adapt-abilities based on, but not limited to, the following factors; gender, income, the place where they were raised, whether they have future career plans or not, whether they have consciously chosen to study in their respective field, whether they plan to practice in the same field as they study, previous experience relevant to their studies, and the high school major.

For our study, young adults' age ranged from 17 to 29 with a concentration at around 22 (15,6% at 22, 13,3% at 21, and 15,1% at 20 years old), and an average age of 21,39 years. We did not construct an age-related hypothesis considering most of our respondents are at a similar stage of their lives with regard to career planning, and subsequent analyses based on age were not found to be consequential in terms of career adaptability resources.

H1: Mean scores for career adapt-abilities differ based on young adults' gender.

H2: Mean scores for career adapt-abilities differ based on young adults' income.

H3: Mean scores for career adapt-abilities differ based on young adults' hometown.

H4: Mean scores for career adapt-abilities differ based on whether young adults have career plans or not.

H5: Mean scores for career adapt-abilities differ based on whether young adults made their departmental choice consciously.

H6: Mean scores for career adapt-abilities differ based on whether young adults plan to practice in the same field as they study.

H7: Mean scores for career adapt-abilities differ based on whether young adults have previous education or training.

H8: Mean scores for career adapt-abilities differ based on young adults' high school major.

H9: Demographics affect young adults' career adapt-abilities.

Table 1 *Demographics and career related questions*

Variables (N=398)		F	%
Gender	Female	183	46
	Male	215	54
Income	Up to 1000TL/month	38	9,5
	1001-2000TL	118	29,6
	2001-3000TL	101	25,4
	3001-4000TL	64	16,1

	4001-5000TL	44	11,1
	More than 5000TL	33	8,3
Hometown	City center	287	72,1
	District	96	24,1
	Town	9	2,3
	Village	6	1,5
Department	Physical Education Teacher Program	85	21,4
	Coaching	157	39,4
	Sport Management	98	24,6
	Recreation	58	14,6
Education Program	Daytime	210	52,8
	Evening	188	47,2
Degree	Freshman	88	22,1
	Sophomore	78	19,6
	Junior	87	21,9
	Senior	106	26,6
	Other (Lapsed student status)	39	9,8
Mother education	Primary school	176	44,2
	High school	168	42,2
	Undergraduate	41	10,3
	Graduate	13	3,3
	Primary school	138	34,7
Father education	High school	180	45,2
	Undergraduate	59	14,8
	Graduate	21	5,3
Career plan	Yes	359	90,2
	No	39	9,8
Conscious choice of department	Yes	371	93,2
	No	27	6,8
Education-future occupation plan fit	Yes	361	90,7
	No	37	9,3
Prior training or education	Yes	240	60,3
	No	158	39,7
Determinants of departmental	Teacher	35	8,8
	Family	36	9
	Coach	102	25,6
	Friend circles	95	23,9
	Other	130	32,7
High school major	Life sciences	30	7,5
	Social sciences	107	26,9
	Foreign language	17	4,3
	Turkish-Maths	117	29,4
	Sports High School	30	7,5
	Arts High School	13	3,3
	Other	84	21,1

Tab. 1 displays the general characteristics of the research sample. Almost half of the respondents (46%) are women, and 54% are men. The average

monthly income is 3143 TL with a concentration around 1001-2000 (29,6%) and 2001-3000 (25,4%) range respectively. Most of our respondents have grown up in city centers (72,1%). Department-wise, the respondents represent the whole college with its four different study programs. Almost half of our young adults study daytime (52,8%), and the remaining 47,2% attend evening programs.

From freshman and senior to lapsed students, all students are represented by the sample population. Parental education of the respondents show that more fathers have obtained high school, undergraduate, and graduate degrees (45,2%, 14,8%, and 5,3% respectively) than mothers (42,2%, 10,3%, and 3,3% respectively). More mothers (44,2%) have only primary school degrees than fathers (34,7%).

Most of the respondents (90,2%) reported having future career plans, and having consciously chosen their department (93,2%). 90,7% have future aspirations to professionally practice in the same field as their studies. 60,3% of the respondents have had some kind of previous experience, such as a training or seminar in their area of specialization. Among the various factors that contributed to departmental choice of our sample respondents are teachers (8,8%), families (9%), friends (23,9), and coaches (25,6%).

According to independent sample t-tests comparing gender-based differences in terms of career adapt-abilities of young adults, there is no statistically significant difference between women and men in subscale mean scores ($p < .05$).

Any differences among young adults' career adapt-abilities based on where they were raised were investigated via ANOVA test whereby no statistically significant difference was confirmed ($p < .05$). According to the results of ANOVA testing income-based differences among young adults' career adaptability resources, none of the income groups significantly differed from another ($p < .05$). Young adults career adapt-abilities were found to be affected by the existence of future career plans. Specifically, those who have reported that they have future career plans ($n=359$) scored significantly higher in concern ($4,302 \pm 0,784$), control ($4,367 \pm 0,647$), curiosity ($4,070 \pm 0,648$), and confidence ($4,418 \pm 0,573$) subscales compared to those who have no career plans ($n=39$) ($p < .05$).

Findings of the t-test regarding subscale mean score differences in terms of whether young adults consciously chose to study in their respective department, or other factors intervened in their enrollment are statistically significant. Specifically, young adults who reported a conscious choice were found to score significantly higher in concern ($4,266 \pm 0,817$), control ($4,351 \pm 0,657$), curiosity ($4,068 \pm 0,651$), and confidence ($4,401 \pm 0,588$) subscales ($p < .05$). Young adults were expected to be high in career adaptability resources when they reported to have aspirations to professionally practice what they study.

However, ANOVA findings point to no significant differences in terms of career adaptability subscales with regard to nurturing future vocational aspirations parallel to current studies or not. Curiosity subscale almost indicates a significant difference whereby those with intentions to practice ($4,073 \pm 0,632$) are found to have more curiosity than those who do not report willingness ($3,854 \pm 0,894$) to practice ($p < .05$). Previous education or training within the

same field of studies was found to make a significant difference in terms of confidence career adaptability resource whereby, those reporting to have previous experience ($4,459 \pm 0,651$) scored higher than those without experience ($4,321 \pm 0,506$) ($p < .05$). Experience turned out to be a positive factor for young adults' confidence adaptability resource.

The results of ANOVA testing potential differences in terms of young adults' career adapt-abilities based on high school area of specialization. The high school specialization is a specific practice in the current educational system of Turkey, and students are expected to choose a specific area for their further studies before or in the early years of high school education, which takes four years. University admission exam and subsequent choice of department depends on high school major and area of specialization. In our sample, young adults were not found to have statistically significant differences in their career adapt-abilities based on high school majors.

Table 2 Scale means for career adapt-abilities of young adults

N=398, t=2,40	Mean	SD	t	Sig.
Concern	4,224	0,859	42,341	.000
Control	4,324	0,680	56,444	.000
Curiosity	4,052	0,662	49,774	.000
Confidence	4,376	0,601	65,611	.000
CAAS	4,253	0,551	67,095	.000

Turkish young adults participating in our study report high career adapt-abilities in terms of all subscales, and the highest mean score belongs to confidence ($4,376 \pm 0,601$) type of career adaptability (Table 2). One sample t-test analysis with a central point of 2,40 (based on 5-point Likert scale) demonstrate statistically significant deviation from the midpoint for all subscales. The least reported type of career adaptability is curiosity ($4,052 \pm 0,662$) ($p < .05$).

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Table 3 Correlations among research variables

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. concern	4,224	0,859	(.85)											
2. control	4,324	0,680	,591**	(.86)										
3. curiosity	4,052	0,662	,409**	,607**	(.79)									
4. confidence	4,376	0,601	,400**	,602**	,595**	(.86)								
5. career total	4,253	0,551	,706**	,870**	,819**	,827**	(.92)							
6. gender	0,540	0,499	-0,038	0,005	0,018	-0,027	-0,012							
7. hometown	1,330	0,599	0,014	-0,096	-0,049	-0,09	-0,074	0,048						
8. income	3,143	1,419	-0,008	0,013	0,052	0,04	0,032	0,051	-,133**					
9. career plan	0,100	0,298	,276**	,192**	,123*	,213**	,243**	,101*	,185**	-0,045				
10. conscious choice	0,070	0,252	,183**	,152**	-0,088	,158**	,177**	-0,012	,101*	-0,027	,214**			
11. future career-education fit	0,090	0,291	-0,063	0,011	-0,096	-0,068	-0,066	0,052	0,039	-0,051	,215**	,292**		
12. previous experience	0,400	0,490	0,02	0,031	-0,027	,113*	0,045	-0,055	0,082	0,009	,130**	0,047	0,094	
13. high school major	3,970	1,978	-0,005	0,001	0,021	-0,031	-0,005	,112*	,160**	,109*	,108*	0,055	0,014	- ,101*

** $p < .01$, ** $p < .05$, In parantheses are cronbach's alpha coefficients

The correlations among research variables are shown in Tab. 3. According to correlation analyses, there is a significantly positive correlation between having a career plan and all the career adaptability resources. In other words, young adults with a career plan tend to have more concern, control, curiosity, and confidence ($p < .01$). Young adults who have consciously chosen their department do also tend to have more concern, control, and confidence. Previous experience positively correlates with overall career adaptability.

Lastly, a regression model was constructed to test the individual effects of all demographics on the career adapt-abilities of young adults. Table 4 displays the explanatory power (Beta) of all the variables investigated within the scope of our study, and how much variance is explained of career adaptability resources by the selected criteria.

Table 4 Regression analysis

	Career Adaptability			Concern			Control			Curiosity			Confidence		
	Beta	p		Beta	p		Beta	p		Beta	p		Beta	p	
Gender	-0,016	0,741		0,010	0,844		0,019	0,704		0,025	0,620		-0,001	0,978	
Hometown	0,068	0,174		-0,031	0,537		-0,065	0,207		-0,025	0,626		-0,055	0,276	
Income	-0,011	0,824		0,018	0,713		0,000	0,997		0,042	0,404		0,021	0,666	
Career plan	-0,273	0,000		-0,227	0,000		-0,184	0,000		-0,101	0,059		-0,199	0,000	
Conscious choice	-0,145	0,005		-0,135	0,009		-0,136	0,009		-0,047	0,376		-0,117	0,024	
Future plans	0,030	0,562		0,015	0,770		0,085	0,105		-0,059	0,266		-0,003	0,959	
Previous experience	0,056	0,257		0,087	0,082		0,064	0,205		0,001	0,980		0,151	0,003	
High school major	0,027	0,582		0,041	0,411		0,042	0,408		0,041	0,430		0,023	0,645	
Model R		.388			.291			.255			.164			.288	
R ²		.153			.085			.065			.027			.083	
F		5,566			4,489			3,39			1,347			4,407	
Model p		.000			.000			.001			.219			.000	

⁻ N=398, Standardized regression coefficients are shown, p<.05

Regression model that measures the effect of demographic variables on young adults' overall career adapt-abilities is statistically significant ($F=24,151$; $p=.000 < .05$) (Table 4). The variance explained of career adapt-abilities of the select young adults via miscellaneous demographic factors reported by the respondents is 15, 3%. H9, which states that demographic data is a predictor of career adapt-abilities, is thus confirmed, although the remaining 85 % of the variance is accounted for by other variables not included in this present model and within the scope of this study. Specifically, the only statistically significant contribution to overall career adapt-abilities come from having future career plans ($\beta=-.273$, $p=.000 < .05$), and having consciously chosen one's department ($\beta=-.145$, $p=.005 < .05$). Regression models with concern, control, and confidence subscales as dependent variables are found to be significant with having future career plans and conscious department choice as the only statistically significant predictors whereas the curiosity subscale is not predicted by any of the variables included in our study. Confidence subscale is predicted by career plan ($\beta=-.199$, $p=.000 < .05$), conscious choice of department ($\beta=-.117$, $p=.024 < .05$), and previous experience ($\beta=.151$, $p=.003 < .05$).

4. Conclusions

More than three decades of research within vocational psychology literature has evidenced the theoretical and psychometric validity of career adaptability construct through a great number of empirical studies (Goodman, 1994; Savickas, 1997; Super, & Knasel, 1981). Previous research on career adaptability and its negative and positive correlates found various criteria to be significantly related with overall career adaptability and its dimensions, and with the change over time in career adapt-abilities. Among those factors are; age, education, future temporal focus, personality characteristics such as extraversion, neuroticism, openness to experience, and core self-evaluations (Zacher, 2014); a future temporal focus (Ebberwein, Krieshok, Ulven & Prosser, 2004); a positive emotional predisposition, perceived social support, non-immigration background, and further vocational education (Hirschi, 2009); gender (Hou et al., 2012; Zacher, 2014); self-esteem (Van Vienen et al., 2012); locus of control, general anxiety, and fear of failing (Pouyaud et al., 2012). The current study attempted to contribute to the budding literature in Turkey on career adapt-abilities through an investigation of some demographics and career-related individual differences with a view to career adaptability resources.

To summarize our findings, H1 which states that mean scores for career adapt-abilities differ based on young adults' gender is rejected. Gender-based differences in perceptions or expectations and the theories pointing to the significance of gender and gender roles do not apply in this context. H2 which

states that mean scores for career adapt-abilities differ based on young adults' income is rejected. The respondents did not report coming from radically distinct socio-economic backgrounds, which could be the reason for the homogeneity of findings in terms of income. H3 referring to career adaptability differences based on young adults' hometown is rejected, as most of our respondents reported having grown up in city centers. Familial backgrounds were expected to be significant determinants of adaptability, and findings of studies on different research samples could still vary in that aspect. H4 which claims mean scores for career adapt-abilities differ based on whether young adults have career plans or not is confirmed for overall CAAS, concern, control, and confidence subscales. H5 stating that mean scores for career adapt-abilities differ based on whether young adults made their departmental choice consciously is confirmed for CAAS, concern, control, and confidence as well. H6 featuring that mean scores for career adapt-abilities differ based on whether young adults plan to practice in the same field as they study is rejected. Most of our respondents have reported having intentions to practice their profession in their future careers, which could account for the similarity of results. H7 stating that mean scores for career adapt-abilities differ based on whether young adults have previous education or training is partly confirmed as it explains some of the variance in confidence subscale, whereas it does not significantly predict overall career adapt-abilities. Finally, H8 alleging that mean scores for career adapt-abilities differ based on young adults' high school major is rejected. The regression model hypothesis H9 purporting that demographics affect young adults' career adapt-abilities is partly confirmed with the significant effects of only two independent variables.

Overall, the findings of our study demonstrate that demographics matter in terms of predicting young adults' career adaptabilities at least to some extent. The respondents of the study have relatively high levels of career adaptabilities for all the subscales with highest means scores in confidence, control, concern, and curiosity respectively. Young adults' resources in terms of concern, control, and confidence are boosted when they have future career plans, when they consciously choose their area of specialization, and having previous experience in the form of *i.e.* seminars, and trainings contribute to developing confidence. Curiosity is the least reported type of career adaptability resource, and it is the only variable not to be explained within the scope of this study. Young adults' curiosity levels could not be predicted by their demographical and career-related individual characteristics. Curiosity-based psychological capital is a significant asset in the contemporary knowledge age where the more curiosity drives the more innovation and development. However, the relatively low levels of curiosity and the subsequent lack of statistical significance could be related with the high number of respondents who have had previous experience before their undergraduate studies, as well the high number of those who have already decided for their future careers. This lack of uncertainty based on experience, and the knowledge of their tasks and what the future may hold could decrease

the level of curiosity. In the same line, the previous experience comes to account for a relatively higher level of confidence.

The findings of our study could be used by vocational psychologists and practitioners to identify some individual characteristics that account for differences in career adaptability resources, and this allows for a customized counseling and preparation of educational and training agenda to address different needs, as well as offering some criteria for human resources practitioners in recruitment and selection, and educational program preparations. An early development of career expectations during adolescence turned out to be a positive factor in young adults' concern, control, and confidence type of adaptability resources, and the policy makers could be informed about the significance of early counseling through the findings of this study. As organizations and their members grapple with new technologies, structures, processes, and cultures, facilitating organizational change and ensuring flexibility and adaptability becomes increasingly significant (Taylor, 2008: p. 278). This requires being aware of anticipated changes within the external environment, and striving to ensure that the right skills and competencies are available at the appropriate time, and that change agents identify and address those challenges at the right moment. This study identified some of the individual variables that account for adaptability differences.

This study also has a number of limitations that could be eliminated by future research. First of all, self-report and cross-sectional data might raise concerns as to common-method bias and temporality. The contextual data does not lend itself to generalizability of the findings as well, for why longitudinal data on more diverse samples are recommended for future researchers. In addition to the non-response bias, social desirability bias and courtesy bias might have intervened in sample responses. However, the findings of the study are considered to be valuable reference for researchers of career construction theory, and they could refer to the demographic and individual difference criteria included in our study for their future studies even when their focus is on different antecedents and precedents within the construct's nomological net.

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