


The Relations between Career Adaptability, Career Engagement, and Life Satisfaction

Ersoy Çarkıt, Res. Assist., Nevşehir Hacı Bektaş Veli University, carkitersoy@nevsehir.edu.tr

 ORCID 0000-0002-9811-9135

Keywords

Career development
Career adaptability
Career engagement
Life satisfaction
Career construction model of adaptation

Article Info:

Received : 08-09-2021
Accepted : 06-10-2022
Published : 10-12-2022

DOI: 10.52963/PERR_Biruni_V11.N3.02

Abstract

Based on the Career Construction Model of Adaptation (CCMA), this study aimed to examine the relations between career adaptability, career engagement, and life satisfaction in Turkish young adults. Participants were university students, 410 Turkish young adults (75.9% females and 24.1% males), aged 18-26 years ($M = 20.80$, $SD = 1.50$). Structural equation modeling was used to test the hypotheses of the present study. After controlling the perceived socioeconomic status, career adaptability was found to be associated with career engagement and life satisfaction. Moreover, career engagement was related to life satisfaction. The result of the structural equation model and bootstrapping analyses showed that career engagement fully mediated the relationship between career adaptability and life satisfaction. The results of the study indicated that engagement in proactive career behaviors explains how career adaptability and life satisfaction are related. The results of this study improve our understanding of the link between career adaptability and life satisfaction, with particular emphasis on the role of career engagement as a mediator. The result was discussed regarding the relevant literature and the implications were provided.

To cite this article: Çarkıt, E. (2022). The relations between career adaptability, career engagement, and life satisfaction. *Psycho-Educational Research Reviews*, 11(3), 412-425. doi: 10.52963/PERR_Biruni_V11.N3.02

INTRODUCTION

Some periods contain more uncertainty due to reasons such as economic crises, political turmoil, natural disasters and pandemics (Korkut-Owen, 2021). The recent global changes have increased the uncertainty even more. For example, rapid advances have been made in information and communication technologies; known progression steps in workplaces are no longer guaranteed (Korkut-Owen, 2021). Furthermore, many people are struggling to find jobs and unemployment is rising (Duffy, Blustein, Diemer, & Autin, 2016). Due to the Coronavirus-2019 outbreak, more job insecurity and financial worries resulted in greater mental health problems, unemployment, and employment disparities (e. g. Autin, Blustein, Ali, & Garriott, 2020; Wilson, Fitzgerald, Oosterhof, Sevi, & Shook, 2020). Thus, active career management, adaptation to change, and proactive career behaviors have become more important for career development in current conditions where increasing uncertainty, people feel that they have less control and mental health is much more affected.

The unpredictable nature and fluidity of career development in the 21st century have created great challenges in dealing with career transitions (Savickas et al., 2009). Therefore, there is an increasing need for young adults to be ready and willing to face change, to have sources of adaptability, and to active engagement in building their careers in achieving positive career and life outcomes (Savickas, 2013). It is important to help young adults as the future workforce to cope with the crisis, uncertainty, and rapid changes. A better comprehension of career-related processes that underlie life satisfaction as an adaptive result will provide implications to provide support to these young adults. The present study is established on the Career Construction Model of Adaptation (CCMA; Savickas, 2005, 2013; Savickas & Porfeli, 2012), which emphasizes the importance of adaptive readiness, adaptability resources, adapting responses, and adaptation results in constructing a successful career and coping with career development challenges. The present study aimed to examine analyzing the relationship between career adaptability (adaptability resources), career engagement (adapting response), and life satisfaction (adaptation result) in a sample of Turkish young adults.

CAREER CONSTRUCTION MODEL OF ADAPTATION (CCMA)

The theoretical model of career adaptation stresses the order of adaptive readiness, adaptability resources, and adapting responses in reaching positive life and career outcomes. These dimensions operate in this order to deal with career transitions, crises and challenges. Adaptive readiness refers to the personality trait of willingness and readiness to change. Adaptability resources are the psychosocial structure that refers to the potentials of self-regulation to cope with change. Adapting responses refers to the performance of real behaviors that aim to deal with floating career conditions and make career choices. Adaptation results refer to outcome variables such as success, well-being, satisfaction, which show that a new balance has been reached (Savickas, 2013, Savickas & Porfeli, 2012; Savickas, Porfeli, Hilton, & Savickas, 2018; Šverko & Babarović, 2019; Tokar, Savickas, & Kaut, 2020). According to this model, individuals who are willing to change may have more resources to manage change. Thus, it is assumed that these individuals will take an active role to manage change and reach a new balance that includes positive outcomes more effectively.

CAREER ADAPTABILITY

Career adaptability is the psychosocial mechanism that includes both preparedness and resources to successfully face vocational tasks, vocational transitions, and unforeseen challenges (Savickas, 1997, 2005). In parallel with Super's (1983) concept of career maturity, career adaptability consists of concern, control, curiosity, and confidence dimensions. Concern expresses an orientation for the future, preparing for the future, and knowing that they are important. Control refers to feeling and believing that you are accountable for building careers. Curiosity includes exploring the individual's for career development self, the work world, and the fit between them. Confidence reflects the

individual's self-confidence that they can effectively deal with the barriers and challenges associated with their career (Savickas, 2002). According to CCMA, career adaptability promotes the improvement of adaptation responses and adaptation results (Savickas & Porfeli, 2012).

Researches indicated that career adaptability was positively associated with many characteristics such as personality traits (Li et al., 2015; Skorikov & Vondracek, 2007), self-esteem (Marcionetti & Rossier, 2019; Öztemel & Yıldız-Akyol, 2021a), general self-efficacy (Karacan-Özdemir & Yerin-Güneri, 2017; Marcionetti & Rossier, 2019), emotional intelligence (Parmentier, Pirsoul, & Nils, 2019), hope and optimism (Santilli, Marcionetti, Rochat, Rossier, & Nota, 2017), resilience (Büyükgöze-Kavas, 2016; Santilli, Grossen, & Nota, 2020), and courage (Ginevra et al., 2018). Based on the previous findings, individuals with positive personality characteristics have more self-regulation potential and psychosocial coping mechanisms in pursuing their career development. According to previous findings, career adaptability and career engagement in adolescents (Su et al., 2020), university students (Nilforooshan & Salimi, 2016), and working adults (Spurk, Volmer, Orth, & Görizt, 2020) were positively correlated. Based on previous findings, it can be inferred that career adaptability plays a key role in engaging in proactive career behaviors. Besides, it is also thought that display proactive career behaviors and having the resources to cope with difficulties and transitions are important in the career development of individuals in different vocational development stages. Career adaptability was found to be positively correlated with outcomes such as well-being (Ramos & Lopez, 2018; Tokar et al., 2020; Zhuang et al., 2018), happiness (Öztemel & Yıldız-Akyol, 2021a, 2021b), career satisfaction and career success (Wilkins et al., 2014), academic satisfaction (Yıldız-Akyol & Öztemel, 2021) and life satisfaction (Hirschi, 2009). Based on the previous findings, it can be inferred that career adaptability strengthens positive career and life outcomes. Based on CMMA and previous findings, it is hypothesized that career adaptability positively predicts career engagement (Hypothesis 2) and life satisfaction (Hypothesis 1) in this study.

CAREER ENGAGEMENT

The behaviors of an individual for career development and preparation such as career planning, networking, skill development are defined as proactive career behavior (Hirschi & Freund, 2014). Career engagement refers to the level of proactive behaviors display by individuals to improve their careers (Hirschi, Freund, & Herrmann, 2014). In other words, career engagement is a general expression of the degree to which an individual engages in adapting behaviors (Hirschi et al., 2014). Proactive career behavior is now considered to be more important for career development due to the low predictability of career. Career engagement has been associated with personality traits such as optimism (Bharti & Rangnekar, 2019), hope (Hirschi, 2014), and positive affect (Hirschi & Freund, 2014). In addition, career engagement positively affects career success (Hirschi & Jaensch, 2015; Smale et al., 2019), career satisfaction (Baluku et al., 2021; Spurk et al., 2020; Upadaya & Salmela-Aro, 2015), academic satisfaction (Nilforooshan, 2020), job (Hirschi, 2014) and life satisfaction (Hirschi, 2014). Based on the previous findings, it is foreseen that career engagement is associated with positive career and life outcomes. In this study, career engagement was positioned as an adapting response. CMMA emphasizes the mediator role of adapting responses in the relationship between adaptability resources and adaptation results (Savickas, 2013). Based on CMMA and previous findings, it is hypothesized that career engagement positively predicts life satisfaction (Hypothesis 3) and career engagement has a mediating effect on the relationship between career adaptability and life satisfaction (Hypothesis 4).

LIFE SATISFACTION

Subjective well-being or happiness is often conceptualized as multifaceted in nature with both emotional and cognitive components (Diener, Suh, Lucas, & Smith, 1999). Pavot and Diener (1993) stated that life satisfaction is a separate construct representing a cognitive and global assessment of an individual's quality of life among the three components of subjective well-being (positive affect,

negative affect, and life satisfaction). As a subjective judgment, life satisfaction refers to the cognitive evaluations of the individual regarding their own life (Diener, 1984; Pavot & Diener, 2008). Previous studies indicated that life satisfaction is predicted by psychological capital, namely hope (Bronk et al., 2009; Chang et al., 2019), self-efficacy (Azizli, Atkinson, & Baughman, 2015; Çakar, 2012), resilience (Reyes et al., 2020; Santilli et al., 2020), and optimism (Avşaroğlu & Okutan, 2018; Bailey, Eng, Frisch, & Snyder, 2007).

Previous studies have reported that important predictors of life satisfaction in young adults are variables such as career transition readiness, career engagement, career adaptability, and career exploration (Cabras & Mondo, 2018; Ghosh et al., 2019; Hirschi, 2014; Sawitri & Perdhana, 2020). Therefore, preparing for the future, taking an active role in career development, preparing for the transition to the work world are factors that contribute to experiencing more positive emotions and positive evaluation of life. Life satisfaction was positioned as an adaptation result. In this study, based on CCMA, life satisfaction is considered to result from the sequential predictive consequences of career adaptability and career engagement.

THE PRESENT STUDY

The aim of the present study is to examine relations career adaptability, career engagement, and life satisfaction in Turkish young adults on the basis of CCMA. Although the relationships between career adaptability and life satisfaction have been examined in previous studies (Büyükgöze-Kavas, Duffy, & Douglass, 2015; Ng, Lim, Cheah, Ho, & Tee, 2020), there is no study examining the role of career engagement in this relationship. Career engagement is different from the concepts such as career adaptability, career management, career motivation, commitment, and work engagement. Engagement is a behavioral construct that does not correspond to a mental state, attitude, identity, preparedness, aspirations, or self-management skills. In this context, career commitment more generally refers to the overall degree of engagement in explicit career behaviors (Hirschi et al., 2014). Thus, career engagement may be regarded an adapting response.

The results of the study will indicate how the adaptability resources indirectly affect the adaptation results and will give significant hints about the processes that support the adaptation results of young adults. The results of this study are expected to emphasize the importance of individual engages with adapting and proactive career behaviors such as planning, skill development, exploring, networking, and career enterprise, in terms of showing how the relationship between career adaptability and life satisfaction is. Furthermore, studies on the basis of the CCMA model is still limited (Johnston, 2018). The results of this study are expected to expand the limited literature on CCMA.

Proactive career behaviors are especially important for young adults, as the preparation process can be more difficult during uncertainty, crisis, and transition periods. Examining the mediating effect of career engagement in career adaptability and life satisfaction in young adults who start preparing before entering the work-life (Hartung, Porfeli, & Vodracek, 2008) will show the importance of these concepts in young adults more clearly. Furthermore, examining career-related processes that underlie life satisfaction in young adulthood can contribute to the development and improvement of tools and preventive intervention programs. In this way, young adults may be helped to adapt to the changing conditions of the 21st century and to build their futures. Therefore, the research findings are expected to expand previous research on the international applicability of the CCMA.

Previous studies reported that career adaptability is positively linked to career construction (Öztemel & Yıldız-Akyol, 2021a; Šverko & Babarović, 2019; Yıldız-Akyol & Öztemel, 2021) and life satisfaction (Parola & Marcionetti, 2021; Santilli et al., 2020). Beside, previous studies reported that career engagement is positively associated with life satisfaction (Hirschi, 2014; Le, Jiang, & Nielsen, 2018), job and career satisfaction (Hirschi et al., 2014). In line with these findings and theoretical considerations, it was thought that career adaptability may indirectly predict life satisfaction via career

engagement in a sample of Turkish young adults. In a broad sense, the hypotheses of this study can be summarized as follows:

Hypothesis 1. Career adaptability positively predicts life satisfaction.

Hypothesis 2. Career adaptability positively predicts career engagement.

Hypothesis 3. Career engagement positively predicts life satisfaction.

Hypothesis 4. Career engagement is mediate the relationship between career adaptability and life satisfaction.

METHOD

PARTICIPANTS AND PROCEDURE

The participants consisted of 410 Turkish young adults who are university students (311 [75.9%] females and 99 [24.1%] males), aged 18-26 years ($M = 20.80$, $SD = 1.50$). The grade levels of the participants are as follows: 58.8% were 1st grade ($n = 241$), 18.5% were 2nd grade ($n = 76$), 12.9% were 3rd grade ($n = 53$) and 9.8% were 4th grade ($n = 40$). Of the participants, 11.5% perceive their socioeconomic level as low, 86.9% as middle, and 1.7% as high.

The study was confirmed by the researcher's university ethics committee (REF NO: 2100014035-2021.05.154-05). Participants of the study were randomly selected from undergraduate and associate degree students at different faculties and vocational schools of state universities in the Central Anatolia Region of Turkey. The data was collected through Google documents. A feature of the Google Docs system was used when filling out items so that a value is not allowed to be missing data. Participants were informed that they can leave the study whenever they want, and participation was made on a voluntary basis. Informed consent was ensured from all participants after informing them about the study. Participants were asked to answer measures evaluating career adaptability, career engagement, and life satisfaction. There was also a form asking for the demographic information of the participants (questions about gender, grade level, age, perceived socio-economic status).

MEASURES

CAREER ADAPTABILITY

Career Adaptability Scale-Short Form (CAAS-SF; Maggiori, Rossier, & Savickas, 2017) was used to measure the career adaptability of the participants. This scale consisting of 12 items (e.g., "Thinking about what my future will be like." and "Observing different ways of doing things."), and four sub-dimensions: Concern, control, curiosity, and confidence. Each sub-dimension is represented by three items. CAAS-SF is a 5-point Likert-type scale (1 = not strong to 5 = strongest). The scores that can be obtained from this scale vary between 12 and 60, but higher scores indicate greater career adaptability. The validity and reliability studies for the Turkish version of the CAAS-SF were conducted by Işık et al. (2018). Turkish CAAS-SF was found to have good fit index values: $\chi^2/df = 2.13$, $GFI = .95$, $CFI = .96$, $TLI = .95$, $RMSEA = .05$. Turkish CAAS-SF was found to be positively associated with career decision-making self-efficacy ($r = .66$), as expected. Turkish CAAS-SF has high internal consistency in the sample of undergraduate students (concern = .79, control = .77, curiosity = .76, confidence = .79, and total score = .90). The Cronbach Alpha coefficient of the Turkish version of the CAAS-SF was found to be .86 in the current participant group.

CAREER ENGAGEMENT

The Career Engagement Scale (Hirschi et al., 2014) was used to measure the level of participants' displaying proactive career behaviors. The career Engagement Scale is a 5-point Likert type (1 = not much to 5 = a great deal) with 9 items (e.g., "Assumed duties or positions that will help you progress professionally." and "Developed plans and goals for your future career.") and one factor.

The scores that can be obtained from this scale vary between 9 and 45, but higher scores indicate greater proactive career behaviors. Validity and reliability studies for the Turkish version of this scale were conducted by Korkmaz, Kirdök, Alkal, and Akça (2020). Turkish Career Engagement Scale was found to have good fit index values: CFI = .95, TLI = .93, RMSEA = .09, and SRMR = .06. Turkish Career Engagement Scale was found to be positively associated with career decision-making self-efficacy ($r = .61$) and career adaptability ($r = .40$), as expected. Turkish Career Engagement Scale has high internal consistency ($\alpha = .88$). The Cronbach Alpha coefficient of the Turkish version of the Career Engagement Scale was found to be .90 in the current participant group.

LIFE SATISFACTION

The Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) was used to measure the satisfaction levels of the participants with their lives. The SWLS, which consists of 5 items (e.g., “The conditions of my life are excellent.” and “I am satisfied with my life.”), is a 7-point Likert type (1 = strongly disagree to 7 = strongly agree). The scores that can be obtained from SWLS vary between 5 and 35, but higher scores indicate greater life satisfaction. The SWLS validity and reliability studies on a sample of Turkish university students were conducted by Durak, Şenol-Durak, and Gençöz (2010). Turkish SWLS was found to have good fit index values: $\chi^2/df = 2.02$, CFI = .99, TLI = .98, RMSEA = .04. Turkish SWLS was found to be positively associated with self-esteem ($r = .40$) and positive affect ($r = .31$), as expected. Turkish SWLS has high internal consistency ($\alpha = .81$). The Cronbach Alpha coefficient of the Turkish version of the Satisfaction with Life Scale was found to be .87 in the current participant group.

DATA ANALYSIS

In order to prepare the data set and assess the applicability of statistical analyses, preliminary analyses have been carried out. To test the measurement model and structural model was benefited from maximum likelihood estimation. Four sub-dimensions represented the latent variable for career adaptability (concern, control, curiosity, and confidence). Item parcels have been developed to represent the latent variable of career engagement and life satisfaction. The item factor loading values were found by making separate confirmatory factor analyzes of The Career Engagement Scale and The Satisfaction with Life Scale. Item factor loading values were ordered from smallest to largest, and the items were placed in the parcels in the order. Career engagement and life satisfaction latent variables were represented by three parcels each. The cut-off points of the goodness-of-fit indexes as an indicator of a good fit were as follows: $\chi^2/df < 5$, GFI, CFI, and TLI $\geq .90$, and RMSEA $\leq .08$ (Browne & Cudeck, 1993; Marsh & Hocevar, 1988; Schumacker & Lomax, 2004). The mediating role was tested by the 10000 bootstrapping method at the 95% bias-corrected confidence intervals (CIs).

RESULTS

PRELIMINARY ANALYSES

The adequacy of the data was reviewed and the assumptions were confirmed before the analyses began. Mahalanobis distance was evaluated to determine outliers. The data of the two participants were excluded from the data set because they deviated from the standard values ($p < .001$). Analyzes were continued with the remaining data ($N = 410$). There were a total of 26 items in the scale set, and approximately 16 participants were reached for each item (16:1). Since this ratio was well above the 10:1 ratio suggested by Bentler (2006), the number of participants was sufficient.

Before testing the measurement model and structural model, item parceling was performed to reduce estimation errors. In accordance with the procedures suggested by Little, Cunningham, Shahar, and Widaman (2002), three parcels were created for each of the latent variables of career engagement and life satisfaction. There are three latent variables and 10 observed variables in the present study. Zero-order correlations and latent variable correlations were in the expected direction (Tablo 1). The

skewness and kurtosis values of the variables were in the range of ± 1.5 (Table 1 and 2). Therefore, the assumption of univariate normality was met (Tabachnick & Fidell, 2013). Since the Mardia coefficient (22.94) was below the value of $p(p+ 2) = 10(12) = 120$ (p is the number of observed variables), the multivariate normality was satisfied (Raykov & Marcoulides, 2008). Hence, the maximum likelihood estimation was used. The correlation coefficients between observed variables ranged from .08 to .77. The variance inflation factors of observed variables ranged from 1.59 to 4.25. In line with Kline's (2016) suggestions, multicollinearity was not a problem, because the correlation coefficients between the observed variables were below .90 and variance inflation factors below 10.

Table 1. Zero-order Correlations, Latent Variable Correlations, and Descriptive Statistics

Variables	Correlations					Descriptive statistics			
	1	2	3	4	5	M (SD)	α	Skewness	Kurtosis
1. Career adaptability	-	.74**	.34**			49.50 (6.55)	.86	-.678	.632
2. Career engagement	.66**	-	.36**			33.93 (7.08)	.90	-.441	-.309
3. Life satisfaction	.28**	.30**	-			18.91 (6.39)	.87	.044	-.477
4. PSES ^a	.05	.05	.27**	-		1.90 (.35)	-	-1.430	3.818
5. Age	-.05	.01	-.02	.03	-	20.80 (1.50)	-	.865	.592
6. Gender ^b	.00	-.09	-.03	-.08	-.01	-	-	-	-

Note: N = 410 ** $p < .001$; PSES: Perceived social economic statu; ^a1 = low, 2 = middle, 3 = high; ^b1 = female, 2 = male. Bold values above the diagonal are correlations between latent variables.

MEASUREMENT MODEL

The measurement model showed good fit indexes: $\chi^2/df = 3.54$ ($\chi^2 = 113.55$; $p < .001$; $df = 32$); GFI = .94; CFI = .96; NFI = .95; TLF = .95; RMSEA = .079. Factor loading values of all observed variables were significant ($p < .001$) and all observed variables adequately explained the related latent variable ($R^2 > .31$) (Table 2). Therefore, all observed variables efficiently represent the relevant latent variable.

Table 2. Standardized Factor Loadings, R² Values, and Descriptive Statistics of Observed Variables

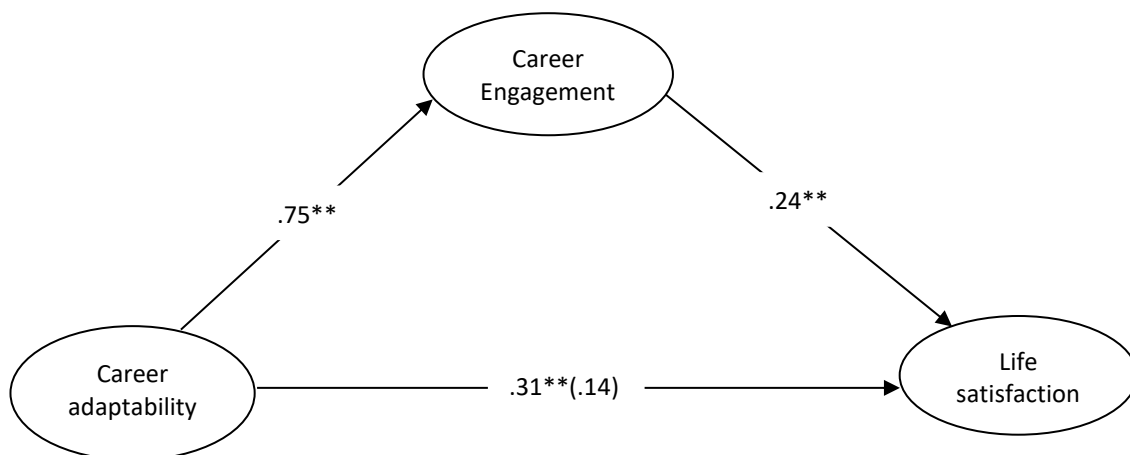
	Standardized factor loadings	M	SD	R ²	Skewness	Kurtosis
Career Adaptability						
Concern	.56	11.90	2.15	.31	-.71	.75
Control	.64	12.39	2.18	.41	-.74	.16
Curiosity	.83	12.43	2.02	.69	-.60	-.04
Confidence	.78	12.78	2.02	.61	-1.01	1.39
Career Engagement						
PCE1	.92	11.60	2.33	.84	-.46	-.31
PCE2	.88	11.49	2.37	.78	-.55	-.01
PCE3	.89	10.84	2.87	.79	-.37	-.60
Life Satisfaction						
PLS1	.67	3.10	1.82	.46	.47	-.83
PLS2	.85	7.68	2.78	.73	.00	-.51
PLS3	.91	8.14	2.58	.82	-.12	-.33

Note: All standardized factor loads are significant ($p < .001$). PCE: Parcel career engagement; PLS: Parcel life satisfaction

While the relationship between perceived socio-economic level and life satisfaction was statistically significant ($r = .27, p < .001$), the relationship between other demographic variables such as gender and age and career engagement or life satisfaction was not statistically significant. Therefore, perceived socioeconomic status was controlled as covariate variables to isolate the relations between the variables (Van Jaarsveld, Walker, & Skarlicki, 2010).

The structural model (Figure 1) showed good fit indexes: $\chi^2/df = 3.14$ ($\chi^2 = 122.48; p < .001; df = 39$); GFI = .94; CFI = .96; NFI = .95; TLF = .95; RMSEA = .072. In the beginning, career adaptability predicted life satisfaction statistically significantly ($\beta = .31, p < .001, 95\% CI [.20, .41]$). Career adaptability was positively predicting career engagement ($\beta = .75, p < .001, 95\% CI [.66, .81]$). Career engagement was also positively predicting life satisfaction ($\beta = .24, p < .01, 95\% CI [.05, .41]$). When career engagement is included in the model, this coefficient decline, and loses its statistical significance ($\beta = .14, p = .109, 95\% CI [.04, .31]$). The mediating role was tested by the 10000 bootstrapping method at the 95% bias-corrected confidence intervals (Preacher, Rucker, & Hayes, 2007). According to result of bootstrapping method, the confidence interval did not include zero. Therefore, career engagement fully mediates the relationship between career adaptability and life satisfaction.

Figure 1. The Result of Mediation Model; ** $p < .001$; Standardized Coefficients are Shown. The Standardized Indirect Coefficient is shown in Parentheses.



DISCUSSION, CONCLUSION AND IMPLICATIONS

This study was aimed to examine the relations between career adaptability, career engagement, and life satisfaction. As hypothesized, career adaptability was significantly associated with life satisfaction and career engagement, and career engagement was significantly associated with life satisfaction. Career adaptability was not associated with life satisfaction when career engagement was included as a mediating variable in the structural model. Therefore, the results of this study improve our understanding of the relationship between career adaptability and life satisfaction, with particular emphasis on the role of career engagement as a mediator.

The first hypothesis examined in the present study was whether career adaptability predicts life satisfaction positively. In this study, career adaptability was found to be a significant and positive predictor of life satisfaction. Thus, Hypothesis 1 was supported. This result indicates that having the preparation and resources to be able to fulfill vocational tasks and to face professional transitions and unexpected challenges successfully helps individuals experiencing more positive emotions and evaluating their lives positively. The present study results support previous studies reporting that career adaptability increases life satisfaction (Büyükgöze-Kavas et al., 2015; Jawahar & Liu, 2017; Ng et al., 2020; Parola & Marcionetti, 2021). The results are consistent with Hartung and Taber's (2008)

views that Career Construction Theory may useful individuals achieve meaning, satisfaction, and happiness in their lives. The result that career adaptability (adaptive resources) will strengthen life satisfaction (adaptation results) is consistent with Savickas's (2005, 2013) views that adaptive resources are important for improving adaptation results.

The second hypothesis examined in the present study was whether career adaptability predicts career engagement positively. In this study, career adaptability was found to be a significant and positive predictor of career engagement. Hypothesis 2, therefore, was supported. This result indicates that having the resources to cope with career development tasks increases the engagement of individuals in proactive career behaviors such as career path determination, personal and environmental exploration, social relations, networks, and skill development. The present study results support previous studies reporting that career adaptability strengthens proactive career behaviors and engagement in career construction (Guan et al., 2014; Hirschi, Herrmann, & Keller, 2015; Öztemel & Yıldız-Akyol, 2021a; Taber & Blankemeyer, 2015; Yıldız-Akyol & Öztemel, 2021). These results are also consistent with theoretical notions (Savickas & Porfeli, 2012) that adaptive resources will promote adaptive responses.

The third hypothesis examined in the present study was whether career engagement predicts life satisfaction positively. In this study, career engagement was found to be a significant and positive predictor of life satisfaction. Hypothesis 3, hence, was supported. This result indicates that engaging in proactive career behaviors such as networking, planning, exploration, or skill development may help individuals experience more positive emotions and evaluate their lives positively. This result supports the results of previous studies that reported that the level of displaying proactive career behaviors increases life satisfaction (Hirschi, 2009, 2014; Le et al., 2018). Furthermore, the result that career engagement (adapting responses) will encourage life satisfaction (adaptation results) is consistent with the theoretical views (Savickas, 2013; Savickas et al., 2018) that adaptation responses will strengthen adaptation outcomes.

The fourth and last hypothesis examined in the present study was whether career engagement will mediate the relationship between career adaptability and life satisfaction. This study found that career engagement fully mediates the relationship between career adaptability and life satisfaction. Hence, Hypothesis 4 was supported. In other words, the results suggest that in young adults, having psychosocial coping mechanisms is associated with greater life satisfaction due to the individual's increased proactive career behaviors. Given that individuals with high career adaptability are prepared to complete career development tasks and cope more effectively with career transitions and career troubles (Savickas, 2013; Savickas & Porfeli, 2012), they may be more likely to display proactive career behaviors such as career planning, career exploration, skills development, and social networking. In other words, having adaptability resources can enable individuals to give more adapting responses. Thus, these individuals may get more satisfaction from their life roles and evaluate their lives as more satisfying. The results of this study expand the limited literature on CCMA by showing that adaptation resources are important for the development of adaptation responses that lead to adaptation outcomes, consistent with the results of meta-analysis studies performed on the adaptation model (Rudolph, Lavigne, & Zacher, 2017, Rudolph, Lavigne, Katz, & Zacher, 2017). Moreover, these results are consistent with the results of studies on career engagement (Nilforooshan, 2020; Nilforooshan & Salimi, 2016), life satisfaction (Kara, Orum-Çattık, & Eryılmaz, 2021), and the views of CCMA (Savickas, 2005, 2013; Savickas & Porfeli, 2012). In summary, the results of this study improve our understanding of how career adaptability is related to life satisfaction in young adults. The results of the study suggested that having the resources to successfully perform vocational development tasks, being ready to face career transitions and unexpected challenges reveal the proactive career behaviors of young adults, thus improving their life satisfaction.

The present study results underline the importance of career interventions that focuses on strengthening career adaptability and career engagement. Career intervention programs to strengthen

career adaptability can strengthen life satisfaction in young adults and enable them to engage in more proactive career behavior. There are useful career interventions for young adults to increase their career adaptability (e.g. Feldman & Dreher, 2012; Koen, Klehe, & van Vianen, 2012) and proactive behaviors such as drawing career path, career and occupational self-efficacy, and exploration behavior for the career (Green, Noor, & Hashemi, 2020). As Hartung and Taber (2008) suggested, Career Style Interview can be used to increase students' life satisfaction. Taking into account technological advances and pandemic conditions, the life satisfaction of young adults can be increased by developing web-based individual or group intervention programs to increase their career adaptability. This may also encourage young adults to engage in proactive career behavior. Similarly, the life satisfaction of young adults may be strengthened by developing web-based intervention programs to increase career engagement. Counselors and practitioners may support and encourage students' proactive career behavior when designing and implementing these interventions.

Although this study has some contributions, it has some notable limitations. Adaptivity related variables are not included in the model in this study. Therefore, it does not test the full CCMA. In future studies, the full model should be tested by adding the adaptive readiness variable such as cognitive flexibility, personality traits, proactivity, etc. Since this research is a cross-sectional study, it is not possible to make causal inferences due to its nature. Causal inferences can be made by future studies in an experimental and longitudinal design. In future research, using qualitative and mixed methods may expand the present study findings. The participants of the study are university students, Turkish young adults. Future research may be replicated in different cultures, different sample characteristics, and different age groups to increase generalizability.

REFERENCES

- Autin, K. L., Blustein, D. L., Ali, S. R., & Garriott, P. O. (2020). Career development impacts of COVID-19: Practice and policy recommendations. *Journal of Career Development, 47*(5), 487-494. <https://doi.org/10.1177/0894845320944486>
- Avşaroğlu, S., & Okutan, H. (2018). Zihin engelli çocuğu olan ailelerin yaşam doyumları, iyimserlik ve psikolojik belirti düzeylerinin incelenmesi. *Manas Sosyal Araştırmalar Dergisi, 7*(1), 59-76.
- Azizli, N., Atkinson, B. E., Baughman, H. M., & Giammarco, E. A. (2015). Relationships between general self-efficacy, planning for the future, and life satisfaction. *Personality and Individual Differences, 82*, 58-60. <https://doi.org/10.1016/j.paid.2015.03.006>
- Bailey, T. C., Eng, W., Frisch, M. B., & Snyder, C. R. (2007). Hope and optimism as related to life satisfaction. *The Journal of Positive Psychology, 2*(3), 168-175. <https://doi.org/10.1080/17439760701409546>
- Baluku, M. M., Mugabi, E. N., Nansamba, J., Matagi, L., Onderi, P., & Otto, K. (2021). Psychological capital and career outcomes among final year university students: the mediating role of career engagement and perceived employability. *International Journal of Applied Positive Psychology, 6*, 55-80. <https://doi.org/10.1007/s41042-020-00040-w>
- Bentler, P. M. (2006). *EQS 6.1 structural equations program manual*. Encino, CA: Multivariate Software.
- Bharti, T., & Rangnekar, S. (2019). Optimism and career engagement in employees: an empirical test. *International Journal of Business Excellence, 19*(3), 429-446. <https://doi.org/10.1504/IJBEX.2019.102834>
- Bronk, K. C., Hill, P. L., Lapsley, D. K., Talib, T. L., & Finch, H. (2009). Purpose, hope, and life satisfaction in three age groups. *The Journal of Positive Psychology, 4*(6), 500-510. <https://doi.org/10.1080/17439760903271439>
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage.
- Büyükgöze-Kavas, A. (2016). Predicting career adaptability from positive psychological traits. *The Career Development Quarterly, 64*(2), 114-125. <https://doi.org/10.1002/cdq.12045>
- Büyükgöze-Kavas, A., Duffy, R. D., & Douglass, R. P. (2015). Exploring links between career adaptability, work volition, and well-being among Turkish students. *Journal of Vocational Behavior, 90*, 122-131. <https://doi.org/10.1016/j.jvb.2015.08.006>

- Cabras, C., & Mondo, M. (2018). Future orientation as a mediator between career adaptability and life satisfaction in university students. *Journal of Career Development, 45*(6), 597-609. <https://doi.org/10.1177/0894845317727616>
- Çakar, F. S. (2012). The relationship between the self-efficacy and life satisfaction of young adults. *International Education Studies, 5*(6), 123-130. <https://doi.org/10.5539/ies.v5n6p123>
- Chang, E. C., Chang, O. D., Li, M., Xi, Z., & Chen, X. (2019). Positive emotions, hope, and life satisfaction in Chinese adults: A test of the broaden-and-build model in accounting for subjective well-being in Chinese college students. *The Journal of Positive Psychology, 14*(6), 829-835. <https://doi.org/10.1080/17439760.2019.1579358>
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin, 95*(3), 542-575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*, 71-75. https://doi.org/10.1207/s15327752jpa4901_13
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125*(2), 276-302. <https://doi.org/10.1037/0033-2909.125.2.276>
- Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology, 63*(2), 127-148. <https://doi.org/10.1037/cou0000140>
- Durak, M., Şenol-Durak, E., & Gençöz, T. (2010). Psychometric properties of the satisfaction with life scale among Turkish university students, correctional officers, and elderly adults. *Social Indicators Research, 99*, 413-429. <https://doi.org/10.1007/s11205-010-9589-4>
- Feldman, D. B., & Dreher, D. E. (2012). Can hope be changed in 90 minutes? Testing the efficacy of a single-session goal-pursuit intervention for college students. *Journal of Happiness Studies, 13*, 745-759. <https://doi.org/10.1007/s10902-011-9292-4>
- Ghosh, A., Kessler, M., Heyrman, K., Opelt, B., Carbonelli, M., & Fouad, N. A. (2019). Student veteran career transition readiness, career adaptability, and academic and life satisfaction. *The Career Development Quarterly, 67*(4), 365-371. <https://doi.org/10.1002/cdq.12205>
- Ginevra, M. C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L. (2018). The role of career adaptability and courage on life satisfaction in adolescence. *Journal of Adolescence, 62*, 1-8. <https://doi.org/10.1016/j.adolescence.2017.11.002>
- Green, Z., Noor, U., & Hashemi, M. (2020). Furthering proactivity and career adaptability among university students: Test of an intervention. *Journal of Career Assessment, 28*(3), 402-424. <https://doi.org/10.1177/1069072719870739>
- Guan, Y., Guo, Y., Bond, M. H., Cai, Z., Zhou, X., Xu, J., . . . Liu, S. (2014). New job market entrants' future work self, career adaptability and job search outcomes: Examining mediating and moderating models. *Journal of Vocational Behavior, 85*, 136-145. <https://doi.org/10.1016/j.jvb.2014.05.003>
- Hartung, P. J., & Taber, B. J. (2008). Career construction and subjective wellbeing. *Journal of Career Assessment, 16*, 75-85. <https://doi.org/10.1177/1069072707305772>
- Hartung, P. J., Porfeli, F. W., & Vodracek, F. W. (2008). Career adaptability in childhood. *The Career Development Quarterly, 57*, 63-74. <https://doi.org/10.1002/j.2161-0045.2008.tb00166.x>
- Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction. *Journal of Vocational Behavior, 74*(2), 145-155. <https://doi.org/10.1016/j.jvb.2009.01.002>
- Hirschi, A. (2014). Hope as a resource for self-directed career management: Investigating mediating effects on proactive career behaviors and life and job satisfaction. *Journal of Happiness Studies, 15*(6), 1495-1512. <https://doi.org/10.1007/s10902-013-9488-x>
- Hirschi, A., & Freund, P. A. (2014). Career engagement: Investigating intra individual predictors of weekly fluctuations in proactive career behaviors. *The Career Development Quarterly, 62*(1), 5-20. <https://doi.org/10.1002/j.2161-0045.2014.00066.x>
- Hirschi, A., & Jaensch, V. K. (2015). Narcissism and career success: Occupational self-efficacy and career engagement as mediators. *Personality and Individual Differences, 77*, 205-208. <https://doi.org/10.1016/j.paid.2015.01.002>

- Hirschi, A., Freund, P. A., & Herrmann, A. (2014). The Career Engagement Scale: Development and validation of a measure of proactive career behaviors. *Journal of Career Assessment*, 22(4), 575-594. <https://doi.org/10.1177/1069072713514813>
- Hirschi, A., Herrmann, A., & Keller, A. C. (2015). Career adaptivity, adaptability, and adapting: A conceptual and empirical investigation. *Journal of Vocational Behavior*, 87, 1-10. <https://doi.org/10.1016/j.jvb.2014.11.008>
- Işık, E., Yeğın, F., Koyuncu, S., Eser, A., Çömlekciler, F., & Yıldırım, K. (2018). Validation of the Career Adapt-Abilities Scale-Short Form across different age groups in the Turkish context. *International Journal for Educational and Vocational Guidance*, 18(3), 297-314. <https://doi.org/10.1007/s10775-018-9362-9>
- Jawahar, I. M., & Liu, Y. (2017). Why are proactive people more satisfied with their job, career, and life? An examination of the role of work engagement. *Journal of Career Development*, 44(4), 344-358. <https://doi.org/10.1177/0894845316656070>
- Johnston, C. S. (2018). A systematic review of the career adaptability literature and future outlook. *Journal of Career Assessment*, 26(1), 3-30. <https://doi.org/10.1177/1069072716679921>
- Kara, A., Orum-Çattık, E., & Eryılmaz, A. (2021). Adaptivity, adaptability, adapting response, and adaptation result: testing with structural equation modelling on pre-service teachers. *Current Psychology*, Advanced online publication <https://doi.org/10.1007/s12144-021-01975-2>
- Karacan-Özdemir, N., & Yerin-Güneri, O. (2017). The factors contribute to career adaptability of high-school students. *Eurasian Journal of Educational Research*, 16(67), 183-198. <https://doi.org/10.14689/ejer.2017.67.11>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.
- Koen, J., Klehe, U. C., & van Vianen, A. E. M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81(3), 395-408. <https://doi.org/10.1016/j.jvb.2012.10.003>
- Korkmaz, O., Kırdök, O., Alkal, A., & Akça, M.Ş. (2020). Kariyer Adanmışlık Ölçeği: Proaktif kariyer davranışlarının ölçümünün geçerlik ve güvenirlik çalışması. *International Social Sciences Studies Journal*, 6(72), 4668- 4677. <https://doi.org/10.26449/sss.2570>
- Korkut-Owen, F. (2021). Belirsizlik ve kariyer davranışları. *Kariyer Psikolojik Danışmanlığı Dergisi*, 4(2), 36-60.
- Le, H., Jiang, Z., & Nielsen, I. (2018). Cognitive cultural intelligence and life satisfaction of migrant workers: The roles of career engagement and social injustice. *Social Indicators Research*, 139(1), 237-257. <https://doi.org/10.1007/s11205-016-1393-3>
- Li, Y., Guan, Y., Wang, F., Zhou, X., Guo, K., Jiang, P., ... & Fang, Z. (2015). Big-five personality and BIS/BAS traits as predictors of career exploration: The mediation role of career adaptability. *Journal of Vocational Behavior*, 89, 39-45. <https://doi.org/10.1016/j.jvb.2015.04.006>
- Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling*, 9, 151-173. https://doi.org/10.1207/S15328007SEM0902_1
- Maggiore, C., Rossier, J., & Savickas, M. L. (2017). Career Adapt-Abilities Scale-Short Form (CAASSF): Construction and validation. *Journal of Career Assessment*, 25, 312-325. <https://doi.org/10.1177/1069072714565856>
- Marcionetti, J., & Rossier, J. (2019). A longitudinal study of relations among adolescents' self-esteem, general self-efficacy, career adaptability, and life satisfaction. *Journal of Career Development*. Advanced online publication <https://doi.org/10.1177/0894845319861691>
- Marsh, H. W., & Hocevar, D. (1988). A new, more powerful approach to multitrait-multimethod analyses: Application of second-order confirmatory factor analysis. *Journal of Applied Psychology*, 73(1), 107-117. <https://doi.org/10.1037/0021-9010.73.1.107>
- Ng, S. I., Lim, Q. H., Cheah, J. H., Ho, J. A., & Tee, K. K. (2020). A moderated-mediation model of career adaptability and life satisfaction among working adults in Malaysia. *Current Psychology*, 1-15.
- Nilforooshan, P. (2020). From adaptivity to adaptation: Examining the career construction model of adaptation. *The Career Development Quarterly*, 68(2), 98-111. <https://doi.org/10.1002/cdq.12216>
- Nilforooshan, P., & Salimi, S. (2016). Career adaptability as a mediator between personality and career engagement. *Journal of Vocational Behavior*, 94, 1-10. <https://doi.org/10.1016/j.jvb.2016.02.010>

- Öztemel, K., & Yıldız Akyol, E. (2021a). From adaptive readiness to adaptation results: Implementation of Student Career Construction Inventory and testing the career construction model of adaptation. *Journal of Career Assessment*, 29(1), 54-75. <https://doi.org/10.1177/1069072720930664>
- Öztemel, K., & Yıldız-Akyol, E. (2021b). The predictive role of happiness, social support, and future time orientation in career adaptability. *Journal of Career Development*, 48(3), 199-212. <https://doi.org/10.1177/0894845319840437>
- Parmentier, M., Pirsoul, T., & Nils, F. (2019). Examining the impact of emotional intelligence on career adaptability: A two-wave cross-lagged study. *Personality and Individual Differences*, 151, <https://doi.org/10.1016/j.paid.2019.05.052>
- Parola, A., & Marcionetti, J. (2021). Career decision-making difficulties and life satisfaction: The role of career-related parental behaviors and career adaptability. *Journal of Career Development*. Advanced online publication <https://doi.org/10.1177/0894845321995571>
- Pavot, W., & Diener, E. (1993). Review of the Satisfaction With Life Scale. *Psychological Assessment*, 5(2), 164-172. <https://doi.org/10.1037/1040-3590.5.2.164>
- Pavot, W., & Diener, E. (2008). The satisfaction with life scale and the emerging construct of life satisfaction. *The Journal of Positive Psychology*, 3(2), 137-152. <https://doi.org/10.1080/17439760701756946>
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research*, 42, 185-227. <https://doi.org/10.1080/00273170701341316>
- Ramos, K., & Lopez, F. G. (2018). Attachment security and career adaptability as predictors of subjective well-being among career transitioners. *Journal of Vocational Behavior*, 104, 72-85. <https://doi.org/10.1016/j.jvb.2017.10.004>
- Raykov, T., & Marcoulides, G. A. (2008). *An introduction to applied multivariate analysis*. Taylor and Francis.
- Reyes, M. F., Satorres, E., & Meléndez, J. C. (2020). Resilience and socioeconomic status as predictors of life satisfaction and psychological well-being in Colombian older adults. *Journal of Applied Gerontology*, 39(3), 269-276. <https://doi.org/10.1177/0733464819867554>
- Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A Meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior*, 98, 17-34. <https://doi.org/10.1016/j.jvb.2016.09.002>
- Rudolph, C. W., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). Linking dimensions of career adaptability to adaptation results: A Meta-analysis. *Journal of Vocational Behavior*, 102, 151-173. <https://doi.org/10.1016/j.jvb.2016.09.002>
- Santilli, S., Grossen, S., & Nota, L. (2020). Career Adaptability, Resilience, and Life Satisfaction Among Italian and Belgian Middle School Students. *The Career Development Quarterly*, 68(3), 194-207. <https://doi.org/10.1002/cdq.12231>
- Santilli, S., Marcionetti, J., Rochat, S., Rossier, J., & Nota, L. (2017). Career adaptability, hope, optimism, and life satisfaction in Italian and Swiss adolescents. *Journal of Career Development*, 44(1), 62-76. <https://doi.org/10.1177/0894845316633793>
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly*, 45(3), 247-259. <https://doi.org/10.1002/j.2161-0045.1997.tb00469.x>
- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown (Ed.), *Career choice and development*, (pp. 149-205). Jossey-Bass: San Francisco.
- Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work*, (pp. 42-70). John Wiley & Sons Inc.
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work*, (pp. 147-183). John Wiley & Sons Inc.
- Savickas, M. L., & Porfeli, E. J. (2012). Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661-673. <https://doi.org/10.1016/j.jvb.2012.01.011>

- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*, 239-250. <https://doi.org/10.1016/j.jvb.2009.04.004>
- Savickas, M. L., Porfeli, E. J., Hilton, T. L., & Savickas, S. (2018). The student career construction inventory. *Journal of Vocational Behavior, 106*, 138-152. <https://doi.org/10.1016/j.jvb.2018.01.009>
- Sawitri, D. R., & Perdhana, M. S. (2020). Career-related predictors of life satisfaction of Indonesian youth. In Latifah, H (Ed.), *Promoting Well-Being in a Multicultural Society*, (pp. 303-325). New York, NY: Nova Publishers.
- Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling* (2nd ed.). Lawrence Erlbaum Associates Publishers.
- Skorikov, V. B., & Vondracek, F. W. (2007). Positive career orientation as an inhibitor of adolescent problem behaviour. *Journal of Adolescence, 30*, 131-146. <https://doi.org/10.1016/j.adolescence.2006.02.004>
- Smale, A., Bagdadli, S., Cotton, R., Dello Russo, S., Dickmann, M., Dysvik, A., ... & Unite, J. (2019). Proactive career behaviors and subjective career success: The moderating role of national culture. *Journal of Organizational Behavior, 40*(1), 105-122. <https://doi.org/10.1002/job.2316>
- Spurk, D., Volmer, J., Orth, M., & Göritz, A. S. (2020). How do career adaptability and proactive career behaviours interrelate over time? An inter-and intraindividual investigation. *Journal of Occupational and Organizational Psychology, 93*(1), 158-186. <https://doi.org/10.1111/joop.12288>
- Su, X., Wong, V., & To, S. M. (2020). A motivation, career engagement, and the moderating role of career adaptability of youth not in education, employment, or training. *Asia Pacific Career Development Journal, 3*(2), 1-18.
- Super, D. E. (1983). Assessment in career guidance: Toward truly developmental counseling. *Personnel & Guidance Journal, 61*(9), 555-562. <https://doi.org/10.1111/j.2164-4918.1983.tb00099.x>
- Šverko, I., & Babarović, T. (2019). Applying career construction model of adaptation to career transition in adolescence: A two-study paper. *Journal of Vocational Behavior, 111*, 59-73. <https://doi.org/10.1016/j.jvb.2018.10.011>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th edition). Pearson Education.
- Taber, B. J., & Blankemeyer, M. (2015). Future work self and career adaptability in the prediction of proactive career behaviors. *Journal of Vocational Behavior, 86*, 20-27. <https://doi.org/10.1016/j.jvb.2014.10.005>
- Tokar, D. M., Savickas, M. L., & Kaut, K. P. (2020). A test of the career construction theory model of adaptation in adult workers with Chiari malformation. *Journal of Career Assessment, 28*(3), 381-401. <https://doi.org/10.1177/1069072719867733>
- Upadaya, K., & Salmela-Aro, K. (2015). Development of early vocational behavior: Parallel associations between career engagement and satisfaction. *Journal of Vocational Behavior, 90*, 66-74. <https://doi.org/10.1016/j.jvb.2015.07.008>
- Van Jaarsveld, D. D., Walker, D. D., & Skarlicki, D. P. (2010). The role of job demands and emotional exhaustion in the relationship between customer and employee incivility. *Journal of Management, 36*(6), 1486-1504. <https://doi.org/10.1177/0149206310368998>
- Wilkins, K. G., Santilli, S., Ferrari, L., Nota, L., Tracey, T. J. G., & Soresi, S. (2014). The relationship among positive emotional dispositions, career adaptability, and satisfaction in Italian high school students. *Journal of Vocational Behavior, 85*, 329-338. <https://doi.org/10.1016/j.jvb.2014.08.004>
- Wilson, J., Lee, J., Fitzgerald, H., Oosterhof, B., Sevi, B., & Shook, N. (2020). Job insecurity and financial concern during the COVID19 pandemic are associated with worse mental health. *Journal of Occupational and Environmental Medicine, 62*(9), 686-691. <https://doi.org/10.1097/JOM.0000000000001962>
- Yıldız-Akyol, E., & Öztelmeç, K. (2021). Implementation of career construction model of adaptation with Turkish University students: a two-study paper. *Current Psychology*. Advanced online publication. <https://doi.org/10.1007/s12144-021-01482-4>
- Zhuang, M., She, Z., Cai, Z., Huang, Z., Xiang, Q., Wang, P., & Zhu, F. (2018). Examining a sequential mediation model of Chinese university students' well-being: A career construction perspective. *Frontiers in Psychology, 9*, 593. <https://doi.org/10.3389/fpsyg.2018.00593>