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EXPLORING THE EFFECT OF CAREER COMMITMENT IN SCHOOL TO WORK TRANSITION: COLLEGE GRADUATES' CAREER COMMITMENT AND CAREER ADAPTABILITY

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EXPLORING THE EFFECT OF CAREER COMMITMENT IN SCHOOL TO WORK TRANSITION: COLLEGE GRADUATES' CAREER COMMITMENT AND CAREER ADAPTABILITY

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ABSTRACT

EXPLORING THE EFFECT OF CAREER COMMITMENT IN SCHOOL TO WORK TRANSITION: COLLEGE GRADUATES' CAREER COMMITMENT AND CAREER ADAPTABILITY

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Master of Science, Psychological Counseling and Guidance

Supervisor: Assist. Prof. Dr. OLCAY YILMAZ

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The aim of this study is to determine whether the career commitment of senior students and individuals who graduated within the past two years significantly predicts their career adaptability during the school-to-work transition process. The sample of the study consists of senior students and recent graduates residing in Türkiye, specifically from public and private universities in Ankara (Hacettepe University, Ankara University, Gazi University, TED University, Başkent University). Using a convenience sampling method, data were initially collected from 557 individuals; due to incomplete responses and outliers, the final analysis included data from 397 participants. The data collection tools used in the study were the Demographic

Information Form, the Career Adaptability and Optimism Scale, and the Proactive Career Commitment Behaviors Scale. A linear regression analysis was conducted to examine whether career commitment predicts career adaptability during the school-to-work transition. Additionally, independent samples t-tests were used to assess the effects of demographic variables such as gender, education level, faculty type, and university type on career commitment and career adaptability. According to the findings, career commitment significantly predicts career adaptability. Besides, no significant relationship was found between gender, faculty type, and university type and participants' levels of career commitment and career adaptability, while a significant relationship was identified between educational level and both variables. The results of the study highlight the importance of considering career commitment and adaptability during the transition from education to employment and aim to contribute to the field of psychological counseling. The findings and recommendations of the study are discussed.

Keywords: Career, School to Work Transition, Career Adaptability, Career Commitment.

ÖZET

OKULDAN İŞE GEÇİŞ SÜRECİNDE KARİYER ADANMIŞLIĞININ ETKİSİNİ İNCELEMEK: ÜNİVERSİTE MEZUNLARININ KARİYER ADANMIŞLIĞI VE KARİYER UYUMU

ŞEVVAL ÖZKAN

Yüksek Lisans, Rehberlik ve Psikolojik Danışmanlık,

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Bu araştırmanın temel amacı, okuldan işe geçiş sürecinde bulunan son sınıf öğrencileri ve son iki yıl içinde mezun olmuş bireylerin kariyer adanmışlıklarının kariyer uyumlarını anlamlı bir şekilde yordayıp yordamadığını belirlemektir. Araştırmanın çalışma grubu, Türkiye'de yaşayan ve Ankara'daki kamu ile vakıf üniversitelerinin (Hacettepe Üniversitesi, Ankara Üniversitesi, Gazi Üniversitesi, TED Üniversitesi, Başkent Üniversitesi) son sınıf ve mezun öğrencilerinden oluşmaktadır. Araştırmada uygun örnekleme yöntemi kullanılarak 557 kişiden veri toplanmış; ancak ölçeklerin eksik doldurulması ve uç değerlerin ayıklanması nedeniyle nihai analizlerde 397

katılımcının verileri kullanılmıştır. Veri toplama araçları olarak demografik bilgi formu, Kariyer Uyumu ve İyimserliği Ölçeği ile Proaktif Kariyer Adanmışlığı Davranışları Ölçeği kullanılmıştır. Okuldan işe geçiş sürecindeki bireylerin kariyer adanmışlıklarının kariyer uyumlarını yordayıp yordamadığını test etmek amacıyla doğrusal regresyon analizi uygulanmıştır. Ayrıca, katılımcıların cinsiyet, eğitim düzeyi, fakülte türü ve üniversite türü gibi demografik değişkenlerinin kariyer adanmışlığı ve kariyer uyumlarına etkisini incelemek için bağımsız örneklemler t-testi yapılmıştır. Araştırma bulgularına göre, kariyer adanmışlığı, kariyer uyumunu anlamlı düzeyde yordamaktadır. Demografik değişkenlerden cinsiyet, fakülte türü ve üniversite türü ile kariyer adanmışlığı ve kariyer uyumu arasında anlamlı bir ilişki bulunmazken; eğitim düzeyi ile bu değişkenler arasında anlamlı ilişkiler tespit edilmiştir. Araştırmanın sonuçları, bireylerin işe geçiş sürecindeki kariyer adanmışlığı ve uyumunun dikkate alınmasının önemini vurgulamakta olup, psikolojik danışma alanına katkı sunması hedeflenmiştir. Araştırmanın bulguları ve önerileri tartışılmıştır.

Anahtar Kelimeler: Kariyer, Okuldan İşe Geçiş, Kariyer Uyumu, Kariyer Adanmışlığı.

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TABLE OF CONTENTS

PLAGIARISM iii

ABSTRACT iv

ÖZET vi

ACKNOWLEDGMENTS viii

LIST OF TABLES xv

LIST OF ABBREVIATIONS xvi

LIST OF FIGURES xvii

INTRODUCTION 1

1.1. Transition 1

1.1.1. School-to-work transition 2

1.2. Purpose of the Study 5

1.3. Research Questions and Hypotheses of the Study 5

1.4. Significance of the Study 6

1.5. Definition of the Terms 8

LITERATURE REVIEW 10

2.1. Theories about transition 10

2.1.1. Psychology of Working Theory 10

2.1.2. Social Cognitive Career Theory 11

2.1.3. Schlossberg's Transition Theory 14

2.2. Career Adaptability 20

2.2.1. Theoretical explanation of career adaptability 21

2.3. Career Commitment 25

2.3.1. Components of career commitment 26

2.3.2. Career Engagement 27

2.3.3. Contemporary and controversial topics about career transitions: Protean and boundaryless careers 28
2.4. Relevant Studies 30
2.4.1. Relevant studies on school to work transition 30
2.4.2. Relevant studies on career adaptability 31
2.4.3. Relevant studies on of career commitment 34
METHOD 37
3.1. Research Design 37
3.2. Research Group and Sampling 37
3.3. Data Collection Instruments 39
3.3.1. Informed Consent Form 39
3.3.2. Demographic Information Form 39
3.3.3. Career Adaptability and Optimism Scale (The Career Futures Inventory) 39
3.3.4. Proactive Career Behaviors Scale (The Career Engagement Scale) 41
3.4. Data Collection Procedure 41
3.5. Data Analysis 42
3.6. Limitations of the Study 47
4.1. Findings and Comments on the Relationship of Career Commitment and Career Adaptability 49
4.2. Findings and Comments on Career Commitment and Career Adaptability Considering Demographic Variables 51
DISCUSSION 57
5.1. Discussion on the Relationship of Career Commitment and Career Adaptability 57
5.2. Discussion on the Relationship of Career Commitment and Career Adaptability with Demographics 59
5.3. Conclusion 73

5.4. Implications and recommendations 75
REFERENCES 77
APPENDICES 100
A. APPROVAL OF THE ETHICS COMMITTEE 100
A.2 OTHER PERMISSIONS 101
A.2.1. Permission of Career Adaptability and Optimism Scale 101
A.2.2. Permission of Proactive Career Behaviors Scale 101
B. INFORMED CONSENT FORM 102
C. INSTRUMENTS 104
C.1. Participant Demographic Information Form 104
C.2. Career Adaptability and Optimism Scale Sample Questions 105
C.3. Proactive Career Behaviors Scale Sample Questions 106
D. CURRICULUM VITAE 107
E. THESIS PERMISSION FORM 108

LIST OF TABLES

Table 1 *Demographic Information of the Participants* 38
Table 2 *Reliability Statistics of Proactive Career Behaviors Scale and Career Adaptability and Optimism Scale* 43
Table 3 *Frequency of the Career Adaptability and Optimism Scale and the Proactive Career Behavior Scale* 43
Table 4 *Descriptive Statistics for the variable Career Adaptability* 45
Table 5 *Homogeneity of Variance Tests* 46
Table 6 *Coefficients of Linear Regression Analysis on Predictors of Career Commitment* .. 49
Table 7 *Linear Regression Analysis on Predictors of Career Commitment* (N=393) 50
Table 8 *ANOVA* 50
Table 9 *Group Statistics of Demographic Variables* 51
Table 10 *Independent T-test of Results Concerning Career Commitment and Career Adaptability According to Gender* 52
Table 11 *Group Statistics of Educational Level* 53
Table 12 *Independent t-test of Results Concerning Career Commitment and Career Adaptability According to Faculty Types* 54
Table 13 *Independent T-test of Results Concerning Career Commitment and Career Adaptability According to University Type* 55

LIST OF ABBREVIATIONS

EURES	European Employment Services
ILO	International Labor Office
TUIK	The Turkish Statistical Institute
YÖK	The Council of Higher Education
PCBS	Proactive Career Behaviors Scale
CAOS	Career Adaptability and Optimism Scale
SPSS	Statistical Package for the Social Sciences
CA	Career Adaptability
CC	Career Commitment
YKS	Higher Education Institutions Exam

LIST OF FIGURES

Figure 1 *Multivariate Normality of Regression* 44

CHAPTER 1

INTRODUCTION

Career is a framework that shape individuals' vocational preferences according to their recollections of the past, current experiences, and their future goals (Savickas, 2005). The career process that starts with the education process evolves with individuals' career choices (Sarsıkoğlu, 2019). Individuals prioritize their career's development by spending the majority of their time at work, during this process the career of an individual greatly influences their lifestyle and requires up an essential part of their life (Yıldız & Kabasakal, 2023). The business world has gained a different dimension with the recent emergence of various digital platforms and increased access to information, thus the perspective of individuals on career processes has transformed and the concept of career has become the lives of individuals by itself (Kalafat, 2014). Moreover, the decline or disappearance of the importance of some occupational groups with the developing technology and the emergence of new professions and business areas also complicate career processes (Sarsıkoğlu, 2019). In addition to these, individuals no longer focus on a lifelong work life, but rather on being in different job opportunities throughout life and shape their knowledge and skills accordingly (Kalafat, 2014). Consequently, individuals' fields of employment may change and transitions to different roles and professional positions may occur more frequently (Gül et al., 2019).

1.1. Transition

Individuals encounter problems at different developmental stages and may undergo similar transition processes. The transition is an event that precipitates significant life alterations, such as high school graduation, marriage, or employment initiation, as well as more nuanced changes, such as the loss of career aspirations or the absence of anticipated job promotions, leading individuals to modify their roles and routines

(Anderson et al., 2011). Bloch (2004) characterized this transformation as a separation, with individuals navigating a continuum from order to chaos throughout their existence. Moreover, transition affects an individual's personality, emotional well-being, and physical condition (Anderson et al., 2011). According to Bloch and Richmond, "to change we often have to sacrifice some aspect of ourselves or something we hold onto" (2008, p.6). Conversely, individuals may experience unforeseen or abrupt alterations, such as changes in living environments, exposure to novel stimuli, or interactions with diverse individuals. These significant transformations, occurring within a condensed timeframe and impacting broader contexts, are referred to as psycho-social transitions (Parkes, 2014).

The literature presents several perspectives that attempt to clarify the transition stages of adults. Life span developmental theory posits that individuals navigate processes of growth, maintenance/resilience, and loss regulation throughout their lives, underscoring the significance of these life events in shaping and directing personal development (Anderson et al., 2011). From the perspective of developmental frameworks, individuals experience distinct phases correlated with age, including early adult transition (ages 17-22), entry life structure for early adulthood (ages 22-28), and the age 30 transition (ages 28-33). These transitions are characterized as pivotal moments in individuals' lives (Levinson, 1986). The transition processes produce substantial alterations in individuals' lives, including the assessment of the current framework, the formulation of change options within the self-world, and the execution of critical decisions. The shift from education to work profoundly impacts human life and career development.

1.1.1. School-to-work transition

Definitions in the literature differ based on the perspectives of the theoretical frameworks that conceive the transition from education to employment. Stremersch et al. (2021) characterize the transition from school to work, under the framework of the social cognitive model of career self-management, as a gradual process involving attitudes toward effective job hunting, specifically seeking employment prospects during the educational phase. The Psychology of Working Theory highlights the successful transition from school to work, focusing on the alignment between

individuals' education and employment, as well as their perceived employability (Masdonati et al., 2022).

Ng and Feldman asserted that time between graduating from school and getting a job is commonly referred to as the "school to work transition (2007). The school-to-work transition process is characterized as the phase during which individuals complete their education and secure stable employment (Nilsson, 2019). The International Labor Office (ILO) defines the transition to the labor market as the movement of young individuals to their initial steady or adequate employment following the completion of their schooling (Marjanovic, 2016). Saar et al. (2008) characterized the school-to-work transition as the dynamic process whereby an individual progresses from the educational system to a more stable employment position. A stable job is characterized by a verbal or written contract lasting a minimum of one year, while a satisfactory job is one where the individual holds a contract of less than 12 months, yet the employer prefers to retain the employee, resulting in continued employment and satisfaction (Marjanovic, 2016).

The transition from school to work, encompassing the completion of education and entry into job, is a critical phase that profoundly impacts the social status and developmental opportunities of young adults throughout their adulthood (Schoon & Heckhausen, 2019). Moreover, individuals transitioning from school to work encounter numerous challenges and anxiety when they leave the comfortable student status, assume unexpected duties, and acquire new social identities (Wood, 2004). At this critical juncture, individuals newly entering the workforce possess insufficient awareness of available job prospects and career paths, resulting in uncertainty and complicating the effective transition from education to employment (Stremersch et al., 2021). In Turkiye, research indicates that the transition from education to employment is prolonged, with individuals experiencing delays in securing their initial job, which is often temporary (İslamoğlu & Alp, 2019).

In the European Employment Services' (EURES) report on Labour Shortages and Surpluses published in 2023 it was stated that the global employment rate was 70.3%, while the unemployment rate stood at 5.9%. The report, which considered data from 2010 to 2023, highlighted a decline in the unemployment rate over the years and noted

that the vacancy rate remained stable. Additionally, it emphasized the imbalances in long-term unemployment within the labour market and underlined the issue of labour shortages (European Labour Authority, 2024). Besides this information, during the 2022-2023 academic year, 462,139 individuals received undergraduate degrees from higher education institutions in Türkiye (Council of Higher Education [YÖK], 2024). The Turkish Statistical Institute's (TÜİK) 2024 report on higher education employment indicators states that the employment rate for undergraduate graduates in 2023 is 75.6%. The survey reveals that the average duration for undergraduate graduates to secure their initial employment was 14.4 months, with specific durations of 8.7 months for health, 11.3 months for engineering, and 12 months for education. This study highlights the school-to-work transition, a crucial phase wherein university graduates enter the workforce for the first time. The educational background of the study participants comprises senior students and individuals who have graduated within the past two years. Furthermore, in the University Monitoring and Evaluation report published by the Council of Higher Education (YÖK) in 2024 was stated that the number of universities with graduates who graduated in the 2022-2023 academic year and transitioned to the field of employment in the same year was 197 (125 public and 72 private foundation universities) and that graduates entered the workplace in approximately 4.5 months.

Despite these rates, studies have shown that in recent years, the process of transition from school to work in Türkiye has become complicated due to the employment field and the fact that it is realized through progressive exams, and it has revealed concerns about the careers of individuals (Sarsıkoğlu, 2019). When individuals face unemployment after graduating from school, it is characterized as the most difficult process and their anxiety about this process, their coping skills in the field of employment and their thoughts about their ability to adapt to work areas may be negatively affected (Chukwuedo et al., 2022). It has been emphasized that developing adaptation skills and having a positive psychological state facilitates the process for individuals' school to work transition (Aryani et al., 2021). Furthermore, it has been found that individuals with high career adaptability are more successful in career transitions, have lower unemployment rates and can adapt to job positions more easily (Gül et al., 2019). In addition, career commitment, which affects internal and external

performance in business processes, has a significant contribution to individuals' job satisfaction, career success and individual competencies (Ahmed,2019).

1.2. Purpose of the Study

The main aim of this study is to investigate the impact of career commitment among individuals undergoing the school-to-work transition on career adaptability. The study concentrate on individuals transitioning from school to work, namely senior students and recent graduates from education and engineering faculties within the past two years. The study will prioritize faculties from two distinct departments, as Holland's Personality Theory posits that students favoring engineering and education possess divergent personality types and competencies. Individuals within the engineering faculty often possess a realistic personality type, favoring practical results and preferring to engage with objects and tools rather than interpersonal interactions. Conversely, those in the faculty of education typically exhibit a social personality type, characterized by an aptitude for working with others, possessing verbal skills, and demonstrating an affinity for teaching and informing (Atli & Kaya, 2017). The study group comprises seniors or graduates from engineering and education faculties, characterized by diverse personality types, skills, and attitudes, as this research aims to predict variations in the effects of career commitment on career adaptation among individuals from these two disciplines.

1.3. Research Questions and Hypotheses of the Study

Accordingly, the research question and sub-questions to be addressed in this study are stated below.

Research Question: How career commitment of graduates and senior students and who are in school to work transition effect career adaptability?

Sub-question 1: How does the career commitment levels of graduates and senior students differ?

Sub-question 2: How does the career adaptability levels of graduates and senior students differ?

Sub-question 3: How does the levels of career commitment differ between the genders of the participants?

Sub-question 4: How does the levels of career adaptability differ between the genders of the participants?

Sub-question 5: How does the level of career commitment differ from type of faculty?

Sub-question 6: How does level of career adaptability differ from type of faculty?

Sub-question 7: How does career adaptability levels differ from university types (public and private)?

Sub-question 8: How does career commitment levels differ from university types (public and private)?

1.4. **Significance of the Study**

The transition from university to employment which is commonly referred to as the school-to-work transition is a critical and complex developmental stage that influences individuals' career trajectories, psychosocial functioning, and long-term employability (Schoon & Heckhausen, 2019). Within this transitional period, career adaptability has emerged as a key psychosocial resource enabling individuals to navigate uncertainties in the labor market and proactively manage their career development (Rudolph et al., 2017; Savickas, 1997). However, in the Turkish context, research has predominantly focused on external determinants such as education level, gender, and socioeconomic background (İslamoğlu & Alp, 2019; Punch, 2002b) while internal motivational constructs like career commitment remain underexplored, particularly among senior university students and recent graduates.Although a growing body of international literature emphasizes the significance of career commitment—defined as an individual's emotional attachment to and motivation toward their chosen career path (Carson & Bedeian, 1994; Zhu et al., 2021)—there is a notable gap in Turkish psychological counseling and guidance research addressing its direct effect on career adaptability (Demirtaş & Tezer, 2012). Moreover, emerging studies propose that commitment may serve as a fifth component of career adaptability, complementing

Savickas's original four dimensions: concern, control, curiosity, and confidence (Kepir Savoly, 2017). However, this conceptual extension has yet to be empirically validated, particularly in non-Western, socioeconomically diverse labor markets such as Türkiye's. Furthermore, while existing research acknowledges the role of individual differences in the school-to-work transition (Ng & Feldman, 2007), few studies have explored how these processes may differ across academic disciplines with distinct vocational personality types. Based on Holland's Personality Theory, students from faculties of education and engineering typically differ in personality profiles, with education students leaning toward the social type and engineering students toward the realistic type (Atli & Kaya, 2017). This study responds to the lack of research comparing these groups by examining whether faculty-based differences in personality, values, and competencies influence the relationship between career commitment and career adaptability.

This study also addresses a broader theoretical need by integrating insights from Career Construction Theory (Savickas, 2005), Social Cognitive Career Theory (Lent et al., 1994), and Schlossberg's Transition Theory (Goodman et al., 2006), all of which highlight the importance of both cognitive (e.g., self-efficacy, planning) and contextual (e.g., support systems, role changes) factors in managing life and career transitions. While these theories acknowledge the role of individual agency, few empirical studies have linked career commitment to adaptive capacities within the framework of these models in a way that explicitly reflects the experiences of youth navigating Türkiye's dynamic labor market.

By examining the predictive role of career commitment on career adaptability among senior students and recent graduates in faculties of education and engineering,this study addresses these theoretical and empirical gaps. Besides the findings have some possible multiple implications. The findings may help refine the career adaptability construct by empirically testing whether career commitment functions as a potential fifth dimension. Also, they can guide career counselors in designing more individualized interventions that incorporate motivational factors like commitment, not just career knowledge or skills. Furthermore, for insights from this study may inform recruitment strategies, suggesting that career commitment could be a valuable

indicator of long-term employee retention and satisfaction, ultimately helping reduce organizational turnover (Weng & McElroy, 2012; Seibert et al., 2016).

In summary, this study seeks to make a meaningful contribution to the individual, institutional, and societal levels by deepening our understanding of how internal motivational variables like career commitment shape adaptive responses during one of life's most significant career transitions.

1.5. **Definition of the Terms**

School-to-Work Transition: The school-to-work transition refers to the the period during which an individual graduates from school and enters employment (Ng & Feldman, 2007). In this study, the term encompasses the experiences of senior college students and recent graduates (within the last two years) navigating this transition in Türkiye.

Career Adaptability: Career adaptability is defined as 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 (Savickas, 1997). In this study, career adaptability was measured using the Career Adaptability and Optimism Scale, which assesses individuals' capacities to manage future career transitions.

Career Commitment: Career commitment encompasses the strength of one's motivation to work in a chosen career role (Carson & Bedeian, 1994). In this study, career commitment was operationalized through the Proactive Career Behaviors Scale, adapted from Hirschi et al. (2014), which captures proactive career behaviors including planning, networking, and skill development.

Career Engagement: Career engagementis defined as the extent to which individuals engage in proactive career behaviors such as planning, networking, and skill development (Hirschi et al., 2014).

Protean Careers: Protean careers are described as being guided by internal values and psychological success, rather than organizational structure or external measures (Hall et al., 2018).

Boundaryless Careers: Boundaryless careers conceptualized the term to describe careers that are not bounded by a single employment setting (Arthur & Rousseau, 1996). Individuals with boundaryless careers often seek opportunities across different organizations and sectors, using both physical and psychological mobility to advance their goals (Kost et al., 2020; Wiernik & Kostal, 2019).

CHAPTER 2

LITERATURE REVIEW

The conceptual frameworks of career transition, career adaptability and career commitment have been presented in this section of the study.

2.1. Theories about transition

The transition process from school to work has been explained by various theories. This section explains relevant aspects of Psychology of Working theory, Social Cognitive Career theory and Schlossberg's Transition theory.

2.1.1. Psychology of Working Theory

The transition from schools to work involves individuals organizing their career processes, and numerous ideas have been explored in the literature to facilitate a successful transition; one such theory is the Psychology of Working Theory. The psychological theory of work is essential for providing individuals with meaningful, stable, and suitable employment, hence enhancing social connections and fostering personal growth (Blustein et al., 2019).

This theory posits that decent work encompasses four fundamental qualities: governmental incentives for employment, workers' rights within legal parameters, social dialogue between employees and employers, and safe working conditions for all genders, including adequate rest, respect for individual values, and access to essential health services (Duffy et al., 2016). The idea for finding decent work highlights four critical factors: marginalization, job aspiration, career suitability, and economic restrictions (Masdonati et al., 2022). Furthermore, decent work encompasses three fundamental needs: survival, social contribution, and self-determination, which are essential for individuals' overall and occupational well-being (Blustein & Duffy, 2020). Working theory posits that the fulfillment of these three fundamental requirements fosters well-being and job satisfaction in individuals (Duffy et al., 2016). The Psychology of Working Theory also analyzes the transition of

persons from education to employment concerning decent labor. The thesis posited that an effective school-to-work transition relies not solely on securing a job or a specific employment sector, but also on the alignment between education and employment, as well as perceived employability (Masdonati et al., 2022).

Perceived employability during a successful school transition is defined as an occupational self that motivates individuals to establish career objectives and cultivate behaviors and attitudes regarding their careers, alongside their perceived skills, experiences, and personal attributes post-education (Gunawan et al., 2018). The efforts of individuals in achieving their objectives by strategic planning and emotional regulation in the face of potential difficulties are crucial phases in transition processes (Stremersch et al., 2021). It is understood that behaviors and attitudes regarding employability perception, such as goal setting, planning, and structuring developmental pathways (Gunawan et al., 2021), may enhance individuals' confidence in their ability to secure employment during the successful transition from school to work and influence their perceptions of the employment landscape (Ayvaz, 2023). The Psychology of Working Theory highlights the significance of education-employment alignment and perceived employability in achieving a successful transition from school to work. The alignment between education and employment can create a disparity between the nature of a job and the educational background, resulting in young adults being unable to utilize their skills, or a discrepancy between educational attainment and occupational status, leading to qualified individuals being dissatisfied with their job choices (Masdonati et al., 2022).

2.1.2. Social Cognitive Career Theory

Another theory that examines the transition from education to employment is Social Cognitive Career Theory. Theory is a framework designed to comprehend the facets of educational and occupational behavior within the career development process, encompassing aspects such as job preparation, adjustment, and separation (Lent, 2005). The social cognitive career theory concurrently underscored the significance of individuals' self-efficacy in attaining their objectives (Sharf, 2013). This methodology was derived from Bandura's (1986) social cognitive theory, as well as theories concerning academic interest, social learning, and motivation (Mitchell &

Krumboltz, 1990). It looked for to examine the development of academic interests, the influence of these interests on career decisions in light of various factors, and their impact on performance and commitment within the professional world (Lent et al., 1996).

Social Cognitive Career Theory is based on Bandura's (1986) triple reciprocity model which are include person, environment and behavior and emphasizes that the source of behavior is individuals and their environment (Lent et al., 1994). Thus, this theory examines how three elements interact which are the external environment, internal elements like memories, preferences, beliefs, and self-perceptions; and the actual conduct (Sharf, 2013). In this context, Social Cognitive Career Theory examines three cognitive variables such as self-efficacy beliefs, outcome expectations and personal goals in career development (Lent, 2005).

Social Cognitive Career Theory is founded on Bandura's (1986) model of triple reciprocity, which covers person, environment, and behavior, and underscores that the origin of behavior lies in persons and their surroundings (Lent et al., 1994). This theory analyzes the interaction among three components: the external environment, internal aspects such as memories, preferences, beliefs, and self-perceptions; and actual behavior (Sharf, 2013). Social Cognitive Career Theory analyzes three cognitive variables—self-efficacy beliefs, result expectations, and personal goals—in the context of career growth (Lent, 2005).

Self-efficacy is defined as an individual's belief in their capabilities, which influences personal attributes, behaviors, and contextual factors to shape behavioral patterns, including goal selection and the determination to pursue them, as well as attitudes towards challenges (Lent et al., 1994). Self-efficacy beliefs can be evaluated based on four distinct sources: personal performance accomplishments, social approval, responses to observed circumstances, and vicarious learning (Lent et al., 1996). Brown, Lent, and Gore (2000) propose that the correlation between self-efficacy beliefs and vocational interests, as well as career choices, indicates that a diminished sense of self-efficacy could prevent individuals from believing in their ability to perform tasks competently or may induce feelings of being overwhelmed (Sharf, 2013).

Outcome expectancy is defined as the expectations regarding the results or reflections of certain behaviors exhibited by individuals (Lent, 2005). In addition, career behaviors exhibited by individuals are influenced by different forms of outcome expectancies, including physical (e.g., monetary), social (e.g., approval), and self-evaluative (e.g., self-satisfaction) outcomes (Lent et al., 1994).

Goals enable individuals to direct and regulate their behaviors (Sharf, 2013). Thus, goals enable individuals to think in advance about future situations and to self-evaluate their performances (Lent et al., 1994). In addition, in line with the set goals, individuals can regulate and maintain their behavior without any expectations (Lent, 2005). The three cognitive mechanisms of Social Cognitive Career Theory which are self-efficacy, outcome expectations, and goals, are both related to each other and affect each other in a variety of ways (Sharf, 2013).

Individuals making career choices for the first time or in the process of entering their careers may encounter new situations, obstacles or crises (Lent, 2005). Social Cognitive Career Theory suggests that career choice is a complex process and can be shaped by the interactions of self-efficacy, outcome expectations, goals, choice, outcome, and contextual factors (Sharf, 2013). Social cognitive career theory divides choice making into three components which are goal setting, goal-oriented behavior and the tendency to shape future choices by receiving feedback (Lent, 2005). Social cognitive career theory emphasized intervention by considering the developmental levels of individuals to conceptualize the transition to work, which is one of the processes in career choices (Lent et al., 1996).

According to Social Cognitive Career Theory (Lent et al., 1999), school to work transition is described as a long and gradual process. In addition to this statement, Nilsson (2019) emphasized that the transition from school to work is a gradual process that facilitates and guarantees individuals' transition to employment, starting with activities such as internships or participation in educational work programs before graduation. Moreover, Social Cognitive Career Theory explains that the transition from school to work through six processes which are realistic self-efficacy, establishing academic and career interests, establishing career-related goals, development of academic and job skills, and development of personal vocational

beliefs (Lent et al., 1999). In other words, Social Cognitive Career theory emphasized that self-efficacy, which enables students to create their interests and career alternatives, engaging in career exploration, decision-making or other activities are essential for successful school-to-work transition process. It is a critical process, especially for university students, who complete their education processes and transition to the business field, in which individuals combine processes such as knowing themselves, gaining professional knowledge and planning their career process (Kepir-Savoly, 2017). Furthermore, the school-to-work transition stage as the transition stage for young people between the ages of 15 and 29 who are not in school or who are seeking employment (temporary or satisfactory work) or employment (Mathys, 2019). Also, it was found that individuals with a higher level of education were more concerned about their future with their tendency to explore themselves and their environment (Duarte et al., 2012). It is critical to investigate the roles of various components in understanding the behaviors and attitudes of individuals towards their goals that affect the school to work transition process (Schoon & Heckhausen, 2019).

2.1.3. Schlossberg's Transition Theory

Transition theory, originated by Nancy K. Schlossberg (1981) and developed by Goodman, Schlossberg and Anderson (2006), creates a framework for making sense of the academic and personal demands of individuals in transition (Pendleton, 2007). Schlossberg, Waters and Goodman (1995) define that transition is defined according to what the individual perceives by experiencing. Some transition types have been created to determine what is happening about this transition. Transition theory suggested three types which are anticipated transition, unanticipated transition, or non-event transition (Schlossberg, 2011).

2.1.3.1. Transition Types

Anticipated Transitions can be characterized by events such as getting married, beginning the first job, having a child, having the child move out that occur predictably throughout the life cycle, leading to major role reversal and retiring (Goodman et al., 2006).

Unanticipated Transitions are characterized by events that are unexpected or unplanned by individuals, such as layoffs, sudden deaths of parents or children, leaving work due to illness, or being promoted (Schlossberg et al., 1995). In addition, natural disasters such as earthquakes, floods and tsunamis, which are unforeseen by individuals, can also be given as examples to such kind of transitions (Goodman et al., 2006).

Non-event Transitions can be characterized by events that are expected by individuals but do not happen (Pendleton,2007). Examples of this type of transition that can change individuals' life cycle include marriages that never happened, opportunities for advancement that never came about, and unborn children (Schlossberg et al., 1995).

During different transitions, such as graduating, moving to a new job or retiring, it can take time for individuals to break away from the past and adapt to their new roles (Schlossberg, 2011). At the same time, these processes, which can vary with personal experience, can also determine the meaning of transitions (Pendleton, 2007).

Transition theory posits that to comprehend the consequences of transition on individuals, one must analyze the nature of the transition (anticipated, unanticipated, or non-event), the context surrounding the transition, and its subsequent influence (Goodman et al., 2006). In Transition Theory, concepts such as relativity, context, and impact are explained in accordance with their relevancy to the transition types.

Relativity describes as a change that one person anticipates in their life and another does not (Schlossberg et al., 1995). It is critical for individuals to evaluate their transitions, either positively or negatively, how they feel or how they cope with transitions or events (Goodman et al., 2006).

Context is a critical component in understanding the event and non-event transitions that lead to changes in individuals (Goodman et al., 2006). Transitions cause changes in individuals' lives, affecting their primary resources such as family, friends, work and socio-economic status (Schlossberg et al., 1995).

Impact is the extent to which individuals in transition are affected by events or non-events and how much one's everyday life is changed by the transition (Goodman et al.,

2006). The most effective way to examine the impact of transition on individuals was found to be the relationship between the similarities and differences between the pre- and post-transition environments (Schlossberg et al., 1995).

2.1.3.2. Components of Transition

The four key components of Transition Theory—self, support, situation, and coping strategies—facilitate the understanding of how individuals manage transition (Schlossberg et al., 2005).

Situation is characterized as the conditions experienced by individuals in transition (Schlossberg, 2011). Factors such as trigger, timing, control, role change, duration, experiencing from similar transitions, stress situation can influence the situations experienced by individuals (Goodman et al., 2006). An event or non-event such as individuals getting married, starting their first job, not having a baby, getting divorced can be differentiated by considering the factors mentioned (Schlossberg et al., 1995). In addition to these, transitions are situations that individuals experience in the process within evaluating and assimilating in the transition process (Pendleton, 2007).

Self characterizes the inner resilience of individuals to cope with the situations that they experience (Schlossberg, 2011). The self varies according to two categories of factors that are personal and demographic and psychological resources struggle with the changes that individuals experience in transition processes (Schlossberg et al., 1995). Personal and demographic factors which are gender, health status, age socioeconomic status, culture are the factors that shape and direct individuals' perceptions towards life (Goodman et al., 2006). Psychological resources which are values, ego development, self-efficacy are characterized as personal characteristics that individuals develop against the situations they experience (Pendleton, 2007). In addition, individuals' goals in life and the situations related to these goals such as personal relationships, personal development, achievement and work, religious views, resilience are also a critical resource for the self in coping with transition (Goodman et al., 2006). As it understood, individuals may experience transition processes through different frames, depending on many factors.

Support is characterized as the help that individuals receive from their social environment to cope with the stressful situations (Pendleton, 2007). There are various social support sources which are intimate relationships, family unit, networks of friends or colleagues, communities from religions or social groups (Goodman et al., 2006). In addition to types, there are three different function of support which are affect, affirmation, and aid/assistance (Pendleton, 2007). Affirmation is the appropriateness and acceptance of individuals' behavior; affect as a statement of admiration and love; aid /assistance include change knowledge, resources, time or money (Goodman et al., 2006). These social support types are essential for individuals' well-being in the transition process (Schlossberg, 2011). On the other hand, support can also sometimes affect people negatively, such as death or disagreement or level of criticism in support from intimate relationships (Pendleton, 2007). Individuals in transition categorize their relationships with the people in their social environment and determine the function of the support that they receive in this way these individuals can be create a social support framework (Goodman et al., 2006).

Strategies as a coping mechanism intent to prevent or control to problematic circumstances (Pendleton, 2007). Pearlin and Schooler (1978) proposed that individuals can adeptly manage challenges by regulating the stress encountered throughout various aspects of life, including social and occupational domains, via coping techniques. Coping strategies, rather than being fixed skills, can be understood as a dynamic process that varies continuously evolves during the appraisal process because individuals may differ in their sensitivity, responsiveness, interpretation and response to certain events (Lazarus, 1984). In addition, Pearlin and Schooler (1978) explained coping strategies such as reactions to change the source of the problem (Negotiation or Optimistic action), reactions that create cognitive ineffectiveness by making sense of the problem (Selective ignoring or Positive comparisons) and reactions that reduce stress related to the problem (Emotional discharge or Self-assertion).

Furthermore, Pendleton (2007) investigated welfare recipients' reactions to changes that provide a risk of financial loss or instability situations that individuals may perceive as a stress situation. In another study, Gill (2001) emphasized the critical roles

of coping skills, personality traits such as sense of control and optimism, and primary social support as coping strategies for resource loss. It was also noted that coping strategies tend to be stronger in stressful situations, particularly among women. Therefore, most women have used combining their welfare as a strategy to cope with threatening or stressful situations in their working process (Pendleton, 2007).

As can be understood, transitions that can change components of individuals' lives such as roles, routines, and relationships may differ in the ways individuals cope with stressful situations and in making sense of this process (Goodman et al., 2006). This transition theory emphasized the importance of transition resources which are self, support, situation and strategies to explain the difference in the types of transition experienced by individuals (Pendleton, 2007).

2.1.3.3. Transition Process

Transitions encompass time-containing processes that are recognizable events or non-events that take place over time (Goodman et al., 2006). During these time transitions, changes for better and worse are observed in the reactions of individuals, for example, a recently retired soldier, a recent widow or a recent graduate may find these transitions very difficult at first, but then they may focus on their new roles (Schlossberg et al., 1995). Bridges (2004) describes the processes of Endings, the Neutral Zone, and Beginnings as a transition that starts with an ending, followed by a complex and uncertain period before individuals return to a sense of normalcy, ultimately leading to renewal.

Ending: People experience an ending by leaving or giving up their roles or habits, and with these endings they also enter processes of change (Goodman et al., 2006). To put it another way, certain endings and ruptures are linked to new beginnings, and transformations are linked to endings (Bridges, 2004).

Neutral Zone: The process by which people break away from the relationships and routines of their previous lives while still acclimating to their new ones is known as the turning point of transition processes (Schlossberg et al., 1995). The neutral zone is one of the most challenging aspects of the transition process that the period of

ambivalence individuals feels between the old and the new, can persist for months or even years (Bridges, 2004). Neutral zone as a moment to be, not to reflect on who you were or who you might become, but just to live in the here and now (Goodman et al., 2006).

Beginning : The process that encompasses more than just new situations that also entails new roles, relationships, and personal routines (Bridges, 2004). When people leave behind roles, relationships, or routines that negatively impact them, the time of fallow neutrality are finished, new beginnings happen because of change (Goodman et al., 2006).

Transitions, which cause major changes in individuals' lives, are complex and how they make sense of them is critical (Schlossberg, 2011), so many theories have emerged to address the stages of transitions from different perspectives (Goodman et al., 2006). Following section explains such an integrated model of transition process.

2.1.3.4. Unifying Themes—An Integrated Model of Transition Process

Whenever someone is moving in, though, or out affects the strategies required to support them during transitions (Schlossberg, 2011). The first step in any transition, conceptualized as moving in is the orientation process in which individuals make sense of the rules and expectations of a new process such as new job, new school (Schlossberg et al., 1995). Individuals trying to adjust to these new circumstances may face problems in how to integrate this process into their lives and usually evaluate all process such as asking themselves “Did I make the correct decision?” (Goodman et al., 2006). The process of individuals in transition gaining and understanding this adaptation is characterized as moving through (Schlossberg et al., 1995). Moving out as the end of the transition process such as becoming a new college student, a new widow or a new retiree is the stage where individuals think about next steps (Goodman et al., 2006). At this stage, individuals may find it difficult to move out of familiar situations, but they can integrate old situations by incorporating new ones (Schlossberg et al., 1995). Thus, the aim of the transition model is to examine the changes that individuals move through, examine their resources, and clarify that transitions are time-consuming procedures (Schlossberg, 2011).

2.2. Career Adaptability

Career adaptability is another essential element in the transition from school to work, as individuals adjust to new relationships and environments in their new career paths (Fu et al., 2023). The term of career adaptability was designed to focus balance between the world of work, their personal environment, and abilities (Goodman et al., 2006). Individuals transitioning school to work need career adaptability to meet the needs of the future labor market (Chuang et al., 2022).

Savickas asserted that "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" (1997, p.254). Also, career adaptability as psychosocial resources that assist individuals in navigating career processes, particularly transitions (Rudolph et al., 2017). Rottinghaus et al. (2005) similarly define career adaptability as the ability of individuals have for preparing for and adjust to unexpected events that may arise in their career development and work environment.

Praskova et al (2014) defined career adaptability as a process through which individuals plan for their professional development, make effective career choices, and learn about both them and their surroundings to make successful career transitions. From a similar perspective, Zikic and Klehe (2006) argue that career adaptability is shaped by exploration of career options and planning for career choices, especially during the transition from school to work.

In accordance with career construction theory, career adaptability is a construct that encompasses the whole about adaptability (Savickas & Porfeli, 2012). Career adaptability, which is a psychosocial structure that covering individuals' professional roles and transition processes, coping resources, and controlling career challenges (Savickas, 1997; Rudolph et al., 2017), is shaped multi-dimensional and hierarchical model (Savickas & Porfeli, 2012).

2.2.1. Theoretical explanation of career adaptability

This section explains the concept of career adaptability using the framework of career construction theory.

2.2.1.1. Career Adaptability in Career Construction Theory

Savickas's Career Construction Theory focuses on how and why individuals engage their career-related behaviors and decisions to shape their career processes (Sharf, 2013). In other words, career construction theory considers the careers that individuals build using their personal and social structures as a situation that adapts to the environment with a contextual approach (Savickas, 2005). The Career Construction Theory focuses on examining the stories individuals construct in their career processes within career counseling, how they create, complete, or move away from these professional narratives to design a new process. (Savickas, 2011). Career Construction Theory also addresses how individuals adapt and exhibit behaviors towards transitions and changes in their lives (Hartung & Taber, 2008). The purpose of the theory is to focus on conceptualizing stories that encompass the career processes arising from individuals' choices and behaviors from the perspectives of the actor, agent, and author. (Savickas, 2005).

Actor: It is the social identities that individuals create with distinctive characteristics derived from factors such as gender, race, and culture originating from their family background (Savickas, 2011). The career theme created by the family background, which marks where an individual's career process begins, continues, or ends, describes the trajectory of the career (Savickas, 2005).

Agent: It focuses on how individuals shape their short- and long-term goals that they set after starting the school process, motivation and tendency to adapt to developmental responsibilities (Savickas, 2011). The agent, which is critical in directing the actor towards occupational choices in the ruptures in the occupational event patterns of individuals, is also characterized as the actions of individuals towards occupational positions (Savickas, 2005).

Author: Theory as an author perspective emphasizes that individuals are unique by encouraging them to make sense of the situations, experiences and tendencies that characterize them (Savickas, 2011). The theory as an author also emphasizes that individuals make sense of their identity, determine their goals and behave appropriately (Corso & Rehfuss, 2011).

Consequently, a career is a structure that changes and develops throughout an individual's life, shaped by themselves (Sharf, 2013). The Career Construction Theory defines all actions involving transitions in employment positions, making changes, or leaving, which are social difficulties such as professional development tasks, career transitions, and work traumas. (Savickas, 2005). In this meta-analytical type of theory, Savickas identifies four main disciplines, which are vocational personality, life themes, career adaptability, and developmental tasks. (Sharf, 2013).

Life themes: The needs, personal beliefs, and passions that constantly recur in individuals' life stories are all classified as life themes (Corso & Rehfus, 2011). The life theme, inspired by Adler's concept of lifestyle, emphasizes the importance of lifestyle and early recollection in understanding the constantly recurring needs, personal beliefs, and passions in individuals' experiences within the career construction theory (Sharf, 2013). Lifestyle is the concept that enables individuals to construct their later life through coping skills, early recollections that is the perspective shaped by the first memories individuals experience in their lives, experiences, and values (Cosgrove & Ballou, 2006).

Vocational Personality: Savickas, Career Construction Theory focuses on understanding how individuals shape their career processes by emphasizing Holland's six types, which are realistic, investigative, artistic, social, enterprising, and conventional (Sharf, 2013). Holland's theory suggests that the six personality types and their characteristics are crucial in determining individuals' vocational interests (Tokar & Swanson, 1995). In addition, Savickas (2005) defined vocational identity as the strengthening of people's alignment with professions.

Career Adaptability: Career adaptability is a situation that individuals should proactively deal with by adapting to the career process (Chan & Mai, 2015). Career

Construction Theory defines career adaptability as a personality trait that directs individuals to a career process that suits their abilities, attitudes, and behaviors (Savickas, 2005).

Over time, sub words such as adaptivity, adaptability, adapting, and adaptation have emerged depending on the word adapt. According to Career Construction Theory, adaptation outcomes result from a procedure that comprises that adaptive readiness, adapting responses, adaptation results adaptability resources, adaptability resources, (Savickas, 2005).

Considering these sub-concepts, adaptation enables individuals to adapt functional questions such as what people do and why people do it to their lives (Savickas, 1997) and to motivate people to internal needs and external opportunities, and according to the career construction theory, it focuses on the formation of self-concept in work roles in transitions such as school to work, work to work (Savickas & Porfeli, 2012). Lifestyles and diversity allow individuals to interact with change both quickly and slowly (Savickas, 2005). Adaptivity which means tending to change, is a personality trait that enables adaptation to career instabilities or transition processes (Savickas & Porfeli, 2012). Career Construction Theory characterized that Adaptivity and readiness, individuals' capacity uses self-regulation resources and their willingness to enhance motivation, as well as their tendency to adapt changing undesirable situations in difficulties and transitions experienced in career processes (Savickas,2005). Also, adapting is the tendency of individuals to provide adaptive behavior to ever-changing professional and private lives (Hamtiaux et al., 2013). To explain in more detail, adapting response includes adaptive behaviors, attitudes, and beliefs such as career planning, career exploration, career decision making in individuals' career development processes and has a positive relationship with career adaptability (Rudolph et al., 2017). There are various definitions for career adaptability in the literature.

2.2.1.2. Resources of career adaptability

In accordance with the explanations above, career adaptability, which is a psychosocial construct that covering individuals' professional roles and transition processes, coping

resources, and able to manage career challenges (Savickas, 1997; Rudolph et al., 2017), and it is shaped as a multi-dimensional and hierarchical model (Savickas & Porfeli, 2012). Savickas defined as four *adaptability resources* which are concern, control, curiosity, and confidence (Johnston, 2018). Career construction theory has argued that these concepts, which are concern about the future, control over life, curiosity about careers, building foundations of confidence about the future, have their origins in patterns from childhood (Hirschi, 2009).

Concern which entails optimism and hope, influences how people prepare and plan (Nilforooshan & Salimi, 2016). Career concern is the most serious dimension of career adaptability that is defined as individuals' orientation towards the future and planning next situation (Porfeli & Saviskas, 2012) and enables individuals to be well orientated towards their careers (Hirschi, 2009). Individuals' attitudes and behaviors such as planfulness and optimism for career choices and transitions affect career concern (Savickas, 2005).

The second important dimension of career adaptability is career control, involves individuals' self-regulation by taking responsibility for their career processes (Hirschi, 2009; Savickas, 2005). In other words, control is characterized as assuming responsibility for shaping individuals themselves and their environment towards their future situations (Porfeli & Saviskas, 2012). According to the career construction theory, individuals' attitudes, and behaviors such as assertiveness and decisiveness strengthen career control, as they take responsibility for decisions not by chance but by consciously choosing them (Savickas, 2005).

The third component of career adaptability is career curiosity, which is the tendency of individuals to explore their values, attitudes and beliefs towards the career process and the existing situations and to recognize career opportunities (Savickas, 2005). In other words, career curiosity is an exploratory attitude that individuals realize with a realistic perspective towards career decision-making process and occupational preferences (Hirschi, 2009).

Confidence means that having belief in own capacity to succeed in resolving issues connected to career (Rudolph et al., 2017). In other words, achieving goals via

perseverance and hard work is a sign of confidence (Nilforooshan & Salimi, 2016). Thus, the last component of career adaptation, career confidence, is related to coping with obstacles in career choices and gaining self-efficacy (Hirschi, 2009; Savickas, 2005).

2.3. Career Commitment

Career commitment is emphasized as a tendency towards career processes for individuals to internalize and develop their goals (Noordin et al., 2002). There is various definition about career commitment in the literature. According to Colarelli and Bishop (1990), the dedication of individuals to, affiliation with, and advancement of their goals define their career commitment. Ahmed (2019) defined career commitment the acceptance of individuals attitudes, values, and beliefs about their occupations as well as their readiness to fit in at work with the goal to advance in their careers. Otherwise, career commitment is the motivation that individuals exhibit towards their chosen occupations (Carson & Bedeian, 1994).

Commitment is a state of mind that shows that an individual is attached to an object or a situation by enabling individuals to like and continue what is being done regardless of the outcome (Jones et al., 2006). In another saying, commitment is the acceptance of an organization's objectives and core principles (Ellemers et al., 1998). In addition to these definitions, the force that binds an individual to positions of relevance to one or more targets is called commitment (Meyer& Allen, 1997). Individuals develop love and commitment to a profession for career development, which is the focal point of individuals' lives from adolescence to retirement and one of the antecedents of life satisfaction (Zhu et al., 2021). Different concepts about work-related commitment have emerged in the literature which are occupational commitment, professional commitment, career commitment, and organizational commitment. These different dimensions of commitment differ in defining and shaping behaviors (Meyer& Allen, 1997). Organizational commitment is a type of commitment that enables individuals to accept the expectations and values of the workplace and to feel that they are a part of specific organization by making a high level of effort (Jones et al., 2006; Kızıl, 2020; Meyer & Allen, 1997). Otherwise, occupational commitment is emphasized as the tendency of individuals to be committed to a chosen vocation and it is not necessary

for individuals to have vocation in the formation of this commitment. (Meyer& Allen, 1997; Weng & McElroy, 2012). Professional commitment represents that degree of individual's affiliation with a profession (Cho & Huang, 2012).

2.3.1. Components of career commitment

Concept of career commitment which is multidimensional has three component which are career identity, career resilience and career planning (Arora & Rangnekar, 2016).

Career identity is characterized as a guiding dimension that characterizes individuals' feelings that will strengthen their career commitment (Carson & Bedeian, 1994). In other words, career identity defined that creating a strong emotional bond with one's career (Kidd & Green, 2006). Also, career identity is also referred to as individuals' self-definition towards their profession (Zhu et al.,2021). Career identity, which provides the direction of career processes, can have a decisive effect on career adaptability and organizational success by regulating the relationship between individuals' adaptability and performance (Haibo et al., 2018).

Other component *is career planning*. Kidd and Green (2006) emphasized that career planning is assessing one's professional needs and establishing objectives. In addition, career planning includes the process of determining what individuals will do to develop their career goals (Noordin et al., 2002). In other words, career planning is a motivating aspect of career commitment (Carson & Bedeian, 1994) that helps individuals progress their careers by establishing goals (Zhu et al.,2021). In addition to these, individuals' concern about their future and career transitions which are important of career adaptability dimension can be encourage planning and preparation, in this way, career planning is a significant component in future orientation attitudes (Taber & Blankemeyer, 2015).

The last component of career commitment is *career resilience* define those overcoming obstacles to avoid having one's career disrupted (Kidd & Green, 2006). Career resilience is the capacity of individuals to move forward with the resources and strategies they have towards their career goals (Seibert et al., 2016). Individuals with career commitment who have this capacity tend to have control over issues such as

shaping and directing careers according to their own wishes and subjective and objective career achievements such as salary satisfaction and career satisfaction (Sultana et al., 2016). At this point, the adaptability potential of individuals who encounter unexpected changes or obstacles in career transitions or work life and the ability to reshape goals or situations can help individuals develop career resilience (Seibert et al., 2016).

Career commitment is an essential component of individuals' long-term efforts to expand relationships and develop skills in professional fields (Colarelli & Bishop, 1990). In other words, career commitment facilitates positive professional processes by facilitating individuals achieve their career objectives and improve their job-related capabilities (Zhu et al., 2021). It is a known fact that, career commitment is an umbrella concept that reflects the tendency of individuals towards their career and professions (Weng &McElroy, 2012)

2.3.2. Career Engagement

Commitment facilitates individuals to make meaningful contributions in their lives with a sense of engagement and dedication to themselves and their careers (Coetzee & Harry, 2015) In other words, commitment and engagement are concepts that are used interchangeably. Therefore, career engagement is also explained in this study.

Career engagement is characterized as all the explicit behaviors of individuals to proactively advance their careers (Hirschi et al., 2014). To put it another way, career engagement is defined as individuals' willingness to be fulfilled with their choices in career processes and to reflect this satisfaction on their behaviors (Perera & McIlveen, 2017). Career engagement is structured by the relationship between two components which are capacity that is the ability to demonstrate skills and performance and challenges that is the ability to cope with difficult situations (Neault & Pickerell, 2011).

Career engagement, a well-known professional concept, reflects the career processes of individuals and their relationships with organizations (Baluku et al., 2021). Career engagement, which reflects the behaviors of individuals towards career processes, is

distinguished from professional concepts that symbolize attitudes such as career commitment, work engagement, career adaptability (Nilforooshan & Salimi, 2016). In line with this, career engagement is described as individuals gaining a sense of control over their career development process towards their aspirations, assuming responsibilities and making proactive efforts (Perera & McIlveen, 2017). Furthermore, career engagement, including behaviors such as career exploration, planning, forming networks and improving skills (Hirschi et al., 2014). As it understood, career engagement can also be characterized as a factor that facilitates the employability of individuals by shaping their career developments (Baluku et al., 2021).

According to Employee Engagement model, career engagement consists of four components which are commitment, contribution, alignment, appreciation (Neault & Pickerell, 2011). Alignment is defined as the capacity to enhance understanding to fulfill the practices determined by the needs of the organization (Alagaraja & Shuck, 2015). Commitment work reflects a willingness to strive towards achieving successful results and realizing career goals (Ballout et al., 2009). Individuals' efforts on behalf of organizations are referred to as contributions, and the assessment and encouragement of these efforts is known as appreciation (Neault & Pickerell, 2011).

Career engagement includes self-management behaviors such as organizing career goals and evaluating career opportunities that contribute to individuals' career development (Saraswati et al., 2021). In this way, career engagement, which provides a mediating role in individuals' education and work processes, is a variable that has a significant impact on personal and career advancement (Aryani et al., 2021).

2.3.3. Contemporary and controversial topics about career transitions: Protean and boundaryless careers

Although career transitions have been extensively examined in the literature, some arguments have been proposed from a perspective that specifically career commitment must be argued.

Increasing demands in the business sector and inconsistencies and uncertainties in employee processes cause individuals to focus on their own career processes instead

of developing commitment to the organizations (Alonderienė & Šimkevičiūtė, 2018). Although the importance of career commitment is emphasized with this research, there are also differentiating views on this issue in career counseling in recent times.One of the concepts underlying these views is the concept of “protean careers”.

Protean careers are characterized by the practice of self-control and intrinsic motivation to achieve goals, shaped by individuals' intrinsic values (Hall et al., 2018). In other words, protean career is the overarching concept of career processes that develop and evolve in line with the needs of individuals (Gubler et al., 2014). Protean career provides a perspective with cognitive, behavioral and evaluative components such as setting goals for individuals' career processes, shaping their lives in line with these goals, taking responsibility, and shifting commitment to work and organization (Supeli & Creed, 2016).

Another concept that may be related to career commitment is the concept of boundaryless career. Boundaryless career is described as a career model in which alternative opportunities are explored outside of the resources available to individuals in their field of work (Wiernik & Kostal, 2019). More precisely, boundaryless career advocates on individuals to exhibit both psychological and physical mobility to take advantage of limitless opportunities for employment while maintaining self-control and complying with their own goals and assumptions (Kost et al., 2020).

Career behaviors which are beneficial for individuals' own career processes against the inconsistent business environment concepts such as protean career and boundaryless career have emerged, which embrace that they can develop their psychological resilience, adapt to career adaptation processes and cope with difficulties. (Wiernik & Kostal, 2019). According to the studies in the literature, these two new concepts have been found to have a negative correlation with commitment to the organization (Alonderienė & Šimkevičiūtė, 2018). Furthermore, it has been proposed that organizational commitment and protean careers are positively correlated for the reason protean individuals integrate their organizational identities to the institution and develop commitment towards their jobs (Kim et al., 2024). At the same time, these two career attitudes mentioned above, which individuals adopt to shape their career

processes, have been found to have an indirect relationship between career satisfaction and the career commitment (Kundi et al., 2021).

2.4. Relevant Studies

Below are some relevant emprical studies focusing on various aspects of school to work transition, career adaptability and career commitment.

2.4.1. Relevant studies on school to work transition

According to earlier research, several kinds of variable elements have a significant impact on the school-to-work transition process. The factor that affecting the school to work transition are parental attitudes and family background, economic resources, gender, social network (Punch, 2002b; Ng & Feldman, 2007), individual differences and occupational role (Ng & Feldman, 2007).

Punch (2002b) emphasized that families who receive higher education and believe that education provides long-term benefits support their children in this process with a positive parental attitude. Bluestein et al. (2002) asserted that the meaningful and encouraging support they receive from their parents who are of high socioeconomic status, affects their school to work transition process and achieving their work goals. In addition, Ng and Feldman (2007) stated that the support and encouragement of individuals by family, friends, and colleagues during the transition from school to work enables the individual to reach a mature adult identity, thus partially mediating the school to work transition. Psychology of Working Theory emphasizes that social support is a direct determinant of the- school to work transition that influences how individuals handle the supports and stressors in the context of work-related events (Duffy et al., 2016).

Other factor that effects the transition from school to work have been studied is individual differences such as individuals' abilities, values, personality traits, and self-efficacy levels. Soft skills that individuals have, which are punctuality and trustworthiness, inter-personal skills which are being sociable and positive, are critical and necessary skills in work life (Sigstad & Garrels, 2023). Individuals' high belief in their self-efficacy is directly related to their impact on determining their goals and the

job transition process (Ng &Feldman, 2007). Thus, knowing oneself and one's skills directly affects the school to work transition.

Another factor that affects the transition from school to work is occupational role. Professions that require a high level of education, which are engineers or doctors, match their professional roles and take their job roles more seriously, and are predicted to have a critical role in the success of the school-to-work transition process (Ng & Feldman, 2007). According to the 2022 data of the Turkish Statistical Institute, the time it takes for undergraduate graduates to find their first job after graduation is approximately 4.2 months in the field of medicine, 2.4 months in speech and language therapy, and 11.3 months in engineering, manufacturing, and construction. Therefore, the time spent for entering to the first job usually may be lengthy and differs among occupations.

The last topic to mention about the factor affecting the school to work transition process is gender differences. ILO suggests that women are at a disadvantage compared to men in the transition to work and emphasizes that this transition process is easier for men than women because of its research in countries with different religions and economic conditions (International Labor Organization, 2019). Furthermore, in the study conducted by Manacorda et al. (2017) proposed that women's transition to a stable or satisfying profession takes more than a year than men. Consequently, the negative effects of women's process of school to work transition compared to men because of some reasons such as marriage, childcare or social restrictions have been examined (Nilsson, 2019).

2.4.2. Relevant studies on career adaptability

Career adaptability, which is a multidimensional resource, covers the attitudes, behaviors, and competencies of individuals to adapt to changing career experiences (Rudolph et al., 2017) thus, the relationship between career adaptability and many variables has been examined in the literature (Çelik, 2020).

Life satisfaction is one of the prominent variables that have been examined with career adaptability. Life satisfaction is directly and indirectly relationship with career

adaptability, which is an adaptive response that reflects individuals' satisfaction with social, emotional, and academic areas in their lives and satisfaction with life (Ginevra et al., 2018). It has also been found that individuals' sense of power and life satisfaction are strong predictors of career adaptability (Hirschi, 2009).

The main variable that affects life satisfaction can contribute to facilitating career adaptability is the meaning of life (Buyukgoze-Kavas et al., 2015). In the study conducted by Praskova et al. (2014) on career adaptability and meaning of life, it was emphasized that the meaning of life is an effect of individuals' desire to make sense of their lives and to have a specific purpose in their lives and to realize personal goals. In other words, a positive relationship was found between career adaptability and meaning in life (Buyukgoze-Kavas et al., 2015).

Another variable examined with career adaptability is sense of control. Sense of control is defined as the belief that one has control over one's own experiences (Parcherie, 2007). Duffy (2010) suggested that the sense of control, which is suggested to be a tool or mechanism in the literature, has a moderate relationship with career adaptability.

In addition to these variables, the concept of career adaptability has been examined together with variables such as attitudes towards work and personality tendencies that may affect individuals' transition processes from school to work, starting work and job transitions, career-work stress (Maggiori et al, 2013). It has been found that attitudes towards work which are individuals' coping with challenging tasks, being followed by their supervisors or managers, providing networks related to their colleagues or jobs and learning by observing from their environment can improve their career adaptability (Brown et al, 2012). On the other hand, the relationship between personality dimensions (neuroticism, extraversion, openness, agreeableness, and conscientiousness) which are a tool that enables individuals to make sense of their environment, and career adaptability has been examined, and it has been emphasized that there may be a positive relationship with neuroticism and a negative relationship with conscientiousness in adaptability to career and professional situations (Rossier et al., 2012). In the context of personality tendency, proactive personality is another variable that has been investigated with career adaptability (Seibert et al., 1999;

Vashisht et al., 2023; McArdle et al., 2007). Proactive personality is characterized as having consistent tendencies towards proactive behaviors such as recognizing opportunities and taking actions towards these opportunities, taking initiative, regardless of environmental and situational constraints (Seibert et al., 1999). It has been proposed that proactive personality might also fit in the adaptability dimension given that individuals who are adaptable are resilient to ambiguous circumstances and challenges and have a more manageable perspective toward the limitations of the environment and situations (McArdle et al., 2007). Furthermore, Vashisht et al. (2023) proposed that proactive personalities, which encourage individuals to take action against circumstances linked to career processes, positively impact the growth of career adaptability.

Another variable examined with career adaptability is fear of failure. Fear of failure is characterized as a tendency towards a situation in which failure may be present (Praskova et al., 2014). In addition, such a fear has been found to be a psychological barrier to the individual's desires and needs towards professional life (Gunduz et al., 2017). Thus, there is a negative relationship between career adaptability and fear of failure in academic or professional life (Ginevra et al., 2018).

In contrast to the previous factor, motivation is another but a strengthening variable that is examined with career adaptability. Motivation is one of the most important factors that will affect behaviors in professional life as an internal resource that meets the wants and needs of individuals (Chuang et al., 2022). In other words, motivation is described as a behavior that directs individuals towards goals (Praskova et al., 2014). Thus, the relationship between motivation and career adaptability has been found to have a profound impact on individuals' career development processes (Chuang et al., 2022). In the literature, the effect of career commitment as well as career adaptability on the development of career-oriented motivation has also been examined (Najib et al., 2020). Career commitment which is strong predictor, is directly related to behaviors and attitudes with career and work field (Zhu et al., 2021).

2.4.3. Relevant studies on of career commitment

In the literature, career commitment is explained by individual, environmental, psychological, work-related and organizational factors in relation to individuals' career processes (Zhu et al., 2021).

Individual characteristics, which include age, education, tenure, duration of professional employment, socialization, locus of control, job satisfaction (Jones et al., 2006). Colarelli and Bishop (1990) found that as individuals age, they have less time to engage in new activities, and they are more focused on developing their careers, in this manner becoming more committed to career process.

Another study emphasized that the ability of individuals to demonstrate skills and abilities in their jobs thanks to their personality traits or differences in their perception of their responsibilities at work that factors take shape career commitment (Arora & Rangnekar, 2016).

From another perspective using explanations about socialization, Colarelli and Bishop (1990) found that individuals' socialization experiences, which include situations such as extending the time spent in higher education institutions, are an important factor in the development of career commitment because they shape career goals and career identity. Otherwise, Jones et al. (2006) also stated that collegiality as a professional socialization, which is the relationship with colleagues and the meaningful support received from them, has an impact on career commitment.

Locus of control is also emphasized as a factor affecting career commitment. Locus of control is defined as the tendency to have responsibility over one's future (Colarelli & Bishop, 1990). This control is divided into two types which are internal and external. Internal control is the responsibility of deciding one's behaviors and their consequences and external control is the belief in power beyond one's own control (Jones et al., 2006) and it has been emphasized that individuals who are committed to their career development should have the ability to make decisions and control the outcomes of their career development through internal control (Colarelli & Bishop, 1990; Jones et al., 2006).

According to the mentioned factors above, strong career identities shaped by high education level, long duration of professional employment and experiences gained over time are among the factors that individuals reveal career commitment (Zhu et al., 2021).

In line with psychological factors which are self-efficacy, work ethics, job involvement, individuals might be establish commitment through behaviors such as bonding with and valuing a job or profession (Goulet & Singh, 2002). Self-efficacy is the attitude that an individual can take action and perform out whatever it takes to achieve success (Fu & Chen, 2015). Cherniss (1991) emphasized that self-efficacy has a direct impact on forming individuals' career commitment, which in turn influences individuals' willingness to work long hours (Ahmed, 2019). Kanungo (1982) defined that job involvement the level of psychological affiliation of individuals. There is a positive correlation between career commitment and job involvement because individuals who are committed to their careers show proactive behaviors including setting goals related to their profession, identifying needs in their position, and responding accordingly (Huang et al., 2019).

In the context of work-related factors, the concept focused on in the literature is job demand. The characteristics of a job that are linked to the psychological and physiological effects of an individual's efforts are known as job demands. (Wendsche & Lohmann-Haislah ,2017). In related research, the resource for job demands which are burnout and well-being are established to describe how they influence working people's job performance status. (Bakker et al., 2023). Thus, the impact of job demand and resources on career commitment is investigated for the work-related concept (Zhu et al., 2021).

Lastly, one more variable that has been studied in relevance with career commitment is motivation. Career commitment is a multidimensional component that provides motivation for individuals to set and achieve their career goals (Poon, 2004). It is a known fact that committed individuals have tendencies to make some investments in their career development such as setting high career goals, making efforts, dealing with setbacks without giving up, and discovering new knowledge and skills (Colarelli & Bishop, 1990). Amin et al. (2017) stated individuals with high career commitment,

strong identity and persuasion tendencies towards their goals directly affect their motivation towards their careers. In addition to these, one of the characteristics that encourage individuals who are committed to their careers to be motivated is career adaptability (Najib et al., 2020). Career adaptability is the ability of individuals to be ready to cope with and accept possible changes in career transitions (Koen et al., 2010; Jiang et al., 2018). Thus, it may be concluded that career commitment has a direct relationship with adaptation and motivation to possible changes in the changing business world or in the career processes of individuals.

CHAPTER 3

METHOD

The method of the study, research design, research group, data collection instruments, procedures, and data analysis are all included in this section.

3.1. Research Design

This study includes three variables: career adaptability and career commitment. Career commitment serves as the independent variable, whereas career adaptability functions as the dependent variable in this study. This study aims to examine the influence of career commitment among graduates and senior students transitioning from school to work on career adaptability. Heppner et al. (2008) characterize correlational studies as a research methodology employed to investigate the correlations among two or more variables. This study employs a correlational research design to quantitatively analyze the association between the variables of school-to-work transition, career adaptability, and career commitment.

3.2. Research Group and Sampling

The research group comprises individuals involved in the school-to-work transition, specifically senior students from faculties of education and engineering as well as graduates from these faculties within the two years prior to the study. The research group for the study includes senior students enrolled or graduated from public and private universities in Ankara, specifically Hacettepe University, Ankara University, Gazi University, TED University, Başkent University, and Ufuk University, taking into account factors such as accessibility, data collection, and time constraints. The study employed a convenience sampling strategy to choose volunteer participants. Convenience sampling is a form of non-random sampling when the research cohort comprises individuals that meet practical criteria such as accessibility, proximity, availability, or willingness to participate (Etikan et al., 2016). Participants must fulfill the following criteria: (a) reside in Turkiye, and (b) be either a senior university student

or a graduate from the faculties of education and engineering at public or private institutions in Ankara. Data was collected from 585 participants meeting the inclusion criteria; however, the research group comprised 557 participants due to 13 individuals not disclosing their gender, 10 not providing their educational level, 3 not specifying their faculty type, and 2 failing to complete their university information on the demographic form. Table-1 presents the demographic information o the participants.

Table 1

Demographic Information of the Participants

Variables		*n*	*%*
Gender	Female	342	61.4
	Male	215	38.6
	Total	557	100
Education level	Senior Student	390	70
	Graduate	167	30
	Total	557	100
Faculty	Education	281	50.4
	Engineering	276	49.6
	Total	557	100
University type	Public	249	44.7
	Private	308	55.3
	Total	557	100

Table 1 indicates that 61.4% (n = 342) of the 557 participants were female, whereas 38.6% (n = 215) were male. Among the study group, which comprises seniors and

graduates, 70% (n=390) are seniors, while 30% (n=167) are graduates. Upon analysis of the distribution of faculties, the faculty of education comprises 50.4% (n=281), while the faculty of engineering constitutes 49.6% (n=276). The last variable indicates that 44.7% (n=249) of individuals are enrolled in public universities, while 55.3% (n=308) are in private universities.

3.3. Data Collection Instruments

The "Informed Consent Form" was used to obtain participants' consent for the study, while the "Demographic Information Form" was used to collect demographic data from the participants. Besides, the Career Adaptability and Optimism Scale was administered to assess the participants' career adaptability and optimism during the transition from school to work. Finally, the Career Engagement Scale was adopted and administered to participants to assess their level of career commitment.

3.3.1. Informed Consent Form

The informed consent form was developed in compliance with professional ethical standards. The study's objectives, participant tasks, scales to be completed, and data confidentiality measures are outlined. The authorization form can be found in Appendix B.

3.3.2. Demographic Information Form

Demographic information form that contains questions about the participants such as gender, university name, faculty name, department, grade level that are senior student or graduate. The permission form can be found in Appendix C.

3.3.3. Career Adaptability and Optimism Scale (The Career Futures Inventory)

The measure was developed in 2005 to evaluate university students' tendencies that influence and adjust to their future career development and professional experiences (Rottinghaus et al., 2005). The Career Futures Inventory comprises three subscales: Career Adaptability, Career Optimism, and Perceived Knowledge. The 25 items on the test were evaluated using a 5-point Likert scale, with 1 representing strong disagreement and 5 representing strong agreement. Rottinghaus et al. (2005) assessed

the three components of this scale by confirmatory factor analysis. The research revealed that the original form of the scale exhibited significance within the range of .43 to .81.

The scale was revised during 2007, 2008, and 2009, concluding in its final version, the CFI-R (Erdoğmuş-Zorver, 2011). The most recent version includes confirmatory factor analysis, criterion validity, and reliability studies, resulting in 66 items and 7 sub-dimensions: self-awareness, professional awareness, career optimism, support, control, self-confidence in career transition, and work-life balance (Rottinghaus et al., 2012). The Cronbach alpha values for the seven sub-dimensions were as follows: self-awareness (SAF) .93, vocational awareness (VAW) .86, career optimism (CA) .89, support .81, control .82, self-confidence in career transition (CSC) .88, and work-life balance (WLB) .82 (Erdoğmuş-Zorver, 2011).

In 2011, Erdoğmuş Zorver adapted the CFI-R, the latest version of The Career Futures Inventory from 2009, into Turkish as the Career Adaptability and Optimism Scale. All 66 items in the final iteration of the scale were translated from English to Turkish; however, certain items were excluded due to cultural incongruence. The final version was administered to senior students at Hacettepe University across various faculties, as well as to recent graduates from the past 1-2 years (Erdoğmuş-Zorver, 2011). The 5-point Likert scale assigns scores to responses as follows: 1 indicates "not suitable for me at all," 2 signifies "not suitable for me," 3 represents "somewhat suitable for me," 4 denotes "suitable for me," and 5 conveys "very suitable for me." The maximum score is 90, the minimum score is 18, and the highest score reflects people' propensity to adjust to future job transitions and maintain an optimistic outlook (Erdoğmuş-Zorver, 2011). The Cronbach's Alpha internal consistency coefficient for the scale items was determined to be .934, while the test-retest reliability was assessed at .85. The reliability coefficient of the items ranged from .77 to .36, and the final version had been combined into a single dimension of 18 items. The scale is presented in Appendix D.

3.3.4. Proactive Career Behaviors Scale (The Career Engagement Scale)

In 2014, Hirschi et al. developed the Career Engagement Scale to assess individuals' career commitment behaviors. This study highlights that career commitment is an inclusive aspect encompassing specific career behaviors and attitudes, aiming to incorporate six particular behaviors into the scale: career planning, career self-exploration, environmental career exploration, networking, voluntary human capital/skill development, and positioning (Hirschi et al., 2014). The Career Engagement Scale was developed with 9 items and administered to university students, working professionals, and university graduates. The scale was constructed using a 5-point Likert style, where 1 signifies practically seldom and 5 indicates very often. This scale exhibits great internal consistency, with a Cronbach's alpha of .88, and the correlation coefficients of the pertinent items range from .35 to .77 (Hirschi et al., 2014).

In 2021, Muslu and Temur adapted the Career Engagement Scale into Turkish to assess Proactive Career Behaviors. This scale, utilized among university students, has been revised to assess career commitment by examining individuals' proactive career-related tendencies (Muslu & Temur, 2021). The Cronbach's Alpha coefficient was computed as 0.840 using the Statistical Package for the Social Sciences (SPSS) 2021, indicating high reliability. The Career Commitment Scale, designed to assess Proactive Career Behaviors, comprises 9 items identical to its original version and is unidimensional, with its reliability evaluated by structural equation modeling. The scale is located in Appendix E.

3.4. Data Collection Procedure

Relevant individuals were contacted via email to get permission for the utilization of the scale. The data gathering phase commenced for the approval of the proposal submitted to TED University's human research ethics committee. Following the acquisition of approval from the ethics commission, data gathering authorization was secured from the education department and engineering deanships of Hacettepe University, Ankara University, Gazi University, TED University, Başkent University, and Ufuk University.

Upon obtaining faculty approval, the intention is to employ an online data collection tool to engage a larger participant pool. A QR code was generated to engage senior students who were not involved in the research. The QR code includes a connection to the Qualtrics web platform, where the measuring tools are provided, and the research procedure is elucidated for senior students. The online data collection system is planned for implementation. Simultaneously, authorization was secured from the course instructor, and classrooms were accessed for in-person data gathering. The researcher briefly described the research's objective to the classes. The researcher gathered data by disseminating papers containing QR codes throughout the classes.

Additionally, a link including the scales disseminated on social media platforms such as Instagram and LinkedIn are designed to attract individuals who have graduated from education and engineering faculties within the past two years. The research goal is outlined, addressing the ethical protocols in two data collection methods: online and paper-and-pencil informed permission forms, while ensuring participants are apprised of the confidentiality of their responses.

3.5. Data Analysis

This study aims to look into the impact of career commitment among graduates and senior students transitioning from school to the work on career adaptability. The data gathered from senior students in the faculties of education and engineering, as well as recent graduates from these disciplines within the past two years, is analyzed using the Statistical Package for the Social Sciences (SPSS) software.

Initially, the methodology for the research involved separately measuring the Cronbach's Alpha values of the Career Adaptability and Optimism Scale and the Proactive Career Behaviors Scale to assess reliability. The research conducted with SPSS revealed a Cronbach's Alpha value of 0.90 for the Proactive Career Behaviors Scale, as indicated in Table 2. The Cronbach's Alpha rating of the scale is 0.84 (Muslu & Temur, 2021), indicating a reasonably high level of reliability.

Besides, the Cronbach's Alpha value of the Career Adaptability and Optimism Scale, as shown in Table 2, was found to be 0.94. Considering that the Cronbach's Alpha

value of the original scale is .93 (Erdoğmuş- Zorver, 2011), it can be assumed that this value of the scale is relatively high.

Table 2

Reliability Statistics of Proactive Career Behaviors Scale and Career Adaptability and Optimism Scale

Cronbach's Alpha		Cronbach's Alpha Based on Standardized Items	N of Items
PCBS	0.90	0.90	9
CAOS	0.94	0.94	18

PCBS: Proactive Career Behaviors Scale, CAOS: Career Adaptability and Optimism Scale

The responses of 557 individuals to the scale items were manually entered into SPSS. It was observed that certain participants did not respond to the scale items. The final participant count is 393, contrary to the initial analysis. List-wise deletion was implemented in each analysis, resulting in the exclusion of participants with missing data and not fitting the participant profile.

In Table 3, the total scores for the two scales, which are the Career Adaptability and Optimism Scale and the Proactive Career Behavior Scale, have been calculated. According to the table, the total for the Career Adaptability and Optimism Scale is N=393 (M=68.32, SD=11.74) and total of Proactive Career Behavior Scale is N=393 (M=35.05, SD=5.72).

Table 3

Frequency of the Career Adaptability and Optimism Scale and the Proactive Career Behavior Scale

	Mean	Std. Deviation	N
Total of CAOS	68.32	11.74	393
Total of PCBS	35.05	5.72	393

The impact of career commitment on career adaptability is analyzed. This study employed simple linear regression analysis, as it encompasses a single predictor or independent variable and one result or dependent variable (Marill, 2004). The prerequisites for conducting simple linear regression indicate that quantitative variables may be ordinal (Ho, 2013). The variables in this study, career adaptability and career commitment, are at the ordinal level; nevertheless, the intervals between categories may not be uniform. To conduct simple linear regression analysis, two assumptions—linearity and homoscedasticity, as well as multivariate normality—must be satisfied. Figure 1 indicates that linearity is anticipated.

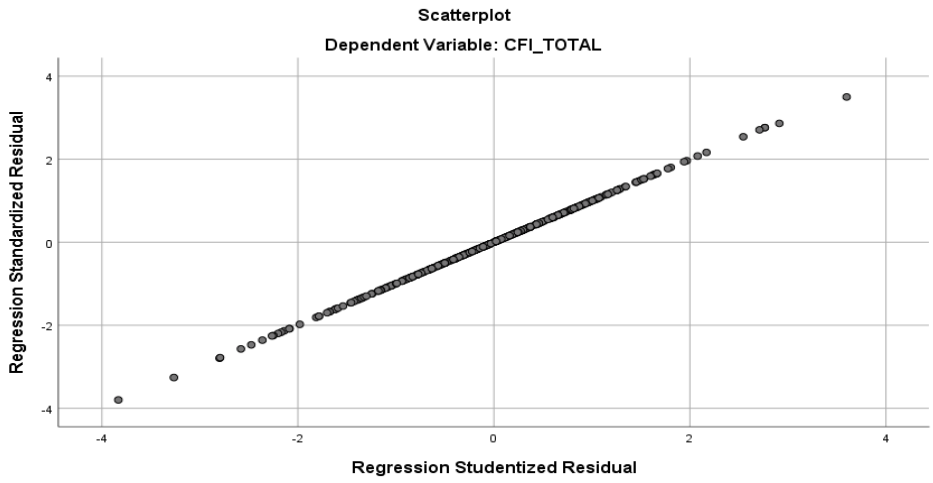


Figure 1.

Multivariate Normality of Regression

Table 4

Descriptive Statistics for the variable Career Adaptability

			Statistic	Std. Error
CA_ Total	Mean		67.96	0.582
	95% Confidence Interval for Mean	Lower Bound	66.82	
		Upper Bound	69.11	
	5% Trimmed Mean		68.37	
	Median		68.00	
	Variance		145.279	
	Std. Deviation		12.053	
	Minimum		18	
	Maximum		90	
	Range		72	
	Interquartile Range		15	
	Skewness		-0.468	0.118
	Kurtosis		0.732	0.235

CA: Career adaptability (dependent variable)

The descriptive statistics of the variable career adaptability offer essential information regarding underlying normality. The average CFI is approximately 67.96, with a median of 68.00, signifying a symmetrical distribution around the central tendency. The skewness of -0.46 and the kurtosis of 0.73 suggest that the data does not significantly deviate from a normal distribution. The skewness metric was established within the range of -1 to 1 (Groeneveld & Meeden, 1984). Career adaptability appears to follow a generally normal distribution within the observed range. The assumption of multivariate normality is anticipated.

Table 5

Homogeneity of Variance Tests

		Levene's Test for Equality of Variances		T-test for Equality of Means						
									95% Confidence Interval of Difference	
Variables		*F*	*Sig*	*t*	*df*	*Sig*	*MD*	*SE*	*Lower*	*Upper*
CA	Equal variances assumed	0.028	0.86	-1.300	427	0.194	-1.548	1.19	-3.89	0.79
	Equal variances not assumed			-1.282	339.57	0.201	-1.548	1.20	-3.92	0.82

The assumption of homogeneity of variance is analyzed by Levene's test for equality of variances. A significance value (Sig.) of 0.86 was obtained through Levene's Test for Equality of Variances which is above the conventional alpha level of 0.05. The assumption that the sample's variances are equal is rejected if the Levene statistic's significance level is lower than 0.05 (Ho, 2013). This indicates that the assumption of equal variances is not violated, suggesting that the variances of the two groups do not differ significantly. Independent t-test was performed for the sub-questions formed in line with the data obtained with the demographic form which are gender, senior year or graduation, education, or engineering faculty and name of university. Independent t-test that involve one dependent variable and only one independent variable which

include only two levels (Ho, 2013). In study that independent variables can be include only two levels that are gender (woman-man), educational level (senior year or graduation), faculty types (education or engineering), university types (public-private).

3.6. Limitations of the Study

While this study provides valuable insights into the role of career commitment in predicting career adaptability during the school-to-work transition, several limitations should be acknowledged:

First of all, the use of a convenience sampling method limits the generalizability of the findings. Participants were recruited from a limited number of universities in Ankara, Türkiye, which may not fully represent the broader population of graduates and senior students across different regions, institutions, or disciplines.

Secondly, this study employed a cross-sectional research design, which captures data at a single point in time. As such, it does not allow for causal inferences or the assessment of changes in career adaptability and commitment over time. Longitudinal studies would be more appropriate for examining developmental changes and long-term effects.

Also, all data were collected through self-report instruments, which are subject to social desirability bias and may not accurately reflect participants' actual behaviors or attitudes. Participants may have responded in ways they perceived as favorable rather than reporting their true thoughts or experiences.

Another limitation of this study is about variable scope. The study focused on the predictive role of career commitment on career adaptability, but it did not consider other potentially influential variables such as career decision-making self-efficacy, life satisfaction, social support, or employment status, which may moderate or mediate the observed relationships.

Potential cultural and contextual bias may be another important limitation of this study. While the instruments used (e.g., Career Futures Inventory-Revised and Proactive Career Behaviors Scale) were adapted into Turkish, cultural differences may still

influence how individuals interpret and respond to the items. The findings may not be applicable in different cultural or educational contexts without further validation.

Finally limited disciplinary representation in terms of participants' faculty types may limitate generalization of the findings. The research was restricted to participants from education and engineering faculties. The experiences of students from other academic disciplines (e.g., arts, law, health sciences) were not examined, which could limit the comprehensiveness of the study's implications.

CHAPTER 4
RESULTS

This section contains the findings of analyzes conducted for the problems of the research. The study aims to examine whether career commitment significantly predicts career adaptability of senior and two-year graduates who are in the process of transition from school to work. Therefore, linear regression analysis was conducted.

4.1. Findings and Comments on the Relationship of Career Commitment and Career Adaptability

The core aim of the current study was to examine whether career commitment significantly predicts career adaptability among individuals undergoing the school-to-work transition. A simple linear regression analysis was conducted to test this predictive relationship, and the results were presented in Table 6, Table 7, and Table 8.

Table 6

Coefficients of Linear Regression Analysis on Predictors of Career Commitment

Variables	*B*	*Std Error*	*B*	*t*	*Sig*
Constant	11.99	2.287		5.243	0.000
Career Commitment	1.606	0.064	0.783	24.951	0.000

Table 6 reports the regression coefficients derived from the analysis. The unstandardized coefficient (B) for career commitment was 1.606, and the standardized beta coefficient (β) was 0.783, indicating a strong and positive predictive effect on career adaptability. The t-value for this coefficient was 24.951, with a significance level of $p < .001$, suggesting that the predictor variable (career commitment)

significantly contributes to the model in predicting the dependent variable (career adaptability).

Table 7

Linear Regression Analysis on Predictors of Career Commitment (N=393)

Variables	*R*	R^2	*Adjusted* R^2	*Std. Error of the Estimate*
1	.784[a]	0.614	0.613	7.303

a. Predictors: (Constant): Career Commitment
b. Dependent Variable: Career Adaptability

Table 7 summarizes the model fit statistics. The correlation coefficient (R) between career commitment and career adaptability was 0.784, signifying a strong positive linear relationship. The coefficient of determination (R^2) was 0.614, indicating that 61.4% of the variance in career adaptability can be explained by career commitment alone. This proportion reflects a large effect size and underscores the meaningful contribution of career commitment to career adaptability in this population.

Table 8

ANOVA

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig*
Regression	33205.148	1	33205.148	622.574	.000[b]
Residual	20854.094	391	53.335		
Total	54059.242	392			

a. Dependent Variable: Career adaptability
b. Predictors: (Constant): Career commitment

Table 8 presents the ANOVA results of the regression model. The regression model was found to be statistically significant, $F_{(1, 391)} = 622.574$, $p < .001$, confirming that

the overall model significantly predicts career adaptability based on career commitment. The high F-ratio supports the robustness of the regression model and indicates that the explanatory power of the independent variable is not due to chance.

In summary, the findings derived from Tables 6, 7, and 8 collectively indicate that career commitment is a strong and statistically significant predictor of career adaptability among senior students and recent graduates. These results highlight the critical role of individuals' dedication to their career paths in fostering their ability to cope with the challenges and transitions associated with entering the workforce. This aligns with theoretical perspectives in career development literature that emphasize the motivational and adaptive functions of career commitment during transitional life stages.

4.2. Findings and Comments on Career Commitment and Career Adaptability Considering Demographic Variables

Demographic form was used to gather data on participants' gender, educational attainment, faculty type, and university. An independent samples t-test was used to investigate the relationship between these demographic variables and career commitment and career adaptability.

Table 9

Group Statistics of Demographic Variables

			N	*Mean*	*Std Deviation*	*Std Error Mean*
Gender	**CA**	Female	261	67.36	11.731	0.726
		Male	168	68.90	12.514	0.965
	CC	Female	268	34.92	5.387	0.329
		Male	168	35.24	6.021	0.465
Educational Level	**CA**	Senior student	315	66.74	12.014	0.677
		Graduate	114	71.34	11.533	1.082
	CC	Senior student	323	34.68	5.790	0.322
		Graduate	123	36.08	5.048	0.475
Faculty Types	**CA**	Education	214	68.46	11.495	0.786
		Engineering	215	67.47	12.591	0.859
	CC	Education	227	35.22	5.332	0.354
		Engineering	209	34.86	5.955	0.412

University Types	**CA**	Public	203	67.34	11.126	0.781
		Private	226	68.52	12.829	0.853
	CC	Public	211	34.87	5.278	0.363

CA: Career Adaptability, CC: Career Commitment

Table 10

Independent T-test of Results Concerning Career Commitment and Career Adaptability According to Gender

		Levene's Test for Equality of Variance		T-test for Equality of Means						
								95% Confidence Interval of the Difference		
Variables		*F*	*Sig*	*t*	*df*	*Sig*	*MD*	*SE*	*Lower*	*Upper*
CA	Equal variance assumed	0.028	0.868	-1.300	427	0.194	-1.548	1.191	-3.890	0.793
	Equal variance not assumed			-1.282	339.578	0.201	-1.548	1.208	-3.925	0.828
CC	Equal variance assumed	1.277	0.259	-0.581	434	0.562	-0.322	0.555	-1.413	0.768
	Equal variance not assumed			-0.566	325.370	0.572	-0.322	0.569	-1.442	0.798

CA: Career Adaptability, CC: Career Commitment, 2-tailed

The gender of the participants was categorized into two groups as male and female. Differences in the career adaptability and career commitment levels of these two groups were analyzed using an indepence t-test and the results of the analysis are presented in Tables 9 and 10. In line with the values in the tables, there was no significant difference in career adaptability levels between women (M=67.36, SD=11.731) and men (M=68.90, SD=12.514), t (429) = -.1.300, p=0.194. There is not significant difference between gender in term of career adaptability level (p > .05).

Concurrently, there was no significant difference in career commitment levels between women (M=34.92, SD=5.387) and men (M=35.24, SD=6.021), t (436) = -0.581, p = 0.562. There is no significant difference between gender in term of career commitment level was found (p > .05)

Table 11

Group Statistics of Educational Level

		Levene's Test for Equality of Variance		T-test for Equality of Means						
									95% Confidence Interval of the Difference	
Variables		*F*	*Sig*	*t*	*df*	*Sig*	*MD*	*SE*	*Lower*	*Upper*
CA	Equal variance assumed	0.020	0.888	-3.540	427	0.000	-4.602	1.300	-7.158	-2.047
	Equal variance not assumed			-3.606	207.338	0.000	-4.602	1.276	-7.119	-2.086
CC	Equal variance assumed	2.484	0.116	-2.227	434	0.023	-1.395	0.613	-2.600	-0.191
	Equal variance not assumed			-2.432	222.433	0.016	-1.395	0.574	-2.526	0.265

CA: Career Adaptability, CC: Career Commitment, 2-tailed

The educational level of the participants was categorized into two groups as senior student and graduate. An independence t-test was used to examine the differences between these two groups' levels of career adaptability and career commitment. The findings are shown in Tables 9 and 11.

Based on the values in the tables, career adaptability level of graduate (M=71.34, SD = 11.533) is higher than senior student (M= 66.74, SD = 12.014), t (429) = -.3.540, p=0.000. These differences, -.4.602. 95% CI [-7.158.-2.047], was significant t (429) =

-.3.540, p< 0.5. In essence, there is a significant difference between educational level in term of career adaptability level (p<.05).

Consistent with the values in the tables, career commitment level of graduate (M= 36.08, SD=5.048) higher than senior student (M= 34.68, SD=5.790). t (426) = -2.227, p= 0.023. These differences, -1.395. 95% CI [-2.600.-0.191], were significant t(426) =-2.227, p< 0.5. In brief, there is a significant difference between educational level in term of career commitment level (p<.05).

Table 12

Independent t-test of Results Concerning Career Commitment and Career Adaptability According to Faculty Types

		Levene's Test for Equality of Variance		T-test for Equality of Means						
									95% Confidence Interval of the Difference	
Variables		*F*	*Sig*	*t*	*df*	*Sig)*	*MD*	*SE*	*Lower*	*Upper*
CA	Equal variance assumed	0.214	0.644	0.857	427	0.392	0.998	1.164	-1.291	3.286
	Equal variance not assumed			-3.606	423.857	0.392	0.998	1.164	-1.290	3.285
CC	Equal variance assumed	0.388	0.534	0.656	434	0.512	0.355	0.541	-0.708	1.417
	Equal variance not assumed			0.653	418.526	0.514	0.355	0.543	-0.713	1.422

CA: Career Adaptability, CC: Career Commitment, 2-tailed

The faculty types of the participants were categorized into two groups as an education and engineering faculties. The differences in these two groups' degrees of career commitment and career adaptability were analyzed using an independence t-test. The findings are shown in Tables 9 and 12.

According to the values in the tables, there was no significant difference in career adaptability levels between education (M=68.46, SD=11.495) and engineering (M=67.47, SD=12.591). t (429) = 0.857, p=0.392.

To put it simply, the sub question of the research "the levels of career adaptability differ between the faculties of the participants" was rejected because there is not significant difference between faculties in term of career adaptability level (p> .05).

Consistent with the values in the tables, there was no significant difference in career commitment levels between education (M=35.22, SD=5.332) and engineering (M=34.86, SD=5.955). t (436) = 0.656, p= 0.512. In essence, there is no significant difference between faculties in term of career commitment level (p > .05).

Table 13

Independent T-test of Results Concerning Career Commitment and Career Adaptability According to University Type

		Levene's Test for Equality of Variance		T-test for Equality of Means						
									95% Confidence Interval of the Difference	
Variables		*F*	*Sig*	*t*	*df*	*Sig*	*MD*	*SE*	*Lower*	*Upper*
CA	Equal variance assumed	4.420	0.036	-1.006	427	0.315	-1.173	1.166	-3.464	1.118
	Equal variance not assumed			-1.104	426.486	0.311	-1.173	1.157	-3.446	1.101
CC	Equal variance assumed	0.623	0.430	-0.640	434	0.522	-0.346	0.540	-1.408	0.716
	Equal variance not assumed			-0.643	432.620	0.521	-0.346	0.538	-1.404	0.712

CA: Career Adaptability, CC: Career Commitment, 2-tailed

The university types of the participants were categorized into two groups as public and private. An independent t-test was used to examine the variations in the levels of career commitment and career adaptability between these two groups. Tables 9 and 13 present the results.

According to the values in the tables, there was no significant difference in career adaptability levels between private universities (M=68.52, SD=12.829) and public universities (M=67.34, SD=11.126). $t(429) = -1.006$, $p = 0.315$. There is no significant difference between university type in term of career adaptability level ($p > .05$).

In keeping with the values in the tables, there was no significant difference in career commitment levels between private universities (M=35.21, SD=5.957) and public universities (M=34.87, SD=5.278). $t(436) = -0.640$, $p = 0.522$.

The sub question of the research "the levels of career commitment differ between the university type of the participants" was rejected because there is no significant difference between university type in term of career commitment level ($p > .05$).

CHAPTER 5

DISCUSSION

This section involves the discussion and interpretation of the research findings obtained through statistical analyses, and includes relevant implications based on the results.

5.1. **Discussion** on the Relationship of Career Commitment and Career Adaptability

The results of the study indicate that individuals' career commitments during the school-to-work transition significantly predict career adaptability. A positive correlation between career commitment and career adaptability was found.

Upon reviewing the relevant literature, various studies that have found significant relationship between these career commitment and career adaptability. In one of these studies Zhang et.al. (2023) reported that career adaptability is characterized as the ability to manage such challenges, which includes the ability to deal with changes such as career transitions and development (Zhang et al., 2023). In the same direction, another variable that helps individuals cope with future career changes and contribute to the success of the organizations they work for is career commitment (Yu et al., 2018). Another study (Najib et al., 2020) it determined that career adaptability, which facilitates individuals' ability to adapt to situations in career development and transitions, is positively related to career commitment level. There further research supporting the relationship between career commitment and career adaptability. Alarifi et al. (2024) in their research, examined career adaptability as a mediator in the relationship between career commitment and career crafting variables. As a result of the research, it was emphasized that individuals who are committed to their careers clearly create specific values, interests and goals and accordingly increase their willingness to recognize opportunities and develop adaptability skills.

Furthermore, career commitment is highlighted as an adaptive reaction that integrates employed individuals' motivation by enhancing their employability (Ito & Brotheridg, 2005). In parallel to this, Zacher (2014) emphasized that the adaptation attitudes and behaviors of individuals in line with career commitment predict the success of individuals. Also, Kepir Savoly (2017) suggested that a fifth component, called commitment, be added to the four existing components of career adaptability which are curiosity, concern, confidence, and control.

In addition to these studies, Öztemel (2018) examined the relationship between two sub-dimensions, vocational exploration and commitment and tendency to foreclose, and career adaptability and career optimism. As a result of the study, it was emphasized that career adaptability may be the strongest predictor of individuals' decisions about their goals, their commitment to their goals and their ability to cope with difficulties.

Besides the studies mentioned, the relationship between career engagement and career adaptability, which is characterized by conceptual confusion, discussed in various studies. Saraswati et.al. (2021) investigated the mediating effect of career adaptability in the relation between career competence and career engagement. They proposed that individuals may adapt to appropriate settings or circumstances for career competences that support their career development. Career engagement was found to be positively correlated with career adaptability, which is described to cope for various settings or circumstances.

Other related study, investigated by Ayvaz and Elhatip (2025), the researchers delved into the classification of proactive career behaviors, such as information learning, seeking relevant training, making plans, and networking, as career engagement which is a parallel finding of Hirschi et al.'s (2014) study. Ayvaz and Elhatip (2025) also emphasized that proactive behaviors that positively affect individuals' career development, especially in the transition from school to work, are adaptive responses to adaptive behaviors in accordance with career construction theory. In essence, the study indicates that career engagement is characterized as a type of adaptive career behavior in individuals' career development processes and career adaptability which represent to adaptability response was found to have a positive relationship with career engagement.

Another perspective that expands the relationship between career commitment and career adaptability variables is Career Construction theory. In the ever-changing working environment, career construction theory plays a major role in how individuals cope with and adapt to these changes (Havenga, 2011). Savickas et al (2009) emphasized the life designing model that aims to be adaptable in shaping individuals' job transition processes and career paths. That is why, they concluded that the life design model improves individual's level of career adaptability. Career construction theory focuses on four dimensions of career adaptability such as control, concern, curiosity, confidence in addition to commitment. More specifically, Savickas et al. (2009) emphasized the critical impact of individuals' commitment to their life's projects on their career instability and uncertainty. According to Havenga (2011), individuals can demonstrate successful career adaptability behaviors, like stable commitment behaviors toward particular times, to influence their degree of adaptability.

5.2. Discussion on the Relationship of Career Commitment and Career Adaptability with Demographics

This section includes discussion of findings on career commitment and career adaptability by demographic variables which are gender, educational levels, university types, and faculty types.

Discussion of findings on gender and career adaptability

The findings of the study suggest that there is no significant difference in career adaptability levels between gender. It seems that there are other important factors which are making difference in career commitment and adaptability of individuals other than gender. In this study, especially the selection of the faculties that constitute the study group and the gender distribution in these faculties may have acted as a confounding factor. In other words, participants may exhibit career commitment and adaptability characteristics specific to the field of education rather than gender characteristics. This finding indicates that, level of career adaptability among the participants is not influenced by gender. In this respect, some studies (e.g. O'Connell et al, 2008 and Roscha, 2012) emphasizing a significant relationship between career

adaptability and gender as well as some studies (see, Maggiori et al, 2013 and Havenga, 2011) emphasizing that there is no relationship between these two variables.

O'Connell et al. (2008) examined the relationship between career adaptability and individual factors such as gender, age and race. They concluded that women have higher adaptability than men by emphasizing that women are more empathetic and have the tendency to motivate themselves towards changing working conditions. Rocha (2012) also emphasized the relationship between gender and career adaptability and vocational development which are transferable competencies for employability of individuals. From the study found that transferable competencies were more positive for female students and there was a significant difference with gender.

As a similar outcome in this study, limited studies have not found significant relationships between gender and career adaptability. In one of these Maggiori et al (2013) examined how individuals' job insecurity predicts their career adaptability and the relationship between demographic information which are age, gender, nationality. They emphasized that examined relationships were not impacted by demographic factors. Ther are further researh supporting this idea. In one of these, Havenga (2011) examined the relationship between career adaptability and academic achievement and other factors such as race, religion and gender. At this point, no significant effect of gender on the relationship between career adaptability and academic achievement was found. It is emphasized that both women, who were participants in the qualitative study, contributed to high career adaptability. Additionally, it is also pointed out that male participants were not included in the study and that some aspects that influence other career adaptive behaviors such as level of awareness or receiving information when making decisions did not show a significant relationship with the gender factor.

Discussion of findings on gender and career commitment

The results of the study indicate there was no significant difference in career commitment levels of participants considering their gender. This finding demonstrates that there is no difference in the participants' degrees of career commitment by gender. Similar to the results of this study, there are limited studies in the literature that do not find a significant relationship between career commitment and gender. Afolabi et al

(2008) examined the impact of socio-economic environment on individuals' career commitment and job performance. They discussed the gender differences in the results of women having leadership rights alongside men in changing socio-economic work areas and found that there was no significant difference between the career commitment level of women and men.

Besides, some studies (see, Chung, 2012 and Taylor et al., 2014) have also found a significant relationship between career commitment and gender. Chung (2012) investigated the effect of commitment reflecting individuals' career plans and implications on self-efficacy in career decision making. Based on gender, it was concluded that women were more committed than men and their self-efficacy in decision making was directly higher. On the other hand, Taylor et al (2014) examined the effect of gender on individuals' career commitment and attitudes towards changing jobs. They concluded that gender has a significant effect on career commitment and attitudes towards changing jobs, and that women are more likely to have attitudes towards changing jobs than men, despite having higher levels of career commitment. Considering this, Taylor and his colleagues argued that contrary to the study by Chung (2012), men have higher levels of career commitment than women.

The influence of gender on career commitment and career adaptability levels can also be examined with respect to of cultural influences, in addition to these research. According to Hofstede (2011), culture influences individual opinions, behaviors, and tendencies through their nation of origin, society, gender, and even the institutions they are a part of. It is possible to consider Hofstede's cultural elements in this situation, including power distance, individualism, masculinity, uncertainty avoidance, and long-term orientation. One of these dimensions is uncertainty avoidance which is defined as the extent to how to manage with uncertainty (Hofstede, 2009). Individuals' tolerance for uncertainty tends to be low in cultures with high uncertainty avoidance, leading to strict adherence to procedures and rigid rules, whereas low uncertainty avoidance is associated with a greater willingness to try new experiences and take risks (Amanor & Demirel, 2023). Türkiye has a high degree of uncertainty avoidance, according to studies (Cuhadar & Rudnák, 2022). Regarding this, it may be argued that individuals in Türkiye, irrespective of gender, have a great desire to secure their future.

Discussion of findings on educational levels and career adaptability

This study also examined how the levels of career adaptability differed between graduating seniors and those who graduated in the last two years. It was found that graduates have higher career adaptability levels than seniors. Similarly, Rudolph et al. (2017) found that employability and work experience are directly associated with the level of career adaptability (Rudolph et al., 2017). The difference between the career adaptability levels of graduate and senior students was explained by these variables. This finding might be deriving from what students experience during transition from school to work. Pavlov et al. (2017) characterized the transition from school to work as a turning point where senior students transition from the familiar educational environment to new environments that they have not experienced and less foreseeable. They emphasized that senior students may have difficulty in adapting to these new environments that they are not familiar with and developing adaptation skills in their lives. Along the same line, Hui et al. (2018) argued that all students face various challenges and barriers in finding appropriate job roles in the school-to-work transition process. They emphasized the significance of career adaptability to manage the transition process successfully. Also, Hui et al. (2018) emphasized that individuals who transition to the field of employment after graduation develop adaptive skills by facing professional challenges and that these skills develop with the field of study. In addition, the study also highlights the importance of adaptability skills for undergraduate students in coping with the difficulties that may arise from professional expectations. Briefly reported in these studies concluded that senior students may have lower career adaptability because of their involvement in an unfamiliar field of work and inability to develop their adaptability to various challenges.

In this research, another determinant that differentiates the level of career adaptability between graduates and seniors is work experience. Monteiro and Almeida (2015) suggested that individuals' work experience differentiates the level of adaptability of new graduates in the transition to the workplace. They argued individuals with work experience revealed different levels of career adaptability in their work areas. In other words, individuals with work experience showed higher career adaptability than those without work experience. In a similar direction, Rudolf et al. (2017) stated that

individuals who have been in the workplace for a long time have more experience in career and work than individuals who have been in the workplace for a short time. Thus, they stated that individuals who have been working for a long time, which are older workers, may have a higher level of career adaptation in terms of their perspective towards jobs and career opportunities. As it is understood that, individuals who work longer may show a positive relationship between their work experience and career adaptability. Based on these studies, the fact that graduates have more work experience than senior students may indicate that graduates increase their level of career adaptability.

One of the important variables affecting the level of career adaptability in is reported as employability skills which usually differ between graduates and students. De Guzman and Choi (2013) stated that employability skills, which include skills such as self-management, problem solving, working in groups, and communication, increase individuals' adaptability to various changes and difficulties that facing in the business world. They emphasized the impact of the relationship between career adaptability and employability skills on individuals' various career transitions. In a similar perspective, Khalid and Ahmad (2021) also emphasized the significance of the conflicts between the skills of university graduates who are in the process of transition to the workplace and the expectations of employers. In this direction, they emphasized the importance of employability skills in individuals' adaptation to the conditions in the work life and concluded that there was a positive relationship between employability skills and career adaptability and its dimensions. An integrated interpretation of above mentioned research may be stated as: the employability skills gained in the workplace increase graduates' career adaptability levels to an extent that their level of adaptability is higher than senior students.

Discussion of findings on educational levels and career commitment

Another finding revealing a difference between graduates and seniors is about career commitment levels of the participants. It was found that graduates have higher career commitment levels than seniors. There are quite a number of relevant studies about the factors affecting the career commitment levels of graduates and seniors.

Fényes et al. (2021) considered career awareness as two dimensions namely, determined and persistent towards one's career progression. They found that graduates were more career-conscious than other students. More specifically, they emphasized that graduates are more planned, decisive and persistent in their post-graduation processes, whereas university students are more indecisive and less persistent in their career development. The study suggested that persistence and planning in career awareness predicted career commitment levels. Inspired by this study, it can be interpreted that the decisive and persistent attitude of graduates towards their career journeys may increase their career commitment levels. In a similar perspective, Jin et al. (2009) argued that senior students are not involved in career decision-making until their graduation process. In addition, they noted that seniors experience difficulties in career exploration and may have low confidence in finding a job. From the same perspective, Abdi et al. (2023) emphasized that the confusion individuals experience in discovering their interests and abilities and making career choices in the transition from school to work provoke a lack of confidence. In another similar finding, Chukwuedo et al. (2022) found that career commitment predicts graduates' confidence in being ready for and struggling in the world of work. One of the reasons why senior students have lower levels of career commitment may be their confusion and lack of confidence in their participation in career exploration. Likewise, it can be interpreted that graduates' feelings of confidence in the business world predict their career commitment.

Another study on graduates' career commitment was conducted by Sturges and colleagues (2000). They examined the relationship between graduates' attitudes and experiences in managing their career development and commitment. The study emphasized that graduates participate in their work fields and career process with high and long-term expectations. It was found that graduates' attitudes and experiences towards career management positively affected their commitment to the organization and their commitment level. Similarly, Poon (2004) argued that individuals committed to a job or career demonstrate consistent behaviors towards their career commitment and tend to invest in their career success. In the light of these studies, it can be concluded that an increase is possible in commitment levels of graduates in line with the their attitudes and experiences towards current job fields and career managements.

Zhu et al (2021) highlight the impact of behavioral and attitudinal dimensions of career commitment on individuals' job fields. In this respect, psychological, individual characteristics, work-related factors, environmental and organizational factors are categorized and the relationships between them are examined. The individual characteristics category, a positive relationship was found between individuals' level of education and career commitment. They emphasized that older workers with work experience may have more career commitment than younger individuals due to their investments in developing their career identities. In line with this study, graduates seem to have a greater motive than seniors in terms of investing in their career identity and experiencing the work environment in a 1–2-year period. It can be commented that graduates may have more strengthened investments in business areas and their career commitment levels may therefore increase.

In contrast to these studies, there are a limited number of studies showing that there is no significant relationship between education level and career commitment level. Mansoer and Oei (1999) examined the relationship between career commitment and variables such as gender, employment level and education level. The educational level of the individuals in the study consisted of educated individuals whose positions ranged from trainee to senior manager. They argued that there is no significant relationship between education levels and career commitment.

Discussion of findings on university types and career adaptability

University students may need support in gaining knowledge and skills, planning and decision-making for their career development (Owen, 2018). Universities have a significant impact on the career development of individuals (Scholario & Johnson, 2003). Based on this information, the universities of the participants in this study were included in the demographic questions, and the universities of the participants were categorized as private and public. However, this study found the type of university (public and private) has no effect when differentiating the career adaptability level of individuals. To our best knowledge, there isn’t any research on the effect of university types on career adaptability. However, there are some similar constructs that are supposed to be varying between public and private university students. In one of these, Kadiyono and Putri (2022) compared the employability skills, social support and

generic skills of senior university students in public and private universities. They did not find a significant difference between the employability skills of public and private university students, emphasizing that students in both types of universities have high transition to work after education. It is a known fact that employability skill, which is an important effect of career adaptability, mediates the satisfaction and stability of university graduates in the work field (Jiang et al.,2024). In line with the finding in Kadiyono and Putri (2022), there is no difference between the employability skills of the two university types may indicate that the career adaptability levels of the participants do not differ according to the university type.

On the other hand, social support networks, which have an essential impact on the career development of university graduates, have a significant relationship with informative and supportive career paths and career adaptability (Jiang et al., 2024). In the same direction, Rahman et al. (2024) argue that individuals perceived internal and external social support positively affects their adaptability and facilitates managing career transitions. In this context, Hamdan-Mansour and Dawani (2008) examined how social support affects the stress of students in public and private universities in Jordan. They found no difference in social support between university types. On the contrary, Kadiyono and Putri (2022) concluded that although the level of social support, which seeks individuals' readiness for career development, is high in both types of universities, it is higher in private universities. This finding of Hamdan-Mansour and Dawani (2008) suggests that social support does not differentiate according to the type of university may be another reason explaining the lack of differentiation in the career adaptability levels of the participants.

Another factor which is supposed to affect the level of career adaptability is skills. Fu et al (2023) emphasize the crucial impact of skills on the development of career adaptability, especially for individuals in transition. Abdul Karim et al (2012) compared the soft skills that is the skills that facilitate individuals to accomplish the requirements in their work areas such as problem solving or communication of public and private university students in different regions. They found that students in private universities received higher scores than students in public universities. In a further study, Kadiyono and Putri (2022) argued that generic skills that are cognitive,

affective, and personal skills can meet the requirements of individuals in the workplace are differentiated in public and private universities. To elaborate further, although students from both types of universities have higher scores on these skills for the workplace, students from private universities have higher scores than students from public universities. In the light of these studies, skills that are a determinant of career adaptability level differ by university type, but there is no differentiation in the career adaptability levels of the students in the university types included in this study. As a contrary finding to the literature presented above, finding of this research mentioning the career adaptability indifference considering university types seems quite an interesting revelation.

Discussion of findings on university types and career commitment

The determinants that affect individuals' career commitment levels are situational, individual and behavioral factors and career attitudes related to these factors (Goulet & Singh, 2002). In addition to such situations, university life, shaping the lives of individuals, also deeply affects the commitment of students (Womack et al., 2018). With this information in consideration, this study examined how the participants' university types (public and private) differed in their levels of career commitment. According to the analysis, it was found that the type of university of the participants had no relationship with their level of career commitment. To our best of knowledge, previous studies have not interested in examining the direct relationship between career commitment and university type. However, there are some similar constructs (i.e., different type of fields, entrepreneurial intention, intrinsic motivation) that may be somehow related with this research's main variables. This study discusses some variables that affect the level of career commitment and that differ between university types.

Educators who guide individuals toward knowledge and foster attitudes conducive to career development in universities are significant sources influencing commitment level (Qamar et al., 2024). From a similar perspective, Ashraf and Kumar (2019) argued that highly committed educators are an important contributor to students' achievement and motivation. They compared the commitment levels of educators in private and public educational institutions and found that private educators had higher

commitment and motivation. In addition to these perspectives, Yurt and Bozkurt (2022) emphasized that the commitment of individuals working in public and private sectors varies depending on motivation, career satisfaction, and economic conditions. They also reported that educators, especially those working in private higher education institutions, have high job satisfaction and motivation from their career perspective towards their managers. In accordance with this information, educators working in private and public universities may be a factor in shaping students' career commitment. Contrary to these inferences, although the participants in this study were together with educators from different university styles, there was no differentiation in their career commitment levels.

Entrepreneurial intention is another variable affecting the level of career commitment that differs in public and private universities. Entrepreneurial intention is defined as the tendency of individuals to start a new business and to engage in behaviors towards their goal (Maharana & Chaudhury, 2022). Chang et al. (2024) highlighted that entrepreneurial intention is directly related to career commitment as it mediates the planning and continuation of individuals' career development. Maharana and Chaudhury (2022) compared public and private universities, arguing that universities have an effective role on entrepreneurial intention. They found that private universities are more adequate in entrepreneurial intention. In a similar context, Talip (2011) also examined how graduates' entrepreneurial intentions are influenced based on the type of university. The researcher found that graduates from private universities have higher entrepreneurial intentions and that these intentions vary depending on individuals' intrinsic motivation, social environment, and entrepreneurial personality traits (responsibility and sense of control). Considering all these information, entrepreneurial intention affecting the level of career commitment varies according to university types. Despite the divergence in entrepreneurial intention, there is no university-based differentiation in the level of career commitment in this study.

Intrinsic motivation is one of the other variables affecting career commitment level. Reyes and Conde (2017) indicated that intrinsic motivation increases the level of career commitment by enabling individuals to demonstrate behaviors and attitudes such as being emotionally attached to their career development, making certain plans,

and showing resilience against difficulties. There are studies comparing this motivation according to university types. In one of these, Tasgin and Çoşkun (2018) compared the motivation of individuals towards their careers according to gender, educational level and university type. They found that the type of university had a very small effect on students' motivation and career-oriented behaviors. Furthermore, Sharif et al. (2023) compared private and public universities, emphasizing the significance of support and transfer as the source of motivation in individuals' careers. They found that the career-oriented finding in private universities was higher. In line with this information, motivation is an important factor affecting the level of career commitment, but in the research conducted, differentiating and non-differentiating situations have emerged according to the university type depending on the motivation. Despite these evidence-based positive correlations, this study did not reach the differentiation in the career commit level university type.

Discussion of findings on faculty types and career adaptability

Differences in how individuals respond to adaptation processes likewise include differences in how individuals exhibit different outcomes to an event due to their differences (Monteiro et al., 2019). Furthermore, Rudolph et al. (2017) emphasized individuals' personality traits and personality types predict differences in career adaptability. Consistent with this information, the study involved individuals who graduated from two different types of faculties, which are education and engineering. This study aimed to examine how the career adaptability levels of individuals with different types of faculties differ. As a result of the analysis, the relationship between the participants' career adaptability level according to the type of faculty was not significant. When previous studies in the literature are examined, there is no specific study comparing these two faculty types. However, there are distinct studies examining the career adaptability levels of university students in engineering and education faculties (Park & Park, 2020; Swastika, 2022; Şentürk et al., 2023). In addition, the effects of personality types on the career adaptability levels of the participants in these two faculty types were also examined. In this part, information about the career adaptability levels of the participants belonging to the faculty type and related research is presented.

Personality traits are shaping the life periods of individuals by lasting throughout their whole lives (McRea & Costa, 2003). Moreover, Argan and Argan (2017) indicated that personality traits have a profound impact on individuals' perspective, perception and behaviors, and decision-making processes. Additionally, Judge et al (1999) suggested that the five-factor personality traits (extraversion/introversion, agreeableness, conscientiousness, neuroticism, openness to experience) are important factors in shaping individuals' career success and career satisfaction levels. In the examination of the studies mentioned above, personality and five personality traits that affect individuals' career lives may also have an impact on their career adaptability. From this perspective, Dursun and Argan (2017) highlighted that individuals' career adaptability differs according to their personality types. In addition, they found that the career adaptability and its sub-dimensions (curiosity, confidence) of extroverted, responsible and compatible individuals were higher compared to introverted, irresponsible and incompatible individuals. When considered in general, the individuals in engineering and education faculties who participated in this study may have different personality types. To explain in more detail, individuals in the faculty of education are extroverted and together with people, whereas engineers are more introverted and can be found in individual jobs. Along these lines, Eryılmaz and Kara (2017) suggested that the personality traits of individuals in the faculty of education are extraversion, openness and conscientiousness, and these traits are clearly reflected in the education and work process. Although individuals in these faculties have different personality types, there is no difference in their career adaptability levels found in this study.

According to previous research, there are various studies related to the career adaptability levels and career success of individuals in these faculties. In some of these Park and Park (2020) examined the impact of career development, career decision-making competence and interest on career adaptability of Korean engineering students. They obtained the finding that engineering students have high adaptability to the changing business sector and unexpected situations in their careers. Similarly, Swastika (2022) examined the career adaptability of two distinct engineering disciplines: computer engineering and welding engineering. It was concluded that students in these two types of engineering have high levels of career adaptability and

that the reason for the higher adaptability of welding engineers compared to computer engineers may be their work experience and less job anxiety.

In a similar vein, there are also studies on the career adaptability levels of education faculty students. Şentürk et al. (2023) investigated the career adaptability levels of individuals studying in the faculty of education with high emotional intelligence. They argued that individuals with emotional intelligence can effectively direct their career development with the awareness of their emotions and found that individuals in the faculty of education have high career adaptability. From the same point of view, Vashisht et al. (2021) emphasized that emotional intelligence is important for individuals to use their emotions and cognitions against career-related situations. They also argued that emotional intelligence is a strong predictor of career adaptability and found that university students with emotional intelligence have higher levels of career adaptability.

In overview of the studies, career adaptability levels of individuals in education and engineering faculties were examined. The determinants that enable the occurrence and increase of the career adaptability levels of individuals in the two types of faculties have been explained. On the other hand, the personality trait that individuals in education and engineering faculties may another determinant that explains the difference in career adaptability levels. Contrary to the findings in all these studies, the career adaptability levels of the participants in this study do not show a differentiation according to faculty types.

Discussion of findings on faculty types and career commitment

The other research topic examined in this study is how the career commitment of individuals varies according to the type of their faculty types. The analysis revealed that there is no significant relationship between the level of career commitment and the type of faculty which are education and engineering. In other words, the types of faculties the participants have do not affect their career commitment levels. There is no study that directly compares the career commitment levels of these two faculty types while there are separate studies that examined the personality types, motivation

or work values that may affect the career commitment levels of participants considering the faculty types.

In particular, Cohen (2023) argued that career commitment is shaped by the fit between individuals and work. In this context, Arora and Rangnekar (2016) focused on the relationship between the Big Five personality traits which are introversion, extraversion, agreeableness, conscientiousness and career commitment. They argued that conscientiousness, which provides individuals with a structure of responsibility and plan persistence, agreeableness, which shapes social harmony and selflessness, and openness which reflects research and curiosity, have a positive relationship with career commitment. The same study also found a strong relationship between extraversion and career planning, career identity and career resilience, which are the dimensions of career commitment. In a similar perspective, Baruddin et al. (2021) examined how individuals' personality traits indicate commitment to career choices depending on the Big Five personality traits. They argued that individuals with the trait of agreeableness adapt to their career choices, while neurotic individuals can control their career development. In addition to this information, they emphasized that extraverted individuals may have a tendency towards high career commitment through behaviors such as networking with their social environment and doing career-related research by getting information from individuals. In the aforementioned studies mentioned that individuals' attitudes towards career commitment and career development vary based on their personality types. As the participants of this study, individuals in the education and engineering faculty types may have different personality traits, for example, engineering students are extroverted, education faculty individuals are introverted, and there is no differentiation in career commitment levels.

Another variable related with career commitment that may vary in faculty type is work values. Work values is regarded as a concept that encompasses the motivation and goals of individuals to reach success in their professional and business life (Kuron et al., 2015). Moreover, Cohen (2013) emphasized that work values that influence individuals' workplaces are essential determinants of career commitment. In a similar manner, Damanyanti et al. (2019) suggested that work values have an empowering structure in individuals' workplaces, employability, career development choices, and

career commitment. Studies in the literature have examined the work values of individuals in the faculty of education and engineers separately. Munson and Posner (1979) examined engineers' work values for their work fields and their values for career development. They found that engineers in various fields place great significance on the sense of achievement and the educational process to apply their skills, while they give less importance to building social relationships. In a similar direction, Benson et al. (2014) reported that engineering students are motivated by long-term goals such as a good salary, the desire to create a product and to prove themselves. On the other hand, Anwar et al. (2016) also examined the work values and professionalism perspectives of teachers towards the faculty of education. They emphasized that teachers who are individuals of the faculty of education work with the motivation to teach something, they tend to strive for individual and community goals, and commitment is the most prominent factor in their work. From a similar standpoint, Hu et al. (2022) indicated that teachers' gratitude towards teaching is the psychological equity of this group and can increase career commitment and engagement in their work. All things considered, work values, which is a determinant of career commitment, may vary between individuals in engineering and education faculties. At this juncture, different work values may affect different levels of career commitment. The fundamental distinction between these two groups lies in the difference in the fields they choose during the Higher Education Institutions Exam (YKS). In other words, engineering students tend to pursue programs that require a quantitative score type, while students in the field of education are more likely to choose programs that are based on a verbal or equal-weight score type. According to Petcovic et al. (2011) individuals can be affected by the distinction between verbal and quantitative fields, which results in variations in their work values and professional domains. Contrary to all this information, there is no discrepancy in the career commitment levels of individuals from different faculties who may have different work values.

5.3. Conclusion

This study explored the predictive role of career commitment on career adaptability among senior students and recent graduates undergoing the school-to-work transition in Türkiye. Framed within an integrative theoretical model that includes the Psychology of Working Theory, Social Cognitive Career Theory, and Schlossberg’s

Transition Theory, the research sought to understand how psychological and behavioral factors shape individuals' capacity to adapt to career transitions.

The findings indicated that career commitment significantly predicts career adaptability, suggesting that individuals who demonstrate stronger commitment to their career—marked by clear career identity, proactive planning, and resilience—are more likely to be prepared for and respond effectively to career-related challenges. This result supports prior literature (e.g., Carson & Bedeian, 1994; Zhu et al., 2021) indicating that committed individuals are better equipped to engage in forward-looking behaviors, such as career exploration, goal-setting, and skill development, which in turn enhance their adaptability.

From a theoretical standpoint, the study contributes to a better understanding of how career adaptability functions as a psychosocial resource during a major life transition. In line with Career Construction Theory (Savickas, 2005), adaptability was conceptualized as a multidimensional capacity encompassing concern, control, curiosity, and confidence. The positive link with career commitment emphasizes the importance of individuals' internal motivation and identity formation processes, aligning with Bandura's emphasis on self-efficacy and goal setting as predictors of successful career behaviors (Lent et al., 1994).

The results also reinforce the conceptualization of the school-to-work transition as not merely an economic milestone but a psychological process involving identity reformation, role adjustment, and future-oriented planning. Schlossberg's model (2011) is particularly relevant in this context, as it highlights how individuals' self-perception, support systems, and coping strategies shape their adaptation to new roles. Participants with higher levels of career commitment may be more likely to access these resources effectively, enabling a smoother passage through the emotional and logistical complexities of transition.

Moreover, the study holds practical significance for universities and career development services. It suggests that fostering students' career commitment—through structured guidance, mentorship, and exposure to real-world professional environments—may indirectly enhance their adaptability, making them more

employable and resilient in the face of labor market volatility. In Türkiye, where national statistics indicate that new graduates often face delayed and unstable employment outcomes (Council of Higher Education [YÖK], 2024) such psychological preparation is especially crucial.

However, the study also acknowledges limitations such as reliance on self-report data, the narrow demographic scope (limited to engineering and education faculties in Ankara), and the cross-sectional nature of the design, which limits causal inference. Future research should explore longitudinal trajectories of career commitment and adaptability, and examine additional factors such as perceived employability, life satisfaction, or cultural expectations that may moderate or mediate these relationships.

In conclusion, the findings affirm that career commitment is a valuable internal resource that contributes positively to individuals' career adaptability during the school-to-work transition. By supporting students in developing a clear career identity, engaging in planning, and building resilience, educators and counselors can enhance their readiness for the challenges and opportunities of the modern workforce. This study adds to the growing body of literature that positions psychological resources—not just structural opportunities—as key enablers of successful career development.

5.4. Implications and recommendations

The findings of this study offer several important implications for career counseling practice, higher education policy, and future research.

Implications and Recommendations for Career Counseling Practice:

The significant relationship identified between career commitment and career adaptability highlights the critical role of internal motivation and proactive career behaviors in navigating the transition from school to work. Career counselors and practitioners working with senior students and recent graduates should prioritize interventions that enhance career commitment components—namely, career identity, planning, and resilience. Strengthening these areas may improve students' readiness to cope with career-related uncertainties and foster their adaptability to evolving labor market demands.

Implications and Recommendations for Higher Education Institutions:

The results underscore the necessity for universities to integrate structured career development programs into academic curricula, especially in faculties where professional identity formation may be less explicit. Workshops and mentoring programs focused on career planning, goal-setting, and skills development could serve as effective tools for enhancing students' sense of control and confidence in career transitions. Institutional support mechanisms can also be designed to assist students in forming realistic occupational goals and understanding the dynamic nature of contemporary careers.

Implications and Recommendations for Policymakers and Workforce Development:

Given the delayed employment timelines for university graduates in Türkiye, as cited by national statistics, initiatives at the policy level should focus on bridging the school-to-work gap. Programs that promote career adaptability skills—including internships, industry-university collaborations, and early exposure to the labor market—can support smoother transitions. Emphasizing the development of career commitment across academic programs may contribute to a more resilient and employable workforce.

Implications and Recommendations for Future Research:

This study offers a foundation for future investigations into the dynamic interplay between career commitment and adaptability. Researchers are encouraged to examine other psychosocial and contextual factors—such as perceived employability, career decision-making self-efficacy, and social support—that may moderate or mediate this relationship. Additionally, longitudinal studies tracking students' career trajectories over time would provide deeper insights into how commitment and adaptability evolve and influence long-term career outcomes.

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APPENDICES

A. APPROVAL OF THE ETHICS COMMITTEE

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU
ETİK KURUL KARARLARI
Sayı: 2024-35 Tarih: 01/08/2024

Toplantı Sayısı:	2024-35
Toplantı Tarihi ve Saati:	01 Ağustos 2024 Saat: 14.00
Toplantı Yeri:	Zoom üzerinden yapılmıştır.
Katılanlar:	Dr. Öğr. Üyesi Kıymet Duygu ERDAŞ – Başkan Dr. Öğr. Üyesi Duygu Onay Çoker - Raportör Dr. Öğr. Üyesi Çağla Öneren ŞENDİL - Üye Doç. Dr. Melike Ünal GEZER - Üye Doç. Dr. Beril Türkoğlu DEMİREL - Üye
Raportör:	Dr. Öğr. Üyesi Duygu Onay Çoker

GÖRÜŞME MADDELERİ :

G.01 : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Dr. Öğr. Üyesi Olcay Yılmaz' ın "Okuldan işe geçişte kariyer bağlılığının etkisinin araştırılması: Üniversite mezunlarının kariyer bağlılığı ve kariyer uyum yetenekleri / Exploring the effect of career commitment in school to work transition: College graduates" başlıklı çalışmasının araştırma etiğine uygunluğu görüşüldü.

Karar 2024-35/01 : TED Üniversitesi, Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Dr. Öğr. Üyesi Olcay Yılmaz' ın "Okuldan işe geçişte kariyer bağlılığının etkisinin araştırılması: Üniversite mezunlarının kariyer bağlılığı ve kariyer uyum yetenekleri / Exploring the effect of career commitment in school to work transition: College graduates" başlıklı çalışmasına,

KOŞULLU ONAY KARARI VERİLDİ.

- Başvuru formunda dahil etme kriteri olarak sunulmuş olan "Katılımcıların (a) Türkiye'de yaşıyor olmaları, (b) Ankara ilinde yer alan Hacettepe, Ankara, Gazi, Başkent ve Ufuk üniversitelerinde eğitim ve mühendislik fakültelerinde son sınıf öğrencisi olmaları veya eğitim ve mühendislik fakültesinden son iki yılda mezun olmaları gibi koşulları karşılamaları gerekmektedir" bilgi notunun duyuru metninde de yer alması gerekmektedir.
- Onam formunda belirtilen "Toplanan veriler bilgisayarda şifreli bir dosyada tutulacaktır" ibaresine araştırmacının sorumluluğundaki bilgisayarda korunacağı bilgisi eklenmelidir.

Toplantı saat 17.30 sona erdi.

A.2 OTHER PERMISSIONS

A.2.1. Permission of Career Adaptability and Optimism Scale

A.2.2. Permission of Proactive Career Behaviors Scale

B. INFORMED CONSENT FORM

Araştırma Gönüllü Katılım Formu

Sayın Katılımcı,

Bu araştırma, TED Üniversitesi, Psikolojik Danışmanlık ve Rehberlik Bölümü Yüksek Lisans öğrencisi Şevval Özkan tarafından hazırlanmış, Dr. Öğr. Üyesi Olcay Yılmaz danışmanlığındaki yürütülmektedir. Araştırmanın amacı üniversite son sınıf öğrencilerinin veya mezun olmuş bireylerin kariyer adanmışlıklarının kariyer uyum yeteneklerine olan etkisi incelemektir.

Bu araştırmaya katılımınızı onayladığınız taktirde, Kariyer Uyumu ve İyimserliği ve Proaktif Kariyer Adanmışlığı Davranışları adlı iki adet ankette yer alan soruları derecelendirme ölçeği üzerinde yanıtlamanız gerekmektedir. Bu çalışmaya katılım ortalama olarak 10-15 dakika sürmektedir.

Çalışma süresince vermiş olduğunuz cevaplar araştırmacılar dışındaki hiç kimseyle izniniz dışında paylaşılmayacaktır. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı çevrimiçi bir ortamda paylaşılacaktır. Toplanan veriler, bilgisayarda şifreli bir dosyada tutulacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Bu çalışmaya katılımınız kariyer gelişimize katkı sağlayabilir ve kariyer yolcuğunuzun şekillenmesinde sizleri destekleyebilir.

Çalışma sürecinde yapılan uygulamaların hiçbir aşaması kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Şevval Özkan ‘la iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. Çalışma süresince verdiğim cevaplar bilimsel makaleler, akademik sunumlar ve çevrimiçi bir eğitim ortamı dışında kesinlikle kullanılmayacağını biliyorum.

Çalışmaya katılmak istiyorum Evet / Hayır

Ad Soyad:.....

Katılımcının İmzası: .....

Tarih .....

Teşekkürler,

Araştırmacının adı, soyadı ve imzası

.....

C. INSTRUMENTS

C.1. Participant Demographic Information Form

Aşağıdaki sorulara sizin için uygun olan seçenekleri işaretleyiniz.

Cinsiyetiniz

( ) Kadın ( ) Erkek ( ) Belirtmek istemiyorum

Eğitim durumunuz

( ) Son sınıf öğrencisi

( ) Mezun

Üniversiteniz

( ) Ankara Üniversitesi

( ) Başkent Üniversitesi

() Hacettepe Üniversitesi

( ) Gazi Üniversitesi

( ) TED Üniversitesi

( ) Ufuk Üniversitesi

Fakülteniz

( ) Eğitim Fakültesi

( ) Mühendislik Fakültesi

Bölümünüz …….

C.2. Career Adaptability and Optimism Scale Sample Questions

Kariyer Uyumu ve İyimserliği Ölçeği Örnek Maddeler

		Bana çok uygun (5)	Bana uygun (4)	Bana biraz uygun (3)	Bana uygun değil (2)	Bana hiç uygun değil (1)
1	Kariyer gelişimimle ilgili gereksinimlerimin farkındayım.	( )	( )	( )	( )	( )
3	Kariyerimde olmayı istediğim noktaya gelmem için gerekli olan beceri ve bilgilerin farkındayım.	( )	( )	( )	( )	( )
5	İlgilendiğim kariyer seçeneklerini araştırdım.	( )	( )	( )	( )	( )
9	Kariyer hayallerimin peşinde koşmaya istekliyim.	( )	( )	( )	( )	( )
15	Gelecek kariyerim için plan yapabilirim.	( )	( )	( )	( )	( )
17	Kariyerimle ilgili doğru kararlar verebilirim.	( )	( )	( )	( )	( )

C.3. Proactive Career Behaviors Scale Sample Questions

Proaktif Kariyer Adanmışlığı Davranışları Ölçeği Örnek Maddeler

		Kesinlikle katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum Ne de katılmıyorum (3)	Katılıyorum (4)	Kesinlikle katılıyorum (5)
1	Aktif olarak profesyonel geleceğimi tasarlamaya çalışırım.	( )	( )	( )	( )	( )
3	Kariyer gelişimim ile ilgilenilirim.	( )	( )	( )	( )	( )
5	Kişisel değerlerim, ilgi alanlarım yeteneklerim ve zayıf yönlerim hakkında gerçekten düşünürüm.	( )	( )	( )	( )	( )
7	Bana profesyonel olarak yardımcı olabilecek kişilerle temaslar kurarım veya temaslarımı sürdürürüm.	( )	( )	( )	( )	( )
9	Profesyonel olarak ilerlememe yardımcı olacak görevler veya pozisyonlar üstlenirim.	( )	( )	( )	( )	( )

D. CURRICULUM VITAE

E. THESIS PERMISSION FORM

Anabilim Dalı: Eğitim Bilimleri

YAZARIN

Soyadı: Özkan

Adı: Şevval

Bölümü: Rehberlik ve Psikolojik Danışmanlık

TEZİN ADI (İngilizce): Exploring the Effect of Career Commitment in School to Work Transition: College Graduates' Career Commitment and Career Adaptability

TEZİN TÜRÜ: Yüksek Lisans ☐ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: