Empirical Investigation of the Career Construction Model of Adaptation

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The general purpose of this research is to test the applicability of the career construction model with the structural equation model in explaining the relationships between adaptive readiness (personality traits and hope), adaptability resources (career adaptability) and adapting responses (career decision-making self-efficacy). This research was carried out with the participation of 296 emerging adulthood [Ageranj = 19-26, AgeMean =21.46, AgeSd = 1.29] in different departments of the education faculty of a public university in Turkey. Data was gathered through the Dispositional Hope Scale, The Big Five Inventory, Career Adaptabilities Scale and Career Decision Self-Efficacy Scale. A two-stage structural equation model based on the maximum likelihood estimation was used in data analysis. The mediation test in this research was interpreted according to the stages of Baron and Kenny. The structural equation model tested in the research findings was confirmed.

Keywords: career construction model of adaptation, hope, personality traits, career adaptability, career decision-making self-efficacy

INTRODUCTION

Career Construction Model of Adaptation

This model emphasizes the importance of the interaction of psychological capacities, stable personal characteristics, and career behaviour's in the adaptation of individuals to the social environment. This model assumes that individuals' personality traits (adaptive readiness) affect their psychological capacities (adaptability resources) positively and that they can acquire adequate career behaviour's (adapting responses) with the positive effect of these psychological capacities (Šverko and Babarović, 2019). As a result, the above theoretical explanations show that the three dimensions of career construction model of adaptation are related to each other. However, in recent years, it has been emphasized that empirical studies should be carried out to create more empirical evidence between concepts of career construction model of adaptation (Hirschi, Herrmann and Keller, 2015; Kara, Orum-Çattık and Eryılmaz, 2021; Rudolph, Lavigne and Zacher, 2017a; Šverko and Babarović, 2019).It is anticipated that this research will meet this need mentioned in the literature.

Adaptive Readiness (Personality Traits and Hope)

Adaptive readiness is the basic psychological characteristic of an individual' that shows basic preparation and willingness for career development task, career transition, career difficulty and change (Perera and McIlveen, 2017). Usually adaptive readiness; It is conceptualized with variables such as hope, five factor model of personality, self-esteem, flexibility, future orientation, and dispositional positivity (Kara, Orum-Çattık and Eryılmaz, 2021; Rudolph, Lavigne, & Zacher, 2017a; Šverko and Babarović, 2019). In this research, five factor model of personality and hope variables were used in the explanation of adaptive readiness.

Five-factor personality model; It consists of openness, neuroticism, conscientiousness, agreeableness, and extraversion. When ın this research are evaluated effects between the five personality traits (adaptive readiness), which is the exogenous variable, and the career adaptability (adaptability resources), which are the mediating variable; empirical researches (Teixeira et al., 2012; Zacher, 2014) found a relationship between all five personality traits (adaptive readiness) and career adaptability (adaptability resources). In the research of Eryılmaz and Kara (2017), while the most important personality traits that predict total point of career adaptability on teachers are extraversion, agreeableness and conscientiousness, respectively; on the other hand, extraversion, neuroticism, agreeableness and conscientiousness personality traits were found in teacher candidates. On the other hand, when ın this research the relationships between the five personality traits (adaptive readiness), which is an external variable, and career decision-making self-efficacy (adapting responses), which is the dependent variable, are evaluated; In the research conducted by Page, Bruch and Haase (2008), it was concluded that neuroticism, extraversion, openness and conscientiousness personality traits predict career decision-making self-efficacy. In the research of Kara and Altınsoy (2020), it was determined that conscientiousness and openness from personality traits are important predictor's career decision-making self-efficacy.

Hope is explained as the beliefs (perceptions) that individuals have that they can achieve their goals (Snyder, 2002). When ın this research are examined the relationships between hope (adaptive readiness), which is an extrinsic variable, and career adaptability (adaptability resources), which is a mediating variable; In the research of Di Maggio, Montenegro, Little, Nota and Ginevra (2021), it was determined that hope has a mediating effect between career adaptability and life satisfaction in individuals with substance use disorder. Rivera, Shapoval and Medeiros (2021) found that career curiosity and career concern (dimensions of career adaptability) significantly and positively predict hope. Rudolph, Lavigne and Zacher (2017a) stated that hope can be used within the concept of adaptive readiness and it is a variable that affects career adaptability. On the other hand, when ın this research are examined the relationships between the external variable hope (adaptive readiness) and the dependent variable career decision-making self-efficacy (adapting responses); In (2016) stated that hope is the strongest predictor of career decision self-efficacy. Kim (2018) found that a significant and positive relationship was found between job hope and career decision-making self-efficacy. As a result; In line with the researches mentioned above, it can be said that personality traits and hope (adaptive readiness) are both career adaptability (adaptability resources) and career decision-making self-efficacy (adapting responses) related concepts.

Adaptability Resources (Career Adaptability)

Adaptability resources are capacities of the individual and the self-regulation skills in the career construction process (Savickas and Porfeli, 2012). In many researches (Hirschi, Herrmann and Keller, 2015; Kara, Orum-Çattık and Eryılmaz, 2021; Neureiter & Traut-Mattausch, 2017; Rudolph, Lavigne, & Zacher, 2017a) four dimensions of career adaptability were utilized to measure the concept of adaptability resources. In this research, adaptability resources conceptualized with four dimensions of career adaptability.

Career adaptability is explained an individual's capability to overcome sudden and unexpected career transitions, changes and difficulties in the career development process (Savickas, 2005). Career adaptability is described as a structure consisting of confidence concern, control and curiosity dimensions in Savickas' career construction theory (Savickas, 2013). When ın this research are examined the effects between career adaptability (adaptability resources), which is the mediating variable, and career decision-making self-efficacy (adapting responses), which is the dependent variable; In Kara, Orum-Çattık and Eryılmaz's (2021) research; it was concluded that career adaptability predicted career decision-making self-efficacy significantly and positively. In Koto, Febriaty, and Nasution's (2019) research, it was detected that a significant and positive relationship

career decision-making self-efficacy between career adaptability. As a result; based on the researches mentioned above, it can be said that career adaptability (adaptability resources) and career decision-making self-efficacy (adapting responses) are variables related to each other.

Adapting Responses (Career Decision-Making Self-Efficacy*)*

Adapting responses are defined as behaviour's that make it easier for the individual to choose a profession and adapt to changing career conditions (ie, making personal career decisions, discovering professions and educational programs, gaining necessary qualifications and experiences) (Šverko and Babarović, 2019). In some researches (Kara, Orum-Çattık and Eryılmaz, 2021; Rudolph, Lavigne, & Zacher, 2017a), career decision-making self-efficacy was evaluated as measures of adaptive responses. In this research, the measurement of adaptive responses was explained with the career decision-making self-efficacy variable.

Işık (2010) career decision-making self-efficacy is the perception that an individual develops about to be able to successfully perform duties and behaviour's in career development definition. According to (Lent et al., 2008), career decision-making self-efficacy includes resources (ie, planning, problem solving, occupational information, goal selection and self-appraisal). Career decision-making self-efficacy, which was designed as a dependent variable in the current research, is a remarkable variable in career psychology. It is extremely important to conduct research to increase career decision-making self-efficacy. Because increasing the career decision-making self-efficacy of individuals depends on their self-esteem (Rossier, Rochat, Sovet and Bernaud, 2021), career attitude maturity (Cho, 2021), career optimism (Ahmad and Nasir, 2021), and career maturity (Ahn and Kim, 2018) has a positive effect.

Empirical Evidence for the Career Construction Model

In recent years, researchers in the field of career counseling have focused on investigating the relationships between dimensions of career construction model of adaptation rather than the concept of career adaptability (Šverko and Babarović, 2019). It is noteworthy that these constructs are comprehensively conceptualized and the research models applied to test the model differ. Two meta-analysis researches were conducted by Rudolph, Lavigne, & Zacher (2017a) and Rudolph, Lavigne, Katz, & Zacher (2017b). On the other hand, in some of the empirical researches (Kara, Orum-Çattık and Eryılmaz, 2021 Perera and McIlveen, 2017) the relationships between the four dimensions of the career construction model were tested. Unlike these, in some empirical researches (Hirschi, Herrmann and Keller, 2015; Neureiter & Traut-Mattausch, 2017; Šverko and Babarović, 2019) and in this current research, three dimensions of career construction model relationships were tested. While the common aspect of the current research and the aforementioned researches is that it deals with the three dimensions of the career construction model and uses four career adaptability dimensions to measure adaptability resources structure, what makes it different is the applied data analysis technique and the variables used when testing the concepts of adaptive readiness and adapting responses. In other words, in the current research, the relationships between adaptivity readiness (i.e., personality traits and hope) and adapting responses (i.e., career decision-making self-efficacy) concepts were tested with two-stage structural equation modeling.

Emerging adulthood constitute the research group of the current research. Emerging adulthood is defined as a stage of life span between the ages of 19-26 and between adolescence and adults (Atak and Çok, 2007). Emerging adults, although they see themselves neither as adolescents nor as adults, and feel in-between, are highly stimulating, open and sensitive in terms of the possibility of discovering various possibilities for their lives in various fields, especially in love and work (Arnett, 2000). According to Arnett (2004), individuals in this period are optimistic about the future and are likely to have unique opportunities to shape their lives. On the other hand, according to Konstam, Celen-Demirtas, Tomek, and Sweeney (2015), emerging adults tend to explore various career

opportunities compatible with their developmental period, but they also face difficulties in finding satisfactory and longer-term jobs. The segment with the highest unemployment rate in Turkey is the young population between the ages of 20-24, that is, emerging adults (TÜİK, 2020). These findings show that the concepts that will contribute to the career development of emerging adults need to be investigated in a holistic and causal context. In order to meet this aforementioned need, in this research, the relationships between adaptive readiness (personality traits and hope), adapting responses (career decision-making self-efficacy) and adaptability resources (career adaptability) are explained by structural equation modeling. It is extremely important to investigate these mentioned concepts in the context of causality. Because; adaptability resources help individuals deal effectively with career uncertainties and uncertain job roles. Adapting responses enable individuals to acquire behaviour's that facilitate their adaptation to changing career conditions. Adaptive readiness; It contributes to individuals being prepared and willing for career transition, career challenges and changes (Perera and McIlveen, 2017; Šverko and Babarović, 2019). In the light of all these theoretical explanations and research, the general purpose of this research is to test the applicability of the career construction model with the structural equation model in explaining the relationships between adaptive readiness (personality traits and hope), adapting responses (career decision-making self-efficacy) and adaptability resources (career adaptability). (Figure 1). The research hypotheses formed in line with this general purpose are given below.
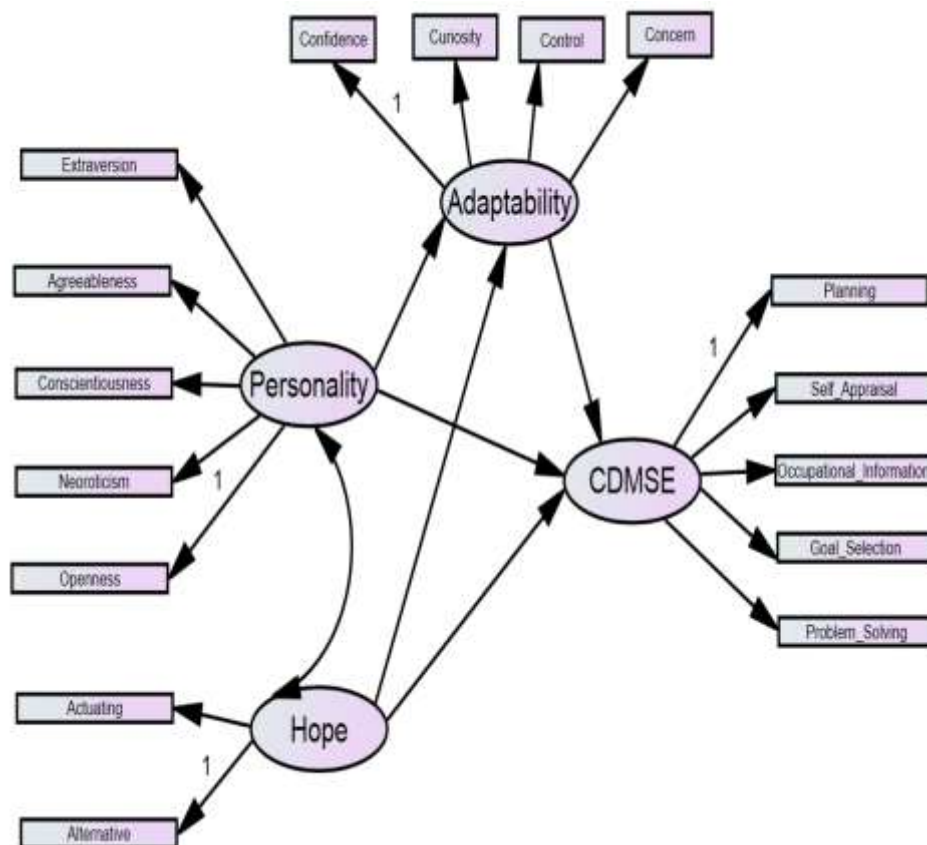

Figure 1
Hypothetical model

Note. Adaptability: Career Adaptability, CDMSE: Career Decision-Making Self-Efficacy. Personality and Hope (adaptive readiness), Career Adaptability (adaptability resources), Career Decision-Making Self-Efficacy (adapting responses

Research Hypotheses

Direct Effects

Hypothesis 1. Hope is a significant predictor of Career Decision-Making Self-Efficacy.

Hypothesis 2. Personality is a significant predictor of Career Decision-Making Self-Efficacy.

Hypothesis 3. Career Adaptability is a significant predictor of Career Decision-Making Self-Efficacy.

Hypothesis 4. Hope is a significant predictor of Career Adaptability

Hypothesis 5. Personality is a significant predictor of Career Adaptability

Indirect Effects

Hypothesis 6. Career Adaptability has a mediating effect between Hope and Career Decision-Making Self-Efficacy.

Hypothesis 7. Career Adaptability has a mediating effect between Personality and Career Decision-Making Self-Efficacy.

METHOD

Participants

This research was carried out with the participation of 296 emerging adults in different departments of the education faculty of a public university in the Central Anatolia Region of Turkey. Of these emerging adults, 220 (74.3%) were female and 76 (25.7%) were male. Participants in the research group [Age_{ranj} = 19-26, Age_{Mean} =21.46, Age_{Sd} = 1.29] were selected by convenient sampling method.

Data Collection Tools

Dispositional Hope Scale (DHS)

DHS, Snyder et al. (1991) was developed. Tarhan and Bacanlı (2015) was done Turkish adaptation, reliability and validity analysis. DHS contains eight items. DHS has a two-dimensional structure: alternative ways thinking and the actuating thinking. In construct validity research conducted by Tarhan and Bacanlı (2015); the exploratory factor analysis was determined that DHS had a two-dimensional structure and the total explained variance was 61%. In the confirmatory factor analysis, it was seen that the DHS's goodness of fit values (RMSEA = .077; RMR = .08; NNFI = .94; AGFI = .92 and GFI = .96) were at an acceptable level. In the reliability research conducted by Tarhan and Bacanlı (2015); the test-retest reliability coefficient of the entire DHS was determined to be .86 and the internal consistency coefficient to be .84.

The Big Five Inventory (BFI)

BFI, Benet-Martinez and John (1998) was developed. The adaptation of the BFI into Turkish was carried out by Sümer and Sümer (2005) within the scope of the Turkey section of a research on the personality traits of participants from 56 countries. BFI, consists of 44 items. BFI has a 5-dimensional structure. These; neuroticism, conscientiousness, agreeableness, openness and extraversion. In the reliability research conducted by Sümer and Sümer (2005), it was found that the reliability coefficients for the sub-dimensions of BFI ranged from 0.64 to 0.77. Confirmatory factor analysis was conducted by Gökler and Taştan (2018) within the scope of construct validity. As a result of this

analysis, BFI's goodness of fit values (χ2/df = 3.3; RMSEA = .05; CFI = .94; AGFI = .97 and GFI = .94) were detected to be at an acceptable level.

Career Adaptabilities Scale (CAS)

CAS, Savickas and Porfeli (2012) was developed. Kanten (2012) was performed Turkish adaptation, reliability and validity analysis. CAS, was found to have 24 items in the original, but 19 items in the research of Kanten (2012). CAS has a four-dimensional structure: concern, control, curiosity and confidence. Confirmatory factor analysis was applied by Kanten (2012) for the construct validity research. As a result of this application, CAS's the goodness of fit values (χ2/df = 3.5; RMSEA = .07; IFI = .93; NFI = .90 and GFI = .90) were found to be at an acceptable level. In the reliability research by Kanten (2012), it was revealed that the internal consistency coefficients among the sub-dimensions of the CAS ranged from 0.61 to 0.81.

Career Decision Self-Efficacy Scale (CDSS)

CDSS, Betz et al. (1996) was developed. Işık (2010) was done Turkish adaptation, reliability and validity analysis. CDSS, includes 25 items. CDSS is five-dimensional (planning, problem solving, occupational information, goal selection and self-appraisal). In construct validity research performed by Işık (2010); as a result of exploratory factor analysis, CDSS explains 49% of the total variance and as a result of confirmatory factor analysis, the goodness of fit values (χ2/df = 1.37; RMSEA = .048; CFI = .90; SRMR = .078 and GFI = .90) were determined to be at an acceptable level. Within the scope of the reliability research by Işık (2010); the internal consistency coefficient 0.88 and the reliability coefficient using the test-retest method was calculated as 0.81.

Procedure

Google Docs was used to collect data in the research. In this system, an informed consent form was prepared for the participants, they were asked to indicate voluntary or involuntary participation and a feature of the system was used to prevent to miss a value while filling out the survey questions. On the other hand, the participants stated that they were involuntary (1 person), who stated their age as 18 (2 person), 27 (2 person) and 32 (1 person), a total of 6 person' data is extracted and analysis were conducted with 296 emerging adults (19-26 years old).

Data Analysis

Preliminary analysis were made before the data analysis process. In this research, normality, autocorrelation, bivariate correlations and multicollinearity analysis were performed as prerequisite analysis (Field, 2013). A two-stage structural equation model based on the maximum likelihood estimation was used in data analysis. In order to determine whether the variables observed in the measurement model, which is the first step, represent the latent variables in a meaningful way, the significance of factor loadings and t values was examined.

In the second stage, the structural model, in order to evaluate the causality relationships between latent variables, paths were established between these variables and standardized path coefficients were examined whether they were significant (Kline, 2015). In addition, in this research with the goodness of fit values (χ2, df, χ2/df, IFI, NFI, CFI and RMSEA) were evaluated to determine whether the model had a good fit. The acceptance criteria and interpretation of these determined goodness of fit values are shown in Table 5. In order to determine whether the goodness of fit values well or not, parameter estimations related to model fit should be clarified as well as fit indices (Şimşek, 2007). In this direction, the direct, indirect and mediation effect sizes of the standardized path coefficients in the structural model were also calculated (see Table 6). The mediation test in this research was interpreted according to the stages of Baron and Kenny (1986).

FINDINGS

Preliminary Analysis

In the studies of structural equation models, it is necessary to examine the assumptions before proceeding to the structural analysis. In this direction, first of all, the kurtosis and skewness coefficients for the normality assumption were examined. As a result of the examination, the skewness coefficients of the variables were between -.73 and .04; the kurtosis coefficients were found to vary between -.60 and 1.00 and below -1.5 and +1.5 (Tabachnick & Fidell, 2007). In the light of these findings, it was concluded that the normality assumption was met. As the second assumption, the autocorrelation status was evaluated with the Durbin-Watson test. As a result of this evaluation, the Durbin-Watson value in this research was found to be 1.70. According to Field (2013), it is problematic if the Durbin-Watson value is less than 1 and greater than 3. Since the Durbin-Watson value was found to be 1.70 in this research, it was understood that there was no autocorrelation problem. Finally, the multicollinearity situation was examined with VIF and Tolerance values. As a result of this examination, VIF values were between 1.38 and 4.95; tolerance values were observed to vary between 0.20 and 0.72. According to these findings, no tolerance approaching zero and VIF values greater than 5-10 (Kline, 2015) were found. These findings showed that there was no multicollinearity between the variables. While the descriptive statistics and reliability findings of the observed variables in the structural model are given in Table 1; Table 2 shows the relationships between the observed variables in the determined structural model.

Table 1
Descriptive statistics and reliability findings of the observed variables in the structural model

Variables	M	SD	Skewness	Kurtosis	α
Openness	38,01	6,068	-,62	,46	.81
Neoroticism	22,31	5,91	,04	-,60	.77
Conscientiousness	33,99	5,71	-,29	-,51	.76
Agreeableness	34,50	5,08	-,34	-,31	.70
Extraversion	27,58	6,04	-,22	-,58	.81
Alternative	26.32	3.88	-.64	.56	.83
Actuating	24.70	4.58	-.72	.70	.84
Confidence	25,92	3,26	-,65	,18	.86
Curiosity	19,55	3,46	-,44	,13	.84
Control	21,93	2,58	-,73	-,02	.77
Concern	11,93	2,10	-,58	,44	.80
Planning	19,69	3,20	-,34	-,32	.79
Self-Appraisal	20,75	2,87	-,36	-,30	.81
Occupational Information	20,09	2,92	-,25	-,39	.66
Goal Selection	20,39	3,01	-,53	,60	.78
Problem Solving	18,51	3,95	-,36	-,40	.81

Note. M: mean, SD: standard deviation

Table 2
Relationships between latent variables in the determined structural model

Variables	1	2	3	4	5	6	7	8
Extraversion	1							
Agreeableness	,231**	1						
Conscientiousness	,375**	,393**	1					
Neoroticism	-,400**	-,415**	-,385**	1				
Openness	,497**	,130*	,173**	-,274**	1			
Hope	,513**	,225**	,406**	-,410**	,472**	1		
CDMSE	,488**	,227**	,373**	-,359**	,524**	,737**	1	
Career Adaptability	,454**	,319**	,514**	-,392**	,522**	,727**	,720**	1

Note. **p<.01, *p<.05, CDMSE: Career Decision-Making Self-Efficacy.

Testing Structural Equation Modeling

In the two-stage structural equation modeling (Kline, 2015), the measurement model was tested and verified in the first stage. The test of the structural model was started in the second stage.

First phase: Testing The Measurement Model

The measurement model is represented by four latent variables (Hope, Career Adaptability, Personality and Career Decision-Making Self-Efficacy) and sixteen observed variables (Alternative, Actuating, Confidence, Curiosity, Control, Concern, Openness, Neoroticism, Conscientiousness, Agreeableness, Extraversion, Planning, Problem Solving, Occupational Information, Goal Selection and Self-Appraisal).

When the measurement model was analysis, it was understood that this model had an acceptable goodness of fit ındices (χ2/df (354.583/98) = 3.61, p=.00; RMSEA = .09 (90% confidence interval for RMSEA = .084–.105), CFI = .91, NFI = .88; IFI = .91). It was also revealed that the measurement model ranged from standardized factor loadings between -.56 and .91 and all t values were significant (see Figure 2 and Table 3 below). In line with these findings, it was concluded that the observed variables represented the latent variables significantly. In other words, these findings (see Figure 2 and Table 3 below) show that the measurement model is confirmed.
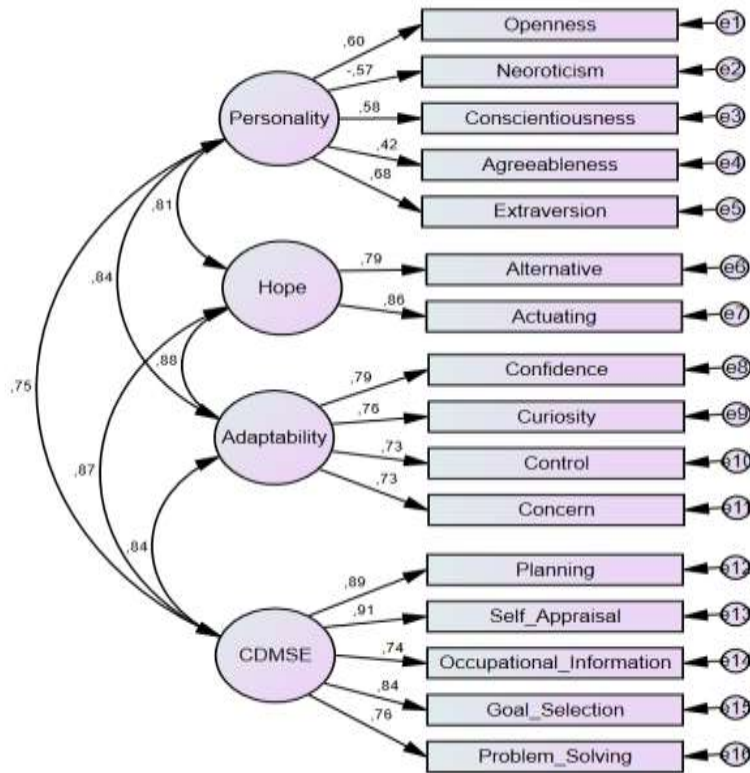
Figure 2
Standardized factor loads of the measurement model

Note. Adaptability: Career Adaptability, CDMSE: Career Decision-Making Self-Efficacy. Personality and Hope (adaptive readiness), Career Adaptability (adaptability resources), Career Decision-Making Self-Efficacy (adapting responses).

Table 3
Factor loadings, standard errors and t-values for the measurement model

Predictor		Predicted	Unstandardized Factor Loadings	S.E.	Standardized Factor Loadings	C.R.	p
Alternative	<---	Hope	1,000		,787		
Actuating	<---	Hope	1,288	,083	,859	15,544	***
Confidence	<---	Adaptability	1,000		,787		
Curiosity	<---	Adaptability	1,022	,075	,758	13,573	***
Control	<---	Adaptability	,734	,057	,729	12,961	***
Concern	<---	Adaptability	,601	,046	,733	13,057	***
Openness	<---	Personality	1,000		,599		
Neoroticism	<---	Personality	-,926	,120	-,569	-7,718	***
Conscientiousness	<---	Personality	,916	,117	,582	7,858	***
Agreeableness	<---	Personality	,584	,097	,417	6,012	***
Extraversion	<---	Personality	1,123	,129	,675	8,713	***
Planning	<---	CDMSE	1,000		,892		
Self-Appraisal	<---	CDMSE	,915	,039	,911	23,749	***
Occupational Information	<---	CDMSE	,753	,048	,737	15,756	***
Goal Selection	<---	CDMSE	,890	,044	,845	20,170	***
Problem Solving	<---	CDMSE	1,052	,063	,762	16,643	***

Note. ***$p<.001$, SE: Standard Error, Adaptability: Career Adaptability, CDMSE: Career Decision-Making Self-Efficacy.

Second phase: Testing the Structural Model

The measurement model tested in the first step of the two-stage structural equation modelling research was verified. The structural model was tested in the second step. In the structural model, regression paths are established to evaluation of latent variables within the scope of causality and the significance of these path coefficients and goodness of fit indices are examined (Kline, 2015). The goodness of fit indices (see Table 5 below) of the structural model tested in this research were calculated. In addition, standardized path coefficients, factor loads and t values (see Figure 3 and Table 4 below) resulting from testing the structural model are shown. Finally, the direct, indirect and mediation effect sizes of the standardized path coefficients in the structural model are also presented (see Table 6 below).
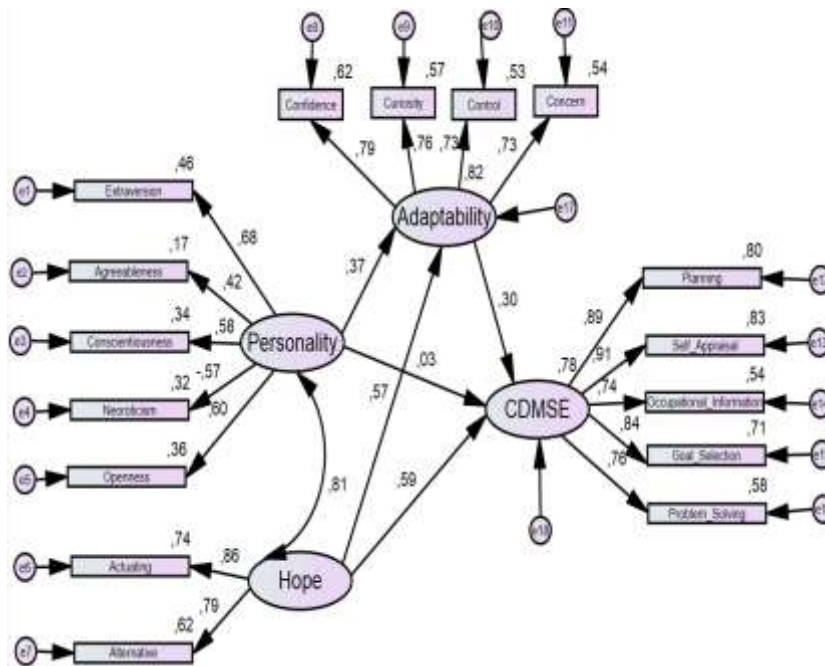
Figure 3
Standardized path coefficients calculated in the structural model

Note. Adaptability: Career Adaptability, CDMSE: Career Decision-Making Self-Efficacy. Personality and Hope (adaptive readiness), Career Adaptability (adaptability resources), Career Decision-Making Self-Efficacy (adapting responses).

Figure 3 shows the standardized path coefficients of the structural model. Accordingly, a one-unit increase in hope increases the career adaptability of emerging adults by 0.57 (t=4.799; p<.001). In addition, a one-unit increase in personality increases emerging adults' career adaptability by 0.37 (t=3.049; p<.01). In addition, a one-unit increase in the career adaptability of emerging adults increases their career decision-making self-efficacy by 0.30 (t=2.017; p<.05). Finally, a one-unit increase in hope of emerging adults increases their career decision-making self-efficacy by 0.59 (t=4.087; p<.001).

When the variances explained in the model (R^2) were evaluated in general, it was determined that hope and personality variables explained approximately 82% of career adaptability, and hope, personality and career adaptability variables together explained approximately 78% of career decision-making self-efficacy variable.

Table 4
Factor loadings, standard errors and t-values for the structural model

Predictor		Predicted	Unstandardized Factor Loadings	S.E.	Standardized Factor Loadings	C.R.	p
Adaptability	<---	Personality	,264	,087	,374	3,049	,002**
Adaptability	<---	Hope	,482	,100	,574	4,799	***
CDMSE	<---	Adaptability	,331	,164	,297	2,017	,044*
CDMSE	<---	Personality	,023	,092	,029	,249	,803
CDMSE	<---	Hope	,548	,134	,586	4,087	***
Alternative	<---	Hope	1,000		,787		
Actuating	<---	Hope	1,288	,083	,859	15,544	***
Confidence	<---	Adaptability	1,000		,787		
Curiosity	<---	Adaptability	1,022	,075	,758	13,573	***
Conscientiousness	<---	Personality	,916	,117	,582	7,858	***
Neoroticism	<---	Personality	-,926	,120	-,569	-7,718	***
Extraversion	<---	Personality	1,123	,129	,675	8,713	***
Agreeableness	<---	Personality	,584	,097	,417	6,012	***
Openness	<---	Personality	1,000		,599		
Occupational Information	<---	CDMSE	,753	,048	,737	15,756	***
Goal Selection	<---	CDMSE	,890	,044	,845	20,170	***
Problem Solving	<---	CDMSE	1,052	,063	,762	16,643	***
Self-Appraisal	<---	CDMSE	,915	,039	,911	23,749	***
Planning	<---	CDMSE	1,000		,892		
Control	<---	Adaptability	,734	,057	,729	12,961	***
Concern	<---	Adaptability	,601	,046	,733	13,057	***

Note. ***p<.001, **p<.01, *p<.05, SE: Standard Error, Adaptability: Career Adaptability, CDMSE: Career Decision-Making Self-Efficacy

Table 5
Goodness of fit indices of the structural model

Goodness of Fit Indices	Fit Criteria	Values of the Model	State of the Fit
[1]χ^2/sd (354,583/98)	$0 \leq \chi^2$/sd ≤ 5	3.61	Acceptable fit
[2]RMSEA (90% CI = [.08, .10])	$0 \leq$ RMSEA $\leq .10$	.09	Acceptable fit
[3]CFI	$.90 \leq$ CFI $\leq .95$	.91	Acceptable fit
[4]NFI	$.90 \leq$ NFI $\leq .95$	.88	Marginal
[5]IFI	$.90 \leq$ IFI $\leq .95$	.91	Acceptable fit

Source: [1](Sümer, 2000), [2](MacCallum, Browne, and Sugawara, 1996), [3](Hu ve Bentler, 1999), [4](Schermelleh-Engel, Moosbrugger and Müller, 2003), [5](Bentler and Bonnet, 1980).

The goodness of fit indices of the structural model are given in Table 5. As a result of testing the structural model, it was found that the model had acceptable goodness of fit indices (χ^2/df (354.583/98) = 3.61, p=.00; RMSEA = 0.09 (90% confidence interval for RMSEA = .08−.10), CFI = 0.91). , NFI=0.88; IFI= 0.91).

Table 6
Evaluation of direct, indirect and total effects of the structural model

Hypothesis	Model pathways	(β)	Effect Size	Decision
	Direct effect			
H1	Hope→ CDMSE	0.59	High	Supported
H2	Personality → CDMSE	0.03	Low	Unsupported
H3	Career Adaptability → CDMSE	0.30	Moderate	Supported
H4	Hope→ Career Adaptability	0.57	High	Supported
H5	Personality → Career Adaptability	0.37	Moderate	Supported
	Mediator Effect			
H6	Hope → Career Adaptability → CDMSE	0.17	Moderate	Supported
H7	Personality → Career Adaptability → CDMSE	0.11	Moderate	Supported
	Total Effect			
	Hope→ CDMSE	0.76	High	
	Personality → CDMSE	0.14	Moderate	

Note. Standardized Path coefficients (β) effect size as low below .10, medium below .30 and high above .50 (Kline, 2015). CDMSE: Career Decision-Making Self-Efficacy. Personality and Hope (adaptive readiness), Career Adaptability (adaptability resources), Career Decision-Making Self-Efficacy (adapting responses).

When the direct effects in Table 6 are examined; hope was found to be the most important predictor of career decision-making self-efficacy (β=.59, p<.001) and career adaptability (β=.57, p<.001). Career adaptability was found to be the second important predictor of career decision-making self-efficacy (β=.30, p<.05).

The stages suggested by Baron and Kenny (1986) were taken into account in assessing the mediation effects. In the first of the indirect effects, the mediating effect of career adaptability in the relationship between hope and career decision-making self-efficacy was evaluated. At this point, the direct effect of hope on career decision-making self-efficacy was found to be significant (β= 0.87; t = 13.448; p<.001). When the mediating effect of career adaptability was added to this, it was observed that this effect decreased, but the p value was significant (β = 0.59; t = 4.087; p<.001). According to this finding, it has been proven that the mediating effect of career adaptability in the relationship between hope and career decision-making self-efficacy is partial. This partial mediation effect size was found to be [β = 0.57 × 0.30 = 0.17. In the second of the indirect effects, the mediating effect of career adaptability in the relationship between personality and career decision-making self-efficacy was examined. Accordingly, it has been proven that the direct effect of personality on career decision-making self-efficacy is significant (β= 0.75; t = 8.560; p<.001). When the mediating effect of career adaptability was included, this effect decreased and the p value became meaningless (β = 0.03; t = 0.249; p>.05). In this case, it has been proven that career adaptability is the full mediator of the relationship between personality and career decision-making self-efficacy. It was concluded that this full mediation effect size was [β = 0.37 × 0.30 = 0.11. Looking at the total effects, it was found that the total effect of hope [direct effect (0.59) + mediation effect (0.17) = 0.76. It was also revealed that the total effect of personality [direct effect (0.03) + mediation effect (0.11) = 0.14.

CONCLUSION

The general purpose of this research is to test the applicability of the career construction model with the structural equation model in explaining the relationships between adaptive readiness (personality traits and hope), adaptability resources (career adaptability) and adapting responses (career decision-

making self-efficacy). The structural equation model tested in the research findings was confirmed. In addition, the research findings were supported by the career construction model, which provides a conceptual framework to explain the relationships between emerging adulthood' adaptive readiness (personality traits and hope), adaptability resources (career adaptability) and adapting responses (career decision-making self-efficacy).

DISCUSSION

When the direct effect results in the current research are evaluated; In the first direct effect finding of the current research, hope (adaptive readiness) predicts career decision-making self-efficacy (adapting responses) significantly and positively (Hypothesis 1 is supported). There are researches supporting this finding of the current research. In the research of Kim (2018), it was found that job hope is a significant and positive predictor of career decision-making self-efficacy. According to In (2016), hope is the most important predictor of career decision self-efficacy. This finding of the current research can be explained by Snyder's (2002) theory of hope. Snyder (2002) conceptualizes hope as the individual's focusing on goals and the perceived power to reach these goals. In addition, the degree of hope determines the probability that the individual perceives in reaching the goal and the importance of the goal. In this context, it can be said that the basis of human behaviour is goal-oriented. In addition, hope by Snyder et al. (2003); it is classified as a three-component structure: goals, actuating thinking, and alternative ways of thinking. Based on these, individuals can create goals thanks to hope, which comes from within and has a relaxing effect. They can generate alternative ways to achieve these desired goals. By activating these ways, they have a sense of confidence, a fighting spirit and an energetic structure. By transferring this sense of self-confidence to their career development, they can positively affect their career decision-making self-efficacies.

In the second direct effect finding of the current research, emerging adults ' personality traits (adaptive readiness), have no significant effect on their career decision-making self-efficacies (adapting responses) (Hypothesis 2 was rejected). This finding of current research was different from the researches in the literature. In the research conducted by Kara and Altınsoy (2020), it was determined that conscientiousness and openness personality traits are significant predictors of career decision-making self-efficacy. Page, Bruch, and Haase (2008) found that personality traits such as neuroticism, openness, extraversion and conscientiousness are significant predictors of career decision-making self-efficacy. This finding of current research can be interpreted with the characteristics of the emerging adulthood development period and the career development stage of discovery in which the research group is included. Emerging adulthood; it is a period of development in which identity crises, instabilities are experienced, a sense of being in between is felt, but discoveries are made in different fields (Arnett, 2000). One of these exploration areas is the business area. In terms of career development, these individuals are also in the discovery phase (Super, 1980). As a result, in terms of both developmental psychology and career development, it may seem likely that effects of personality traits on their career decision-making self-efficacies are meaningless, since individuals in these periods have not yet fully completed their vocational identity acquisition process and have not fully developed their competencies by gaining work experience.

In the third direct effect finding of the current research, it was determined that career adaptability (adaptability resources) significantly and positively predicted career decision-making self-efficacy (adapting responses) (Hypothesis 3 was accepted). There were researches consistent with this finding of current research. In the research conducted by Koto, Febriaty, and Nasution (2019), career adaptability predicted career decision-making self-efficacy in a significant and positive way. In Kara, Orum-Çattık and Eryılmaz's (2021) research, it was determined that career adaptability predicted career decision-making self-efficacy significantly and positively. This finding of the current research can be evaluated with Savickas' Career Construction Theory. According to this theory, individuals can demonstrate their psychological capacities, namely their career adaptability, by using various career

adapt-abilities. These career adapt-abilities; confidence, concern, control and curiosity (Savickas, 2013). Concern is individual's thinking about the future, making career planning. Control is the level of an individual's ability to take responsibility and make decisions. Curiosity; It is the individual's getting to know himself/herself and his/her profession and establishing a connection between the two. Finally confidence; It is the self-confidence of the individual according to the degree of problem solving ability in the face of obstacles, difficulties and changes (Savickas & Porfeli, 2012). On the other hand, career decision-making self-efficacy; it is a structure developed by individual using the resources of planning, problem solving, occupational information, goal selection and self-appraisal (Lent et al., 2008). As a result, these career adapt-abilities; it can be considered as an important resource for career decision-making self-efficacy. It can be observed that using this resource of emerging adults positively affects the career decision-making self-efficacies.

In the fourth direct effect finding of the current research, hope (adaptive readiness) is a significant predictor of career adaptability (adaptability resources) (Hypothesis 4 supported). There are researches supporting this finding of the current research. In the meta-analysis research conducted by Rudolph, Lavigne, and Zacher (2017a), it was stated that hope may have an effect on career adaptability. In the research of Di Maggio, Montenegro, Little, Nota and Ginevra (2021), it was revealed that career adaptability has a positive and significant effect on hope. In the research conducted by Rivera, Shapoval and Medeiros (2021), career concern and career curiosity (dimensions of career adaptability) predict hope in a significant and positive way. In the two empirical researches mentioned above, hope was considered as a concept related to and affected by career adaptability, while in the current research, hope was designed as a variable related to and affecting career adaptability. This finding of the current research can be interpreted with the nature of the concept of hope. Hope of Scioli (2007); defines it as a complex emotion with psychological, social, biological and cognitive aspects. Hope; It is a concept that has an impact on individuals' motivation levels, quality of life, well-being, self-efficacy and life satisfaction (Tarhan & Bacanlı, 2015). In addition, individuals with high hope levels can set more life goals. They perceive themselves as safe, willing, lively, and capable of coping with difficulties. They are more prone to commitment and persistence rather than failure in the face of obstacles or difficulties. They use adaptive coping strategies more (Snyder et al., 1991). In other words, individuals can positively affect their career adaptability, which is defined as their psychological capacities, by using adaptive coping strategies, setting more life goals and perceiving themselves as having the power to cope with difficulties, that is, by increasing their hope levels.

In the fifth direct effect finding of the current research, personality (adaptive readiness) significantly and positively predicts career adaptability (adaptability resources) (Hypothesis 5 was accepted). There are researches that are consistent with this finding of current research. In the comparison research conducted by Eryılmaz and Kara (2017), extroversion was determined the strongest predictor of the total career adaptability scores of both teachers and prospective teachers. In the research of Zacher (2014), it was determined that personality traits and career adaptability have significant relationships. This finding of the current research can be explained by dispositional approach. This approach focuses on the role of core personality traits in developing certain career-related behaviours. In addition, this approach; it is extremely important for personality traits to develop in early life, to continue relatively stable throughout life, and to be based on a strong genetic heritage. Given the early emergence of personality traits, these traits are expected to play a remarkable role in promoting behaviour patterns that can facilitate or hinder career exploration behaviour (Reed, Bruch and Haase, 2004). In the light of this information and explanations, it seems likely that personality traits in the current research affect career adaptability from career development behaviours.

When the indirect effect results of the current research are examined; In the first indirect effect finding of the current research, it has been proven that career adaptability (adaptability resources)

has a partial mediation effect on the relationship between hope (adaptive readiness) and career decision-making self-efficacy (adapting responses). (Hypothesis 6 was supported). There is a limited number of researches supporting this finding of current research. Rudolph, Lavigne, and Zacher (2017a) postulate in their meta-analysis research that hope can positively affect career adaptability, and the positive effect of this career adaptability can increase career decision-making self-efficacy. This is a theoretical explanation. Empirical research is needed to establish empirical evidence for this theoretical explanation. The current research responds to this need by presenting structural equation modeling that empirically tests the relationships between the concepts of hope (adaptive readiness), career adaptability (adaptability resources), and career decision-making self-efficacy (adapting responses).

In the second indirect effect finding of the current research, the full mediation effect of career adaptability (adaptability resources) on the relationship between personality (adaptive readiness) and career decision-making self-efficacy (adapting responses) was confirmed (Hypothesis 7 was accepted). There are theoretical explanations and empirical researches that show similarities with this finding of current research. In the research of Neureiter & Traut-Mattausch (2017), an indirect effect of career adaptability was determined between adaptivity readiness and adaptive responses. In research by Hirschi, Herrmann and Keller (2015) the mediating effect of career adaptability between adaptivity and adapting was confirmed. In the research of Šverko and Babarović (2019), it has been proven that career adaptability have an indirect effect on adaptivity readiness and adapting responses. The current research has been illuminating by proposing a hypothetical model including adaptive readiness (hope) and adapting responses (career decision-making self-efficacy) into a career construction model and testing this model with structural equation modeling, and it has been illuminating. In addition, Rudolph, Lavigne, and Zacher (2017a) suggest in their meta-analysis research that personality traits can increase career adaptability and that increased career adaptability may positively affect career decision-making self-efficacy. The current research has also taken a step further by empirically measuring this theoretical explanation.

SUGGESTIONS AND LIMITATIONS

The current research was conducted to determine the effects of emerging adults' personality traits and hopes (adaptive readiness) and career adaptability (adaptability resources) on their career decision-making self-efficacy (adapting responses). For this purpose, a career decision-making self-efficacy (adapting responses) model was reached for emerging adults. In the following processes, experimental researches including experimental programs to increase career decision-making self-efficacy can be made and each dimension of this model can be used as a theme in the mentioned experimental programs. The current research was conducted with a cross-sectional and quantitative research model. Further research can be designed with qualitative research models to explore the career decision-making self-efficacy processes of emerging adults in more detail. The limitation of the current research is to collect the data with the cross-sectional and instant scale application method. In the future, longitudinal researches can be conducted in which the variables in this research are measured at fine-tuned time points. According to Neureiter & Traut-Mattausch (2017), further research emphasizes focusing on critical developmental periods in which career development tasks and transitions occur in order to assess the adequacy of the career construction model of adaptation. In current research, the applicability of this model was tested in a sample of emerging adults. In the following processes, the effectiveness of this model can be evaluated on individuals in different life stages.

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