



Predictors of Career Adaptability and Optimism of Senior Undergraduate Students

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Article Information	ABSTRACT
<p><i>Received:</i> 29.01.2020</p> <p><i>Accepted:</i> 18.12.2021</p> <p><i>Online First:</i> 27.06.2022</p> <p><i>Published:</i> 31.07.2022</p>	<p>The aim of this research is to reveal whether the senior undergraduate students' career decision self-efficacy, their gender, the situation that faculties at which they study provide job easily or difficultly after graduation, if they selected their department willingly or unwillingly predict or do not predict their career adaptability and career optimism. To that end, the data were collected from senior undergraduate university students (n=323) studying at four faculties of a state university from two of which students can find jobs easily and from two of which they can find jobs difficultly after graduation. 156 of these students were female and 167 of them were male. The data were analyzed by multiple regression analysis and dummy coding was done while categorical variables were included in the analysis. According to the regression analysis results, students' career decision self-efficacy and the way they select their department predicted their career adaptability and career optimism meaningfully; whereas their gender and the situation that faculties at which they study provide job easily or difficultly after graduation did not predict their career adaptability and career optimism meaningfully. In terms of the results of the research; the significance of improving the career adaptability and career optimism of the university students who are on the way of passing to business life from university and of supporting them together with the different variables was put forward. In this regard findings were discussed, and some recommendations were suggested.</p> <p>Keywords: Career adaptability and optimism, career decision self-efficacy</p>
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1. INTRODUCTION

Niles and Harris – Bowbly (2013) describe the concept of career as a life style instead of limiting it only with job/ working. According to them it is the total of the roles performed by the individual throughout his/her life. Career development is explained by Herr, Cramer and Niles (2004) as a broader concept including individual's forming a career pattern, his/her decision taking style, life roles integration, expressing his/her values and self-concepts upon life role. Actually, career is dealt as a series of positions in which the individual has been in throughout his/her life (Super and Hall, 1978). Super (1992) indicates that career development of the individuals is lifelong and they pass through five developmental phases which includes sub-stages of physical and physiological growth, research, emplacement, continuing the job and quitting the job. According to Super, (1980) individuals experience career transitions not only during research phase but also during other phases. Savickas (2013) discusses career transitions as successive career situations emerging as change during career development process. According to Heppner, (1998) career transitions can occur as position changes in the same job, title or personnel changes in the same working place or in a different working place; and profession changes in the same or different area of profession. One of the career transitions is transition from school to work. In literature transition from school to work is dealt as the process beginning after secondary education or higher education and continuing until finding a job and getting into that job (Heckhausen, 2002; Lent, Hackett and Brown, 1999). Savickas (1999) mentions about a series of developmental efficiencies and abilities involved in the process of transition from school to work. Individual's holding these efficiencies supports his/her adaptability to transition process. Individuals' efforts to adapt to these new career transitions are explained with career adaptability concept.

Base of the career adaptability concept is based on career maturity (Super, 1980). Savickas (1997) uses this concept in order to explain how the individuals who are in career transition handle the situations they encounter during this process and how they adapt to new situations. Raskin (1998) indicates that the career adaptability concept is more comprehensive than career maturity concept and it shows a developmental structure. Savickas (2006) indicates that career adaptability has four

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dimensions; these are concern, control, curiosity, and confidence. According to him, individuals having a high level of career adaptability have concerns upon their professional future, use their control mechanisms functionally, curious to explore different options for their careers and have self-confidence for meeting their career expectations. Career adaptability which is about adapting to changing situations is a learning and developing process that is sometimes enjoyable but sometimes compelling (Savickas, 2013). COVID 19 pandemic which has begun affecting the whole World since the last quarter of year 2019 has affected business world and employment negatively and this has not been predicted (Beken, 2020; Çetin and Balcı, 2020; Koca 2020). In this concept, it can be said that career adaptability of the individuals who are in the transition period from university to business life might be effective in their adaptation to these uncertainties and new situations.

In accordance with the above-mentioned explanations, it is thought that career optimism levels of the individuals who are in career transition period is significant for coping with these new situations. Scheier and Carver (1987) explain career optimism as individuals' having positive expectations about their career plans. In the research upon career optimism, it is found that career adaptability of the individuals, their planning of career, academic success, level of self- efficacy are connected with their career optimism level (e.g., Salmela-Aro and Koivisto, 2002; Patton, Creed and Bartrum, 2004). There are research findings which show that career adaptability and career optimism concepts are similarly related to each other with similar variables (Patton et. al., 2004; Roberts, 2008). In some other studies, a relation is established between career adaptability and optimism and hope (Büyükgöze- Kavas, 2014), between optimism, being target oriented and having proactive personality (Tolentinove et., al., 2014). Also, it is seen that these two concepts which have meaningful relations with variables such as career self-efficacy (Prideaux and Creed, 2001), career outcome expectations (Rottinghaus, Bulelow, Matvia and Schneider 2012), career decision taking obstacles (Hirschi ve Valero 2015) are closely related to each other.

In conclusion, in the research, lots of concepts about career which are related to career adaptability and career optimism can be mentioned. Career decision self-efficacy which is among these concepts is significant for senior undergraduate students who have taken part in the research and are in the transition process to business life from completing their higher education in view of the fact that they are in the process of taking a career decision. Self- efficacy forming the bases of career decision self-efficacy concept has been put forward by Bandura (1986, 1997). Self-efficacy is a concept expressing individual's beliefs about himself/herself upon organizing the activities necessary for showing a specific performance in a specific subject and upon performing them successfully (Bandura, 1986). Individual's seeing himself/herself as a competent in a specific subject is a significant motivation source in determining whether he/she will make a behavioural attempt in that subject and whether he/she will continue that behavioural attempt if he/she begins. Lent, Lopes, Brown and Gore (1996) indicates that searching individual's experiences affecting his/her self-efficacy will be beneficial theoretically and in terms of application. Career self-efficacy concept was used in career psychological counseling by Heckett and Betz (1981) for the first time. Authors have expressed that using these concepts is significant for understanding and solving problems of career development. With this regard, career decision self-efficacy may also be dealt as the confidence which the individual feels himself/herself while performing career duties.

Social Cognitive Career Theory (SCCT) developed by Lent, Brown and Hackett (1994) using the opinions of Bandura as a base provides theoretical frame for understanding career selections and decisions. Studies upon this subject show that individuals' self-efficacy perception is significant in career selection. (Fouad and Smith, 1996; Lapan, Shaughnessy and Boggs, 1996, Rottinghaus Lindley, Green and Borgen, 2002). There are research results showing that career searching behaviours (Blustein, 1989) and career adaptabilities (Chung, 2002) of the individuals increase, their professional identities become evident, and they show more career searching behaviours when their career decision self-efficacy increases. Besides, in the study carried out by Rogers, Creed and Glendon (2008) it is determined that the individuals who have high self-efficacy in this subject have a higher possibility in determining career goals, in planning towards this direction and in searching career.

Taylor and Popma (1990) indicate that there is a negative relation between career decision self-efficacy and career indecision; there are positive relations between career precision and control focus. In other research, it is published that there are direct and mediator relations between situational support (family and teachers) and career optimism and career decision self-efficacy (Garcia, Restubog, Bordia, Bordia and Roxas, 2015). Similar to this study, findings upon family relations predict career decision self-efficacy and professional identity are presented by Hargrove, Creagh and Burgess (2002). In another study, positively meaningful relation was found between career decision self-efficacy of the individuals and their professional outcome expectations (Uçkun, Uçkun and Üzümlü, 2015). In this situation it can be said it is highly probable that career decision self-efficacy is one of the predictor variables of career adaptability and optimism. Also, relation of career decision self-efficacy with career adaptability and optimism is included in different research studies (e.g., Guan, Deng, Sun, Wang, Cai, Ye, Fu, Wang, Zhang and Li, 2013; Hou and Liu, 2014; Prideaux and Creed, 2001; Roberts, 2008). The contribution of this study to former research studies is that it aims to establish to which level career decision self-efficacy of senior undergraduate students who are in the transition period to business life predicts their career adaptability and optimism.

1.1. Statement of the Problem

When unemployment rates among university graduates in the World is analysed, it is seen that the rates in Turkey are higher than some other countries. According to the report prepared by Organisation for Economic Co-operation and Development - OECD in accordance with the unemployment data of the year 2018 and involving 44 countries; university graduate youth

unemployment rates are indicated as 1.9% in Germany, 2.3% in America, 5.1% in Argentina, 8.4% in Spain and 9.8% in Turkey (OECD, 2020). According to International Labour Office (2012) reports university graduates unemployment rates are different in different countries. Unemployment rates in some countries can be ranked as the following: United States of America (4,9%), Bulgaria (4,5%), England (4,1%), India (3,4%), Germany (3,1%), Indonesia (1,1%) and Turkey (9.8%). As it is seen, unemployment rate among university graduates in Turkey is very high. According to Turkish Statistical Institute's (TSI) data of the second quarter of year 2021, unemployment rate among 15-24 years is 22.7%, unemployment rate among higher education graduates of 15 years and older is 11.3% (TSI, 2021). There are studies determining that in Turkey the more the education level is, the more the unemployment level tends to increase (Akgeyik, 2012; Kayahan Karakul, 2012). In this situation finding a job for the educated young people who are 20-24 years seems more difficult. According to the result of a study carried out by Erdoğan (2001); when the graduation is close, the most disconcerting issue for the university students is finding a suitable job and getting into that job. Dursun and Aytaç (2009) found in a study carried out by them with senior undergraduate students that anxiety and unhappiness levels of senior undergraduate students who do not hope to find a job immediately after the graduation is considerable high. Current studies about the economic effects of global pandemic COVID-19 period, which has occurred during the reporting phase of this research, in Turkey and about the youth employment are also examined (Beken, 2020; Budak and Korkmaz, 2020; Bulut and Pınar, 2020; Çetin and Balcı, 2020 and Koca, 2020). When these current developments and research results are taken into consideration, it can be stated that career adaptability and optimism of the young people who are in a transition process from university to business life are significant for planning their careers, handling the uncertainties emerging from pandemic and tough processes.

In report prepared by TSI (2014) unemployment rates pursuant to the areas of professions are given. According to the report, unemployment rates of some professions are respectively as the following: Journalism and informatics (29.1%), computer (16.6%), art (16.3%), teacher education and educational sciences (7.4%), veterinary medicine (7.3%), health services (3.2%), security services (2.5%). After the period since design and application of this research, unemployment rates pursuant to the areas of professions of the TSI (2020) reports are similar to year 2014. Unemployment rates of the professions which are about Journalism and informatics (27.7%), computer (16.6%), art (17.9%) are high. Although unemployment rates of security services (6.0%), health services (9.9%), veterinary medicine (7.7%) field and teacher education and educational sciences (9.6%) have increased when compared to previous years, they are professions whose unemployment rates are low at the present time. These statistical data are reason for investigating the relation between career adaptability and optimism of the individuals who are in career transition process in Turkey and unemployment rates of the faculties from which they are graduated. With this regard, it is wanted to be put forward whether career adaptability and optimism levels of the individuals involved in the research group formed on behalf of the faculties whose unemployment rates are mentioned above change according to the occupational groups whose employment after the graduation is easy or difficult or not.

There are research results in literature showing that career adaptability and optimism concept changes in accordance with the gender variable which is also dealt in this study. In a study which compares university students according to their gender in terms of career maturity, the difference in favour of women is found (Luzzo, 1995). According to the results of studies conducted by using career adaptability concept instead of career maturity, it is seen that women have higher career adaptability (e.g., Coetzee and Harry, 2014; Ferreira, 2012; Güldü and Ersoy Kart, 2017; Özkan, 2017). On the other hand, we come across studies which show that men have higher career adaptability (Hou, Leung, Li, Li and Xu, 2012) and that there is no difference between genders (e.g. Dowdy, 2001; Hirschi 2009). It is thought that more studies are needed for understanding the role of gender variable in career adaptability and optimism better as there are different findings upon this subject. Thus, in this study, in the light of the literature, whether there is a relation between career adaptability and optimism of the individuals who are in career transition process and their gender or not is examined.

Finally, whether the university students who are in a transition process from school to work have selected the department from which they receive education and shall be graduated willingly- fondly or on the contrary indispensably due to some different reasons predicts or does not predict their career adaptability and optimism is discussed. Super (1980) explains career maturity as the individuals who have carried out their professional developmental duties including adolescence and who have chosen their professions after completing high school either go to university or directly pass business life. Career adaptability of the individuals begins to develop together with the young adulthood period (Savickas, 1997). It can be said that individuals who have just entered young adulthood are in a period in which they can realize their career adaptability in accordance with their career selections after these professional developmental duties they have completed. In this regard, the research studies carried out with university students and including how they come to their department are examined. As a result of a research scrutinizing the reasons why the students who have just entered the university prefer the departments and professions, they get education on; it is determined that nearly half of the university students (45.9%) who have chosen their department/ profession willingly have positive opinions about their profession (Sarıkaya and Khorshid, 2009). Besides, in the same research, 25.8% of the students have indicated that they made a choice because they prioritize the advantages of the area and 12.1% of them have indicated that they made a chose upon the suggestions of the others. Studies show that professional interest to that area plays a dominant role in choosing an area of profession and choosing the education to be received in that subject (e.g., Beggs Bantham and Taylor, 2009; Christensen, Knezek and Tyler-Wood, 2015; Korkut-Owen et. al., 2012; Maltese and Tai, 2011; Sandler, Sonnerd, Hazari and Tai, 2012, Tataroğlu, Özgen and Alkan, 2011). Except this, the point they get from the university exam is only enough for that department is among lots of reasons why the students select a department (Hacıömeroğlu and Taşkın 2010; Özsoy, Özsoy, Özkara and Memiş, 2010). This situation shows that systemic reasons are perceived as an important

determinant factor for choosing a department. Hence, these types of department selections are dealt as compulsory selections not as voluntary selections. When findings are investigated, it can be thought that there will be difference between the individuals who select their department willingly and who select their department unwillingly in coping with the situations they encounter during career transition and in adapting new situations. It comes to mind that the individuals who have come to their department unwillingly may have more problems in coping with changes and uncertainties emerging from career transition about their departments due to some difficulties of their departments, and in adaptation during the process. According to the summarized studies there are a series of variables which can predict career adaptability and career optimism of the university students.

1.2. Purpose of the Study

In the light of literature mentioned in problem situation the aim of this research is to specify the variables predicting career adaptability and optimism of the senior undergraduate students who are in a transition process from school to work. More clearly the aim of this research is to put forward whether the senior undergraduate students' career decision self-efficacy, their gender, the situation that faculties at which they study provide job easily or difficultly after graduation and the way they select their department (willingly or unwillingly) predict or do not predict their career adaptability and career optimism.

2. METHODOLOGY

In this part of the research firstly research group and its features are mentioned. Then, measuring tools, gathering the data and information upon the given analysis are included.

2.1. Participants

For this research, the data were gathered from the faculties of a state university located in Ankara. When research group was selected, convenience sampling was used. 323 senior undergraduate students in total were involved; 156 of them are female (48.3%) and 167 of them are male (51.7%). The students in the research group were from Veterinary Faculty and Faculty of Education (n=164; 50.8%) which the students can relatively find job easily after graduation and from Faculty of Agriculture and Faculty of Communication (n=159, 49.2%) which the students can relatively find job difficultly after graduation in accordance with the labour force statistics of TSI (Turkish Statistical Institute) (2014). Most of the students indicated that they selected the department they study willingly (n=264; 81.7%) and the remaining indicated they selected the department unwillingly (n=59; 18.3%). Sampling size was examined in terms of multiple regression analysis to be used; at least 200 people involvement criterion for multivariable statistics usage which is suggested by Maxwell (2000) and at least 30 people criterion per independent variable which is suggested by Wilson, Voorhis and Morgan (2007) are both provided.

2.2. Data Gathering Tools

Data gathering tool used in this research are identified below together with their psychometric features.

2.2.1. Career Adaptability and Optimism Scale (CAOS)

Career Adaptability and Optimism Scale (CAOS) has been developed to measure career adaptability and optimism of the students who are at the point of entering to business life from university life (Erdoğan-Zorver and Korkut-Owen, 2014). As a result of the factor analysis, the scale has a unidimensional structure with 18 items and total variance explained by it is 43.79% (Erdoğan-Zorver and Korkut-Owen, 2014). According to the results of confirmatory factor analysis RMSEA and SRMR values about the unidimensional structure of the scale are 0.06 and 0.04. Besides, according to the other values obtained for CAOS, when GFI equals .90 (GFI=.90), CFI is .93 (CFI=.93). In accordance with these values model shows a good adaptability. For criterion validity study, researchers start off the issue that outcome expectations upon professions can be related to career adaptability and optimism. Thus, the correlation between Professional Outcome Expectation Scale (Işık, 2010) which has been developed for measuring the beliefs of the individuals upon outcomes which they can get as a result of a specific career decision taking behaviour and CAOS; and a positive relation valuing $r=.60$ ($p<.01$) is found between the scales. As a result of the reliability studies, internal consistency coefficient of CAOS is .93, its test-retest reliability is .85. Alpha coefficient in the meaning of internal consistency which has been calculated with the data obtained from this study is .94. The lowest score which a person can get from the scale is 18 and the highest score which a person can get from the scale is 90. A high score obtained from the scale is commented as the individuals have high career adaptability and optimism (Erdoğan-Zorver and Korkut-Owen, 2014).

2.2.2. Career decision self- efficacy scale short form (CDSSES-SF)

Career Decision Self- Efficacy Scale Short Form (CDSSES- SF) has been developed by Betz, Klein and Taylor (1996) in order to determine to what extend the university students find themselves competent while taking career decision. Işık (2010) has adapted the scale into Turkish. CDSSES-SF has 25 articles and is 5-point Likert scale. A person can get total score from the scale. High scores indicate that the individuals have a high level of career decision self-efficacy. Explanatory and confirmatory factor analysis are made for determining the structural validity of the CDSSES-SF. KMO value which has been obtained within the scope

of explanatory factor analysis is .81. Goodness-of-fit statistics obtained as result of confirmatory factor analysis of the scale which shows 25 items, 5 factored structure as a result of the explanatory factor analysis are GFI=.90, CFI=.90, RMSEA=.048 ve SRMR=.078. A range of scales are used in similar scales validity study of CDESES-SF and it is calculated that CDESES-SF has $r=.57$ correlation with professional maturity, $r=.59$ correlation with professional outcome expectation, $r=.38$ correlation with positive emotional state, $r=.24$ correlation with negative emotional state, $r=.24$ correlation with focus of control and $r=.48$ correlation with trait anxiety ($p<.01$). These results are important evidence that the structure of CDESES-SF adjusts to the sample to which it is applied (Işık, 2010). CDESES-SF's internal consistency coefficient is obtained as .88 and its test re-test correlation is obtained as .81 in the studies conducted for the reliability coefficient of the CDESES-SF. Alpha coefficient in the meaning of internal consistency is calculated again with the data obtained within the scope of this study and alpha coefficient is seen as .92.

2.2.3. Personal information form

Personal Information Form (PIF) which has been prepared to measure the demographic features of the participants consists of three questions in total. Gender of the students, name of the faculty in which they are educated and the way they come to this department (willingly and unwillingly/ due to the circumstances) are asked as socio- demographic features of them.

2.3. Data Gathering Process

The students who have the qualifications determined according to the aim of this research were reached during 2015-2016. By taking the faculty to be graduated from, which is one of the independent variables, into consideration first researcher went to the related faculties and got permissions from the lecturers of the senior undergraduate students. The issues such as the aim of the research, its scope and confidentiality of the personal information, they can quit filling the data gathering tools when they want were explained to the students and scales were distributed to the volunteers by hand and the data were gathered.

2.4. Data Analysis

In this study, the dependent variable is career adaptability and optimism which is a continuous variable; and the predictor variables are career decision self-efficacy (continuous), gender (categorical, two-level), faculty (categorical, two-level) and the way they select the department (categorical, two-level). Thus, only one of the predictor variables is continuous and remaining three are categorical and two-level variables. Categorical variables are coded as dummy variable in the regression analysis; therefore, three categorical variables are coded as dummy variable to the analysis. In the dummy variable usage, one of the levels is involved in the analysis as "0" and the other is involved as "1" and the results are evaluated by comparing with the group which is described as "0". When determining explanatory independent variables explains how much variance on dependent variable, using dummy variables is a frequently used method (Hardy, 1993).

Before the analysis of the data, hypothesis required for regression analysis were tested. Career adaptability and optimism and career decision self-efficacy are continuous variables which will be involved in the analysis; and distributions related to career adaptability and optimism and career decision self-efficacy scores were examined; and it was observed that measures of central tendency belonging to the distributions are very close to each other. Collinearity of the relation between the dependent and independent variables were examined with scree plot in the second examination belonging to the second hypothesis of regression analysis. A linear relation was found between career adaptability and optimism which is a dependent variable and career decision self-efficacy which is an independent continuous variable. Correspondingly to this, regression analysis was used for the analysis of the data.

3. FINDINGS

Variance analysis was applied to the data regarding whether formed regression model is meaningful or not when multi regression analysis is done within the scope of the research. Results obtained from the variance analysis are presented below in Table 1.

Table 1.

ANOVA for Regression Model

Model	Sum of squares	sd	Mean of squares	F	p
Regression	16477,332	4	4119,333	44,242	,000
Residual	29608,829	318	93,110		
Total	46086,161	322			

According to the results obtained from Table 1, model which is formed with aforementioned variables is meaningful in terms of statistics $F(4, 322)=44,242$, $p<.05$, in other words it is worth examining from the point of testing and of that it can explain the dependent variable. Results of the regression analysis done for this purpose are presented below in Table 2.

Table 2.
Results of the Regression Analysis

Model	Non-standardised Coefficient		Standardised Coefficient	t	p
	B	Standard Error	Beta		
Invariant	21,408	3,983		5,375	,000
CDESES	,475	,040	,551	11,803	,000
Gender	,951	1,091	,040	,872	,384
Faculty	1,522	1,102	,064	1,381	,168
The way they select the department	-3,299	1,457	-,107	-2,263	,024

Meaningful predictors in estimating CAOS are CDESES scores and the way they select the department as it is seen from the Table 2. In this situation if career decision self-efficacy increases, career adaptability and optimism increase, too; but negative value is obtained with regard to the way they select the department. In accordance with this result, CAOS score of a student who comes to the department willingly is 0,107 point more in average than a student who comes to the department unwillingly. As a result, although the effect of gender and faculty variables is not significant, four predictor model significantly estimates CAOS and the strongest predictor in this model is career decision self-efficacy and the next is the way they select the department. In the formed regression model, predictor models explain nearly 36% of the variance in the dependent variable.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

According to the findings career decision self-efficacy predicts career adaptability and career optimism. Savickas (1999) focuses on the importance of career decision taking ability in enabling career adaptability to the individuals who are in the transition process from school to work. Besides, Betz and Hackett (1981) express career decision self-efficacy as the individual's self-confidence for performing his/her career tasks. In this context, it is seen that there is a meaningful relation between self-confidence which is a dimension of career adaptability (Savickas, 2006) and career decision self-efficacy in terms of hypothesis. Garcia and et. al., (2015) also indicate that there is a positive relation between career optimism and career decision self-efficacy. Kirdök and Alibekiroğlu (2016) state that concept satisfaction with life concept which is related to career optimism is one of the predictors of career decision self-efficacy. In another study Chung (2002) deduces that if career decision self-efficacy increases, career adaptability increases, too. It can be said that the findings of this research support literature and former research and that career decision self-efficacy predicts career adaptability and career optimism. Senior undergraduate students involved in the research group are very close to career transition. It is possible that they gain some qualifications which improve their career decision self-efficacy such as making plans, making an attempt and self-confidence upon their career futures during transition process to business life from education life after completing their education. Because of this reason it can be thought that career decision self-efficacy of the aforementioned individuals predicts their career adaptability and optimism.

The finding showing that gender does not predict career adaptability and career optimism of the students meaningfully resembles to the research results of Dowdy (2001) and Hirschi (2009). It can be said that this finding may stem from not bringing variables such as family structure, family attitudes, social environment in which they have grown up and upbringing which forms the base for gender to be affective in career development under control. Besides, employment rates of high school graduates are distributed as 57% of them are male and 32% of them are female; employment rates of university graduates are as 74% of them are male and 55% of them are female (TSI, 2020). Thus, when labour force situation in terms of educational level is examined, it is seen that when the education increases, the employment rate between female and male converges. If a comment is made in accordance with these statistics; it is seen that gender variable is related to the educational level in forming the career of the individuals and thus we can say it is possible that gender does not predict the career adaptability and optimism of the individuals involved in the research group. Moreover, there are some contradictory results in literature upon the role of gender on the career adaptability and optimism of the individuals (Coetzee and Harry, 2014; Ferreira, 2012; Güldü and Ersoy Kart, 2017; Hou, Leung, Li, Li and Xu, 2012, Özkan, 2017); thus, this variable has to be studied more elaborately.

When TSI labour force statistics (2014 and 2020) are taken into consideration; although we gain the impression that the faculty's providing job easily or difficultly after graduation shall affect the students' transition from university to business life, the results of the regression show that the faculty variable does not predict their career adaptability and career optimism. In the studies carried out by Arslan (2002) and Akoğlan- Kozak and Dalkıranoğlu (2013) when the things which the individuals want to do after the graduation are regarded; career goals such as establishing their own business, working at a private job, doing a master's degree draw the attention. In addition to this, a state guaranteed job is among the goals of the students. Some possible reasons that faculty's providing job easily or difficultly after graduation variable does not predict career adaptability and optimism are dealt by this means. We can dwell on reasons such as score average of career adaptability and optimism of the students who joined the research is medium or over medium, categories of faculty variable are determined depending on TSI data and these data are not detailed, the university from which the data is gathered is a well-established state university in

a metropolis and thus, the university gives opportunities to its students during their education such as lots of work experiences, internship and reaching business contacts, our country's circumstances are challenging and frequently changing in terms of economy, students are hopeful about their career future in spite of the unemployment tables, the students has loved and interiorized their faculties as they are senior undergraduate students. Therefore, it can be thought that faculty's providing job easily or difficultly after graduation does not predict career adaptability and optimism. Moreover, this variable may not predict career adaptability and optimism due to the fact that other variables such as the personality of the graduated individual, his/her attitudes to the events, his/her entrepreneurship and how frequently he/she seeks a job may affect getting a job.

The way the individual selects his/her department predicts career adaptability and career optimism and this shows the importance of their selecting their department willingly. This result shows resemblance to the explanations of Social Cognitive Career Theory (Brown and Lent, 1996; Lent, 2005; Lent and Brown, 2006; Lent, Brown and Hackett, 1994; Lent, Sheu, Gloster and Wilkis, 2010) mentioning the importance of self-competence perception of the individual, of his/her outcome expectation, of his/her personal goals and of his/her interest in career selection. When it is taken into consideration that individuals show regard to the interest they have in the department while selecting their career (Beggs Bantham and Taylor, 2009; Christensen, Knezek and Tyler-Wood, 2015; Korkut- Owen at. al., 2012; Maltese and Tai, 2011; Sandler, Sonnerd, Hazari and Tai, 2012; Sarıkaya and Khorshid, 2009; Tataroğlu, Özgen and Alkan, 2011); it can be said that the ones who select their career on their own may be better in making plans upon their career and in controlling their careers. In fact, according to Savickas (2006) the individuals, whose career adaptability is good, are the ones who have interest in their professional future, who control gradually, curious about discovering himself/herself and other possibilities; and who have confidence in realizing their expectations. Individuals whose career adaptability is high have positive expectations upon their career plans (Scheier and Carver, 1987). With this regard it is an anticipated situation that the students who show regard to their interest have a high career adaptability and career optimism. Özyürek and Atıcı (2002) stated that university students who come to their department willingly benefit from career resources more, ponder on their academic life more; on the other hand, the ones who come to their department unwillingly don't find their department satisfying in terms of its professional values (economic earnings, unemployment, etc.). The situation that CAOS score of a student who comes to his/her department willingly is meaningfully higher than a student who comes to his/her department unwillingly as a result of this research resembles the literature and previous research.

To conclude the research results; career decision self- efficacy and the way they select the department they study predict the university students' career adaptability and optimism, whereas the faculties they study provides job easily or difficulty and their gender do not predict their career adaptability and optimism. In this regard, it is seen that increasing the students' career decision self- efficacy is significant for increasing their career adaptability and career optimism. Related research in literature and findings of the studies show that career adaptability and optimism and career decision self-efficacy are related to each other while planning a healthy career. To that end it can be said that it is significant to provide required career counselling counseling services to students; with these counseling services they can perform lots of developmental duties such as developing their career decision taking abilities, self-knowledge, self-confidence, searching career opportunities and experiencing them. Thereby it can be connoted that individuals who have selected their professions and have completed the preparation process for business life after graduation in a qualified manner are also significant in terms of a healthy community. About the way they select their department, when the situation is approached in terms of the resources the students use, it can be said that as indicated Alkan's (2014) study; making department publicity activities of the universities by using widespread communication channels, setting introductory meetings shall be in good taste for the students to know the departments and are significant in terms of career physiological counseling services.

It can be said that carrying out studies for developing career adaptability and optimism and career decision self-efficacy of the high school senior undergraduate students shall be in good taste as they are in a transition period to the university and are in faculty and department selecting phase.

Within the light of these research findings, we can say that it is beneficial to carry out individual and group works which develop career adaptability and optimism and career decision self-efficacy of the students by the career centres of the universities. It can contribute to the career planning of the students and to their preparation to business life as a one semester lecture within the scope of elective courses. In the first year of the university the students are given lecture within the scope of "Career Planning Lecture" of T.R. Human Resources Office of the Presidency since year 2021-2022 and; this study can be an example of this. In terms of the implementers, by providing application studies aimed at increasing career decision self-efficacy and career adaptability and optimism of the individuals to the students studying at psychological counseling and guidance department in career psychological counseling and guidance lectures, they can be supported for being more efficient in career psychological counseling and guidance applications while working on the field. More career group counseling programs aiming at developing career adaptability and optimism can be developed and generalized for the future research as is the case in the research carried out by Kepir-Savoly (2017) for career transition. Similarly, career group counseling programs can be developed and applied for increasing career decision self-efficacy. For the future studies, researches with other related variables such as outcome expectations, hope, etc. with career adaptability and optimism can be carried out.

University students who have to pass to distance learning, who have losses within their family and their immediate vicinity during COVID-19 pandemic period which takes hold of Turkey like the whole world need psychological support and need

support for planning their social and career future; and when this situation is taken into consideration, developing their career adaptability and optimism becomes significant.

Due to the pandemic, there are uncertainties especially in business world and economic challenges and unemployment rates have increased; and these have affected young population, too. Bulut and Pinar (2020) investigate the situation upon employment and unemployment in Turkey during COVID-19 pandemic period and they express that 15-24 years old young people who have less work experience are affected mostly from this crisis period; and they indicate that these young people form the 26% of the unemployed people who are reported during April- August 2020 term. TSI has reported 15-24 aged unemployment rates as 28,1% for 2021 February. When these current developments are taken into consideration, it can be suggested that developing and supporting of career adaptability, career optimism and career decision self-efficacy of the young people via professionals can be suggested for coping with unexpected situations occurring when planning their career future and for adapting to new situations.

Limitations of this research can be indicated as the data were gathered from senior undergraduate students of a well-established and huge state university in a metropolis, as the faculties were chosen in accordance with TSI labour force statistics; and as the faculty diversity is less. Collecting the data from the universities in cities whose sizes are different, using differentiations having more detailed criterion for finding job easiness, accessing students from faculties which are grouped according to their more different features can be meaningful.

Research and Publication Ethics Statement

All information in this paper has been obtained and presented in accordance with academic rules and ethical concerns. The authors hereby declare that they have not used any sources other than those listed in the references. The authors further declare that they have not submitted this article at any other journal for publication.

Contribution Rates of Authors to the Article

The authors equally contributed to the article.

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Statement of Interest

It has been reported by the authors that there is no conflict of interest to declare.

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