

**Career Locus and Career Adaptabilities:
A Self-Determination Perspective for
Turkish University Students' Case**

***Kariyer Odağı ve Kariyer Uyum Yetenekleri:
Öz-Yönetim Kuramı Perspektifinden
Türk Üniversite Öğrencilerinin Durumu***

Özge KANTAŞ

Ankara University, Faculty of Political Sciences,
Division of Management and Work Psychology

Özgür GÜLDÜ

Beypazarı Vocational School of Higher Education

Müge ERSOY KART

Ankara University, Faculty of Political Sciences,
Division of Management and Work Psychology

Nisan 2018, Cilt 8, Sayı 1, Sayfa 215-234
April 2018, Volume 8, Issue 1, Page 215-234

P-ISSN: 2146-4839

E-ISSN: 2148-483X

2018-1

e-posta: sgd@sgk.gov.tr

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SGD

Sosyal Güvenlik Dergisi
Journal of Social Security

Cilt: 8 - Sayı: 1 - Yıl: 2018
Volume: 8 - Issue: 1 - Year: 2018

P-ISSN: 2146-4839
E-ISSN: 2148-483X

Sahibi / Owner of the Journal

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Yayın Türü: Uluslararası Süreli Yayın / *Type of Publication: Periodical*
Yayın Aralığı: 6 aylık / *Frequency of Publication: Twice a Year*
Dili: Türkçe ve İngilizce / **Language:** Turkish and English
Basım Tarihi/Press Date: 20/04/2018

Sosyal Güvenlik Dergisi (SGD),
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SCIENTIFIC INDEXING SERVICES - US
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Tasarım / Design: PERSPEKTİF Matbacılık Tasarım Tic.Ltd.Şti. (0 312) 384 20 55 - Ankara
Basım Yeri / Printed by: PERSPEKTİF Matbacılık Tasarım Tic.Ltd.Şti. (0 312) 384 20 55 - Ankara

İletişim Bilgileri / Contact Information

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Toplam gelen makale başvurusu	28
Yayına kabul edilen makale sayısı	11
Hakem süreci devam eden makale sayısı	6
Red edilen makale sayısı	3
Ön inceleme aşamasında red edilen makale sayısı	8
Makale kabul oranı	%39

Career Locus and Career Adaptabilities: A Self-Determination Perspective for Turkish University Students' Case

Kariyer Odağı ve Kariyer Uyum Yetenekleri: Öz-Yönetim Kuramı Perspektifinden Türk Üniversite Öğrencilerinin Durumu

Özge KANTAŞ*
Özgür GÜLDÜ**
Müge ERSOY KART***

ABSTRACT

Using self-determination theory (SDT), this study aimed to examine the impact of awareness and choice on career-related outlooks and emotional-social associates in career domain among university students. Awareness (being more aware of feelings and sense of self), and choice (feeling a sense of choice with respect to behaviors) were expected to positively predict stress management and general positive mood throughout the career development process of students; and, this impact was expected to be via higher career adaptabilities and lower external career locus of control. With a sample of 595 students from Ankara University and relevant measures of constructs, a model testing was conducted. Path analysis revealed that: 1) choice positively predicted general positive mood through career adaptabilities, as expected; 2) awareness positively predicted stress management, and general positive mood directly (as expected) but indirectly through external career locus unexpectedly. Being the first paper examining the emotional social-intelligence indicators along with career-related outlooks within SDT-based career research, these results are not contrary to SDT. Rather, these associations well-displays the labor market characteristics of Turkey and cultural background of differences in autonomous behaviors; emphasizing the practical and social implications of awareness and choice varying with locus of control and adaptabilities.

Keywords: Self-determination theory, career development, career adaptability, career locus of control, emotional-social intelligence

ÖZ

Öz-yönetim kuramının temel alındığı bu çalışma, üniversite öğrencilerinin bireysel farkındalıklarının ve seçim hissini kendi kariyerlerine ilişkin seyirlerini ve sosyoduyusal eşlikçilerini araştırmayı amaçlamaktadır. Buna göre, farkındalık (duygularının ve kendilik hissini farkına varma durumu) ve seçimin (kendi davranışlarına ilişkin seçim hakkı olduğunu hissetme durumu), kariyer gelişimi sürecindeki öğrencilerin stres yönetimine ve genel pozitif duygu durumlarına olumlu etkisi olacağı; bu etkinin de yüksek kariyer uyum yetenekleri ve düşük dışsal kariyer odağı aracılığıyla olacağı beklenmektedir. Ankara Üniversitesi'nden 595 üniversite öğrencisinin katıldığı bu çalışmada, ilgili ölçeklerle bir model testi edilmiştir. Yol analizi sonuçlarına göre: 1) Seçim, beklendiği gibi, genel pozitif duygu durumunu kariyer uyum yetenekleri aracılığıyla yordamıştır; 2) Farkındalık, stres yönetimini ve genel pozitif duygu durumunu beklendiği gibi doğrudan ama dışsal kariyer denetim odağının (beklenenin aksine) olumlu aracılığıyla dolaylı olarak yordamıştır. Öz-yönetim temelli kariyer araştırmalarında duygusal-sosyal zeka göstergelerinin kariyere ilişkin seyirlerini ele alması açısından ilk olan bu çalışma, öz-yönetim kuramına karşı bir tablo çizmemektedir. Aksine, bu bağlantılar, Türkiye'deki iş gücü piyasasının özelliklerinin ve özerk davranışlardaki farklılıkların kültürel arka planının iyi bir yansıması olarak düşünülebilir; farkındalık ve seçimin denetim odağı ve uyum yetenekleriyle değişen pratik ve sosyal doğurgularının altını çizer.

Anahtar Sözcükler: Öz-yönetim kuramı, kariyer gelişimi, kariyer uyumu, kariyer denetim odağı, duygusal-sosyal zeka

Önerilen atf şekli: Kantas, Ö., Güldü, Ö., Kart, M. (2018). Career Locus and Career Adaptabilities: A Self-Determination Perspective for Turkish University Students' Case. *Sosyal Güvenlik Dergisi (Journal of Social Security)*. 8(1). 215-234

* Correspondent Author, PhD. Research Asst., Ankara University, Faculty of Political Sciences, Division of Management and Work Psychology, kantas.ozge@gmail.com

** Asst. Prof., Ankara University, Beypazarı Vocational School of Higher Education, guldu@ankara.edu.tr

*** Prof. Dr., Ankara University, Faculty of Political Sciences, Division of Management and Work Psychology, ersoy@politics.ankara.edu.tr

INTRODUCTION

In transition to real life from university, the challenge young people face with is mostly the career crisis. In this exploration process of what, how, and why they would pursue their work life like, there might be some trait level differences shaping their experiences. According to Blustein and colleagues (Blustein, 1997; Blustein & Flum, 1999; Flum & Blustein, 2000), career exploration is not mere behaviors or beliefs about information seeking; but an intra-psychic process. That process includes the psychosocial predictors and outcomes of career related behaviors and activities intending to enhance knowledge about both one's self and the environment, the nature of motivation for engaging in and sustaining exploration, and skills and exploratory competence during exploratory activities (Kerner, 2012). Within Self-Determination Theory framework, as a macro-theory of human motivation, this study is a consideration of the case of Turkish university students on the way of their career exploration, by investigating choicefulness and awareness aspects of autonomy, and its possible career-related associates (i.e., career adaptability skills, and career locus of control), as well as social-emotional associations (i.e., general positive mood, and stress management).

I- SELF-DETERMINATION THEORY (SDT)

Self-Determination Theory directs attention to the importance of human propensity towards growth, healthy development, and positive well being; leading intrinsic motivation for and feeling empowered to achieve goals (Ryan & Deci, 2000c). As an organismic macro theory of motivation, human behavior, and personality development, SDT includes six mini theories that have the concern of how social conditions facilitate or hinder human capacity for wellness and flourishing (Ryan & Deci, 2017). Among all these six mini theories in SDT, autonomy is depicted as both a need, a desired quality of motivation, and a trait level individual difference. That is, as the core of SDT, autonomy is the desire to self-organize and initiate experiences and behaviors, the state in which individual's actions are in harmony with one's integrated sense of self, and the freedom and being able to integrate external and internal actions (Deci & Ryan, 2000; Ryan & Deci, 2000a, 2000b, 2000c).

One of the earlier conceptualizations of autonomy within SDT, posits that being autonomous requires an awareness of self by being more aware of one's own feelings and sense of self, and perceived choice by feeling a sense of having options with respect to one's behaviors (Sheldon, 1995; Sheldon, Ryan, & Reis, 1996). According to that conceptualization, the more people have an awareness of self and perceived choice, the more they function in a self-determined way, as a trait level consideration of people's relatively enduring personality aspects. The awareness concept of SDT is seen as a "fundamental

element for proactively engaging one's inner and outer worlds, and meeting demands and challenges" (Ryan & Deci, 2017: 267). Therefore this allows people to take stock of what is going on in their environments, and interpret the events as informational (instead of interpreting as controlling), and evaluate the forces arising from impulses and affective reactions (Ryan & Deci, 2017: 648). Likewise, experiencing choice is also central to human autonomy, which is not considered as mere decision making among options but having the volition of placing value and effort on some possibilities of decisions over others (Ryan & Deci, 2017: 152 & 648).

Regarding this aspect of personality; the choicefulness and awareness characteristics of trait autonomy, therefore, might be considered in relation with better social integration of self in career domain in adaptable ways, along with a sense of less external control over one's life. For this study, such consideration is to what extent having a sense of self awareness and perception of choicefulness would be associated with having enhanced career adaptability skills that are growth and exploration oriented, and perceiving lesser external control over one's career.

2- CAREER ADAPTABILITY

At the core of life-span & life-space approach of development, adaptation lies (Savickas, 1997). Therefore, instead of a career maturity (e.g., to be decided what about a specific career), career adaptability was suggested to be a better psychological construct denoting "an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration" (Savickas, 1997; Savickas & Porfeli, 2012: 662). Considering that university students are the interest of the current study, who were not employed yet, but on their track of career exploration, it would be even more plausible to talk about ability to adapt as a process, rather than maturity as outcome. Where mere maturity focuses on what people do, adaptability focuses on why and how people do. Thereby, career adapt-ability offers more congruent map of individual differences, development, self and the context (Savickas, 1997, 2005); lending support to investigate such constructionist view of career through the lens of self-determination theory (Blustein & Flum, 1999).

Examining the process of psychosocial adaptation and how individuals cope with vocational development tasks, occupational transitions, and work traumas; career adaptability approach is composed of four dimensions (Savickas, 2005; Savickas et al., 2009). These are (1) concern about the future, that is, positive consideration about the future anchored in hope and optimism, and being motivated to plan for the future by taking past, present, and future together into consideration; (2) control over career, that is, being able to use self-regulation strategies to adjust to the needs of different settings, and having the sense of

influence and control on the context (3) career curiosity, as the predisposition to explore the possible selves and social opportunities in environment for attaining knowledge about both; and (4) confidence in abilities, that is having the capacity of standing by one's own aspirations and objectives, and pursuing their goals, while coping with challenges and overpowering the obstacles and barriers they encounter.

Hypothesis 1: Awareness and choicefulness is a positive predictor of career adaptability.

Career adaptability is the predisposition to appropriately cope with developmental tasks, in order to get prepared for and take part in a working environment; and this concept encompasses the capacity to align oneself with unanticipated demands due to the transformations in the job market and in working conditions (Savickas, 2005); therefore, it is also plausible that adaptability is a compound trait which can be adequately represented via trait interactions reflecting "flexibility and a willingness to adapt" (Perera & McIlveen, 2017: 32). Among Turkish high school and university students, as career adaptability was found to be positively associated with hope and optimism, it is crucial to integrate career adaptability in career counseling interventions to increase adaptability resources in Turkey (Buyukgoze-Kavas, 2014). In line with these views, to specify for the current research, awareness and choicefulness aspects of autonomy are expected to be a positive predictor of career adaptability.

3- CAREER LOCUS OF CONTROL

Locus of control was defined as Rotter (1966) conceptualized it, as the individual's perception about the underlying main causes of events in his/her life, in general. According to this early definition of locus of control, (Rotter, 1966: 2) stated locus of control as a "generalized attitude, belief or expectancy regarding the nature of the causal relationship between one's own behavior and its consequences". Covering general tendency in life, Rotter (1966, p. 25) conceptualized that "who has a strong belief that he can control his own destiny is likely to (a) be more alert to those aspects of the environment which provide useful information for his future behavior; (b) take steps to improve his environmental condition; (c) place greater value on skill or achievement reinforcements and be generally more concerned with his ability, particularly his failures; and (d) be resistive to subtle attempts to influence him."

As work consumes so much time and is such a major concern in people's lives, psychological discussions of work worth consideration (Blustein, 2013). For instance, in a study conducted among Turkish university students, it was found that the more students have external locus of control in life, the more unemployment worry they have (Ersoy-Kart & Erdost, 2008). However,

beyond such general perspective of causality in life, the literature has put forth fruit to several domain-specific locus of control scales since the publication of Rotter's original Internal-External control formulation, among which career locus of control is one of them (Millar & Shevlin, 2007). Locus of control specific to the domain of adolescent career development and choice was considered to be useful especially in the "career guidance process as a means of indicating the extent to which young people would engage and participate in the process and assume responsibility for the future trajectory of their careers" (Millar & Shevlin, 2007, p. 228).

Different factor structures exist of locus of control conceptualization, such as internality, luck and non-control (Perry, Liu, & Griffin, 2011). Yet, the version that works well for Turkish samples includes internality and externality; where externality was also composed by luck, helplessness and powerful others, but internality was removed from the scale because of its lacking adequate psychometric qualities (Savci & Ersoy-Kart, 2011). It was speculated that, because Turkey is a country where unemployment is very high, and education system somehow requires obedience - though career processes are still mostly self-directed-, the continuum of to what extent people believe in luck, assume they are helpless, or rely on their acquaintances as powerful others might be better reflecting the locus of control in career domain of Turkish people (Savci & Ersoy-Kart, 2011). Following that structure of career locus of control in Turkey, the current study considers only the externality component.

Hypothesis 2: *There is a negative association between career adaptability and external career locus of control.*

Duffy (2010) reasoned that if university students feel little control in their lives in general, they may not feel able to adapt to their career (i.e., cope with and capitalize on changes in the world of work), and other important associates of adaptability may not relate as strongly if they lack personal control. As having a greater sense of control at this stage of life may be especially critical for university students, given the increased importance of adaptability throughout the career development process (Duffy, 2010), the same rationale lends support for this study as well. Therefore, career adaptability and external career locus of control may be negatively associated, to be tested for the first time to best of our knowledge.

Hypothesis 3: *External career locus of control is negatively associated with choicefulness and awareness aspects of autonomy.*

In SDT, intrinsic motivation reflects the natural human propensity to learn and assimilate, whereas extrinsic motivation varies considerably in its relative autonomy and thus can either reflect external control or true self-regulation (Ryan & Deci, 2000b). However, as the external career locus of control seems

far beyond well-internalized extrinsic motivation, but seems to be lacking in personal endorsement, it is expected to be negatively associated with autonomy. Specifically, as awareness entails being in touch with one's inner world, the more one has a sense of awareness, the less one would have a sense of external career locus of control. In addition, the lower the perceived choice, the higher the externality would also be scored by the participants. Besides, such externality of tying things into luck, feeling helpless and leaving important outcomes to powerful others' hands, may negatively predict facilitative emotional and social competencies, which will be explained in the following section.

4- EMOTIONAL-SOCIAL INTELLIGENCE

Emotional-social intelligence is a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 1997a, 1997b; 2006, p. 3). In this approach, it should be highlighted that for any kind of performance, the abilities and the potential for performance are considered, instead of the performance itself. That is, rather than being an outcome-oriented construct, it is a process-oriented construct (Bar-On, Brown, Kirkcaldy, & Thome, 2000). Therefore, being emotionally and socially intelligent means to be able to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, with skill for solving relevant problems and making decisions (Bar-On, 2006). Thinking its congruence with SDT, which considers self as a process instead of as a state or result (Ryan & Deci, 2017, p. 650) Bar-on Model of emotional social intelligence is related to the perspective of this study.

Speaking about an individual's emotional-social intelligence, Bar-on Model considers 5 composite characteristics that comprise 15 cluster of competencies (Bar-On et al., 2000; Dawda & Hart, 2000; Hemmati, Mills, & Kroner, 2004; Karabulut, 2012; Palmer, Manocha, Gignac, & Stough, 2003). These are intrapersonal (i.e., self-regard, emotional self-awareness, assertiveness, independence, and self-actualization); interpersonal (i.e., empathy, social responsibility, and interpersonal relationship); stress management (i.e., stress tolerance and impulse control); adaptability (i.e., reality-testing, flexibility, and problem solving); and general mood (i.e., optimism and happiness). As EQ-i can still clearly aid to map out individual differences in in-depth psycho-diagnostic assessment processes of emotional and social competencies that need to be explored and managed (Bar-On, 1997a, 1997b), only the factors that were in our interest were considered in this study¹.

¹ Following the suggestions of (Palmer et al., 2003), we cautiously selected the components to use, as there seems a conceptual correspondence between some of these clusters with the constructs

Specifically, the focus of this study as emotional-social intelligence revolves around stress management and general mood as possible indicators of emotional and psychological tension during career exploration of university students. To say more in depth, stress management, entails emotional management and regulation by effectively and constructively managing emotions (stress tolerance), and by effectively and constructively controlling emotions (impulse control). General mood, on the other hand, entails self-motivation by being positive and looking at the brighter side of life (optimism), and feeling content with oneself, others and life in general (happiness). Regarding these characteristics, emotional social intelligence would be associated with autonomy and external career locus of control.

Hypothesis 4: *Awareness and choicefulness aspects of autonomy is positively associated with emotional social intelligence.*

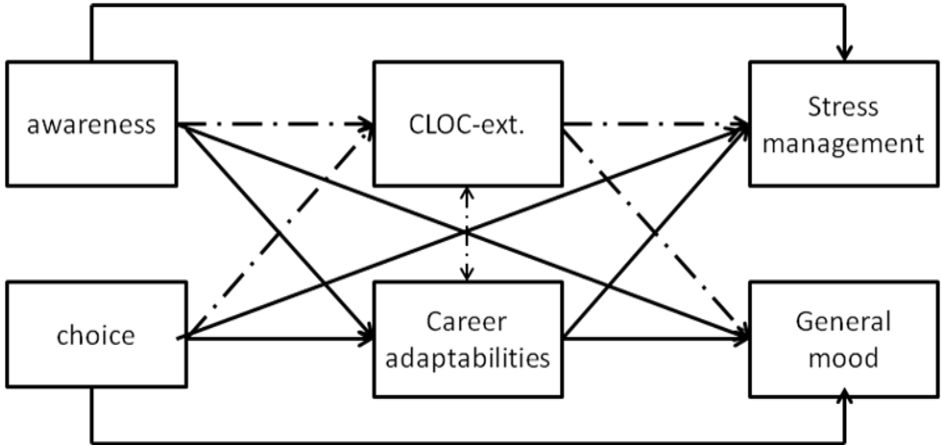
Hypothesis 5: *Career adaptability is positively associated with emotional social intelligence*

Hypothesis 6: *External career locus of control is negatively associated with emotional social intelligence.*

Regarding that emotional social intelligence had a strong negative correlation with measures of psychopathology, depression and hopelessness (Hemmati et al., 2004) we expected that it would be positively predicted by career adaptability skills, whereas negatively by external career locus of control. Also research findings suggest that career optimism and engagement coping were important indicators of healthy career construction (Perera & McIlveen, 2014) reflecting increased cognitive and behavioral efforts to control, change, resolve and adapt to stressors emerging from generalized expectancies for favorable adaptational outcomes in times of transition. Besides, we hypothesized that both awareness and choice would positively predict stress management and general mood, regarding its tolerance and regulation components as well as its self-driven optimistic motivational components. This is congruent with the line of SDT research that portrays that self-determined choices and decisions do not lead to ego-depletion, but enables one to keep vitality, instead (Ryan & Deci, 2017: 256-259). In the locus of control part of this paper, it was stated in that unemployment worry in Turkish university students in a study conducted among Turkish university students was associated with external locus of control in life (Ersoy-Kart & Erdost, 2008). Further elaborating this, therefore, external career locus of control might be a negative predictor of stress management and general mood. These relationships are depicted in Figure 1.

used here (e.g., the intrapersonal and adaptability clusters seems to overlap with autonomy and career adaptability, respectively). Besides, interpersonal cluster was out of scope of this study, as relationships throughout career exploration process was not the interest. Therefore, it is redundant to capture those here.

Figure 1. The Hypothesized Model (Lines With Dashes and Dots Indicate Negative Path)



5- METHOD

A- Participants and Procedure

Participants were recruited through the career counseling center of Ankara University. Students were informed that participation was voluntary and that their responses would remain anonymous and confidential. A total of 600 undergraduate students answered the survey, but 5 of them were omitted because they systematically did not answer to any of the questions. After eliminating these respondents, the final sample size was 595 (99.1% response rate), where 342 of them were female (57,5%) and 253 were male (42,5%). The students were from 3 different faculties and 9 vocational school of higher education, comprising 28 different departments under Ankara University. Participants' mean age was 20,65 (with mode and median as 20). When they were asked to specify who influenced them most with your departmental selection, the majority pointed their friends (27,4%), previous teachers (25,2%), and their fathers (18,3%), followed by their mothers (11,6%), and their relatives (9,6%). Two-third of the students (66,4%) indicated that they were glad of the department they were enrolled, whereas substantial number of the students (32,6%) reported that they were not glad from their area of study.

B- Measures

1- The Self Determination Scale (SDS)

This scale is developed by Sheldon et al. (1996) to capture individual differences to the extent to which people tend to function in relatively autonomous way; specifically this scale assesses trait level differences in perceived choice and awareness of self, as two factors. Participations were asked to estimate which of two statements feels more true of them for each of 10 items, evaluating each pair on 5-point as "1:only A feels true" to "5:only B

feels true”. The Turkish adaptation study was conducted by Kart and Güldü (2008), with the internal reliability coefficients of the “awareness” and “perceived choice” as .67 and .71 respectively.

2- The Career Locus of Control Scale (C-LOC)

Millar and Shevlin (2007) have developed this scale to determine the level of individual perceptions of generalized LOC (internality and externality) within the context of career decision making. The 20 items are divided into four subscales: Internality, luck, helplessness and powerful others. Response options ranged from 1 (strongly disagree) to 5 (strongly agree). The scale was adapted to Turkish by Savci and Ersoy-Kart (2011). The Turkish form of the scale was agreed upon to have three dimensions; namely luck, helplessness, and powerful others, under the second order factor of externality. The subscales of "luck" had five items, "helplessness" had seven, and "powerful others" had three items. (Cronbach's Alphas = .85, .91 and .76 for Turkish form, respectively).

3- The Bar-On Emotional Quotient Inventory (EQ-I)

Participations emotional intelligence levels was measured by the 88-item The Bar-On Emotional Quotient Inventory (Bar-On, 1997a). The scale include five key components as follows: Intrapersonal abilities, interpersonal abilities, adaptability, stress management and general mood emotional intelligence sub-dimensions. This five-point Likert-type scale was adapted to Turkish by Acar (2001). Response options ranged from 1 (strongly disagree) to 5 (strongly agree). The Cronbach Alpha coefficients were reported to be .73 for stress management, and .75 for general mood. Depending on the aims of our study, only stress management and general mood was used.

4- Career Adapt-Abilities Scale (CAAS)

Savickas and Porfeli (2012) developed the scale to determine the level of individuals' career adaptability. The CAAS was organized equally into four sub-scales: Concern, control, curiosity and confidence. Participants responded to each item employing a scale on 5-point Likert type ranging from 1 (strongly disagree) to 5 (strongly agree). The scale contains 24 items that total score. Higher scores indicate higher level of career adapt-abilities. The Turkish adaptation study was conducted by Kanten (2012) with adequately high goodness of fit for the measurement model.

C- Data Screening and Prior Analysis

The assumptions of multivariate normality and linearity were evaluated through SPSS, after the data were examined for accuracy of entry and missing values. The multivariate assumptions were met with few exceptions and these cases were retained, as they were slightly over the cut off, and the EQS 6.3 permits

for the analysis of non-normal distributions when conducting structural equation modeling (Byrne, 2006). For each variable, scores were obtained by taking the mean of constituent items after any necessary item-reversal, by controlling for the missing data. For this, only participants who answered a minimum amount of questions for each scale are considered; that is, a threshold was set; such that participants with a certain number of items out of each scale get a total score for that variable (Anglim, 2009).The mean scores were computed for the participants who replied at least more than the half of the Items (e.g., 3 out of 5).

D- Analysis

First, prior to the model testing, the inter-correlations between variables and factors was considered. Second, the results of path analysis of our model testing, where estimating parameters which produce an estimated population covariance matrix that is not significantly different from the sample covariance matrix is aimed (Tabachnick & Fidell, 2007, p. 687), was given. Then, how much of the variance in each dependent variable was accounted for by its predictors was explained.

1. Correlations

The correlation results revealed that most of the associations that we hypothesized were significant. However, as can be seen in Table 1, the correlation between awareness and career adaptabilities, choice and external career locus of control, and external career locus of control and career adaptabilities failed to be significant. Besides these, all correlation coefficients were significant as hypothesized. The associations that were expected, yet failed to be significant (i.e., between awareness and career adaptabilities, between choice and external career locus of control, and between external career locus of control and career adaptabilities), were not included in model testing, in order not to negatively impact model fit.

Table 1. *Correlations Among Variables*

	1	2	3	4	5	6
1. Awareness	1					
2. Choice	,050	1				
3. e-CLOC	,540**	,016	1			
4. Career Adaptabilities	-,055	,283**	-,016	1		
5. Stress Management	,377**	,107*	,363**	,226**	1	
6. General Mood	,276**	,185**	,334**	,360**	,643**	1

** . Correlation is significant at the 0.01 level (2-tailed).

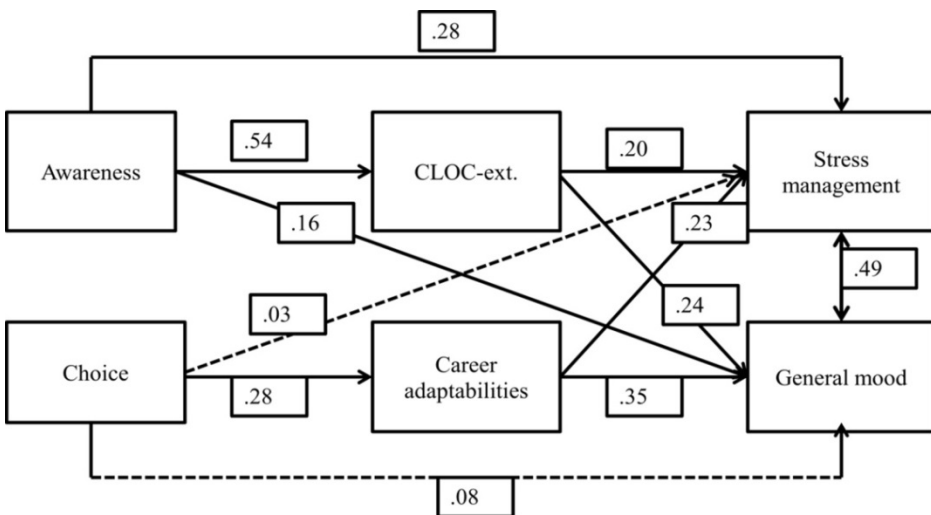
* . Correlation is significant at the 0.05 level (2-tailed).

2. Model Testing

Accordingly, Mardia's normalized estimate indicated that the data should be interpreted based on robust statistics but not on Maximum Likelihood (ML) estimation as it exceeded 5 as cut off value for normal distribution (Mardia's $Z = 27.82$). No special problems were encountered during optimization, enabling to interpret further. The average off-diagonal absolute standardized residual was found to be .02. The distribution of standardized residuals indicated that 99.99% of residuals fell between the Z scores of -.1 and .1. Goodness of fit summary for robust method was observed and it was found that the model fit the data perfectly; Satorra-Bentler Scaled $\chi^2(3) = 2.63, p = .45, CFI = 1.00, RMSEA = .00, CI = .00, .07$. As a cutoff, .90 was recommended for some incremental fit indices in the literature (Bentler, 1990; Bentler & Bonett, 1980). Accordingly, as our fit index exceeded this threshold of .90, we did not employ any post-hoc modification suggestion of Lagrange multiplier (LM) test, such as correlating the error variances.

When the structural model was considered, the following path coefficients were found to be significant. As can be seen in Figure 2, higher choice (.28) significantly predicted higher career adaptability. However, as we denoted that career adaptability failed to have a significant bivariate correlation with awareness and external career locus of control, we did not specified path between them. Therefore, **Hypothesis 1** (*Awareness and choicefulness would be a positive predictor of career adaptability*) was partially supported; whereas **Hypothesis 2** (*There would be a negative association between career adaptability and external career locus of control*) was rejected.

Figure 2. The Path Coefficients for the Hypothesized Model (Dashed Lines Indicate Insignificant Paths)



3. Model Testing

External career locus of control was found to be significantly predicted by awareness (.54), but not by choice (as it was not tested, due to insignificant bivariate correlation, as denoted earlier). However, the path between e-CLOC and awareness was in the reverse direction of expectation; that is awareness did not negatively but positively predict external career locus of control. Therefore, **Hypothesis 3** (*External career locus of control would be negatively associated with choicefulness and awareness aspects of autonomy*) was also partially supported, yet in contrary direction.

Awareness was a positive predictor of both stress management and general mood (.20 and .16, respectively). Yet, despite the significant positive correlation between choice and emotional-social intelligence indicators (i.e., stress management and general mood), choice was no more a significant predictor of them; resulting in a partial support for **Hypothesis 4** (*Awareness and choicefulness aspects of autonomy would be positively associated with emotional social intelligence*).

Meanwhile, emotional-social intelligence indicators (i.e., stress management and general mood) were positively predicted by career adaptabilities (.23 and .35, respectively). This not only means that **Hypothesis 6** (*Career adaptability would be positively associated with emotional social intelligence*) was fully supported, but also it explained the partial support of **Hypothesis 1**. That is, career adaptability fully mediated the relationship between choice and emotional-social intelligence.

Finally, external career locus of control significantly predicted stress management and general mood (.20 and .24, respectively); though in the reverse direction. Although we expected it to be a negative predictor, external career locus of control was a positive predictor of emotional-social intelligence, giving a partial support for **Hypothesis 5** (*External career locus of control would be negatively associated with emotional social intelligence*). This also elaborated **Hypothesis 3**, by adding that awareness both directly and indirectly predicted emotional social intelligence through its effect on external career locus of control. In this model, 24% of variance in stress management, 28% of variance in general mood, 29% of variance in external career locus of control, and 8% of variance in career adaptability were explained by their predictors.

E- Discussion

Taking altogether, the results suggested that the more awareness one has, the more able one is to manage stress and to have general positive mood, both directly and via more external career locus of control. Besides, the more perceived choice one has, the more career adaptability one displays, which in turn is associated with better stress management and general mood. Although some of the results were as expected, some were contrary to our expectations,

especially the ones regarding external career locus of control. These results seemed to suggest that some of the Turkish university students benefited from some degree of external regulation to manage their own stress under some circumstances. People might be internalizing extrinsic form of regulation for two reasons; to have external approval, or doing so would have some functionality in utilizing a greater mood and wellness (Ryan & Deci, 2017: 183-184).

The result showed that in our sample, their choice didn't predict stress management, nor general mood directly but via career adaptability. This might be an indication of that choice is not work solo, but via adaptability skills. Besides, external control might be functioning culturally. For better outcomes, students might be using both their adaptability skills and external control. Though we did not expect this result, SDT suggests a viable explanation for this association. That is, when individuals are denied latitude or choice over their surroundings (e.g., to assimilate or reject norms) (Weinstein et al., 2012), they may often adapt through compartmentalization, introjections, or other controlled forms of regulation (Ryan, Di Domenico, Ryan, & Deci, in press). Even the lack of any bivariate correlation (not only the insignificant negative correlation which was hypothesized) between choice and external locus of career control, might be depicting such compartmentalization. Or, where sense of choicefulness lacks, those students might adapt through controlled regulation, which is the external locus of control concerning their careers by tying their career outcomes to luck or powerful others. Though they might still score high on awareness, and regard this external locus as belonging to their self, this might be to diminish the sense of incongruence defensively. Even more extreme examples from cultural implications of SDT can be portrayed in other domains, as relative autonomy of all cultural practices are subject to empirical questions (Ryan and Deci, 2017, p. 588). For instance, a girl in a culture where female infibulation is the norm, can voluntarily give consent to be cut. This is not because being cut is an autonomous decision but, because girls who refuse to undergo such brutal procedure may face ostracism, stigmatization or punishment from the society. Otherwise it is unlikely any young girl would find a virtue and an inherent value in allowing others to perform such act.

Interestingly, contrary to expectations, external career locus of control was positively predicted by awareness and positive predicted stress management and general mood. Like the female infibulation example, it might be unlikely that university students find a personal meaning to integrate such external control. This could be a depiction of incongruence and departmentalization as such internalization might not characterize the experience of students as autonomy in such a labor market. Therefore, it was worthy to examine the moderation effect of such externality on the relationship between awareness and these two emotional-social intelligence indicators. Despite no significant

moderation, there was a negative interaction trend ($p = .08$). To say, although externality might not be bad at all (due to its positive main effect on stress management and general mood), still, the lesser external career locus of control one has, the stronger the impact of awareness on stress management and general mood. Regarding that EQ is more about social and emotional competencies, rather than cognitive abilities (Derksen, Kramer, & Katzko, 2002), this seems in line with the possible negativity among external control continuum on well-being as depicted by SDT. That is, not everything can be intrinsically pleasing, but people can have well-internalized extrinsic motivation, if their basic needs are satisfied. Therefore, in addition to external locus of control, as suggested in the previous paragraph, further studies might employ causality measures in career domain as well as reasons of self-regulation. That is, if significant others (parents, teachers, friends) are well-trusted and regarded as not controlling, their actions-in-course or their decisions on behalf of oneself can also be regarded as not controlling, but autonomous (Chen et al., 2015; Soenens, Vansteenkiste, & Van Petegem, 2015). Currently, this study did not distinguish the autonomous forms of external regulations (i.e., internalization) from being exposed to authoritarian strategies of control and losing autonomy; which provides venue for future research hypothesis to test this distinction. Lending support for further investigation, Pişkin (2017) also summarizes the career construction concept of Savickas as culturally and developmentally dependent on era; as people and environment changes, so does the person-environment fit. Therefore examining different self-regulations within different circumstances might have proliferating outcomes in career research.

Besides, the expectations about the positive link between two components of autonomy and career adaptability had partial support. Specifically, higher perceived choice significantly predicted higher career adaptability; whereas, contrary to our expectations, awareness of self and career adaptability failed to have a significant bivariate correlation. These findings may be speculated as mere awareness of oneself might not be enough for providing oneself with the flexibility and fidelity of self that enables one to engage in meaningful activities and flourish (Savickas et al., 2009, p. 245) where self-determined choice endorsement is lacking, as mere awareness itself might have a ruminative tendency as well (Ryan and Deci, 2017, personal communication).

To bloom the results of this study, not trait autonomy, but causality orientations as individual differences in and priming of motivation (Ryan & Deci, 2017, pp. 216-238) might be considered in further studies. Propensity to organize behaviors by autonomously orienting towards interests, values, and supports for them in interpersonal contexts that one can see choice and self-determination in (i.e., autonomy orientation) is, different from the propensity to regulate behavior by complying or defying to social pressures and external rewards, and by orienting toward controlling aspects of environments (i.e., controlled

orientation). Besides, some people may be amotivated for organizing behaviors at all, or orienting toward interpersonal contexts that signify incompetence and lack of any control over outcomes (i.e., impersonal orientation).

However, this study only captured the trait level awareness of self and perception of choice, as indicators of autonomy. Therefore, future research that also capture the causality orientations, might give fruitful explanations about why external career locus of control was unrelated with perceived choice, but was positively associated with awareness and stress management in this sample of students. Bearing in mind that external locus of control should not be confused with external perceived locus of causality (Ryan & Deci, 2017, p. 190). Yet, there might be some distinguished associations between them. For instance, it might be possible that controlled orientation could be related to luck and powerful others aspect of externality in career control, whereas helplessness in career control could tap the impersonal causality among students. These aspect-specific associations of each phenomena can trigger further studies.

Another issue that we would like to point is the specificity and generality of measures. When the students were asked to assess themselves in career-related aspects, it might be possible that their self in career domain was made salient. The stress management and general positive mood could be considered as affected by the domain, rather than in life in general. This is also consistent with the hierarchical view of motivation (Vallerand, 1997). Further studies might be interested in examining the domain-specific daily fluctuations in mood and stress, rather than assessing general tendency for stress management and general mood. In addition, as this study was correlational in nature, which did not allow to interpret cause-effect relationship between constructs; such salience of career domain can be done in experimental settings by manipulations to infer some variables as the result of others.

F- Implications, Strengths and Limitations and Conclusion

Considering all those aspects of this study; as well as its implications, there are some limitations and strengths of this study, which are aforementioned throughout the paper. First, to best of our knowledge, within self-determination perspective, this is the first paper that examines the emotional social intelligence indicators along with career related outlooks. Second, due to both expected and unexpected significant paths between variables, this paper well-displays the labor market characteristics of Turkey and cultural differences in autonomous behaviors. Still, such unexpected results need to be replicated across other domains among Turkish sample, or cross-cultural comparisons might be better conducted about the career domain across different countries with different labor market characteristics.

This would not mean that need for autonomy varies across cultures. Rather, it can be seen as another implication of how choice, autonomy and well-being can be differentially portrayed in different cultures; consistent with the autonomous embracement of collectivism and traditionalism as a function of varied cultural internalization (Ryan & Deci, 2017, p. 581). For instance, these results might shed light on how external locus of control in career domain is unrelated to choicefulness and career adaptabilities in Turkey. This is especially important considering that the basic premises of SDT (as perceived choice and awareness of self) are distinctly associated with positive social and emotional outcomes, as expected; indeed, it is the career locus of control perception that portrayed unexpected results.

Therefore, thirdly, it gives clues to career counseling practices and vocational self researches for further studies. Though these results well-represent the current employment and education outlook of Turkey, and demonstrate the relevance of these findings for Turkish society and the economy; further replication studies should be done for greater implications. Further studies can solely focus on what externality in career domain means in Turkish sample and how this conceptualization converges and diverges with our well-being and ill-being measures, as locus of control in career domain lacked internality dimension in Turkish sample. This would be consistent with (Lewin, 1946) suggestions that we examine a person's behavior in a certain situation or social context. Also, testing these findings in other domains (e.g., education, relationships) in Turkish sample could bloom the pervasiveness of such associations.

Fourth, although the study covers only one university, the results from this sample can be regarded as highly representative of university students in Turkey, due to the adequacy of sample size, evenly distribution of gender composition, and the diversity of departments along with the geographically distinct campuses of Ankara University. Therefore, all in all, this study addresses a topic that has both theoretical and societal importance: testing predictions from self-determination theory in a novel cultural context and raising implications for the career adaptability and psychological well-being of young Turkish university students. Thus, it is believed that these findings and their potential implications are intriguing, such as the apparent cultural specificity of effects of external locus of control. Still, further research is needed to portray how autonomy and well-being can be differentially depicted under different social and economic circumstances.

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