

Career Adaptability: The Influence of Readiness and Adaptation Success in the Education Context: a Literature Review

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Abstract. Late adolescence or by the age of 20, adolescence enter during the transition to early adulthood. One of the developmental tasks experienced by individuals during this period is the establishment of career identities. In an effort to meet the establishment of identity is required career adaptability. Career adaptability is a psychosocial construct that shows individual resources to overcome and anticipate tasks, transitions, traumas in job roles, to some degree large or small, that alter the social integration of individuals. Based on the theory of career construction, the authors conducted a literature review of 16 journals on empirical studies of factors that cause career adaptability and its influence in the educational context. The results show that career adaptability is associated with multiple demographic factors (age, gender), career adaptivity (conscientiousness, positive emotional disposition, belief in ability, future orientation, hope, optimism, adversity quotient and self-regulation), and external factors (social support parents, family support, school environment). The success of career adaptability in the educational context is associated with life satisfaction, sense of power, career management, career certainty, classroom involvement, academic achievement and academic fatigue. The main findings are career adaptability influenced by demographic factors, career readiness: internal factors (personality) and individual external factors. Career adaptability leads to positive and negative effects on the individual in the educational context.

Keywords: Career adaptability, adaptivity, university, school

INTRODUCTION

The development stages of individuals in late adolescence to adulthood to at least the age of the mid-20s, it has been proposed that at this stage is a new and different potential developmental period, called emerging adulthood or between adolescence and adolescence (Arnett, 2003). At this stage, the individual has a developmental task that is making provision related to commitment in life. These commitments, for example, establish romantic relationships, make career choices, and so on. At this stage, the individual must fulfill the task of psychological development that is to establish the identity of a stable and decent individual as to direct and maintain this commitment (Schwartz, Côté, & Arnett, 2005).

A variety of issues arise in this transitional period Individuals experience a change in their relationship with family and friends, and. Individuals experience a change in their relationship with family and friends (Kerr, Johnson, Gans, & Krumrine, 2004), experiencing obstacles in the face of realizing career goals (Hurtado, Han, Sa, Cabrera, & Cerna, 2007), make career decisions (Kerr et al., 2004), lack of career preparation can have a direct and indirect effect on vocational issues (Skorikov, 2007). Students are in a phase of life where they should think about career choices and how to achieve their career goals (Chong & Leong, 2017). Among the career preparation components, career confusion has received the greatest attention (Creed, Prideaux, & Patton, 2005). Years of high school and university, when students have to make decisions about work and further education, are essential in regard to career decision-making processes and adaptability (Buyukgoze-kavas, 2014).

Career issues have become an important issue in education today, as individuals need to identify career-related identities immediately. Various problems arise for example is feeling confused in choosing the school majors, choosing the majors because there are friends, parents orders, has chosen the department was not suitable, and feeling uncomfortable with the majors that have been chosen. Recent studies of career adaptability in educational contexts relating to school-to-work transition are widely discussed.

Theory of career adaptability

Theory of career construction is not focused on people or the environment known as P-E symbol or in other word to build a career is a psychosocial activity, which synthesize themselves and society, Savickas (2005) as the progress of vocational development theory Super (1957), career construction theories focus primarily on how individuals use their vocational personalities to adjust the sequence of job changes (Savickas, 1997, 2005).

Adaptability is 'quality can change, without great difficulty, to adapt new or changed circumstances' (Savickas, 2007). Career adaptability is one psychosocial constellation that shows individual resources to address current tasks and anticipate the development, transition of work, and job traumas, which is to some degree is large or small, and alter the social integration of individuals (Savickas, 2007). Career adaptability can be explored in various forms depending on the domain. In the career development domain, career adaptability is highly relevant. It shows psychosocial constructs that reflect individual resources to overcome challenges, such as developmental tasks

and work transitions, which are an inevitable part of life (Savickas & Porfeli, 2012).

Career adaptability also includes the idea of a personal agency, however, because psychosocial offers a different perspective to look at personal capacity and should be highly relevant in understanding construction and career management. First of all, it refers to aspects of unexamined career development that are only partially reflected from other similar constructs. Second, the components are well integrated both in terms of temporal focus which is an important issue in career choice. Third, it emphasizes personal initiative and is responsible for one's career construction, which is in accordance with the reality of the modern world, as well as the latest theoretical approach to career development. Finally, derived from the concept of career maturity, it provides a more up to date approach to career development skills (Urbanaviciute, Kairys, Pociute, & Liniauskaite, 2014).

Several career adaptation abilities have been differentiated within the framework of career construction, such as concern, control, curiosity, confidence and commitment (Savickas et al., 2009). Theoretically, each serves as a basis for developing individual strategies that facilitate in handling various job tasks or acting flexibly (Urbanaviciute et al., 2014). Career adaptation resources are the strength or capacity of self-regulation that a person can take to solve unfamiliar, complex, and unclear problems presented by vocational or job assignments, job transitions, and job traumas. These resources are not the core of the individuals, they are located as the intersection between the individual and the environment. Career adaptation resources are modeled as multi-dimensional and hierarchical. Four dimensions of the source of career adaptability are referred to the adaptation capabilities of concern, control, curiosity and confidence. Concern is a concern about the future that helps individuals to look ahead and prepare for what will happen next. Control allows individuals to be responsible for shaping themselves and the environment to meet what will happen next using self-discipline, effort, and persistence. The possible and alternative scenarios that they might form are explored when curiosity encourages one to think of oneself in different situations and roles. This experience of exploration and information-seeking activity generates aspirations and builds confidence that the person can actualize the choice to apply his or her life design. So when vocational tasks, work transitions, or work traumas occur, adaptable individuals are conceptualized as (a) being concerned with the future of vocational, (b) controlling of trying to prepare for the future of one's vocation, (c) displaying curiosity by exploring the possibility of self and scenarios of the future, and (d) strengthening self-confidence to pursue one's aspirations (Porfeli & Savickas, 2012).

A higher level of adaptation (outcome) is expected for adaptive and adaptable individuals to engage in behavior to cope with changing conditions (adaptation). Career construction theory sees adaptability as a psychological style and adaptability as a psychosocial strategy (Savickas, 2007). Emphasis on the psychosocial dimension distinguishes career

adaptability from stable individual characteristics (ie disposition). Adaptation (contrary to adaptivity) should be seen as a self-regulation capacity rather than a core personality trait. Looking from a theoretical point of view, career adaptability can be placed between constructs that reflect a personal agent or perceived ability to achieve one's life goals (Savickas & Porfeli, 2012; Urbanaviciute et al., 2014).

Based on the model of career construction theory, people build careers using adaptive strategies that apply their personality in work roles. This adaptation is motivated and guided by the goal of bringing inner needs and external opportunities into harmony, with appropriate harmony to reinforce current activities of past preoccupations and aspirations today. Adaptation, or a good adaptation, is demonstrated by success, satisfaction, and development (Savickas & Porfeli, 2012).

Adaptivity

Adaptivity is a component of trait in the career adaptability model (Savickas & Porfeli, 2012; Tolentino et al., 2014) shows the nature of a flexible or volatile personality. Willingness to adapt is considered to be an increasingly stable and durable trait or a basic trend that lies at the core of the individual (Savickas, 2007; Savickas & Porfeli, 2012). The willingness to meet career disequilibrium or transition with appropriate response in an adaptive show. Thresholds for initiating interpersonal and intrapersonal processes that guide goal-directed activity are achieved when one can no longer assimilate change and persist in routine activities. At that time, individuals need to accommodate imbalances by changing themselves, the context, or both. The accommodation needed usually encourages feelings of distress to encourage motivation and strengthen the willingness to adapt. Adaptivity is conceptualized as self-regulation tendency and operated as goal orientation learning, proactive personality, and career optimism (Tolentino et al., 2014).

Successful adaptation

People who have higher adaptation levels are more flexible and have better adaptability to cope with changing conditions. The career constructions theory suggests that career success is gained for an adaptable individual and the ability to express appropriate behavior in overcoming changing conditions. This is demonstrated by good adjustment, success and satisfaction (Savickas & Porfeli, 2012).

Research Question

What factors influence the readiness and success of career adaptability in the educational context?

METHODOLOGY

Design review in this article refers to the systematic review of qualitative (Green, Johnson, & Adams, 2001). This type of review literature is an integrative review. The authors present and summarize the state of a keen knowledge on a topic, agree on the agreement and disagreement within it and combine it with the context (Neuman, L, 2011). The process in this

review goes through three stages (Galvan, 2006), ie looking for literature, review and write reviews.

Literature Search

The literature search is obtained through books, searches via electronic databases PsychINFO, ProQuest, Science Direct, Google Scholar. The search strategy is focused by using the keyword "career adaptability," career adapt-abilities ".

Reviewing Literature

This stage is the selection of articles, organize the appropriate articles, how relevant to the theme of the selected research and whether the publication is an empirical study or not. The author sets out three criteria as follows: (1) the results of empirical studies using the concept of career construction theory of Savickas; (2) research context is education (school, university, vocational school) (3). Subjects were students or person related to education. This study examines the variables that affect career adaptability and the effect of career adaptability in the educational context. At this stage there is a selection of journals whose research subject workers are not used. The authors found the journal as

Table 1. List of literature reviewed, 16 titles of research results written by the author alphabetically

Author (Years)	Subject	Goal	Approach	Methodology	Concept Theory	Findings
Andreas Hirschi (2009)	330 Swiss students aged 12 to 16 years. The education system places a strong emphasis on vocational and training.	Examining factors that affect career ability and its effect on the sense of power and experience of life satisfaction.	study	Longitudinal	1. System motivation theory (Ford, 1992) 2. Career adaptability Savickas	1. Men have more goal-setting and belief in higher abilities than women 2. Better emotional tendencies and more positive social context beliefs are significant predictors of increased interpersonal adaptability capabilities over time. 3. Career adaptability affects the sense of power and life satisfaction 4. In accordance with the motivational theory of the four predictor motivation theory to achieve the estimated career adaptability that is positive emotional disposition, goal determination, ability belief, and social context trust is a significant predictor of achievement in career adaptability during 1 year of school. 5. Parental education does not affect the development of career adaptability 6. Age and gender do not affect the development of career adaptability
Andreas Hirschi (2010)	262 students in seventh grade in Switzerland (age 13 15 years)	assessing the extent to which the aspirations of a teenage Swiss career in seventh grade reflecting the structure of opportunity in each environment and chronological age, the individual level of career adaptation, or attending school tracks will predict the rate of development career, aspirations in terms of realism, stability, and coherence.		Cross-sectional study	Career adaptability theory of Savickas Contextual view of career development development (Vondracek et al, 1983;. Vondracek & Reitzle, 1998)	1. Age does not correlate significantly with career adaptability levels. Individual involvement in career preparation tasks rather than chronological age, determines the extent of career aspiration development in adolescence. 2. The ability of career adaptation is also not significantly related to career aspiration variables 3. Most students who participate in seventh grade have aspirations about what they want to do when leaving school, which is already adapted to the existing environmental structure.

many as 45 journals of research on career adaptability, but only 16 journals which are based on the criteria. To explore the purpose of this article, the authors examine in depth the various empirical studies of career adaptability that explain the factors and their effects on the individual.

Writing the literature review

At this stage the authors review the briefed notes prepared and review their suitability with empirical studies and review them in detail. The first step is to critically analyze the methodological approach, strengths and weaknesses, key findings, implications and conclusions from each empirical study (Galvan 2006). Appendix 1 (Table 2) illustrates a summary of the criteria used in analyzing summary literature. The annex captures the variables studied, methodological approaches, strengths and weaknesses and summarizes the findings in the study.

Author (Years)	Subject	Goal	Approach Methodology	Concept Theory	Findings
Enrique Merino-Tejedor, Pedro M. Hontangas, Joan Boada-Grau (2016)	577 students of (64.8% of women) in Spanish universities. The median age was 21.66.	This study aims to carry out CAAS validation of Spanish adaptation with Spanish student data and test theoretical mediation model. For the whole tested the reliability of CAAS as well as the four dimensions, comparing results with other vocational development instruments (ie, SCCI, Inventory Student Career Construction), and vocational identity (ie, VIS, SMK Scale identity), as well as comparing results with positive variables (self regulation and involvement) with a negative variable (academic fatigue).	Cross-sectional study	The construction theory of Career adaptability Savickas 2013 Self-regulation theory, Bandura, 1986	<ol style="list-style-type: none"> 1. There is a positive and significant correlation between the CAAS global score and any SCCI factors 2. The lowest correlation found with the transition from school to work, thus providing support for convergent validity 3. The four dimensions of CAAS are also correlated with all SCCI dimensions, the highest obtained between attention and skilling or instrumentation and between control and crystallization, whereas the lowest correlation occurs between control and transition from school to work 4. CAAS has a strong direct effect on engagement and does some between self-regulation and academic engagement 5. There is a negative relationship between career adaptability and academic fatigue 6. The hypothesis established in the study reinforces theoretical models 7. There is a positive correlation between self-regulation and career adaptability 8. A positive correlation between career adaptability and career construction
Hyojung Han1 and Jay W. Rojewski (2015)	Adolescence high school graduate	To test the effect of perceived support social (family and school) and career adaptability on job satisfaction next teen work-bound 4 months after transition from high school to work	Cross-sectional study	Career construction theory Savickas (2002) Work satisfaction (Bellman et al., 2003)	<ol style="list-style-type: none"> 1. Social support increases adolescent's readiness to prepare and adapt to current or future employment by facilitating their preparatory activities, leading to higher job satisfaction of the future 2. Social support is indirectly influenced job satisfaction by improving career adaptability. 3. School support and family support are found to be highly correlated with each other. 4. Women's career planning is bigger than men. 5. Men are more influenced by career adaptability in experiencing job satisfaction than women
Kerrie G. Wilkins, Sara Santilli, Lea Ferrari, Laura Nota, Terence J.G. Tracey, Salvatore Soresi (2005)	4. 242 Italian high school students (135 men and 107 women), ages 16 to 20 years, 3 high school students are Preparing for college and 3 schools are majoring in engineering.	Examined the relationship between expectation and optimism toward satisfaction mediated by career adaptability explores the relationship between adaptation and satisfaction using the career adaptability model Savickas 2012	Cross-sectional study	Career construction theory Savickas 2012	<ol style="list-style-type: none"> 1. Optimism and expectations have a correlation with each other 2. Hope has a relationship with all career adaptability subscales 3. Optimism has correlation with 3 subscale career adaptability that is confidence, concern and control but have no correlation with curiosity 4. The results show that the various dimensions of adaptation mediate the relationship between expectations and subcomponents of satisfaction. Of the four dimensions of adaptation, confident is found as a mediator of the relationship between hope and satisfaction, except in terms of satisfaction with school experience. 5. Concern and control significantly mediate the

Author (Years)	Subject	Goal	Approach Methodology	Concept Theory	Findings
					relationship between expectation and dimension of satisfaction or optimism and dimension of satisfaction 6. The mediation effect of the adaptation subcomponent occurs only through expectations rather than optimism 7. Optimism shows a significant direct effect on two of the 7 dimensions of satisfaction, satisfaction with current living conditions and satisfaction with relationships with family members. These results offer support for mediation capabilities of 2 dimensions of career adaptability (confident and curiosity)
Ieva Urbanaviciute, Birute Pociute, Antanas Kairys, Audrone Liniauskaite (2016)	288 first year undergraduate students represent more than 20 academic disciplines, such as tourism, information technology, physics, social sciences, or language studies.	Demonstrate how students' perceptions of career barriers are related to other career variables concerned upon entering higher education, such as academic primary satisfaction and vocational identity commitment.	Cross-sectional study	Career construction theory (Savickas)	1. Career barriers are considered to be detrimental to student vocational results, but in cases of internal barriers only 2. External barriers are not considered to be detrimental to students' vocational results
Maria Cristina Ginevra a., Susanna Pallini b, GiovanniMaria Vecchio b, Laura Nota c, Salvatore Soresi c (2016)	774 adolescents in Italy: 408 (52.7%) boys and 366 (47.3%) girls, ranging between 14 and 21 years. 26% attend classic high school, 5% linguistic school, 11% science high school, 48% technical school, and 11% vocational school.	This study aims to analyze the role of mediational positive attitude toward the future and future orientation about the relationship between career adaptability and career certainty.	Cross-sectional study	Career construction theory Savickas (2013)	1. With regard to contemporary socioeconomic contingencies, adolescents consider them able to handle developmental tasks and especially with changes in the labor market and working conditions 2. A positive future and positive feelings to pursue their goals and desires 3. Be able to imagine some future scenarios.
Mantak Yuen, Josephine Yau (2015)	Participants 543 junior high school students from 8 secondary schools in various districts of Hong Kong (298 men, 245 women, age range 12 to 17 years old, average age 14.92, elementary = 0.82).	Determining whether students with better meanings established in life will also showcase their adaptable career abilities Larger or not, as suggested by an existential approach (firmly, 2012)	Descriptive statistics	Career adaptability (Sarvickas)	The presence of meaning in life is a predictor of career, control, curiosity, and self-confidence from male and female students. The search for meaning in life is not a predictor of a career for male students but it is the linkage of school that is a predictor of the career of male students. As for women searching for meaning in life is not associated with caring or career confidence but for women, the relationship of career is a predictor of career awareness although career attention is predicted with the meaning in life and connectedness in school, while the connectedness with peers is negative.
Pianpian Guan a,1, Alessandra Capezio,1, Simon Lloyd D. Restubog,1, Shari Readb, Jennifer Ann L. Lajomb, Min Li (2016)	1. 731 students in South China, the sample consists of 63.9% male, 36.1% female, with an average age of 21-29	Test the moderate role of traditionality beliefs by integrating career adaptability and cognitive evaluation, developing a better understanding of the influence of cultural variables on career	Cross sectional study	Career construction theory (Savickas, 2013) Teori evaluasi kognitif (Ryan & Deci, 2002),	1. There is parental support that is positively associated with career adaptability 2. There is parental support positively related to self-efficacy career decision making 3. The indirect effect between parental support time 1 and career adaptation time 2 through decision-making

Author (Years)	Subject	Goal	Approach Methodology	Concept Theory	Findings
		construction processes.			career self-efficacy time 1 is significantly stronger for lower traditional beliefs than high traditional beliefs 4. Higher traditionality reduces the effects of parental support on career development and self-efficacy decision making, which inhibits career adaptability
Oana Subtirica, Eleonora Ioana Pop (2016)	1,151 adolescents from seven schools in North-West Romania in the age range 13-19 years (58.7% female and 41.3% male).	This study aims to determine the longitudinal positive correlation between career adaptability, and investigate the moderating role of sociodemographic variables (gender, school type, youth type, and age).	Longitudinal study	Career construction theory Savickas 2012	1. Limitations in the final stages with the incorporation of involvement and extinction (adaptation results) 2. Involvement and fatigue may be process variables more related to adaptation and SCCI than actual results variables (such as satisfaction, success, and stability). The research is transverse and the use of sample (not probability) is convenient.
Ryan D. Duffy, Richard P. Douglass, Kelsey L. Autin (2015)	Participants in this study were 412 students with an average age of 18.9 years	The purpose of this study is to examine how the four components of career adaptation - attention, control, curiosity, and trust - a relationship with academic satisfaction among students and the extent to which this relationship is mediated by hard work and CDSE	Cross-sectional study	Career construction theory (Savickas)	1. Each dimension of career adaptation is significantly correlated with academic satisfaction 2. Each career adaptation dimension with two mediator variables (work volition with CDSE) and two mediator variables significantly correlated with academic satisfaction
Sara Santilli1, Jenny Marcionetti2,3, Shekina Rochat2, Je 'ro 'me Rossier2, and Laura Nota (2017)	The sample consisted of 1,259 adolescents, 618 men and 651 women	The analyze the relationship between career adaptation, expectations, and optimism on satisfaction live Swiss and Italian youth.			The Italian teenager has career adaptability and a slightly higher future orientation. These results confirm the importance of differentiating countries when model testing connects the overall adaptation of a career, future orientation, and satisfaction with life.
Simon Larose , Catherine F. Ratelle , Frédéric Guay, Caroline Sénécal & Marylou Harvey (2007)	411 late adolescence (216 women, 195 men) college studies.	This study aims to better understand the personal determinants that attract youth in science, their level of decisiveness with regard to future careers in S & T, and their achievements and diligence in S & T programs in college.	Cross-sectional Study	Cognitive Bandura Social theory	1. One-way analysis of variance shows no significant difference between three track groups in terms of high school academic achievement, 2. These findings suggest that, for most students, the college transition is a positive experience despite the well-known developmental heterogeneity in self-efficacy beliefs. 3. The gender and choice of programs slowed the student's path of self-efficacy science conviction over the college transition.

Author (Years)	Subject	Goal	Approach Methodology	Concept Theory	Findings
SinHui Chong and Frederick T. L. Leong (2016)	307 students with work experience	View the relationship between individual characters (awareness, cognitive flexibility and workplace exploration), career adaptability and management strategies	Cross-sectional study	Career construction theory Savickas 2012	<ol style="list-style-type: none"> 1. Career adaptability has a positive relationship with career management strategies 2. Conscientiousness, Cognitive flexibility and Environmental exploration are significant factors for career adaptability 3. Conscientiousness, Cognitive flexibility and Environmental exploration have an indirect relationship with career management strategies through career adaptability
Laramie R. Tolentino, Patrick Raymund James M. Garcia, Vinh Nhat Lu, Simon Lloyd D. Restubog, Prashant Bordia, Carolin Plewa	555 Mahasiswa Australia	Examine the psychometric nature of the Adaptive Capacity Skill Scale (CAAS) and its relationship to adaptivity / readiness (learning objective orientation, proactive personality, and career optimism) of students	Cross sectional study	Career Construction Theory Savickas 2012	Adaptivity (ie, orientation of learning goals, proactive personality, and career optimism) is positively related to the adaptability of career as a whole and the four dimensions (ie, attention, control, curiosity, and trust).
YanJun Guan, Fuxi Wang, Haiyang Liu, Yueting Ji, Xiao Jia, Zheng Fang, Yumeng Li, Huijuan Hua, Chendi Li (2015)	Undergraduate students and their parents at University of North China (N = 244)	This study aims to examine the effects of specific parenting behaviors in a career	Cross sectional study	Career construction theory Savickas 2012	Career involvement and parental support have an effect on career adaptability
Yan Tian, Xiuzhen Fan (2014)	450 full-time nursing students in three first-class hospitals came from six state universities in Shandong Province, China. Participants complete clinical practice at the hospital during the final year of their program.	This study aims to examine the relationship of adversity quotient, clinical learning environment and social support on the sample of nursing students.	Cross-sectional study	Career construction theory Savickas (2012) The theory of determinine albert Bandura's personal and environmental influences	<ol style="list-style-type: none"> 1. Significant positive correlations were found between career adaptability and other variables (adversity quotient, clinical learning environment and social support). 2. The career adaptability score for undergraduate students is higher than in lower-nurse students. 3. Nursing students who have served as student leaders have higher scores than those without experience as leaders 4. Adversity quotient is positively associated with nurse career adaptation abilities. 5. Clinical learning environment is positively correlated with adaptation skills of student nurse careers, and individual clinical learning environments are independently linked to students' career adaptation abilities. 6. Social support from family is an important factor in career as a nurse

RESULT

The variables that are likely to cause career adaptability in the educational context in the various research results in this article are grouped based on the theory of career construction model (Savickas & Porfeli, 2012) and based on personal and environmental factors that affect individuals.

Demographic characteristics

Based on research (Hirschi, 2009; Hirschi, 2010; Han & Rojewski, 2015), who have examined the relationship between demographic characteristics with

career adaptability in educational contexts. Demographic characteristics that are seen are age, gender, experience as class leader, education level of parents and associated with career adaptability. The results showed age did not correlate significantly with career adaptability levels (Hirschi, 2010).

Based on gender, men are more confident of higher abilities than women (Hirschi, 2009). Men are higher in career adaptability and experience career satisfaction than women (Han & Rojewski, 2015). At the level of education, studies conducted on vocational education nurses in China obtained a score of career adaptability

of upper level nurse students was reported higher than lower nurse students (Tian & Fan, 2014). As for the level of education parents do not give effect to career adaptability (Hirschi, 2009).

Adaptivity / career preparation / personality factors

Researchers look at the personality factors associated with career adaptability dimensions, this is consistent with opinion (Savickas & Porfeli, 2012). The results of the study linking the career adaptability with personality factors in the educational context were found in several studies (Hirschi, 2009; Wilkins et al., 2014).

The research findings indicate that positive emotional disposition, goal setting, goal orientation of learning (Hirschi, 2009; Negru-subtirica & Pop, 2016; Tolentino et al., 2014); positive attitude of the future and future orientation (Cristina, Pallini, Maria, Nota, & Soresi, 2016); hope (Wilkins et al., 2014); optimism (Negru-subtirica & Pop, 2016; Tolentino et al., 2014; Wilkins et al., 2014); belief in ability skills is a significant predictor of career adaptability during a school year (Hirschi, 2009).

Conscientiousness, Cognitive flexibility (Chong & Leong, 2017); adversity quotient (Tian & Fan, 2014); proactive personality (Tolentino et al., 2014) the presence of meaning in life is a predictor of career adaptability for male and female students (Yuen & Yau, 2015); Internal and external career barriers are found to be negatively related to the commitment of vocational identity through academic primary satisfaction, the effect is particularly prominent in the low level of career adaptability (Urbanaviciute, Pociute, Kairys, & Liniauskaitė, 2016)

Social support

The environmental factor of social support is found from the results of empirical studies. The support in question is support from parents, family, social environment, school, and friends related to career adaptability. The research results, social support (Hirschi, 2009; Tian & Fan, 2014; (Han & Rojewski, 2015), school support (Tian & Fan, 2014; Han & Rojewski, 2015).

The success of career adaptability in education

The success of career adaptability and the ineffectiveness of career adaptability affect education in individuals. The results found related to success in career adaptability are the sense of power (Hirschi, 2009); career management strategy (Chong & Leong, 2017), academic satisfaction (Buyukgoze-kavas, Duffy, & Douglass, 2015, Hirschi, 2009); *life satisfaction* (Santilli, Marcionetti, & Nota, 2017) and academic achievement (which is Grand Point Academic); academic fatigue, and academic involvement (Merino-tejedor, Hontangas, & Boadagrau, 2016); perceived career obstacles (Hirschi, 2010); *Self-regulation* (Merino-tejedor et al., 2016).

DISCUSSION

Based on the model of career construction theory (Savickas & Porfeli, 2012), which aims to examine the

various results of empirical testing of career readiness, career success, demographic factors and environmental factors and career adaptability in the educational context hence obtained some findings.

Based on demographic data, age and gender related and career adaptability. Studies on students in Switzerland, age and gender do not affect the development of career adaptability. This result implies that for Swiss teenagers gender and age does not affect the development of career adaptability (Hirschi, 2009). However, the results of studies in Korea obtained different results, men expressed higher in career adaptability than women. This possibility is related to greater family responsibilities than women and the quality of support from the family (Han & Rojewski, 2015). Based on the results of this study gender seems to be influenced by cultural factors. Swiss teenagers in grade 8 are required to determine an apprenticeship according to their wishes and interests regardless of gender.

At the level of education, studies conducted on vocational education nurses in China obtained a score of career adaptability of upper level of nurse students was reported higher than lower nurse students (Tian & Fan, 2014). In addition, it was found that nursing students who had served as class leaders had higher scores than those without experience as leaders. This shows the greater the individual's knowledge of his career will support the development of individual career adaptability. Parental education does not affect the development of career adaptability (Hirschi, 2009). However, highly educated parents do not mean into better career preparation.

Based on career readiness or personality factors associated with career adaptability dimensions, the results of positive emotional disposition variable, goal setting, ability beliefs are significant predictors of career adaptability during 1 year of school (Hirschi, 2009); orientation of learning goals, optimism, proactive personality (Tolentino et al., 2014)

The research on students in Australia orientation of learning goals found that optimism has a correlation with the four-dimensional career adaptabilities (Tolentino et al., 2014). Research on future positive attitudes, similar research on expectations and optimism that are the dimensions of future positive attitudes have a correlation with career adaptability. The results of the study on Italian high school students, obtained the results of expectations have a significant relationship with all subcategories of career adaptability (concern, curiosity, confident and control). Optimism has correlation with 3 subcategories of career adaptability that is confidence, concern and control but has no correlation with curiosity (Wilkins et al., 2014). In the subjects of high school students, optimistic is not related to curiosity about career, however, the student optimism is one predictor of curiosity in one dimension of career adaptability.

Other findings related to personality factors are conscientiousness, cognitive flexibility and environmental exploration are significant factors for career adaptabilities (Chong & Leong, 2017). *Adversity quotient is positively associated with nurse career*

adaptation abilities (Tian & Fan, 2014). Proactive personality (Tolentino et al., 2014) Self-regulation has a positive correlation with career adaptability (Merino-tejedor et al., 2016).

Findings from a wide range of support both support from parents, social environment, school, and friends related to career adaptability. Research results, high social support is a strong predictor in career adaptability (Hirschi, 2009; Tian & Fan, 2014; (Han & Rojewski, 2015). School support, the support of clinical learning environments at nurses has a positive correlation between career adaptability sub scales (Tian & Fan, 2014; Han & Rojewski, 2015). High levels of parental support and low levels of parental intervention will affect career exploration which will predict career adaptability. Significant relationships are also found among the three types of parental behavior that is at a low level of career involvement, the positive effect of parental support and the negative effect on intervention behavior in the elderly with career exploration is strong. When parents are heavily involved in career development, it can lead to positive and negative effects, depending on the level of supportive behavior. A Social support from the family is an important factor in career as a nurse engagement behavior. For example, when parents are involved in career development and can provide supportive resources, students are more likely to initiate exploratory behavior; However, if parents engage in career development but cannot provide supportive resources, students tend to reduce their career exploration behavior (Guan et al., 2016). Social support from the family is an important factor in career as a nurse (Tian & Fan, 2014; Han & Rojewski, 2015).

The presence of meaning in life is a predictor of career, control, curiosity, and self-confidence in boys and girls. The search for meaning in life is not a predictor of a career for male students but it is the linkage of school that is a predictor of the career of male students. As for women searching meaning in life is not associated with caring or career confidence but for women career connectedness is a predictor of career awareness although career attention is predicted by the meaning in life and connectedness in school, but connectedness with peers is negative (Yuen & Yau, 2015).

The success of career adaptability and the ineffectiveness of career adaptability affect education in individuals. Success in career adaptability can be either positive or negative. Success in career adaptability career adaptability affects *sense of power* (Hirschi, 2009); career management strategy (Chong & Leong, 2017), academic satisfaction (Buyukgoze-kavas, Duffy, & Douglass, 2015, Hirschi, 2009); *life satisfaction* (Santilli et al., 2017) and academic achievement (ie Grand Point Academic). This suggests that adolescents with a strong future orientation, investing in career planning activities tend to perform better in school and vice versa. The higher the academic achievement strengthens the teen's positive outlook on their future vocational, and gives positive relationship from academic achievement to career control and career confidence throughout one academic year (Negru-subtirica & Pop, 2016).

Career adaptability has a negative correlation with academic fatigue, and academic involvement (Merino-tejedor et al., 2016). Low career adaptability will lead to low academic satisfaction as well. Internal barriers such as the lack of potential and individual interest have a bearing on the commitment of vocational identity reinforced by academic satisfaction. Career adaptability does not moderate the direct relationship between perceived career barriers and vocational identity commitment (Hirschi, 2010)

Limitations

Based on the several literature studies that have been done, some researches are using cross sectional and longitudinal approach. The cross sectional approach has limitations that cannot show the causality (Negru-subtirica & Pop, 2016; Wilkins et al., 2014). While in the longitudinal study declared the data obtained at the end of the session so that it cannot show the appropriate results (Hirschi, 2009).

The research report is a self-reporting act, which limits the validity of the research because the methodological variance in all constructs is assessed, and the use of convenience samples, which limit the generalization of results (Hirschi, 2009). The report itself allows biased results (Urbanaviciute et al., 2016).

Future research should take into social account and environmental factors such as parental support, resources provided by schools, or employment opportunities, and the models to gain a more comprehensive view of how individual environmental features and factors interact to influence career and management adaptability strategic career (Chong & Leong, 2017). Many environmental factors are becoming the evidence as a predictor of career adaptability development, as well as in the context of education, campus, schools have an academic atmosphere, different campus climate influence of social support is still need to be developed.

In addition, the factors of career readiness that is personality factor in accordance with the concept of Savickas theory on career construction proved as a predictor of career adaptability. However, this factor is still being developed, such as linking career adaptability with coping behavior, self-esteem, self-efficacy; interest in career is possible to do research with these variables in order to expand the concept of career adaptability in educational context.

Some researchers have examined career adaptability associated with personal factors and demographic data, external factors such as parental influences and demographic data, but there are still a few studies that link internal and external factors in the career preparedness stage.

CONCLUSION

Based on the concept of career construction (Savickas & Porfeli, 2012), researchers conducted a literature review of various research results both longitudinal and cross-sectional. Based on these studies it can be concluded that the factors that cause career adaptability are demographic factors, personality factors and social support. Demographic factors are gender, and experience as class leader. The factors of career

readiness / personality factors are conscientiousness, negative emotional disposition, self-confidence, future orientation, hope, optimism, adversity quotient and self regulation. The external factors that affect career adaptability are the social support of parents, families, school environment. While the factors which can affect in career adaptability are life satisfaction, sense of power, career management, career certainty, class involvement, academic fatigue, and academic achievement.

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