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Development of the Career Adaptability Scale for Psychological Counsellors

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Abstract

This study aims to develop the career adaptability scale for counsellors. This study was carried out with 22-28 aged psychological counsellors and psychological counselling and guidance program's undergraduate students. Exploratory and confirmatory factor, validity, reliability analysis were used. Career Future Inventory and Career Adapt-Abilities Scale were used for scale validity. According to results, the scale has four dimensions with 61.27% explained variance. The dimensions of the scale are exploration of individual and group counselling, career planning; career related self-exploration and exploration of educational counselling. The scale yielded positive relationship with Career Future Inventory ($r = 0.48$) and Career Adapt-Abilities Scale ($r = 0.62$). The career adaptability scale was found valid and reliable.

Keywords: Counsellor, career adaptability, scale, exploration, planning

There are a lot of vocations that contribute individuals' career choice and development. One of these vocations is psychological counselling and guidance. Psychological counsellor helps the individuals by increasing their career adaptability as a part of career counselling. As a member of profession, career adaptability of psychological counsellors is very important from many angles. For instance, development of special scale that measures career adaptability of psychological counsellors and its psychometric features being investigated might be an important factor to increase career adaptability of psychological counsellors, therefore to increase adaptability of clients. Furthermore studies to be done this subject might contribute career psychology field.

Many conditions are needed for individuals to develop and realize themselves (Maslow, 1971) in career area. One of these conditions is careers adaptability (Savickas 2012). In this point, career adaptability is described differently by different researchers. For example, career adaptability is described as multidimensional and psychosocial structure that includes attitudes, proficiencies and behaviours of individuals towards work life. Also, career adaptability is described as a talent of being ready to changes in career development process which includes decision, exploration, information, planning, and confidence of the individuals (Koen, Klehe, Vianen, Zikic & Nauta 2010). According to Hirschi (2009), career adaptability is a multidimensional structure that includes feelings, skills, support resources and aims of the individuals. According to Zikic and Klehe, (2006), career adaptability is evaluated in two dimensions as exploration and planning. Briefly, career adaptability is described differently by different researchers. Also, these differences are reflected on the measurement of career adaptability.

Career adaptability is a psychosocial structure that can be measured and developed. (Savickas & Porfeli 2012). There are a lot of studies that aims to measure this structure. For example, one of these studies is Career Futures Inventory. This inventory was developed to evaluate individual's career planning manners by Rottinghaus, Day and Borgen (2005). Another scale is Career Adaptability-Abilities Scale. This scale was developed by Savickas and Porfeli (2002). This scale consists of four dimensions that are concern, curiosity, confidence and control. Another measuring tool is career exploration survey that was developed by Stumpf, Colarelli and Hartman (1983). This survey consists of ten items and it has two dimensions. These are exploration of self and environment. Career Exploration survey was revised by Zikic and Khele (2006). Another scale is Career Planning Scale that

was developed by Gloud (1979). Scale consists of five items and one dimensional. This scale aims to determine individuals' career aims and focusing career development in the future.

Career adaptability which is an important psychosocial structure is studied with these scales. It is important to study factors that effects career adaptability. Because individuals' commitment to their work increases in parallel with increasing of career adaptability and they feel pleasure in their works. As a natural result of this situation, individuals become more productive in their work life (Savickas 2005). Contrary to this, while individuals' adaptability decreases, unemployment rate in the society increases. Dismissal from the work increases. As a natural result of this situation, psychological symptoms appear in individuals' life (Rottinghaus, Day & Borgen 2005; Vondracek & Porfeli 2002).

In addition, Career Adaptability-Skills Scale which was developed by Savisckas and Porfeli (2002) to measure career adaptability was adapted into Turkish language by Kanten (2012). Similarly, Career Future Inventory developed by Rottinghaus, Day and Borgen (2005) which was aimed to evaluate individuals' positive career planning manners was adapted into Turkish culture by Kalafat (2012). When structure of these scales was analyzed, it could be seen that these scales were generally developed to measure individuals' career adaptability. However, every vocation has specific features that will be explored. Also, there are professional personality patters that every individual should explore about vocations (Super 1980; Zunker 2012). Thus, a special career adaptability scale which is for each vocation is needed in addition to general scales. There are few studies about this topic in literature. In summary, aim of this study is to develop a special measuring tool that can measure career adaptability of psychological counsellors, and to investigate its psychometric features of this tool.

Method

Research design

The aim of this study is to investigate psychometric features of career adaptability scale which was developed for psychological counsellors. This study was carried out in the context of scale development, and cross-sectional research is applied. Purposive sampling method was used among sample methods. In this regard, this study was carried out with 22-28 aged psychological counsellors who had worked in governmental institutions at least one year and with 18-21 aged psychological counselling and guidance program's undergraduate

students. The reason of determining such criteria as was that individuals in that age group were in research and settlement period in terms of professional development period (Super 1980). In this study, factor analysis in the context of scale development, exploratory and confirmatory factor analysis, validity analyses, some reliability analysis were used. In this study, data was collected as individual and group practice in different times.

Study group

This study was implemented on individuals who worked as psychological counsellors in state high schools in Turkey, and also on undergraduate students who studied psychological counselling and guidance in one of state universities in Turkey. In this study, there are totally 88 (35.1 %) psychological counsellors who are 22-28 ages and works in governmental institutions and totally 163 (64.9) psychological counsellor candidates who are between 18.21 ages. In this study, 86 (34.3%) of individuals are male and 165 (65.7%) of individuals are female.

Preparation of items

Career adaptability topic in literature was primarily searched in preparation of items that would be in scale which was being developed. For this reason, item expressions of scales that were used in research were studied. (Rottinghaus Buelow, Matyja & Schneider 2012; Duffy 2010; Zikic & Klehe 2006; Savickas & Porfeli, 2012; Stumpf, Colarelli & Hartmann 1983). Interview method was used as a second method. Accordingly, qualitative interview was done with 15 psychological counsellors. In the interview, three open-ended questions were asked to individuals that are “how much appropriate do you evaluate yourself to this vocation as psychological counsellor?”, “when and after which activities did your adaptation increase towards this vocation?”, “what do you think about your career plan as psychological counsellor?” Content analysis method was applied in some of questions. After the practice, it was seen that sentences were in four dimensions.

Obtained sentences were turned into scale items. In this way, 25 items were reached. 25 items which were turned into preliminary test forms were researched by three experts, two of them were guidance and psychological counsellor and one of them was studying in measure and evaluation area except from researchers and needed corrections were done. At the end, 17 items were decided to be put on form of scale. Then form of scale was applied as individual and group practice on individuals who were in study group.

Data collection tool which was used in validity study of career adaptability for psychological counsellors

This study was done in the context of career adaptability. In this point, there were empirical studies in literature that mention career adaptability was determinant factor that creates successful and happy career future for individuals (Zacher 2014; Koen, Khele & Van Vianen 2012). In accordance to these studies, career future inventory and career adaptability skills scale was used to determine scale's validity.

Career Future Inventory: Career Future Inventory consists of 25 items and was developed by Day and Borgen (2005). To investigate inventory's psychometric features, Kalafat (2012) did internal consistency, item factor analysis and validity analysis. The reliability of the scale was done with internal consistency and test-retest method. Coefficient of internal consistency was found 0.88 and test-retest was found 0.87. Construct validity of scale was researched with confirmatory factor analysis. According to results of confirmatory factor analysis, it was understood that scale gave well fit indexes. At the end, scale was accepted as reliable and valid.

Career Adapt-Abilities Scale: This scale was developed by Savickas and Porfeli (2012). There are 24 items in original form of the scale. The scale consisted of four dimensions. These are concern, control, curiosity and confidence. In reliability study which was done by Savickas and Porfeli (2012), internal consistency coefficient of sub-dimensions ranged from 0.74 to 0.85, and internal consistency coefficient of total scale was found 0,92. Adaptation of the scale into Turkish culture, validity and reliability study was done by Kanten (2012). Confirmatory factor analysis was done for validity study. At the end of confirmatory factor analysis, (1, 2, 4, 7, 18) items were removed from original form which had 24 items. Also, according to results, four dimensional scales which had 19 items were obtained. Sub-dimensions of the scale is concern, control, curiosity and confidence. Also, according to confirmatory factor analysis, it was found that the scale which was four-dimensional and 19 items had sufficient fit indexes. Career Adapt-Abilities Scale's fit values which was realized depending on confirmatory factor analysis was found as NFI, 0.90; NNFI, 0.92; IFI, 0.93; CFI, 0.93; GFI, 0.90. In the reliability study carried out by Kanten (2012), internal consistency coefficient of the sub-dimensions ranged from 0.61 to 0.81.

Findings

Factor structure of the scale

Explanatory factor analysis. Explanatory factor analysis which was based upon principal component analysis was done on data's which was obtained from psychological counsellors to investigate factor analysis of career adaptability scale. In this point, coefficient of Kaiser-Meyer-Olkin (KMO) and value of Bartlett's Test of Sphericity was examined. Accordingly, value of KMO was found 0.85 ($p < 0.01$) and value of Bartlett's Test of Sphericity value was found 2435,441 ($p < 0.01$). Both results showed that explanatory factor analysis reached to enough sample magnitude. In the light of findings, explanatory factor analysis was done with direct Oblique model.

Table 1

Results of explanatory factor analysis

| Items | Factors | | | |
|---------------------|---|-----------------|---------------------------------|--|
| | Exploration of individual and group counselling | Career planning | Career related self exploration | Exploration of educational counselling |
| M13 | .915 | | | |
| M17 | .907 | | | |
| M27 | .625 | | | |
| M26 | | .808 | | |
| M24 | | .802 | | |
| M23 | | .599 | | |
| M16 | | .516 | | |
| M3 | | | .731 | |
| M4 | | | .694 | |
| M1 | | | .646 | |
| M11 | | | | .795 |
| M10 | | | | .747 |
| M9 | | | | .657 |
| Explained variance | 30.55% | 12.91% | 9.55% | 8.26% |
| Cumulative variance | 30.55 % | 43.46% | 53.01% | 61.27% |

According to results of explanatory factor analysis, the total variance was found % 61, 27 with four dimensions. Scale was named "Career Adaptability Scale for Psychological Counsellors". In the sub-dimension of scale, there were expressions like "I know which therapeutics skills are used in psychological counselling" "I learned which problem solving steps are used in psychological counselling." First dimension was named "Exploration of individual and group counselling" in accordance with both expression content and literature. In the second dimension of scale, there were some expressions like "I learned how to make

progress in my vocation in the future.”, “I chose the institutions in which I would work”. Second dimension was named “Career Planning” in accordance with expression content and literature. In the third dimension of scale, there were some expressions like “I love psychological counselling and guidance vocation.”, “Seeing the process of psychological counselling increased my concern.” Third dimension was named “Career Related self Exploration” in accordance with both expression content and literature. In the fourth dimension of scale, there were some expression like “I learned how to approach students who were lack of motivation”, “I learned how to help an individual who had learning difficulties.” Fourth dimension was named “Exploration of educational counselling” in accordance with expression content and literature.

Results of confirmatory factor analysis. Confirmatory factor analysis of career adaptability scale was also done for psychological counsellors. RMSEA value was found 0.049, degree of freedom was found 59. When Chi-square value was divided by degree of freedom ($94.09/59=1.59$), 1.59 values was obtained. Career Adaptability Scale’s fit values were found as NFI, 0.93; NNFI, 0.96; CFI, 0.97; IFI, 0.97; GFI, 0.95 and AGFI value 0.92. Values which were obtained after analysis showed that scale had well fit indexes (Kline 2005).

Findings about reliability of career adaptability scale for psychological counsellors

Internal consistency of scale was calculated on psychological counsellors in the light of data which was obtained 251 participants, and also test-retest method was carried out to 30 participants in two weeks period. These participants consisted of 22-26 aged psychological counsellor’s 16 of whom were female and 14 of whom are male. Obtained data was shown in Table 2.

Table 2
Results of reliability analysis

| Dimensions | Item numbers | α | Rtt |
|---|--------------|----------|-------|
| Exploration of individual and group counselling | 3 | .75 | .97** |
| Career planning | 4 | .74 | .73** |
| Career related self exploration | 3 | .78 | .86** |
| Exploration of educational counselling; | 3 | .75 | .87** |
| Total score | 13 | .78 | .93** |

**P<0.01

Findings about validity of career adaptability scale for psychological counsellors

Validity of career adaptability scale for psychological counsellors was analyzed with Career Future Inventory and Career Adapt-Abilities Scale. Results of Pearson Correlation coefficient was given in Table 3 and 4.

Table 3

Correlation coefficients of the scale with Career Future Inventory

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|-------|-------|-------|-------|-------|
| 1.Total point of career adaptability scale for counsellor | 1 | .49** | .74** | .76** | .75** | .48** |
| 2.Exploration of individual and group counselling | | 1 | .41** | .36** | .43** | .38** |
| 3.Career planning | | | 1 | .33** | .34** | .49** |
| 4.Career related self exploration | | | | 1 | .20** | .41** |
| 5.Exploration of educational counselling | | | | | 1 | .39** |
| 6.Career future inventory | | | | | | 1 |

**P<0.01

When Table 3 analyzed, exploration of individual and group counselling was in moderate level and in positive way; career planning was moderate level and in positive way; career related self exploration was moderate level and in positive way in terms of the relationships with the Career Future Inventory. These results showed that scale that was developed was reliable and valid.

Table 4

Correlation coefficients of the scale with Career Adapt-abilities

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|-------|-------|-------|-------|-------|
| 1.Total of career adaptability for counsellor | 1 | .85** | .84** | .80** | .83** | .62** |
| 2.Exploration of individual and group counselling | | 1 | .64** | .60** | .69** | .61** |
| 3.Career Planning | | | 1 | .64** | .62** | .48** |
| 4.Career related self exploration | | | | 1 | .57** | .61** |
| 5.Exploration of educational counselling | | | | | 1 | .63** |
| 6. Career adapt-abilities scale | | | | | | 1 |

When Table 4 analyzed, scale that was developed was moderate level and in positive way with exploration of individual and group counselling, was with moderate level and in positive way with career planning, was moderate level and in positive way with career related self-exploration and was moderate level and in positive way with exploration of educational

counselling in terms of career adapt-abilities scale. These results showed that scale that was developed was reliable and valid.

About the scale grading, in accordance with both literature findings and statistical findings, the more career adaptability increased the more points obtained from scale increased; the less points obtained from scale, the less career adaptability was. Because in the literature it was clarified that career adaptability level would increase on the condition that individual's career adaptability increased and professional knowledge, manners towards vocation and career planning increased (Savickas 2005; Zikic & Klehe 2006; Millar & Shevlin 2003; Gould 1979). In this way, following studies can be done by calculating total point.

Discussion and Conclusion

This study has been carried out to develop a special scale that might measure career adaptability of psychological counsellors. Career adaptability scales has been obtained for four dimensional for psychological counsellors. It has been understood that scale is reliable and valid measuring tool.

Although there are some scale adaptation studies to measure career adaptability in Turkey (Kalafat 2012; Kanten 2012), and also scale development study that measure general career adaptability (Eryılmaz & Kara, 2016) but there are no studies to develop domain specific career adaptability scale. Also, it is seen that there are no studies to measure special-domain specific career adaptability. However features that individuals should have and features that every vocation needs and features for every vocation differ from each other (Zunker, 2012). In other words, special qualities of doctor, architecture and teacher vocations must differ from each other for sure. For this reason, developing career adaptability scales for each vocation is needed. In this point, it might be said that this study has contributed considerably to literature in both scale developing and measuring career adaptability in the context of domain specific nature.

In this study, when scale's dimension whose features were analyzed, it is seen that scales take shape in two basic points that are exploration and planning. These findings correspond to studies that deal with career adaptability in accordance with exploration and planning (Gould 1979; Stumpf, Colarelli & Hartmann 1983; Zikic & Klehe 2006). In these studies, career adaptability implies that individuals collect information about themselves and with their environment, and make a plan. Interesting point of this study is that exploration

dimension includes explorations about vocations that are related with individual and group psychological counselling and educational guidance. Also, exploration dimension of self-related with individual career is seen as exploration about individuals themselves. This dimension supports Super's (1980) professional development model. Because Super (1980) supports that every vocation is an expression about his/her self for an individual. In other words, one's vocation is one of way of individual's expressing his/her self.

On the other hand, the scale that has been studied in this study differs from career adaptability scales that include concern, curiosity, and control and confidence dimensions. (Savickas & Porfeli 2012). The reasons of these appearing differences might be originated from cultural differences and from that scale has a special structure. For example, while people especially psychological counsellors are choosing a profession in Turkey, they pay more attention to profession's employment conditions. In this point, proficiency, concern, curiosity and control stays in background. For this reason, process goes on exploration base. Another reason is that self structure of individuals in Turkey might differ from individuals in western-individualist societies (Kağıtcıbaşı, 2001). Individuals in Turkey who has collectivist and autonomous-related self structures take a place more among the society. For individuals who have this structure, group adaptability is more important than personal development (Markus & Kitayama 1991). As a reflection of this situation, confidence and control dimension has not appeared in this study.

The reason why exploration and plan dimension in scale whose psychometric features has been studied in this study might be lacks towards psychological counselling and guidance practices in Turkish education system, because, there are no activities about individuals' Professional-vocational development task in the secondary and high school. This decreases individuals' professional maturity levels (Super, 1980). Individuals choose a profession in low level maturity and this affects career creation of low-level maturity individuals. As an extension of this situation, exploration and plan process's lengthen is in question in career adaptability. Observed reality can be said that it is reflected on this scale. More ironically, when students of psychological counselling and guidance are tried to be taught in their fields, they say "Mr/ Miss, do not teach these to us, we will learn when we are appointed".

Scale that has been studied in this study has been developed for psychological counselling and guidance. Doing similar studies in different profession fields might contribute literature. Also, different sample and different variables can be studies on with scale that has been developed in this study.

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