



A Systematic Literature Review on Career Adaptability among Adolescents

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Abstract: The topic of career is one of the hottest topics that still need to be updated, especially in education. Each student's career needs to be explored starting from their teens and even at an early age. According to Jean Piaget (2002), the stages of adolescent development begin at the age of 11/12 years to 18/20 years before entering early adulthood. Middle school, including junior high school, senior high school, or vocational school, and the initial semester of entering college is the age range in this systematic literature review. This study aims to know the factors that influence the career adaptability of adolescents in the Asia context. This study used a qualitative systematic literature review to analyze 13 articles with various research methods, such as quantitative, longitudinal, and intervention research, as well as the validation of career adaptability tools in the context of adolescence and education. The findings show that career adaptability among adolescents can be affected by internal and external factors. From the findings, it can be concluded that in the ASIA context, teachers and parents have a role in building career adaptability, and each country has different characteristics of career adaptability. This study provides suggestions regarding future research on career adaptability studies for adolescents.

Keywords: career adaptability, adolescence, systematic review, transition

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INTRODUCTION

The Covid-19 pandemic has encouraged humans to adapt to new normal circumstances. This impacts individuals at different stages of development, especially adolescents. Recent studies have found that adults experience significant changes in the way they work and need to adapt to changes from the pandemic to the present (Cabib et al., 2022; Jamali et al., 2023; Khair & Mustafid, 2018; Laraja et al., 2022; Luciana & Febrianti, 2022; Molarius & Persson, 2022; Nikunlaakso et al., 2022). These changes in how to adapt also have an impact on each individual at a different stage of development. Everyone is not allowed to do activities in public places (Allen et al., 2022; Gong et al., 2022). Children and adolescents have gone through a change from face-to-face learning to online learning (Casimir et al., 2023; Fang et al., 2023; Oliveira et al., 2022). There are problems arise during these changes including anxiety due to changing circumstances and higher rates of mental health problems compared to previous years (Hussong et al., 2021; Khiyali et al., 2023; Morelli et al., 2022; Park et al., 2022; Ramadan et al., 2022; Sommerfeld & Shechory Bitton, 2020). Even though the current situation around the world has coexisted with the pandemic, learning from the pandemic situation requires us to have competitiveness and fighting power to adapt to circumstances beyond our control. The career and education system has undergone quite a lot of changes. The interesting thing about each stage of development is adolescence, where this uncertain change also requires that adolescents be able to adapt to circumstances when they are looking for an identity. Adolescence is a transitional age where humans seek a determination of a future career that is suitable for them.

At the stages of development, adolescents range from 10-12 to 18-21 years old; this can depend on ethnicity, culture, history, gender, socioeconomic status, and lifestyle (King, 2017). Jahja (2011) states that early adolescence ranges from 13 to 16-17 years and late adolescence around 16-18 years; The mean dividing line for early and late adolescents is 17 years old. The developmental stage of adolescence is a transitional stage from child to adult. At this time, the task of adolescent development is to understand themselves and clarify where their life goals are through career exploration. Marchia's theory in King (2017) states that two dimensions play a role in the search for adolescent identity, namely the exploratory dimension (looking for options for individual careers) and commitment (in building that identity). Adolescents that explore themselves and have a commitment to building that identity, adolescents will reach the identity achievement stage. The study of the importance of individual self-awareness in building identity and self-worth so that deviations do not occur during the transitional age is a topic that still needs to be explored because it leads to how the person chooses their career.

The career construct is first presented by Super (1981). Super (1997 in Brown & Lent, 2005) investigates the fate of soldiers after the end of the war era. He finds the need for career adaptation for those who had been

out of work because of the war but needed to survive. Starting from Super theory, it develops into a career adaptability topic for adults. Savickas (1997) proposes to develop a Super theory that career adaptation consists of three essential dimensions: planned attitude, self-exploration and environment, and adaptive decision (Savickas, 1997). Then, Savickas (2005) develops the career adaptability construct and proposes a more detailed construction model, namely 4C. Savickas (2005) argues that individual career adaptation develops through four dimensions or stages: Career concern, Career Control, Curiosity, and Beliefs (Savickas, 2005). The development of Savickas' research on career adaptability develops from adulthood (in the context of the world of work) and also from adolescence to late adolescence to early adulthood (vocational education and secondary education level). CAAS (*Career Adapt-Ability Scale*) is an instrument developed by Savickas and has been widely used in various countries (Savickas & Pouyaud, 2016; Savickas et al., 2009; Savickas & Porfeli, 2012).

There are four dimensions of Career Adaptability. Career concern is one of the dimensions that best describes how a person thinks about his future so he can pay attention to his future career (Savickas, 2005). Career indifference is a form of lack of career concern. Someone who pays little attention to their career tends to be pessimistic about their future and needs a plan (Savickas, 2005). Career control is the second dimension that addresses individual beliefs; the second dimension describes personal perspectives on responsibility and self-determination or determining who owns their future; individuals with high career control believe they are responsible for building their future (Savickas, 2005). Career indecision is a term for individuals who have low career control. They have difficulty making career decisions (Savickas, 2005; Brown & Lent, 2005). Career curiosity is a dimension that describes how someone who has career control takes the initiative to explore what careers might suit their choices, and then achieve future goals (Savickas, 2005). A lack of career curiosity makes a person naive about his views on the world of work and lacks insight into his self-image. Career self-confidence is the last dimension that describes one's career adaptability. Career decisions are complex problems, and someone who has career confidence can overcome these problems. Career confidence can face challenges and overcome obstacles (Savickas, 2005). A lack of career confidence can prevent a person from achieving goals, and role actualization is also hampered (Savickas, 2005). Career adaptability dimensions have been used to find how a person has career adaptability in their career even for workers or for vocational education, and what is currently developing is research on adolescent career adaptability (Hartanto & Salim, 2021; Işık et al., 2018; Kirchknopf, 2020; Perry et al., 2010; Situmorang & Salim, 2021; Sulistiani et al., 2018; Tolentino et al., 2014; Zeng et al., 2022; Zheng et al., 2022).

Previous research has discussed a lot about research on career adaptability among adults (Ahmad & Nasir, 2022; Amarnani et al., 2022; Chong & Leong, 2017; Fu et al., 2022; Gong et al., 2022) and early adults and adolescents (Damayanti et al., 2017; Gai et al., 2022; Magnano et al., 2015, 2021; Othman et al., 2018; Perry et al., 2010). In this study, the authors will focus on career adaptability in adolescents. This systematic literature review will be limited to analyzing studies that have used individual research subjects aged around 12-18 years; education level from high school to the initial level of college; and does not include research on children with special needs. This study intends to discuss research that explains how career adaptability forms are among adolescents. This is useful to support further research. Therefore, the researcher aims to know the factors influencing the career adaptability of adolescents in the Asia context and to explore the development of a career adaptability instrument study on adolescents in Indonesia.

METHODS

This systematic literature referred to a qualitative systematic literature review (Hadi et al., 2020; Galvan & Galvan, 2006). Systematic qualitative literature according to Gough (2012) is also called configuration, namely review literature, namely in compiling a paradigm regarding a concept that has never been mapped. The synthesis in configuration research is called "meta-synthesis" (Hadi et al., 2020). The literature search was obtained through a search through the UI database website. The electronic databases used were Google Scholar, ScienceDirect, Sage Journals, SpringerLink, and ProQuest. The criteria used were by searching a keyword or abstract themed "*Career Adaptability OR Career Ambivalence AND teenager OR adolescent AND transition*" with the research subjects of high school students, related to career adaptability predictors, based on the last five years, within the scope of ASIA, the articles reviewed used English and Indonesian. Primary studies reviewed were selected based on predetermined criteria and within the last 5 years since published on 2018 to 2022.

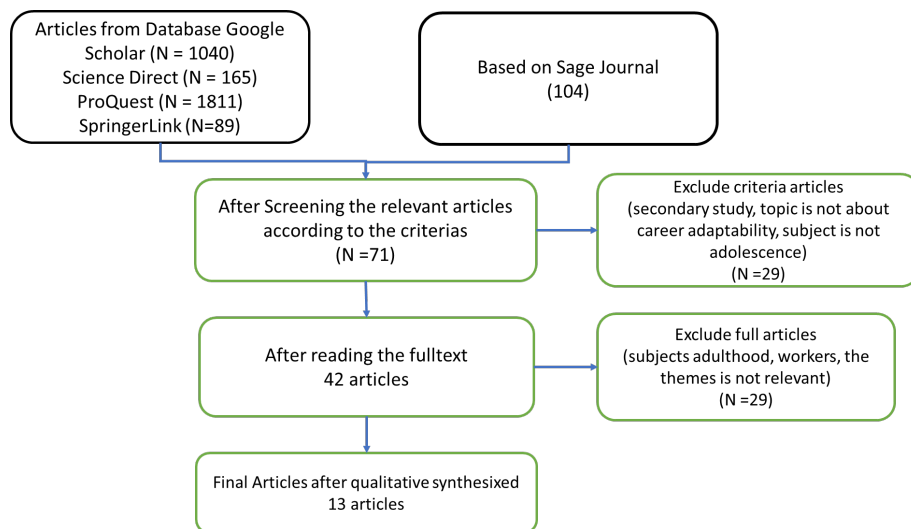


Figure 1. PRISMA (Selection strategy for research articles)

The article selection stage began with determining the topics and limits for articles to be used as sources and then searching for journal articles in each predetermined database. From each database, a total of 71 articles were obtained that matched the author's criteria. After reading each criterion article, the *exclude* found that the article is a secondary study. The topic was career but not focused on career adaptation, and the research subjects were employees. Then after reading the complete text, 29 articles were found that were not appropriate –exclude full text, with the criteria: the article describes research on final year students and interns, and the subjects are in the early adult age range, not teenagers. The final articles analyzed were 13 articles according to the researcher's criteria. In this systematic review of the literature review, the researcher analyzed the factors that influence adolescent adaptability, both external and internal factors. The first step was that the author reviewed each article using tables so that the review was carried out in detail by looking at the research subject, writing, type of methodology, the concepts used, and the research results of each article.

Table 1. The list of thirteen articles reviewed in detail

Author	Research subject	Nation	Methodology	Concept Theory	Findings
Gai et al. (2022)	67 students "at-risk" first-year college students	China	Longitudinal Intervention	Savickas (2005)	Career adaptability does not increase in the control group. The intervention of first-year college students aims to build and reflect on their career choices.
Nikander et al. (2022)	391 student-athletes (51% girls) from six high school sports in Finland, and 448 parents (42% dads)	Finland	Longitudinal study	Savickas (2013)	Five adaptability profiles are identified over time: <i>stable</i> , <i>very low adaptability</i> , <i>low</i> , <i>stable adaptability</i> , <i>moderately stable adaptability</i> , <i>high and stable adaptability</i> , and <i>increased adaptability</i> . High expectations of academic and sports success and high mothers' expectations of student-athlete's academic success increase the probability that student-athletes have higher adaptability.
Zeng et al. (2022)	636 vocational high school students in China	China	Longitudinal	Savickas (2005)	Hope, future work self, career adaptability, and academic self-efficacy are positively

Author	Research subject	Nation	Methodology	Concept Theory	Findings
Nurfitriana et al. (2021)	1345 students DKI Jakarta – Range 16-18 years old	Indonesia	Quantitative	Savickas (2012)	related to life satisfaction. The effect of future job expectations and job satisfaction on life satisfaction is mediated by career adaptability or academic self-efficacy; Men tend to report more hope, career adaptability, academic self-efficacy, and life satisfaction than women. The results of the CAAS analysis using SEM yield sub-dimensional values of concern .53, control .26, curiosity .39, confidence. 49 producing a GFI of 0.938, which means it is very feasible. AGFI is 0.924 which means very feasible. RMSEA is 0.049 which means it is very feasible. RMSR is 0.025, which means it is very feasible. The Adaptation Scale in Indonesian can be used at the SMA/SMK/MA level. The CAAS scale in Indonesian can be an alternative to career construction at school.
Guan et al. (2018)	Chinese students and parents (N = 264)	China	Quantitative	Savickas (2013)	Positive parental support is related to parents' intrinsic fulfillment values, work-life balance values, and career adaptability. Parental engagement mediates the negative effects of external compensation scores and the positive effects of values on work-life balance on students' career adaptability. Parental engagement is negatively related to work-life balance values and is positively related to their external compensation value and career adaptability but does not significantly predict the career adaptability of students.
Chen et al. (2020)	1,047 students in grades 10 to 12	China	Quantitative	Savickas (1997)	The model analysis yields career search self-efficacy (CSSE), goal capacity, academic self-efficacy, and intrinsic motivation, all fit

Author	Research subject	Nation	Methodology	Concept Theory	Findings
					within the latent construct representing career adaptability. Structural model analysis suggests career adaptability fully mediating the relationship between contextual factors and positive adolescent development. CSSE and academic self-efficacy partially mediate the relationship between connection and stress management.
Zheng et al. (2022)	1410 Chinese adolescents	China	Three-wave longitudinal data	Savickas and Porfeli (2012)	Highlights the vital role of teacher-student interactions in adolescent career development.
Leung et al. (2021)	Participants are 535 male and 795 female	Hong Kong	Quantitative	Savickas and Porfeli (2012)	Developmental flexibility is associated with more difficulty in making decisions and lower levels of career adaptability. Path analysis reveals that career adaptation partly mediates the relationship between competency and interest flexibility with decision-making difficulties. The mediating effect is significant for lack of information and conflicting information (Gati et al., 1996) but not for readiness.
Amalia & Kurniawati (2019)	47 boys and 205 girls, 12 th -grade HS student	Indonesia	Quantitative	Savickas (2013)	Career decision self-efficacy (CDSE) mediates the relationship between each source of self-efficacy and career adaptability. Four of the five sources of self-efficacy provide influence in two ways, namely direct influence on career adaptability and through the mediation role of CDSE. The successful experiences of others influence career adaptation only through CDSE mediation.
Karacan-Ozdemir (2019)	The sample consisted of 702 high school students, 55% female.	Türkiye	Quantitative	Savickas (2012)	<i>Concern</i> is negatively correlated with a lack of preparedness but positively with a lack of information and inconsistent information. <i>Control</i> is negatively

Author	Research subject	Nation	Methodology	Concept Theory	Findings
Park et al. (2022)	1,297 students in Seoul.	South Korea	Quantitative	Zacher (2014) and Savickas (2005)	associated only with a lack of preparedness. <i>Curiosity</i> positively correlated with a lack of preparedness but negatively with a lack of information and inconsistent information. <i>Confidence</i> is not associated with any difficulties. Multivariate discriminant analysis is conducted to identify its significance in discriminating post-execution students' career decisions. <i>Career concern</i> is identified as the most discriminatory variable.
Korkmaz (2022)	308 high school students (225 girls, 83 boys).	Turkey	Quantitative	Rudolph et al. (2019) and Savickas (2002)	Expectations positively predict career adaptability. Career expectations and adaptability negatively predict career goal feedback. Career adaptability mediates the relationship between career goal expectations and feedback.
Sulistiani et al. (2018)	281 students at one university in Surabaya	Indonesia	Quantitative	Savickas (2005)	This research analyzes the suitability of the conceptual model to students and the validity and reliability of the discriminant of the instrument. The results provide strong psychometric support for the CAAS-Indonesia form with the subject of students as a valid measure for analyzing their career adaptability.

RESULT AND DISCUSSION

Thirteen primary studies that have been reviewed by the authors regarding *career adaptability* in their teens mostly use the career construction theory by Savickas and Porfeli (2012); then followed using the theories of Zacher (2014) and Rudolph et al. (2019). However, all these studies also use Savickas' career construction theory. The thirteen articles describe career adaptability studies for adolescents within the scope of research in ASIA and three studies from countries outside ASIA (Finland and Turkey (border between ASIA and Europe)). Adolescents in these studies are at two levels of education: high school and vocational school, first-year students.

Based on the thirteen research articles reviewed, factors that influence adolescent career adaptability are influenced by personality (internal) factors, environmental factors, or social support. In one study by Zeng et al. (2022), discussing gender differences can also influence adolescents' career adaptability, namely, males tend to have higher career adaptability than females. This is supported by previous research by Han and Rojewski (2015) in South Korea. This study shows that men have higher career adaptability than women. However, in research by Karacan-Ozdemir (2019), gender does not affect the difficulty of making career decisions for adolescents influenced by their career adaptability. In addition, the results of previous research by Hirschi (2009) also find that the male and female gender do not have differences in career adaptability. This

research gap can be a consideration for further research.

Personality Factor

The researchers find that personality factors associated with the career adaptability construct are student-athlete motivation encouraged to integrate sports with education/academic (i.e., multiple careers) (Nikander et al., 2022); academic self-efficacy, hope, future self-employment, life satisfaction (Zeng et al., 2022); interest and competence; flexibility and career indecision (Leung et al., 2021); self-efficacy (Amalia & Kurniawati, 2019); career goals expectations and feedback (Korkmaz, 2022)

Social support factor

A study by Nikander et al. (2022) finds that a mother's expectations have an important role in increasing the career adaptability of adolescent athlete students, career value and adaptability of Chinese parents (Guan et al., 2018); social support, academic major relevance, and university life satisfaction (Park et al., 2022); Teacher-Student Interactions and the efficacy of teacher career support in the relationship between family socioeconomic status (Zheng et al., 2022).

The Scale of Career Adaptability in Indonesia

Savickas made the CA measurement tool based on a tool from Super. It grew until Savickas made a research instrument called CAAS-SF (Career Adapt-Ability Scale – Short Form) which is used for adolescents, especially vocational students. In research, Nurfitriana (2021) and Sulistiani and Handoyo (2018) test the CAAS instrument for adolescents in Indonesia which has been translated into Indonesian. The adaptation of this measurement tool produces reliable results and can be used for adolescents in Indonesia. This instrument can assist in the development of career adaptability research in Indonesia.

Gender factors and geographical location can affect the adaptability of adolescent careers seen from the results of the two studies by Karacan-Ozdemir (2019) and Zeng et al. (2022), even though the two are contradictory. When viewed from a geographical location, Zeng's (2022) research is conducted in China, which is included in a collectivist country, namely ASIA, as well as Han's (2015) previous research in South Korea also included in ASIA. Meanwhile, Karacan's (2019) research is conducted in Turkey, including the boundaries of ASIA and Europe, similar to previous research by Hirschi (2009) conducted in Switzerland. The influence of gender on the adaptability of adolescent careers can occur due to differences in the culture of individual countries and collectivist countries. This can be a suggestion for further research, namely the adaptability of cross-cultural youth careers.

In addition to gender, internal factors in the thirteen studies include student-athlete motivation encouraged to integrate sport with education/academics (i.e., multiple careers) (Nikander et al., 2022). In this study, the career adaptability abilities of athlete students are grouped into five levels: stable, very low, low, stable, moderately stable, high, and stable, and increased. Factors that affect students' career adaptability are not only internal factors, namely their academic motivation, but also supported by the mother's expectations (social support factor). The adaptability level of student-athletes is influenced by these two factors simultaneously; the higher the two are, the higher the student's career adaptability ability.

Other internal factors are academic self-efficacy, expectations, and future work, which influence the adaptability of adolescents to achieve life satisfaction (Zeng et al., 2022). In this study, adolescents in the context of vocational students in China report results that their career adaptability is influenced by high academic self-efficacy, expectations for success, and their views on how their future job would be, and this is closely related to their future life satisfaction. In this study, the context of gender differences is also considered, and the results show that male vocational students have higher career adaptability abilities than female vocational students. Then, internal factors of interest, competence, flexibility, and career indecision (Leung et al., 2021). This study finds that career adaptability can be influenced by adolescents' interests and competencies, and flexibility. In addition, low career adaptability and interest can make it difficult for students to make career decisions. A factor that is also important is self-efficacy (Amalia & Kurniawati, 2019); and career goal feedback (Korkmaz, 2022).

Social support factors are parents' high expectations. In this case, the mother's expectations can influence the adaptability of students' careers (Nikander et al., 2022). Then supported by Guan et al. (2018), parents' career value and adaptability in China can influence the high adaptability of adolescent careers. Apart from the family support factor, teacher support is also an important factor that can influence the career adaptability of students at the high school or vocational school levels, as in the following research. Teacher-student Interactions are a critical factor in student career adaptability (Zheng et al., 2022). In this study, the efficacy of teacher career support among families' socioeconomic status (SES) influences students' career adaptability (Zheng et al., 2022).

Research in Indonesia in the last five years has been reviewed by researchers, one of which is Amalia

and Kurniawati's (2019) study. It finds that high school students who have high self-efficacy can influence the adaptability of adolescent careers at the SMA level. One's successful experience can influence career adaptability, but this can only be influenced through the mediation of career decision self-efficacy (CDSE) of these students. It cannot be direct if only through high self-efficacy. However, thirteen studies have not been able to explain how gender differences influence the career adaptability of Indonesian adolescents. Besides that, vocational student research regarding the transition from school to work can be a highlight for further research in adolescence. Previous research in Indonesia has discussed career adaptability in early adulthood and deep career adaptability factors of school-to-work transition in final-year students (Agustini, 2022; Hidayat et al., 2021; Nurfitriana, 2021).

CONCLUSION

Based on this systematic review of literature, the factors that influence student career adaptability in the Asia context are internal factors, namely self-motivation, hope, future self-employment, life satisfaction, and self-efficacy. External factors related to career adaptability are social support in the family context (social economic status-SSE, parents' expectations, parental adaptation behavior, parental support) and the context of the school environment (teacher-student interactions and the efficacy of teacher career support in the relationship between family socioeconomic status). Based on the entire article, the context of decision-making in adolescence is closely related to parental relationships. However, there has been no research linking the cultural context of collectivist countries like Asia to the adaptability behavior of students in collectivist countries; this could be a future research idea. In addition, research on career adaptability measuring tools for adolescents can be used in the Indonesian context, based on the two articles reviewed. However, this research has not focused on the Indonesian context, which may still have many influencing factors. Future research could conduct a systematic review focused on research in Indonesia. This research also has not explained the role of cultural differences because the research was conducted within the scope of ASIA and three studies outside ASIA; further research can explain the role of cultural differences. Further research in Indonesia needs to be deepened regarding family economic factors, especially for vocational students, regarding an anomaly in the unemployment rate for vocational schools in Indonesia.

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