

“CAREER ADAPT-ABILITIES SCALE (CAAS) - TURKEY FORM” PSYCHOMETRIC PROPERTIES AND CONSTRUCT VALIDITY

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Abstract

The conducted study evaluated the reliability and validity of the Turkey form of the Career Adapt-Abilities Scale (CAAS). The Career Adapt-Ability Scale - Turkey form consists of four scales and each of these four scales were included with six sub items in order to measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. Internal consistency estimates for the subscale and total scores ranged from satisfactory to excellent. The factor structure was quite similar to the one computed for combined data from 13 countries. The CAAS Turkey Form is ready to be used so as to measure adolescents and adults' adaptabilities in terms of concern, control, curiosity, and confidence resources.

Keywords: Adaptability, Career Adapt-Abilities, Career Adaptabilities Scale, Career Sources, Career Development, Career Planning, Psychometric Properties, Turkey

INTRODUCTION

Turkey is a Eurasian country which accommodates a large number of different ethnicities peacefully for centuries. Although Turkey has been able to create the needed environment and to maintain it for different cultures to live independently, Turkey had experienced very dangerous and turbulent periods due to military coups and economic downturns before 2002. It was stated by World-bank that within a period which was less than 10 years, income for per

capita in Turkey reached almost triple amount of what was in 2002 by 10000 dollar and it still improves positively. Additionally, Turkey showed a strong financial stand against 2008 global crisis with the help of vital improvements made in 2001, although global crisis caused a slowdown in Turkish economy which can be given as an exemplary to the neighbour countries in terms of its economic strength during global crisis (WorldBank, 2015). On the other hand, Turkey's growth has decelerated in 2014 due to the applied wrong policies to decrease effects of the current account deficit and political uncertainties. (OECD, 2015) Despite of the positive improvements on Turkish economy since 2002, the unemployment rate among universities and other higher educational institutions' graduates had a significant proportion of national unemployment pie by 11.1% and by almost 11% percent consecutively in 2002 and 2014. (TUIK, 2015) This high unemployment rate among Turkish university graduates directly effects their career related expectations and plans. That's why, in order to measure Turkish undergraduates' career related adaptabilities, a survey research using multidimensional and hierarchical Career Adaptabilities Scale (CAAS) International form 2.0 was conducted. This international form was developed by Savickas and Porfeli (2012) and it is including 24 items which are very useful to measure career adaptabilities of individuals in terms of four psychosocial career adaptability resources which are Concern, Control, Curiosity and Confidence. This form was implemented in 13 different countries and its high reliability proven but Turkey differs in many aspects from these countries. For this reason, a further analysis was purposed to examine a Euro-Asian Muslim country's undergraduate students' career adaptabilities.

The Study

This study intends to empirically evaluate the reliability and validity of the Turkey form of the Career Adapt-Abilities Scale (CAAS).

BACKGROUND OF 4C RESOURCES

As Leong and Ott-Holland (2014) indicated that Savickas developed career adaptability construct based on a career construction theory so as to find a solution for the problems arising from temporary jobs of the post-industrial working conditions. (Leong and Ott-Holland, 2014) Savickas and Porfeli (2012) defined Career adaptability as "It is a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration" (Savickas & Porfeli 2012). Savickas (2005) stated that "Career construction theory explains the interpretive and interpersonal processes through which individuals impose meaning

and direction on their vocational behaviour” (Savickas, 2005). Also Öncel (2014) stated that Savickas theory structures the process of personal development which is shaped by adaptation for the proper social interaction of the individual. Savickas career construction theory brought four career adaptability resources; concern, control, curiosity, confidence. As Leong and Holland (2014) pointed out that these four resources main concentration is to explain the resources preferred by individuals who are career adaptable to reach their career related targets. Due to being at the point which people and environment is met, these resources are evaluated as psycho-social (Leong & Holland, 2014).

In the opinion of Dries and Esbroeck (2012) Career adaptability resources do not depend on personal characteristics due to being psychosocial constructs which are designed by interactions placed at the intersection between individuals and the roles that they play in society (Dries & Esbroeck, 2012). Also according to Savickas and Porfeli (2012) “Adapt-abilities develop through interactions between the inner and outer worlds of the person” (Savickas & Porfeli, 2012).

These four dimensions of career adaptability described by Savickas and Porfeli as concern is a self-preparation of individuals to look ahead for future in terms of vocational expectations. Control is the resource which enables people to take responsibility for deciding about their future. Curiosity is the exploration of the ways of career development by individuals. Confidence is the striving of individuals to succeed in dealing with obstacles standing ahead their careers (Savickas & Porfeli, 2012).

PARTICIPANTS

The survey was carried out by the researchers with the participation of totally 843 Turkish undergraduate students who were chosen from Erzincan University which has been welcoming a decent number of students from different cities, towns and villages around Turkey since 2006. That is why the number of participants coming from different parts of Turkey for education exactly reflects the whole country. Before carrying out the survey, the aim of this research was well explained to participants by the researchers.

The original survey in English and was translated into Turkish by a bilingual speaker. The Turkish questionnaire was then translated back into English by another bilingual speaker to ensure survey equivalence (Brislin, 1980). The data for Turkish form was collected from undergraduate students which are studying in faculty of economics and administrative sciences. The 57,8 percent of the sample were women and 42,2 percent of the sample was men. The mean age of participants was 21.

MEASURE

Career Adapt-Abilities Inventory—Turkey form

The CAAS—International Form 2.0 contains 24 items that combine to form a total score which indicates career adaptability (Savickas & Porfeli, 2012). These 24 items which represent Concern, Control, Curiosity and Confidence subscales to measure career adaptability. The form was well translated to Turkish by the authors who are fluent in both languages then participants answered 24 items equally distributed to four subscales which are career adaptability resources. The item descriptive statistics and loadings from the confirmatory factor model appear in Table 1. The total score for the CAAS—International has a reported reliability of .92, which is higher than for the subscale reliability estimates for concern (.83), control (.74), curiosity (.79) and confidence (.85)

The reliabilities of the subscales for this sample appear in Table 1. The reliabilities are generally slightly higher for the Turkey sample relative to the total international sample. The reliability for the total score for the CAAS—Turkey is 0,91 which is higher than the reliabilities for each of the four subscales of concern (.79), control (.82), curiosity (.81), and confidence (.87).

Table 1. Career Adapt-Abilities Scale: items, standardized loadings, descriptive statistics, and internal consistency reliabilities

Construct	Item (first-order indicators)	Mean	SD	Loading
Concern	1 Thinking about what my future will be like	3,68	1,25	0,77
	2 Realizing that today's choices shape my future	4,20	1,02	0,65
	3 Preparing for the future	3,82	0,96	0,57
	4 Becoming aware of the educational and career choices that I must make	4,27	0,89	0,76
	5 Planning how to achieve my goals	3,61	0,98	0,64
	6 Concerned about my career	3,70	1,16	0,65
Control	1 Keeping upbeat	3,51	1,13	0,55
	2 Making decisions by myself	4,16	0,93	0,74
	3 Taking responsibility for my actions	4,36	0,88	0,58
	4 Sticking up for my beliefs	4,50	0,83	0,77
	5 Counting on myself	4,18	0,94	0,63
	6 Doing what's right for me	4,05	0,97	0,7
Curiosity	1 Exploring my surroundings	3,52	1,05	0,76
	2 Looking for opportunities to grow as a person	3,72	0,95	0,68
	3 Investigating options before making a choice	3,77	0,99	0,66
	4 Observing different ways of doing things	3,95	0,91	0,78
	5 Probing deeply into questions I have	3,77	1,06	0,57
	6 Becoming curious about new opportunities	4,07	0,95	0,65

Table 1...

Confidence	1	Performing tasks efficiently	4,11	0,94	0,61	
	2	Taking care to do things well	4,27	0,89	0,74	
	3	Learning new skills	4,17	0,91	0,64	
	4	Working up to my ability	4,18	0,91	0,57	
	5	Overcoming obstacles	3,98	0,98	0,76	
	6	Solving problems	4,03	0,94	0,66	
Construct	Construct (second-order indicators)		Alpha	Mean	SD	Loading
Adaptability	1	Concern	0,79	3,88	0,65	0,79
	2	Control	0,82	4,13	0,66	0,82
	3	Curiosity	0,81	3,8	0,71	0,91
	4	Confidence	0,87	4,12	0,72	0,94
Total			0,91	3,98	0,56	

Note: All of the loadings are statistically significant at $\alpha=0.01$.

Table 2. Descriptive Statistics and Correlation Output
Correlation matrix of the CAAS—Turkey Form

		Mean	SD	1	2	3	4	5
1.	Concern	3,88	0,65	(0,79)				
2.	Control	4,13	0,66	0,469**	(0,82)			
3.	Curiosity	3,8	0,71	0,467**	0,567**	(0,81)		
4.	Confidence	4,12	0,72	0,470**	0,696**	0,630**	(0,87)	
5.	CAAS's Total	3,98	0,56	0,730**	0,835**	0,825**	0,865**	(0,91)

Notes. Internal consistency reliabilities (Cronbach's alphas) are reported in parentheses.

* *p < .01 (two-tailed)

RESULTS

The CAAS-Turkey Form item means and standard deviations suggest that the typical response was in the range of strong to strongest. Skewness and kurtosis values for the CAAS-Turkey items ranged from (-.57 to -1.73) and (-.50 to 3.59) respectively. Only 2 out of 24 items had skewness or kurtosis values greater than one in absolute value, suggesting that the majority of items conform to the assumptions of confirmatory factor analysis for this sample. Scale means and standard deviations for the CAAS-Turkey appear in Table 1. Skewness and kurtosis values for the CAAS-Turkey constructs ranged from (-1,05. to -1.78) and (1.85 to 4.71) respectively, suggesting that the items conform to the assumptions of correlation-based statistics for this sample. Furthermore, the four subscales correlated from .73 to .86 to the adaptability total score. Table 2 reports the correlations between the scales. As seen in Table 2, the four subscales correlated strongly to each other from .46 (between concern and curiosity) to .69 (between control and confidence).

Confirmatory factor analysis

Confirmatory factor analysis (CFA) showed that data for CAAS—Turkey fit the theoretical model very well. The fit indices were RMSEA=0.064 and SRMR=0.057, which conform to established joint fit criteria (Hu & Bentler, 1999). They compare favorably to the fit indices for the CAAS—International model which were RMSEA=0.053 and SRMR=0.039 (Savickas and Porfeli, 2012—this issue Table 2, rowM1b). The standardized loadings (see Table 1) suggest that all items are strong indicators of the second-order constructs, which are in turn strong indicators of the third-order adaptability construct.

COMPARISON OF TURKEY FACTOR MODEL TO INTERNATIONAL FACTOR MODEL

Comparing the CAAS—Turkey hierarchical factor model to the model for the CAAS—International indicated that the loadings of first-order items on the second-order factors of adaptability were very similar. The most notable differences were for control #1 (Keeping upbeat) exhibiting a weaker loading in the Turkey data and curiosity #4 (Observing different ways of doing things), concern #1 (Thinking about what my future will be like), and control #4 (sticking up for my beliefs) exhibiting stronger loadings in the Turkey. Of the second-order constructs, the loading for Turkey concern was .79 compared to .78 for the International form. The loading for Turkey control was .82 compared to .86 for the International form. The loading for Turkey curiosity was .91 compared to .88 for the International form. The loading for Turkey confidence was .94 compared to .90 for the International form. The mean scores for each subscale and the total score were higher for the Turkey Form compared to the International Form: Turkey concern (3.88), International concern (3.79); Turkey control (4.13), International control (3.93); Turkey curiosity (3.80), International curiosity (3.69); Turkey confidence (4.12), International confidence (3.93); and Turkey adaptability (3.98), International adaptability (3.84).

DISCUSSION

Based on the results of the statistical analyses reported herein, we concluded that the CAAS—Turkey performs quite similarly to the CAAS—International in terms of psychometric characteristics and factor structure. The total scale and four subscales each demonstrate good to excellent internal consistency estimates and a coherent multidimensional, hierarchical structure that fits the theoretical model and linguistic explication of career adaptability resources. These results should bolster confidence in the conclusion that the CAAS—Turkey and CAAS—International function similarly.

The analysis of the conducted survey research on university undergraduate students allows us to rely on CAAS Turkey form. The mean scores of CAAS Turkey form's subscales were slightly higher than CAAS International's relevant scores. The provided results by Öncel's study (2014) for convergent validity of subscores on Turkish students and Akin and others study (2012) are almost same with this study's results by some slight differences so high consistency of the four subscales in this study was proved by the obtained results.

A closer examination on the descriptive statistics of subscale and total scores of CAAS—Turkey led to several observations about the career adaptability of Turkish university students. Control and Curiosity mean scores were found as highest by examining mean scores between four subscales. The explanation of this situation is to be possible especially with the recently occurred changes in Turkish family structure and the reflections of these changes to Turkish youths. By examining generally 2000s years; Turkish family structure had very more protective and patriarchal feature; generally some codes such as —Obeying without resistance to older family members, —Keeping her/his silence against older members of family even if they are wrong in what they sayll and —Accept whatever older members of family prefer for them were dominant in Turkish family structure. This was making itself felt especially in choosing occupation (and wife / husband - partner selection). Turkish younger individuals were on pressure of their families in choosing of which university to study or of which occupation to pursue their career. Even in early ages of their children families were starting to ask —My son/daughter what is your occupation preference?ll and the answer by depending on families preference was tried to be imposed on their children. The change in Turkish families' cultural codes which has been obviously felt particularly for last ten years was effected by the processes of socio-economic change such as immigration and urbanisation more than political reforms and improvement projects. From a shaking/jolty change (even from an evolution) which started in traditions and customs in connection with urbanisation of the population in this process can be mentioned here. Along with this evolution Turkish youth started to make their own decisions which would affect themselves for lifelong and families started to accept this as well. This resulted in forming of consciousness of requirement to do something for themselves and taking responsibility for the decisions they made. As a natural result of this, Turkish youth who did not want to be unsuccessful and to prove the decisions they made right has started to transform to young individuals who are trying to develop new skills, open to changes, looking for solutions for problems, never giving up against difficulties and more sensitive for what happens around. Additionally, Turkish youth with the awareness of having a considerable number of rivals and the effect of external pressures (unemployment concerns, financial and socio-demographic factors) in the context of renewing themselves has been paying more attention to career

development problems. Another observation in relation to mean scores was that curiosity found lower in comparison to concern, control and confidence. Findings can be arisen from Turkish youth's thoughts related to fate and external conditions that can be important factors in determination of their futures. The obtained findings revealed that another possible reason of reaching slightly lower findings about curiosity in comparison to other subscales of the study is that Turkey which is a highly collectivist society. (Hofstede 1980)

Based on the results reported herein, the CAAS—Turkey appears ready for use by researchers and practitioners in Turkey who wish to measure adaptability resources among university undergraduate students. Further research will examine its validity for use with employed graduates. However, given the success of the CAAS—International when used with graduates, we believe that researchers may begin to use the scale with adults who are anticipating occupational transitions.

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