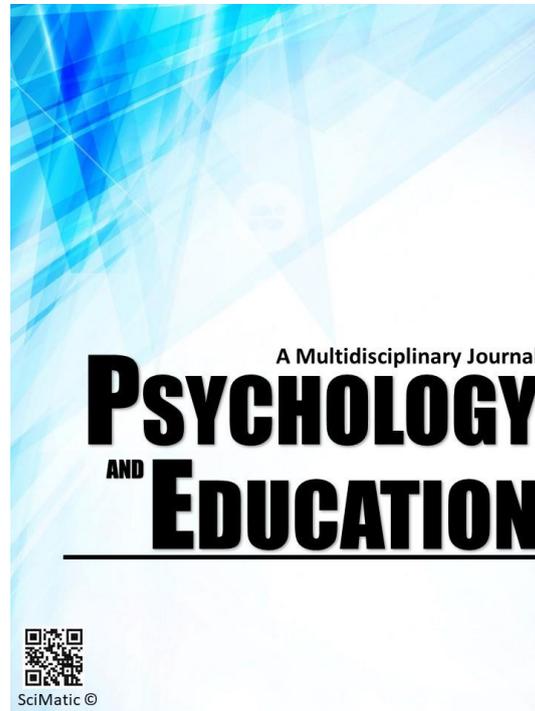


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College Student-Athletes' Career Adaptability

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Abstract

Talented student-athletes attempting to sustain academic and occupational training alongside the increasing demands of their athletic career often encounter difficulties, including lower vocational readiness and the challenge of adapting to life after their term in the school varsity (Tatiana et al., 2016). The purpose of this study is to investigate the career adaptability of the college student-athletes. This study can be a scientific source of data that could guide the school administration towards adopting more workable structures for holistic formation of students through sports. A total of 221 college student-athletes were conveniently surveyed using the universal sampling technique. Descriptive statistics and multiple linear regressions were used to examine the college student-athletes' career adaptability. The findings show that certain personality traits are significantly correlated with career self-efficacy where increase in the college student-athletes' career self-efficacy increases too their career adaptability. Findings further show that the variation of college student-athletes' career adaptability is due to career self- efficacy and personality traits and randomness of the variables and other factors. Results also suggest the importance of providing activities and programs for the development of students' personality traits and positive attitude towards work for higher career adaptability.

Keywords: *career adaptability, personality traits, career self-efficacy*

Introduction

Talented student-athletes attempting to sustain academic and professional training alongside the increasing demands of their athletic career often encounter difficulties, including lower vocational readiness and the challenge of adapting to life after their term as a school varsity (Tatiana et al., 2016). A report from Department of Labor and Employment (DOLE) states that there are many job vacancies in the Philippines, but not enough qualified applicants (News, 2017). For about 700,000 Filipinos who graduate from college annually, employers will still try to find out the essential skills needed for the position to meet the firm's standards (Cassells and Cassells, 2017). This report made the researcher decide to look for possible scientific answers to the arising question on how adaptable college student-athletes are when they graduated and launched into their world of work.

Hence, the role of schools is to produce graduates who are holistically balanced, and this requires a careful interaction between scholastic focus, practical application of theoretical learning and social interplay. Schools are likewise focused not only on making education accessible to students but also retaining them until they finish. Cinches (2015) as cited by Mabasa (2015) highlighted that in today's highly competitive education market, the concern is not only ensuring that students stay and graduate but also to increase student rate. Leone and Tian (2009) added

that increasing student rate becomes one of the most crucial issues for higher education institutions.

Indeed, undergraduate education plays a pivotal role in shaping students' worldviews, their behavior, and their career paths. Apparently, undergraduate education is central to students' overall development. Thus, it is essential that colleges offer a good education to their undergraduates since students' experiences help them deal intelligently with the world and with societal problems (Suvedi, Ghimire and Millenbah, 2016). Especially now that career management faces enormous challenges due to the rapid development of globalization in which the traditional career development models can hardly meet the needs of the times (He, 2010).

With this premise, the private tertiary schools in Gingoog City universally provide a careful balance of students' interest opportunities to address the needs of holistic and complementary education. In this case, sports and active student participation is looked at as a viable equalizer. That is why students are being exposed to the variety of learner-directed innovative activities designed to meet their various needs. One of the opportunities the schools offer to the students is the chance to participate and compete in the annual intercollegiate meet or athletic meet participated by the three private school institutions within the city of Gingoog that offers tertiary education. This activity is known as the Private Schools Athletic Association Meet or PRISAA Meet. The schools send their best

players to represent their respective schools even in the higher competitions or tournaments which results in missed attendance in classes and failure to submit academic requirements.

Studies have been presented that when student-athletes are dedicating so much of their time to their athletic role and are being reinforced for it, can lead them to be more neglectful of their role as “student.” Furthermore, their opportunities to explore potential career paths and the development of their identity will possibly be missed (Ackerman, 2012). Christensen & Sorensen, (2009) also stressed that many athletes are somewhat realistic about the professional opportunities in sport and consider pursuing academic endeavors. However, it seems likely that student-athletes’ concern for vocational future after sport is less of a priority when compared to their immediate dual career concern that requires the balance of sport and school in daily life.

This paper investigated the career adaptability of the college student-athletes. This study can be a scientific source of data that could guide the school administration towards adopting more workable structures for holistic formation of students through sports.

Research Questions

This study intends to determine the career adaptability of the college student-athletes. In detail, this study dwells to answer the following questions:

1. What is the level of the student-athletes’ personality traits, in terms of:
 - 1.1. openness to experience;
 - 1.2. conscientiousness;
 - 1.3. extraversion;
 - 1.4. agreeableness; and
 - 1.5. neuroticism?
2. What is the level of student-athletes’ career self-efficacy?
3. What is the level of student-athletes’ career-adaptability, in terms of:
 - 3.1. concern;
 - 3.2. control;
 - 3.3. curiosity;
 - 3.4. confidence; and
 - 3.5. dual career concern?
4. Does student-athletes’ personality traits explain significantly their career self-efficacy?
5. Does student-athletes’ personality traits and career self-efficacy influence their career adaptability?

Literature Review

Career construction is imperative and relational process through which individuals construct themselves, impose direction on their vocational behavior, and make meaning of their careers (Savickas, 2013).

Duffy (2010) describes Career adaptability as a set of transactional resources comprising certain attitudes, competencies, and behaviors that enable job search opportunities and facilitate the creation of alternative career improvement options, fitting oneself to preferred work contexts and participating positively in the work role. Results from the two studies done in 2009 reveal that career adaptability as it related to goal orientation, social support, power, and life satisfaction. Creed et al. (2009) explored the relationship between career adaptability, as define by Savickas (1997), goal orientation, and social support. On the other hand, Hirschi (2009) examined career adaptability and the potential relationship between power and life satisfaction. Besides, career adaptability is a dynamic mechanism that helps to regulate the relationship between specific dispositional traits and career adapting behaviors (Nilforooshan & Salimi, 2016).

Creed et al. (2009) found supportive evidence for Savickas’ definition of career adaptability, as well as a connection between higher career concern, ineffective career decision-making and lower exploration. Hirschi (2009) found that over time, adaptability demonstrated a positive relationship with both personal influences, defined as feeling in control of life events and life satisfaction. Thus, the result established an idea that the adaptability resources of concern, control, curiosity, and confidence are significantly related to, but empirically distinct from, measures representing adapting regarding career planning, career decision-making difficulties, career exploration, and occupational self-efficacy (Hirschi, et., al, 2015). The findings of both of these studies indicate the complex nature of career adaptability and may be integral in the exploration of defining and further understanding career adaptability today.

Career adaptability considering career concern is one of the essential contributors to career adaptability of young adults (Yousefi et al., 2011). Employees’ career concerns, goals and plans and how these relate to retention practices are vital to retain (Coetzee & Stoltz, 2015). Besides, (Oncel, 2013), emphasized that career concern has the highest relation to future time perspective; career control related highest to both

locus of control and core self-evaluations as well as inversely to neuroticism; career curiosity related highest to proactive personality, and career confidence related highest to generalized self-efficacy. Meanwhile, individuals who have attained a higher level of education appear to be more concerned about planning and thinking about their future and tend to make more effort to explore themselves more and their surroundings (Duarte et al. 2012). Likewise, future work self-predicted career planning and that career concern had an additive effect (Taber & Blankemeyer, 2015). Thus, this dimension indicates future orientation and the extent to which one is aware of and prepares for a professional future.

Duffy (2010) stated that students endorsing a greater sense of personal control were more likely to view themselves as adaptable to the world of work. Career control disposes individuals to engage in the vocational development tasks and negotiate occupational transitions. Likewise, the sense of personal control in an individual's life may be key construct to consider in career building. This suggests that control over one's career may tie with better life satisfaction due to an increased sense of control in career decision making and increased life meaning (Buyukgoze-Kavas et al. 2015) as they gain satisfaction with their experiences on the career opportunities. (Coetzee & Stoltz, 2015). Yuen & Yau, (2015) added that career control was predicted both by the presence and search for meaning in life.

Additionally, Tan (2012) stressed that career curiosity was also being constructed on career proactivity thus leads to productive career exploration as becoming an efficient problem solver and navigator in constructing the future (Hartung, 2013). Also, the fundamental role of confidence in constructing careers was being reflected in the intensive scholarship on self-esteem, self-efficacy (Savickas & Porfeli, 2012). Individuals need this to act on their interest and for career success (Zacher, 2014a) and search for meaning in life (Yuen & Yau, (2015). Accordingly, lack of career confidence may result in inhibition wherein individual feel they are unable to work through job-related difficulties (Savickas, 2013). Further, Tatiana, (2016) reported that athlete at the same time a full-time student spend more time in school and higher education to complete their graduation requirements and tend to postpone obtaining a degree to being trained like an elite athlete. It seems likely that student-athletes' concern for vocational future after sport is less of a priority when compared to their immediate dual career concern that requires a careful balance between sport and school in daily life. This dilemma may bring an impact on

college student-athletes' career goal.

However, can career-adaptability be influenced by its characteristics? Well, a personality trait is one of the determining factors that affect college student-athletes career-adaptability. This variable is one that the researcher is trying to look into in this study. According to Norris, (2016), personality traits and career adaptability are especially indispensable to career development and vocational behavior because these two aspects of individuals could potentially change how individuals interact with their workplace. An individual's personality characteristics and ability to adapt to new or changing working environments could predict career performance and job satisfaction at their current job (Rottinghaus & Miller, 2013). In fact, it showed positive correlations between extraversion and overall career adaptability, conscientiousness, and overall career adaptability. Contrary to this, it showed a negative correlation between neuroticism and overall career adaptability (Zacher, 2014b). More specifically, Zacher 2014b, found a positive relationship between extraversion and career concern, openness to experience and career concern, and negative relationship between neuroticism and career control. Concern and control are subcomponents that makeup career adaptability as defined by Savickas and Porfeli, and these subcomponents may relate to conscientiousness.

Furthermore, results of Norris' (2016) study suggest that certain personality traits are being highly correlated with career adaptability. A substantial portion of the variance in career adaptability was accounted for by individuals' personalities. Indeed, moderate correlations were being found between all five personality traits, career adaptability, and neuroticism, conscientiousness, and extraversion predicted respondents' overall career adaptability. Norris (2016), added personality traits such as neuroticism, conscientiousness, extraversion, and agreeableness are being strongly correlated with the ability to be adaptable in a career setting. This result indicates that those higher in neuroticism are lower in career adaptability as its negative career outlook increased and that those individuals who have higher conscientiousness, extraversion, and agreeableness have higher career adaptability. Meanwhile, those higher in extraversion may overall report feeling more in control of their career. This indicates that extraverted individuals could potentially have an easier time adapting to a new work environment (Norris, 2016).

Moreover, Cai et al., (2015) revealed that the

positive effect of self-esteem on career exploration was stronger among those who had a higher level of proactive personality. Likewise, both self-esteem and proactive personality positively predicted future work self and career adaptability, with these relationships mediated by career. In support of the hypothesized moderated mediation model, for individuals with a higher level of proactive personality, the indirect effects of self-esteem on future work self and career adaptability through career exploration were stronger explorations (Cai Z et al., 2015). Coetzee & Harry, 2015 affirms that managing one's own emotions contributes the most in explaining overall emotional intelligence and the variance in overall career adaptability with its four domains of career concern, career control, career confidence and career curiosity. This statement emphasized the importance of developing individuals' emotional intelligence to strengthen their career adaptability. Even Song (2011), convinced that aside from personal attributes, family factors and school factors affect career decision-making self-efficacy of college students. Because of this, one must have understood that to improve college students' career decision making self-efficacy it should begin from the very beginning to cultivate students' career decision-making self-efficacy to create decent employment actively.

Other domains under career adaptability in accordance to Aurora & Rangnekar's (2016) findings make available in the Indian context that openness to experience or intellect is the Big Five personality dimension that acts as the significant predictor of all the three dimensions of career commitment (career identity, career resilience, and career planning).

Furthermore, conscientiousness was being found as the significant predictor of only career identity, which indicated Indian managers who are focused identify well with their career line. Also, the Big Five personality dimension of agreeableness was found to have a significant positive influence on career planning. From this, the authors inferred that tendency to get along well with others (Aurora & Rangnekar, 2016). On the other hand, conscientiousness shows sensible relationship on career decision-making, self-efficacy towards career indecision such that the negative relation between self-efficacy and career indecision was stronger in the presence of high conscientiousness (Penn, 2016). Additionally, those higher in neuroticism are lower in career adaptability, and that those individuals higher in conscientiousness, extraversion, and agreeableness are higher in career adaptability (Rottinghaus et al., 2013).

The link between personality and career adaptability is necessary because it shows that while there is a connection between the two, there is also unaccounted for some variance, which suggests that aspects of career adaptability are stable and portions are changeable. Related studies are trying to give significant information on how career self-efficacy affects one's career adaptability. (Bocciardi et al., 2017), highlighted that work self-efficacy, search for work self-efficacy and education play a significant role in predicting career adaptability. Seemingly, career-decision making and self-efficacy of a college student have a direct correlation with career planning. Hence, it could predict college student's career-decision making (Chen, 2010). However, (Li et al., 2015) highlighted that career exploration correlated negatively with neuroticism, and positively with openness to experience, extroversion, agreeableness, and conscientiousness. Openness to experience, agreeableness, and conscientiousness served as the toughest predictors for career exploration. Hence, career adaptability was shown to be a key mediator for the relationships between personality traits and career exploration behavior; these findings advance current understandings on how different personality traits predict career exploration behavior (Li et al., 2015). Rossier et al., (2012) cited out that career adaptability partially moderated the relationship between personality and work engagement, suggesting that career adaptability also contributes to regulating the expression of personality dispositions.

Studies reported that involvement in sports activities has a positive effect on students' life in general, such as healthier lifestyle (Omar-Fauzee et al., 2009) and even reduce the frequency of illegal behavior (Davis & Menard, 2013) as cited by Mustafa et al., (2016). Similarly, much evidence indicates that men experienced an evolutionary history of the physical competition, both one-on-one and in teams. In the study conducted by Deaner et al., 2012, male participation rates for sports were significantly and substantially higher than female rates, especially for team sports (Aquilina & Henry, 2010) as cited by Tatiana, 2016, reported that athlete at the same time a full-time student spend more time in school and higher education to complete their graduation requirements and tend to postpone obtaining a degree to being trained like an elite athlete. It seems likely that student-athletes' concern for vocational future after sport is less of a priority when compared to their immediate dual career concern that requires a careful balance between sport and school in daily life. This situation may bring an impact on college student- athletes' career goal.



Methodology

Research Setting

The study was conducted in three private schools in Gingoog City that offers a tertiary level of education. These academic institutions are members of the Gingoog City Private Schools Associations (GC-PRISA).

Research Design

The study used the descriptive research design. Descriptive research is used when the researcher’s concern is to understand the nature, characteristics, components or aspects of present situation or phenomenon (Garcia 2003). Likewise, according to Jones, this method appropriately describes and interprets what it is. It is “concerned with the description, analysis, recording or interpretation of situations in a particular problem.” Its primary emphasis is the understanding and analysis of current practices so that procedures may develop for future use.

Respondents of the Study and the Sampling Procedure

The respondents of this study were the college student-athletes of the three private schools that are members of the Gingoog City-Private Schools Association (GC-PRISA). The study employed total enumeration technique which is a type of *sampling technique* that involves examining the entire population.

Table 1. *Distribution of Respondents*

School	Total Population (N)		%	
	Male	Female	Male	Female
A	52	32	24	14
B	52	8	24	4
C	47	30	21	14
	151	70	68	32
Total	221		100%	

Table 1 illustrated the percentage distribution of

respondents. It further showed that in school A, it has twenty-four percent (24%) male and fourteen percent (14%) female college student-athletes. Meanwhile, school B has twenty-four percent (24%) male and four percent (4%) female college student-athletes. Twenty-one percent (21%) male and fourteen percent (14%) female college student-athletes were from school C.

Research Instruments

Research questionnaires used were adapted and modified from previously conducted studies related to the present study. Instrument A investigated the college student-athletes career adaptability. This tool was adapted from the study of Tatiana et al. (2016) entitled Career Adapt-Abilities Scale- Dual Career Form (CAAS-DC): psychometric properties and initial validation in high-school student-athletes. Instrument B consist of items that sought to determine the respondents’ traits or characteristics. This questionnaire was being lifted from the tool’s used in the study of Norris (2016) entitled The Relationship between Personality Traits and Career Adaptability where Norris (2016) used the BIG Five Model which was being taken from the International Personality Item Pool or The Big Five-IPIP. Finally, a career self-efficacy scale was lifted from the study of Mabasa (2015) entitled “ Learning Style, Attitude, and Skills: Impact on Medical Laboratory Science Students Academic Performance and Student Engagement,” to assess optimistic self-beliefs of the student-respondents to cope with their chosen field. The items or descriptions specified in the adapted-modified questionnaires were drawn from the concepts discussed in the theoretical and conceptual framework as well as from the review of related literature.

Data Gathering Procedure

The researcher personally handed-in the permission letter to the school presidents of the three private schools that offer tertiary education and members of Gingoog City-Private Schools Association (GC-PRISA). They supported and approved the study by endorsing the researcher to the respective college deans down to the sports coordinators. As the approval from the presidents was being granted, the researcher then scheduled the date and time for the conduct of the survey. The researcher distributed the informed consent form first and asked the respondents to answer the survey questionnaires generously. Respondents were being given ample of time in answering the survey questionnaires and encouraged to ask questions for clarifications. The researcher retrieved the questionnaires after administering for it to be ready for

tabulation and analysis.

Results and Discussion

Problem No. 1: What is the level of the student-athletes personality traits, in terms of:

- 1.1. openness to experience;
- 1.2. conscientiousness;
- 1.3. extraversion;
- 1.4. agreeableness; and
- 1.5. neuroticism

Openness to experience. Table 2 furnishes the data on the level of the college student-athletes' personality traits in terms of openness to experience.

Openness to experience was assessed in terms of the appreciation of art and beauty, as well as a general reception to novelty and the willingness to embrace new ideas and activities. Results show that almost 60% of the college student-athletes' personality traits considering openness to experience is often true (at least 75% of the time), 37.6% claimed that it is rarely true, and 3.2% of them said as always true. The overall mean of the responses of this variable under the level college student-athletes' personality traits is 2.62 which implies that openness to experience was verbally described as often true. However, looking at the ten indicators, the respondents answered "always true" on two of them which emphasized that they enjoyed hearing new ideas and believed in the importance of art ($M = 3.75, 3.71$; $SD = .504, .554$). Openness to experience is one factor of personality traits expressing that individuals who are high in openness to experience are more likely to perform a higher level of interpersonal helping, individual initiative, personal industry, and loyal boosterism (Abu Elanain, 2010). The result was strengthened by Aurora, R., & Rangnekar, S. (2016), on their findings that openness to experience or intellect significantly influenced one's career commitment. However, those who score low on openness to experience are more inclined toward conventional thought. Their range of interests is typically narrower, and they tend to be more down to earth.

Table 2. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Personality Traits considering Openness to Experience ($n=221$)

Range	Point Value	Description	Frequency	Percentage
1.00-1.49	1	Never True	0	0
1.50-2.49	2	Rarely True	83	37.6
2.50-3.49	3	Often True	131	59.3
3.50-4.00	4	Always True	7	3.2
Total			221	100

Overall Mean	:	2.62
Description	:	Often True
Standard Deviation	:	0.788

Indicators	Mean	SD	Description
1. I believe in the importance of art.	3.71	.554	Always True
2. I have a vivid imagination.	3.08	.680	Often True
3. I tend to vote for liberal politicians	2.81	.916	Often True
4. I carry the conversation to a higher level	2.99	.823	Often True
5. I enjoy hearing new ideas.	3.75	.504	Always True
6. I am not interested in abstract ideas.	2.31	.888	Rarely True
7. I do not like art.	1.54	.861	Rarely True
8. I avoid philosophical discussions.	2.08	.852	Rarely True
9. I do not enjoy going to art museums.	1.72	.905	Rarely True
10. I tend to vote for conservative political candidates.	2.27	.903	Rarely True

Conscientiousness. Table 3 furnishes the data on the level of the college student-athletes' personality traits in terms of conscientiousness.

Conscientiousness was assessed and revolved around the idea of organization and perseverance believing that individuals show higher levels of time and stress management skills, and strive for continuous performance improvement. Results show that more than 60% of the college student-athletes' personality traits in terms of conscientiousness was verbally described as often true, more than 37% of them said that conscientiousness was rarely true; and conscientiousness was verbally described as always true as it garnered more than 2%. The overall mean of the responses of this variable under the level of college student-athletes' personality traits is 2.59 which verbally described as often true. The result implies that they often to be dependable and hardworking; often engaged themselves in creating to-do lists and break down large goals into achievable steps. Conscientiousness is the personality trait most strongly linked to performance outcomes and the strongest predictor of job performance. Similarly, Judge and Ilies (2002) as cited by Abu Elanain (2010) found that conscientiousness was a tough and consistent predictor of performance motivation.



Table 3. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Personality Traits considering Conscientiousness (n=221)

Range	Point Value	Description	Frequency	Percentage
1.00-1.49	1	Never True	0	0
1.50-2.49	2	Rarely True	82	37.1
2.50-3.49	3	Often True	134	60.6
3.50-4.00	4	Always True	5	2.3
Total			221	100

Overall Mean : 2.59
Description : Often True
Standard Deviation : 0.795

Indicators	Mean	SD	Description
1. I am always prepared.	3.17	0.683	Often True
2. I pay attention to details.	3.31	0.729	Often True
3. I get chores done right away.	2.95	0.692	Often True
4. I carry out my plans.	3.04	0.788	Always True
5. I make plans and stick to them.	3.15	0.768	Often True
6. I waste my time.	1.89	0.892	Rarely True
7. I find it difficult to get down to work.	2.07	0.870	Rarely True
8. I do just enough work to get by.	2.30	0.792	Rarely True
9. I don't see things through.	2.00	0.828	Rarely True
10. I shirk my duties.	2.08	0.908	Rarely True

Extraversion. Table 4 furnishes the data on the level of the college student-athletes' personality traits in terms of extraversion.

Extraversion was assessed in terms of sociability where individuals derive their energy from or doing activity in the presence of others. Results show that more than 54% of the college student-athletes' personality traits in terms extraversion was verbally described as often true, almost 40% of them said that extraversion was verbally described them as rarely true; almost 6% of the total population attested that extraversion was always true to them; and .5% confirmed that extraversion is never true to them. The overall mean of the responses of this variable under the level of college student-athletes' personality traits is 2.63 which implies that extraversion was verbally described as often true. Result infers that they often feel comfortable around people, often make friends easily often skilled in handling social situations and often know how to captivate people. Extraversion is found to be the most important correlate of the predicted job performance of all the big five personality dimensions in a study of managers from both the USA and Japan (Robie et al., 2005) as cited by Abu Elanain, 2010). Eysenck (1953) added that individuals who score high on extraversion tend to prefer to be in the presence of other people; often described as the "life of the party" and leave social situations feeling excited and full of energy.

Table 4. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Personality Traits considering Extraversion (n=221)

Range	Point Value	Description	Frequency	Percentage
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	87	39.4
2.50-3.49	3	Often True	120	54.3
3.50-4.00	4	Always True	13	5.9
Total			221	100

Mean: 2.63
Description: Often True
Standard Deviation: 0.856

Indicators	Mean	SD	Description
1. I feel comfortable around people.	3.31	0.761	Often True
2. I make friends easily.	3.36	0.741	Often True
3. I am skilled in handling social situations	2.91	0.790	Often True
4. I am the life of the party.	2.48	0.988	Rarely True
5. I know how to captivate people.	2.82	0.799	Often True
6. I have little to say.	2.49	0.866	Rarely True
7. I keep myself in the background.	2.47	0.860	Rarely True
8. I would describe my experiences as somewhat dull.	2.06	0.876	Rarely True
9. I don't like to draw attention to myself.	2.15	0.874	Rarely True
10. I don't talk a lot.	2.19	1.010	Rarely True

Agreeableness. Table 5 furnishes the data on the level of the college student-athletes' personality traits in terms of agreeableness.

Agreeableness was assessed in terms of the respondents' behavior that tends to look for the best in everyone being meet and revolves around the idea of trust, honesty, and compliance. Further, the table discloses that at the average, the respondents stated that all indicators are verbally described as often true (M=2.63; SD=0.856). Looking at the ten indicators, respondents answered "always true" on two of them which emphasized that they respect others and accept people as they are (M=3.73, 3.64; 0.584, 0.650). However, three of the indicators received a response of "often true" which means that they often have a good word for everyone, often believed that others have good intentions and often make people feel at ease (M= 3.15, 3.18, 3.25; 0.700, 0.757, 0.774). On the hand, all the rest of the indicators received "rarely" response from the respondents which displays that they can be counted on to be generous and show concerned about the well-being of others. Agreeableness is the fourth factor of the Big Five model telling that those individuals higher in agreeableness are higher in career adaptability (Norris, 2016). Likewise, Nikolaou's (2003) study as cited by (Abu Elanain, 2010) revealed that agreeableness was related to performance in occupations that had high levels of interpersonal interaction in the work environment. Also, Stevens and Ash (2001) found that agreeableness was related to an employee's preference for participative styles of management.

Table 5. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Personality Traits considering Agreeableness (n=221)

Range	Point Value	Description	Frequency	Percentage
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	72	32.6
2.50-3.49	3	Often True	142	64.3
3.50-4.00	4	Always True	6	2.7
Total			221	100
Mean: 2.62				
Description: Often True				
Standard Deviation: 0.784				

Indicators	Mean	SD	Description
1. I have a good word for everyone.	3.15	0.700	Often True
2. I believe that others have good intentions.	3.18	0.757	Often True
3. I respect others.	3.73	0.594	Always True
4. I accept people as they are.	3.64	0.650	Always True
5. I make people feel at ease.	3.25	0.774	Often True
6. I have a sharp tongue.	2.18	0.881	Rarely True
7. I cut others to pieces.	1.74	0.879	Rarely True
8. I suspect hidden motives in others.	1.96	0.926	Rarely True
9. I get back at others.	1.88	0.883	Rarely True
10. I insult people.	1.53	0.800	Rarely True

Neuroticism. Table 6 furnishes the data on the level of the college student-athletes' personality traits in terms of Neuroticism.

Neuroticism was assessed and focused on the experience of negative emotions. Individuals who fall into this category tend to be more prone to mood swings and emotional reactivity. Results show that more than 55% of the college student-athletes contain neuroticism as "rarely true," more than 41% of them contained neuroticism as "often true," more than 2% contained neuroticism as never true, and 1.4% perceived that they contained neuroticism as always true. The overall mean of the responses of this variable is 2.13 which mean that neuroticism among college student-athletes was verbally described as rarely true. This implies that they tend to pay a significant amount of attention to their behavior in interpersonal situations. Thus, result emphasizes the importance of developing individuals' emotional intelligence to strengthen their career adaptability. Norris (2016) stated that those higher in neuroticism are lower in career adaptability as its negative career outlook increased. Coetzee and Harry (2014) affirms that managing one's own emotions contributes the most in explaining overall emotional intelligence and the variance in overall career adaptability.

Table 6. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Personality Traits considering Neuroticism (n=221)

Range	Point Value	Description	Frequency	Percentage
1.00-1.49	1	Never True	5	2.3
1.50-2.49	2	Rarely True	122	55.2
2.50-3.49	3	Often True	91	41.2
3.50-4.00	4	Always True	3	1.4
Total			221	100
Mean: 2.13				
Description: Rarely true to me				
Standard Deviation: 0.902				

Indicators	Mean	SD	Description
1. I often feel blue.	2.29	0.844	Rarely True
2. I dislike myself.	1.83	0.985	Rarely True
3. I am often down in the dumps.	2.00	0.847	Rarely True
4. I have frequent mood swings.	2.27	0.908	Rarely True
5. I panic easily.	2.05	0.984	Rarely True
6. I am rarely get irritated.	2.40	0.926	Rarely True
7. I seldom feel blue.	2.16	0.803	Rarely True
8. I feel comfortable with myself.	3.19	0.903	Often True
9. I am not easily bothered by things.	2.72	0.875	Often True
10. I am very pleased with myself.	2.70	0.954	Often True

Moreover, an important note on this model is that whether a high or low score on any particular factor is not necessarily good or bad (Norris, 2016).

Problem No. 2: What is the level of student-athletes' career self-efficacy?

Career Self-Efficacy. Table 7 provides data on the level of college student-athletes' career self-efficacy.

Results in the table show that more than 53% of the college student-athletes' contained career self-efficacy indicators in "often true to me"; almost 40% of the respondents contained career self-efficacy indicators in "always true to me"; more than 6% contained career self-efficacy indicators in "rarely true me"; and .9% of them contained career self-efficacy indicators "as not true me".

Table 7. *Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Self-Efficacy (n=221)*

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Not true to me	2	.9
1.50-2.49	2	Rarely true to me	14	6.3
2.50-3.49	3	Often true to me	119	53.8
3.50-4.00	4	Always true to me	86	38.9
Total			221	100
Mean: 3.23				
Description: Often true to me				
Standard Deviation: 0.826				
Indicators	Mean	SD	Description	
1. I search for information about the career that I am interested.	3.56	0.669	Always true to me	
2. I make plans of my goals for the next five years.	3.52	0.704	Always true to me	
3. I believe that my results in standardized test are accurate in predicting my goals.	3.12	0.791	Often true to me	
4. I know that my course is the right preparation for my career after college.	3.39	0.843	Often true to me	
5. My course will prepare me for a career that will fit my preferred lifestyle.	3.41	0.761	Often true to me	
6. I choose my career because my interest lies in it.	3.09	0.977	Often true to me	
7. I talk to people who are already employed in the field I am interested in.	3.15	0.936	Often true to me	
8. I have identified employers, firms, and institutions relevant to my career possibilities.	3.00	0.873	Often true to me	
9. I have identified some reasonable major or career alternatives if I am unable to get my first career choice.	2.99	0.792	Often true to me	
10. I still persist with my current course even if I find it frustrating and difficult.	3.09	0.915	Often true to me	

The overall mean of the responses of this variable is 3.23 which implies that career self-efficacy indicators among college student-athletes' are "often true me." Looking at the ten indicators, the respondents answered "always true to me" which emphasize that they search for information about the career that they are interested and they make plans of their goals for the next five years ($M= 3.56, 3.52; SD= 0.669, 0.704$). However, all the rest of the indicators received moderately positive responses as respondents rated them as "often true me." This implies that they often believe that results in the standardized test are accurate in predicting goals, often know that their course is the right preparation for their career after graduation and suited to their preferred lifestyle. They often choose their career because their interest lies in it. They often talk to people who are already employed in the field they are interested in, often identified employers, firms and institutions relevant to their career possibilities, often identified some reasonable major or career alternatives if they are unable to get their first career choice, and often persisted with their current course even if they find it frustrating and tough. The result supports Albert Bandura's (1982, 1986 and 1997) theory of self-efficacy which has vital implications about motivation. Banduras' belief is that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. Indeed, individual factors may lead to an

individual's sense of self-efficacy which can determine and predict accomplishments and achievements (Bandura, 1997). Related studies are trying to give significant information on how career self-efficacy affects one's career adaptability. Bocciardi et al., (2017), highlighted that college student's work self-efficacy, search for work self-efficacy and education play a significant role in predicting career adaptability and career-decision making (Chen, 2010).

Problem No. 3: What is the level of student-athletes' career-adaptability, in terms of:

- 4.1. career concern;
- 4.2. career control;
- 4.3. career curiosity;
- 4.4. career confidence; and
- 4.5. dual career concern

Career Concern. Table 8 furnishes the data on the level of the college student-athletes' career adaptability in terms of career concern.

Career concern was assessed in terms of thinking and preparing for their future, realizing that today's choice shapes the future, and becoming aware of the educational and vocational choices. Results show that at the average, respondents answered "always true to me" on all indicators ($M= 3.67; SD=0.573$), this means a future orientation, a sense that it is important to prepare for tomorrow. Attitudes of planfulness and optimism foster preparedness because they dispose individuals to become aware of the vocational tasks and occupational transitions to be faced and choices to be made in the imminent and distant future of the education and vocational choices that they must take. These descriptive results imply that career concern is telling about one's vocational future is the first and most important dimension of career adaptability (Savickas, 2012), contributors in career adaptability of young adults (Yousefi et al., 2011) as career concern has the highest relation to future time perspective (Oncel, 2013). Thus, college student-athletes, must envision that today's effort builds tomorrow's success and for this to be made realized, they should engage in activities and experiences that promote competencies in planning and preparing for the future (Savickas, 2012).



Table 8. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Adaptability considering Career Concern (n=221)

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	2	.9
2.50-3.49	3	Often True	47	21.3
3.50-4.00	4	Always True	171	77.4
Total			221	100

Mean: 3.67
 Description: Always true to me
 Standard Deviation: 0.573

Indicators	Mean	SD	Description
1. I am thinking about what my future will be like.	3.83	0.444	Always True
2. I am realizing that today's choices shape my future.	3.58	0.646	Always True
3. I am preparing for the future.	3.74	0.532	Always True
4. I am becoming aware of the educational and vocational choices that I must take.	3.53	0.670	Always True

Career control. Table 9 furnishes the data on the level of the college student-athletes' career adaptability in terms of career control.

Career control was assessed in terms of keeping upbeat, making decisions, taking responsibility for the actions, sticking up for one's beliefs, counting on oneself, and doing what's right. Results show that more than 50% of the responses are "often true"; 43 % of them provide "always true"; almost 6% answered "rarely true "; and .5% stated, "never true." The overall mean of the responses of this variable is 3.27 which mean that college student-athletes career adaptability considering career control was being verbally described as often true. The result implies that intrapersonal self-discipline and the process of being conscientious, deliberate, organized, and decisive in performing vocational development tasks and making occupational transitions were often experienced/practiced (Savickas, 2012). Career control is a factor over one's career that links with bigger life satisfaction due, in part, to an increased sense of control in career decision making and increased life meaning (Buyukgoze-Kavas et al, 2015), as they gain satisfaction with their experiences on the career opportunities that life offers (Coetzee &Stoltz, 2015). Hence, this challenge for the college student-athletes to keep upbeat, to make right decisions as they allow themselves to be accountable and to embrace responsibility. Del Corso (2013) says demonstrating personal control over one's career enables individual to embrace uncertainty and connected anxieties better.

Table 9. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Adaptability considering Career Control (n=221)

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	13	5.9
2.50-3.49	3	Often True	112	50.7
3.50-4.00	4	Always True	95	43.0
Total			221	100

Mean: 3.27
 Description: Often true
 Standard Deviation: 0.771

Indicators	Mean	SD	Description
1. I am keeping upbeat.	3.07	0.700	Often True
2. I am making decisions by myself.	3.16	0.818	Often True
3. I am taking responsibility for my actions.	3.48	0.710	Often True
4. I am sticking up for my beliefs.	3.35	0.740	Often True
5. I am counting on myself.	3.15	0.844	Often True
6. I am doing what's right for me.	3.42	0.814	Often True

Career Curiosity. Table 10 furnishes the data on the level of the college student-athletes' career adaptability in terms of curiosity.

Career curiosity was assessed regarding of exploring the surroundings, looking for opportunities to grow as a person, investigating options before making a choice, observing different ways of doing things, probing deeply into questions and becoming interested about new opportunities. Results show that more than 60% of the respondents responded "always true." more than 33% said "often true." almost 3% perceived on "rarely true." and .5% only responded on "never true." The overall mean of the respondents of this variable is 3.48 which implies that college student-athletes career adaptability considering career curiosity was being verbally described as often true. However, looking on the six indicators, the respondents claimed always true on three of them which emphasized that their belief in the value of being open to new experiences and experimenting with possible selves and various roles prompt individuals to try new things and have adventures. College student-athletes' career curiosity will lead to experiences that increase competence in both-self-knowledge and occupational information. Career curiosity is an avenue for students to explore the world to have more knowledge about on personal abilities, interests, and values, as well as about the requirements, routines, and rewards of various occupations. It leads to productive career exploration into becoming an efficient problem solver and successful navigator in constructing the future (Hartung, 2013).



Table 10. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Adaptability considering Career Curiosity (n=221)

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	6	2.7
2.50-3.49	3	Often True	74	33.3
3.50-4.00	4	Always True	140	63.3
Total			221	100

Mean: 3.48

Description: Often true

Standard Deviation: 0.661

Indicators	Mean	SD	Description
1. I am exploring my surroundings.	3.49	0.685	Often True
2. I am looking for opportunities to grow as a person.	3.59	0.665	Always True
3. I am investigating options before making a choice.	3.41	0.679	Often True
4. I am observing different ways of doing things.	3.56	0.604	Always True
5. I am probing deeply into questions I have.	3.31	0.650	Often True
6. I am becoming curious about new opportunities.	3.52	0.684	Always True

Career confidence. Table 11 furnishes the data on the level of the college student-athletes' career adaptability in terms of career confidence.

Career confidence was assessed in terms of performing task efficiently, taking care to do things well, learning new skills, working up to ability, and doing overcome obstacles. Results show that more than 48% of the respondents rated the indicators as often true, almost 47% responded as always true, almost 5% responded as rarely true, and .5% as never true. Further, the Table shows that at the average, the respondents rated the indicators as often true (M= 3.38; SD=0.694). Looking on the five indicators, the respondents rated two of them as always true which emphasized them that they are learning new skills and working up to their abilities (M=3.52, 3.53; SD= 0.664, 0.650). All the rest of the indicators rated as often true that signifies that they often perform tasks efficiently, often take care to do things well and often overcome obstacles. In career construction theory of Savickas, career confidence denotes feelings of self-efficacy concerning one's ability to successfully execute a course of action needed to make and implement suitable educational and vocational choices. The findings revealed that lack of career confidence could result in inhibition wherein individual feel they are unable to work through working difficulties (Savickas, 2013).

Table 11. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Adaptability considering Career Confidence (n=221)

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	10	4.5
2.50-3.49	3	Often True	107	48.4
3.50-4.00	4	Always True	103	46.6
Total			221	100

Mean: 3.38

Description: Often true to me

Standard Deviation: 0.694

Indicators	Mean	SD	Description
1. I am performing my tasks efficiently.	3.19	0.713	Often True
2. I am taking care to do things well.	3.38	0.687	Often True
3. I am learning new skills.	3.52	0.664	Always True
4. I am working up to my ability.	3.53	0.650	Always True
5. I do overcome obstacles.	3.28	0.757	Often True

Dual career concern. Table 12 furnishes the data on the level of the college student-athletes' career adaptability in terms of dual career concern.

Dual career concern was assessed in terms of becoming aware of the sports choices to make; planning how to achieve goals; concerned about vocational, athletic and combining sport and education careers, and solving problems. Likewise, this is designed to measure the extent to which a student-athlete is aware of the challenges in combining athletic and academic pursuits in preparation for the dual career development. Also, this assumed to measure the extent to which an individual is aware of the challenges in integrating athletic and academic pursuits and prepares for a dual career pathway. Results show that almost 60% of the respondents marked "always true," almost 40% marked "often true," more than 6% marked "rarely true," and .5% marked "never true." The overall mean of the responses of this variable is 3.42 which mean that dual career concern among the college student-athletes was being verbally described as often true. However, looking at the first two indicators, the respondents marked them as always true which signifies that they are aware of the sports choices to make and how to achieve their goals (M= 3.51, 3.69; SD=0.748, 0.591). These encapsulate the increasing societal expectations for athletes to successfully initiate, develop, and finalize their athletic careers in parallel to the pursuit of education and career paths. All the rest of the indicators are consistently marked as often true. As stressed in some studies, when student-athletes are dedicating so much of their time to their athletic role and are being reinforced for it, it can be the case that student-athletes may be more neglectful of their role as "student," as well as their opportunities to explore potential career paths and the development of their identity (Ackerman, 2012). Christensen & Sorensen, (2009) stressed also that although many athletes are



equally realistic about the professional opportunities in sport and realize the significance of pursuing academic endeavors, it seems likely that student-athletes' concern for vocational future after sport is less of a priority when compared to their immediate dual career concern that requires the balance of sport and school in daily life.

Table 12. Frequency, Percentage and Mean Distribution of the College Student-Athletes' Career Adaptability considering dual career concern(n=221)

Range	Point Value	Description	Frequency	Percent
1.00-1.49	1	Never True	1	.5
1.50-2.49	2	Rarely True	14	6.3
2.50-3.49	3	Often True	75	33.9
3.50-4.00	4	Always True	131	59.3
			Total	221
Mean:3.42				
Description: Often True				
Standard Deviation: 0.774				
Indicators	Mean	SD	Description	
1. I am becoming aware of the sport choices that I must make.	3.51	0.748	Always True	
2. I am planning how to achieve my goals.	3.69	0.591	Always True	
3. I am concerned about my vocational career.	3.41	0.766	Often True	
4. I am concerned about my athletic career.	3.26	0.864	Often True	
5. I am concerned about combining my sport and education.	3.38	0.868	Often True	
6. I can solve problems.	3.29	0.812	Often True	

Problem No. 4: Does the student-athletes' personality traits explain significantly their career self-efficacy?

Table 13 presents the multiple linear regression analysis showing the influence of personality traits on college student-athletes' career self-efficacy.

As shown in Table 19, the R² adjusted value indicates that 17.7 % of the student-athletes' career self-efficacy can be explained by all the variables considered. However, taken singly, there were three predictors of career self-efficacy (CSE) in the model, 2 of which increase self-efficacy while 1 decreases it. Accounting for 29 % impact is *extraversion* (Ext) which surfaced as the best factor to increase student-athletes belief in their ability to succeed. Another variable is *agreeableness* (Agr) which influences 27 % of the students' career self-efficacy (CSE). Nonetheless, decreasing self-efficacy is the predictor *neuroticism* (Neu) which explains-23% of the variation in the dependent variable. The model is however, significant given P (0.000). Thus, CSE=1.68 + 0.11 OTE + 0.12 Con + 0.29 Ext + 0.27 Agr – 0.23 Neu. These findings

suggest that extravert individuals could potentially have an easier time adapting to a new work environment and in control. Their career self-efficacy increases when they are in the presence of others. On the other hand, individuals who are agreeable tend to be more straightforward and tolerant by nature. Thus, their career efficacy grows the fact that they tend to look for the best in everyone being met and set the highest standard in everything that he or she does. Apparently, result from Strobel et al. (2011) supports that neuroticism significantly affects self-efficacy. This indicates that those higher in neuroticism are lower in career adaptability as its negative career outlook increased and that those individuals higher in extraversion and agreeableness are higher in career self-efficacy adaptability (Norris, 2016). About education, student-athletes with a high self-efficacy belief in their ability to perform a specific task are more likely to persist at that task and challenge themselves more than those with low self-efficacy. When a task is being completed, and the student is successful, efficacy grows. Contrarily, when the task is not being successfully completed, efficacy decreases (Bandura, 1997). This may occur because they lack the skills to succeed or because they have the skills but lack the sense of efficacy to use these skills well (Mabasa, 2015).

Table 13. Multiple Linear Regression Analysis

Independent Variables (Personality Traits)	Regression Coefficient	T-Value	P-Value
Openness to Experience (OTE)	0.11	1.14	0.25 NS
Conscientiousness (Cons)	0.12	1.16	0.24 NS
Extraversion (Ext)	0.29	3.19	0.002 S
Agreeableness (Agr)	0.27	2.62	0.009 S
Neuroticism (Neu)	-0.23	-2.91	0.004 S
Constant: 1.68			
R-Sq (adj): .177			
F-value: 10.46			
Sig. Level: 0.000			

between Personality Traits and Career Self- Efficacy (CSE)

Problem No. 5: Does the student-athletes' personal traits and career self-efficacy influence their career adaptability?

Table 14 presents the multiple linear regression analysis showing the influence of the independent variables on college student-athletes' career adaptability.

Table 14. *Multiple Linear Regression Analysis between the Independent Variables and Career Adaptability (CA)*

<i>Independent Variables</i>	<i>Regression Coefficient</i>	<i>T-Value</i>	<i>P-Value</i>
Career Self-Efficacy (CSE)	0.39	9.28	0.000 S
College Student-athletes Personality Traits (PT)	0.29	4.21	0.000 S

Constant: 1.41
R-Sq (adj): .403
F-value: 73.46
Sign. Level: 0.000

The Table discloses that for every unit increase in the College Student-athletes Career Self-efficacy (CSE), the Career Adaptability (CA) will increase by 0.39 holding that the Personality Traits of College student-athletes are constant. Meanwhile, when the college student-athletes' Personality traits increase, the career adaptability will increase by 0.29. The table further shows that 40.3% of the variation in the college student-athletes' career adaptability is due to the Career self-efficacy and Personality traits while the remaining 59.7% is due to the randomness of the variables and other factors. Thus, given the equation: $CA = 1.41 + .39CSE + .29PT$, the model is statistically significant given the $P=0.000$. Result reveals that 29 % of career adaptability can be accounted for by personality traits. Thus, personality traits and career adaptability may influence the college student-athletes ability to obtain and maintain jobs in the future with changes occurring in the work environment. On the other hand, career self-efficacy has a significant impact on career adaptability as it accounted for 39% of the career adaptability. This means that when the college student-athletes are determined to do the task assigned to them, their career adaptability also increases. This is because they are self-organizing, self-regulating, proactive and self-reflecting in shaping their learning and behavior. Individual factors may lead to an individual's sense of self-efficacy which can determine and predict accomplishments and achievements (Bandura, 1997). Likewise, Norris (2016) expressed that personality traits and career adaptability are especially significant to career development and vocational behavior because these two aspects of individuals could potentially change how individuals interact with their work-place. An individual's personality characteristics and ability to adapt to new or changing working environments could predict job performance and job satisfaction at their current job (Rottinghaus & Miller, 2013).

Conclusion

The current study has potential clues for the changing workforce due to the possibility that some individuals

may be more or less adaptable depending on their personality characteristics and career self-efficacy. It indicates that forty percent of the college student-athletes' career adaptability is due to the Career self-efficacy and Personality traits, suggesting that career adaptability may be somewhat stable. Understanding that career adaptability is partially stable, though flexible, may encourage individuals to learn to change and develop. Hence, college student-athletes need to be being provided with holistic support, specifically on designing activities and programs that would develop and enhance personal characteristics and improve their interest and attitude in the field of work they have chosen. On the other hand, it also reveals that around sixty percent of career adaptability is not being accounted for both personality traits and career self-efficacy. The result leaves considerable room for further exploration of other variables that could influence career adaptability. These variables may potentially environmentally driven and thus could be more easily controlled by individuals going through a career change.

From the findings and conclusion of the study, the researcher arrived at the following recommendations for consideration: (1) School administrators. (1.1) Plan and materialize students' development program, such as seminars and symposia specifically on developing personality traits and positive attitude towards a career. (2) Guidance Personnel: (2.1) Conduct personality testing upon enrolment. The result should be presented and discussed with the school administrators and provides an appropriate remedy or workable activity to develop students' attitude towards work so that upon graduating, the students have already developed a high and positive attitude towards work. (2.2) Conduct programs and activities that will enforce and improve students' interest, skills, and attitude in the field of work the students have chosen. (3) Future researchers: (3.1) Relate the study with regards to student-athletes' career adaptability by using other variables to confirm or enhance the findings of this research; (3.2) Conduct study wherein the data on individual sports events be separated from that of the group/team events to gather information if the career-adaptability of the student-athletes who are in individual sports events has a significant difference from that of those in team events.

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