



The Mediating Role of Future Orientation in the Relationship between Career Adaptability and Life Satisfaction in High School Students *

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Abstract

This descriptive correlational research was conducted with the purpose of examining the mediator role of future orientation in the relationship between career adaptability and life satisfaction in high school students. The research group consists of 617 students (321 females and 296 males; and age range = 14 to 18) who were ninth, tenth, eleventh, and twelfth graders at the time of the study. Participants' age ranged from 14 to 18. Data related to career adaptability "Career Adapt-Abilities Scale", life satisfaction "Satisfaction with Life Scale", future orientation total score of optimism "Life Orientation Test" and hope "Dispositional Hope Scale" and finally "Personal Information" were conducted. Research data was analyzed through correlation analysis, Confirmatory Factor Analysis (CFA), Mediation Analysis. SPSS and AMOS programs were used for data analysis. The result of this research revealed that future orientation was found to be a full mediator in the relationship between career adaptability and life satisfaction in high school students.

Keywords

Career adaptability
Life satisfaction
Future orientation
High school students
Mediation analysis

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Introduction

Career represents one of the important dimensions of individual's life, and it might be one of the most important decisions. In developmental view, career can be defined as entire events that can be encountered in a whole life by individuals (Super, 1990). Indeed, career can be evaluated as a life-long process (Ginzberg, 1984; Super, 1990). Savickas (2008) stated career concept can be seen as individual adaptation and development during pre-vocation, vocation and post vocation tasks and also include leisure time activities and roles that are taken in the society. When career is evaluated in terms of development perspective, career reflects all roles of individuals in a life-time period (Herr, Cramer, & Niles, 2004).

It is possible to say adolescents are in a critic period in terms of career development. Preparing for their future career is one of the important development tasks needed to be carried out during adolescence period (Erickson, 1968; Super, 1990). The importance and need of helping adolescents to prepare for a successful career are emphasized in a worldwide context (OECD/ European Communities,

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2004). Successful transition period from school to work can be achieved through appropriate career preparation. Because having a better career preparation helps for job searching, job finding and enriching career outcomes (Creed & Hughes, 2013; Hirschi, Niles, & Akos, 2011).

As career patterns become more non-linear and unpredictable in today's World as a result of rapid changes in information and technology, Savickas (1997, 2005) developed Career Construction Theory which underlines the need of self-regulatory resources that help individuals solve possible problems and improve person-environment integration in the process of career development. The main construct of career construction theory is career adaptability which is defined as a helpful psychosocial construct for career fulfillment of tasks, career transitions and vocational trauma in the context of life-long career development (Savickas, 1997). Also, career adaptation reflects readiness of individuals for possible obstacles in their career process (Savickas, 1997). According to Savickas (2002, 2005), career development is the integration of personal needs and social expectations of the individuals and thus the adaptation to the environment. In addition to this, career development process is influential on the overall quality of life due to positive contribution on the vocational future, psychological and physical well-being and social acceptance among adolescents (Mann, Harmoni, & Power, 1989). Concepts such as vocational future, psychological well-being and quality of life are in the scope of positive psychology that focuses the personal resources and strengths of the individuals (Rottinghaus, Day, & Borgen, 2005; Seligman & Csikszentmihalyi, 2000).

Life satisfaction is one of the positive psychology concepts and it has been found to be related to career adaptability (Büyükgöze-Kavas, Duffy, & Douglass, 2015). Life satisfaction is individuals' evaluation of the global quality of their life, and it can be considered a key representation of well-being (Diener, Diener, & Diener, 1995). Life satisfaction presents domains such as work, family, leisure time, health, money, self and living environment (Diener & Lucas, 1999). Life satisfaction for students especially includes life specific domains, such as school, self, family, friends and living environment (Huebner, Laughlin Ash, & Gilman, 1998) Students are preparing for a professional vocation and in a decision period for having a job in their future (Masdonati & Fournier, 2015). Individuals may have higher levels of life satisfaction when they have a job and believe that they can perform the desired task in the future (Haar, Russo, Sune, & Ollier-Malaterre, 2014). In addition to this, life satisfaction can be positively affected when individuals have professional-oriented goals and feel a sense of career decision (Nota, Soresi, Ferrari, & Ginevra, 2014). Researchers have reported that greater career adaptability was related to higher levels of life satisfaction (Hirschi, 2009; Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013; Santilli, Marcionetti, Rochat, Rossier, & Nota, 2017; Santilli, Nota, Ginevra, & Soresi, 2014). Nevertheless, there might be indirect effects in the relationship between career adaptability and life satisfaction. Future orientation which reflects the thoughts and emotions towards future might have a mediating role in this relationship, moreover, it is correlated positively with career adaptability (Santilli et al., 2014) and also with life satisfaction (Bailey, Eng, Frisch, & Snyder, 2007; Wong & Lim, 2009).

Another positive psychology concept is future orientation which reflects thoughts and feelings toward future and the ability to design multiple future scenarios (Atance & O'Neill, 2001; Stoddard, Zimmerman, & Bauermeister, 2011). Future orientation can be also defined as "individual subjective view of the future" (Di Maggio, Ginevra, Nota, & Soresi, 2016; Seginer, 2009). In another words, future orientation has motivational, affective, and cognitive processes (Ginevra et al., 2016) and consists of two main components such as hope and optimism (Bryant & Cvengros, 2004; Ginevra et al., 2016; Peterson & Seligman, 2004; Santilli et al., 2017). In present study, it was benefitted from hope and optimism together as one construct as well. Hope as one of the components of future orientation can be defined as "the perceived capacity to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways" (Snyder, Irving, & Anderson, 1991b). In addition to this, Snyder, Feldman, Taylor, Schroeder, and Adams (2000) stated that hopeful thinking has an important role in enhancing strengths of individuals. Furthermore, parallel with the positive nature of hope concept, students with higher levels of hope are likely to set more difficult goals than students with lower levels of hope. Another component of future orientation namely optimism reflects a stable predisposition to "believe

that good things rather than bad things will happen" (Scheier & Carver, 1985). Optimistic individuals take on more positive coping actions for demanding circumstances (Chemers, Watson, & May, 2000; Gagne & Shepherd, 2001). In a study conducted with high school students, it was revealed that optimism was a predictor of career goals, career planning, and career exploration (Patton, Bartrum, & Creed, 2004) and in another study conducted with undergraduate students revealed that there was a strong relationship between career adaptability and optimism (Rottinghaus et al., 2005).

High school time can be evaluated as "exploration" stage and adolescents make decisions about their future in this period (Super, 1990). Indeed, adolescents go after their goals, anticipate the consequences of their actions and become aware that their present is composed of the basis for the construction of their future through future orientation (Ferrari, Nota, & Soresi, 2010; Laghi, D'Alessio, Pallini, & Baiocco, 2009). However, adolescents may not still make self-determined choices about their career directions (Blustein, 2011). Once especially in starting of 20. century vocational counselors underlined the importance of matching a job which is suitable to individuals' abilities cannot be fully valid anymore as young people need to adapt to the unpredictable and discontinuous labor market nowadays (Savickas et al., 2009). Adolescents with low levels of hope and optimism and also high levels of pessimism toward future have more difficulties in planning educational or occupational goal and also coping with obstacles in their process when they are compared with adolescents with high levels of hope and optimism (Niles, Amundson, & Neault, 2011; Savickas, 2013). In this perspective, future orientation has a fundamental role when youths make decisions about their career and also for their employment opportunities (Chua, Milfont, & Jose, 2015). When adolescents have positive attitude toward the future, this helps for adaptive development of these individuals due to the fact that positive attitude toward the future was found to be positively correlated with health and well-being (Sun & Shek, 2012). Furthermore, with the help of future orientation, individuals can anticipate the consequences of their current behaviors and hence they also understand how their behaviors are related to their goals and desire for future and what they do now can have a direct positive influence in the future (Avci, 2013; Bembenutty & Karabenick, 2004; Schuitema, Peetsma, & Van der Veen, 2014).

In the literature review, it was seen that there are two studies revealed that the mediator role of career adaptability in the relationship between career adaptability and life satisfaction. Santilli et al. (2017) found out that while future orientation has a full mediating role in Swiss adolescents; future orientation has a partial mediating role for Italian adolescents in the relationship between career adaptability and life satisfaction. Cabras and Mondo (2018) conducted a similar study with Italian and Spanish university students; they concluded that future orientation has a partial mediating role in the relationship between career adaptability and life satisfaction for both Spanish and Italian university students. Our research model which examines the mediating role of future orientation in the relationship between career adaptability and life satisfaction has not been tested in Turkey before and hence, it was aimed to reveal new information about generalizability of this model and contribute on literature. In light of all these explanations, the purpose of the study is to examine the mediator role of future orientation in the relationship between career adaptability and life satisfaction in high school students.

Method

Models of Research

This descriptive correlational research was conducted with the aim of examining the mediator role of future orientation in the relationship between career adaptability and life satisfaction in high school students.

Research models are presented in Figure 1.

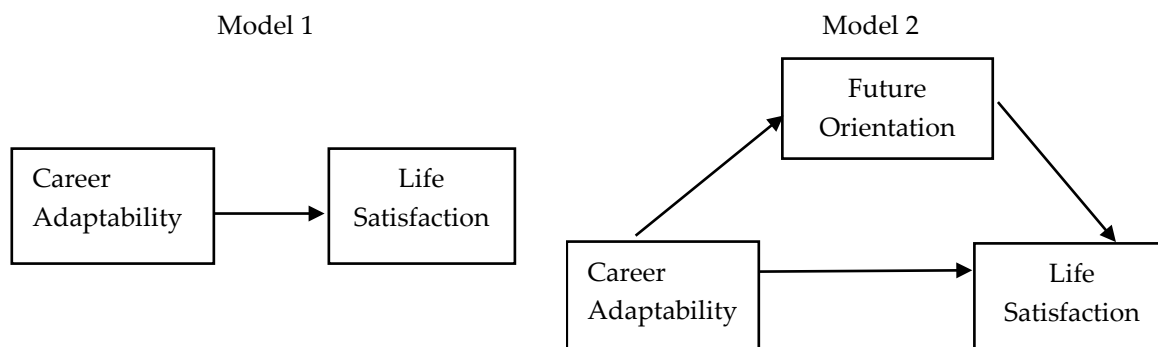


Figure 1. Research Models

Study Group

Data were collected from a total of 617 high school students (321 female, 52%; 296 male 48%) from four central districts of city of Adana which is located in Turkey. Participants age ranged from 14 to 18 (average age= 16.08 and SD=1.09). Academic level of participants varies from ninth grade (n=158, 25.6%), tenth grade (n= 160, 25.9%), eleventh grade (n= 153, 24.8%) and finally to twelfth grade (n=146, 23.7%). In terms of high school type, participants enrolled at two Vocational and Technical High schools (n= 212, %34.4), at two state-funded High schools (n= 290, 47%), and at one private High school (n= 115, 18.6%).

Data Collection Tools

Career Adapt-Abilities Scale (CAAS)

This scale was developed by Savickas and Porfeli (2012) and aims to measure career adaptability abilities. There are 24 items in total which are presented in a five-point Likert-type scale ranging from 1 (not strong) and 5 (very strong). There are four subscales consisting of six items for each in this scale (e.g., "Looking for opportunities to grow"). These subscales are namely; concern, control, curiosity and confidence. For each subscale, a score ranging between 5 and 30 can be obtained. Higher scores from scale refer to higher levels of career adaptability. Savickas and Porfeli (2012) found internal consistency coefficients for concern .82, for control .80, for curiosity .84 and .90 for confidence. This scale was adapted into Turkish language by Büyükgöze-Kavas (2014). A four-factor structure of the scale was tested by confirmatory factor analysis and the compliance value was found to be within acceptable limits ($\chi^2 = 833.063$, $df = 248$, $p < .001$; $\chi^2 / df = 3.36$; $RMSEA = .060$, $SRMR = .049$; $CFI = .90$). Cronbach Alpha internal consistency reliability coefficients were found to be .91 for the total scale and .78 for concern, .74 for control, .81 for curiosity and .81 for confidence subscales (Büyükgöze-Kavas, 2014). As for present study, the internal consistency coefficients were $\alpha=.91$ for the total score, $\alpha=.80$, $\alpha=.74$, $\alpha=.78$ and $\alpha=.82$ for concern, control, curiosity and finally confidence respectively. Also, Confirmatory Factor Analysis (CFA) was carried out and it was seen that structure of the scales was confirmed for this research ($\chi^2= 579.742$, $sd= 244$, $\chi^2 /sd= 2.376$, $GFI= .92$, $AGFI= .90$, $RMSEA= .04$, $CFI=.93$, $SRMR= .04$, $TLI= .92$).

Satisfaction with Life Scale (SWLS)

SWLS was developed by Diener, Emmons, Larsen and Griffin (1985) with the aim of measuring life satisfaction. The Turkish validity and reliability study of the scale were carried out on adolescents by Köker (1991). The scale has 5 items in total and rated on a 7-point Likert-type scale 1 (strongly disagree) and 7 (I strongly agree). Items ranged between 5 and 35 (e.g., "In most ways my life is close to my ideal"). While higher scores refer to higher levels of life satisfaction, lower scores refer to lower life satisfaction. The Cronbach Alpha internal consistency coefficient of the scale was .87 and the test-retest reliability coefficient was .82. Köker (1991) reported a test retest consistency coefficient of .85, which was applied at three week intervals. Internal consistency coefficient was found to be $\alpha = .74$ in this present study. Also, CFA was carried out for this research group as well and it was seen that structure of the scale was confirmed for this research ($\chi^2 = 10.054$, $sd = 5$, $\chi^2 / sd = 2.011$, GFI = .99, AGFI = .98, RMSEA = .04, CFI = .99, SRMR = .02, TLI = .98).

Future Orientation (FO)

In this study, it was benefited from total score of two scales namely Dispositional Hope Scale- Snyder et al. (1991a) and Life Orientation Test- Scheier and Carver (1985) for measuring future orientation. However, as Life Orientation Test has a five-point Likert-type and Dispositional Hope Scale has an eight-Likert type- as a result of this unequal Likert type evaluation, z score of the each scales was calculated and added together in SPSS program. Additionally, CFA was carried out for FO consisting of two scales and it was seen that structure of the scale was confirmed for this research ($\chi^2 = 160,007$, $sd = 51$, $\chi^2 / sd = 3.137$, GFI = .95, AGFI = .93, RMSEA = .05, CFI = .95, SRMR = .03, TLI = .93).

The Life Orientation Test (LOT): The scale was developed by Scheier and Carver (1985). The LOT has 12 items including 4 filler items (which were excluded from scoring) and aims to measure optimism (e.g., "I always look on the bright side of things"). The scale has a five-point Likert-type ranging from 0 (strongly disagree) to 4 (strongly agree). While four items of the scale reflect optimism, the other four items reflect pessimism. The high score obtained from LOT indicates that optimism level is high. The internal consistency coefficient was $\alpha = .76$ for the total score. The Turkish Form study was conducted by Aydın and Tezer (1991). Researchers found that the internal consistency coefficients was $\alpha = .72$ and with a 4-week test-retest reliability of .77. As for present study, the internal consistency coefficient was calculated as $\alpha = .76$.

Dispositional Hope Scale (DHS): The DHS was developed by Snyder et al. (1991a) and the scale has 12 items with two subscales namely "agency thinking" and "pathways thinking" with 4 filler items which were excluded from scoring. Total score obtained from DHS reflects the level of hope of individuals (e.g., "I energetically pursue my goals"). While minimum score that can be obtained from DHS is 8 and it is 64 for maximum score. It was reported Cronbach's alphas ranged from .74 to .84 by Snyder et al. (1991a). It was benefitted from Turkish adaptation form of Tarhan and Bacanlı (2015). The scale has an eight -point Likert-type ranging from 1 (definitely false) to 8 (definitely true). According to their exploratory factor analysis, it was observed that the DHS showed a two-factor structure as it was in the original scale. The Cronbach Alpha coefficient of the scale was .83 and the KMO value was .86. It has been seen that the scale explained 61% of the variance. As a result of confirmatory analysis, the fit indexes were found as GFI = .96, AGFI = .92, RMR = .08, NNFI = .94, RFI = .90, CFI = .96 and RMSEA = .077. In this study, the internal consistency coefficients were found to be $\alpha = .82$ for the total score, $\alpha = .72$ for agency thinking and finally $\alpha = .72$ for pathways thinking.

Personal Information Form

This form includes questions regarding personal information of participants such as their gender, age, classroom level and school type.

Procedure

Firstly, necessary approvals were taken from Ethics Committee of University and Provincial National Education Directorate to conduct this study. After appointments with schools were made, data were collected by the first author of this research. Standard explanation of research aim and voluntary and confidentiality principles were explained to students. It was administrated in a paper-and-pencil format among voluntary students. Lastly, data was collected in a classroom environment within course duration of 40 minutes.

Data Analysis

Prior to conducting any statistical analyses, it was examined whether the data met the assumptions required for structural equation modeling. First of all, outliers in the data were checked. Data with z values which are not between -3 and +3 were excluded from the data set. In addition to this, as a result of calculated Mahalanobis distance value, 36 cases were excluded from the data set. Kurtosis and skewness indices were examined for remaining 617 participants' data of the total scores of the scales. These values were found to be between -1.5 and + 1.5. Thus, it can be said that the data had a normal distribution (Tabachnick & Fidell, 2013). Research data was analyzed through Pearson Product-Moment Correlation and Confirmatory Factor Analysis (CFA) and Mediation Analysis through Structural Equation Modeling. Bootstrapping with 1000 times was applied for this research as well and thus, bootstrap coefficient, confidence intervals were obtained. To reach a conclusion about if indirect effect is significant; the upper and lower limit of the confidence interval in the process should not be zero (Preacher & Hayes, 2008). Descriptive statistics were calculated in SPSS 22 program and Confirmatory Analysis and Structural Analysis were conducted in AMOS 22 software for present study. The goodness of model fit was assessed the following fit indices: chi-square, χ^2/sd , Goodness of Fit Index (GFI), Goodness of Fit Index, (AGFI), Root Mean Square Error of Approximation (RMSEA), the Comparative Fit Index (CFI), Standardized Root Mean Square Residual (SRMR) and Tucker Lewis Index (TLI) in this study. As for evaluation of values references, when values of χ^2/sd are 2 or lower are accepted to be a good model fit, while values up to 5 are accepted as an adequate model fit .GFI indices above .90 are considered to be good when it is between .85 and .90 is considered to be acceptable. CFI indices between .95 and 1.00 are seen as a good fit, while their being between .90 and .95 are recognized as indicator of acceptable fit (Kline, 2011; Schumacker & Lomax, 2010; Wang & Wang, 2012). On the other side, RMSEA and SRMR indexes below .05 indicate very proximate model data fit; models up to .08 indicate acceptable fit; while models which are $\geq .10$ indicate a weak model data fit (Browne & Cudeck, 1993; Schermelleh-Engel, Moosbrugger, & Müller, 2003). Lastly, TLI indices between .95 and 1.00 are accepted as good fit and when it is between .90 and .95 is considered to be an acceptable fit (Baumgartner & Homburg, 1996; Marsh, Hau, Artelt, Baumert, & Peschar, 2006). The upper limit of the error margin has been recognized as 0.01 in this study.

Results

Before conducting Structural Equation Modeling analysis, Confirmatory Factor Analysis was conducted for each measurement to examine the fit indices. According to Confirmatory Factor Analysis findings, it was seen that the results indicate a good fit and factor structure of the scales is at an acceptable level. Descriptive Statistics and Correlations values and model test results are presented respectively.

Findings Regarding the Relation between Career Adaptability, Future Orientation and Life Satisfaction

The calculated means and Standard Deviation, Pearson correlations coefficient were computed in order to determine the interrelationships among satisfaction with life, future orientation and career adaptability, in addition to this, kurtosis and skewness values were calculated and they are all presented in Table 1.

Table 1. Descriptive Statistics and Correlations among Major Study Variables

	X	Sd	SWL	FO	Skewness	Kurtosis
YD	23.60	5.92	-		-.446	-.098
GY	.00	7.49	.546**	-	-.812	.937
KU	90.13	15.07	.474**	.705**	-.679	.558

**p<.01

Note. SWL= Satisfaction with Life, FO= Future Orientation, CA= Career Adaptability

As it can be seen in Table 1, life satisfaction was found to be positively correlated with future orientation ($r = .55, p < .01$), and career adaptability ($r = .47, p < .01$). Career adaptability correlated with future orientation ($r = .71, p < .01$).

Model 1: Examining Relation between Career Adaptability and Life Satisfaction

Results of Structural Equation Modeling analysis of Model 1 and Model 2 which were designed according to research purpose are presented in figure 1 and figure 2.

To examine whether future orientation mediates in the relationship between career adaptability and life satisfaction, the procedure proposed by Baron and Kenny (1986) was adopted in present study. According to these researchers, one of the criteria needed is there should be significant relationship between dependent and independent variables. To be able to test model 2, model 1 was tested and is presented in Figure 2.

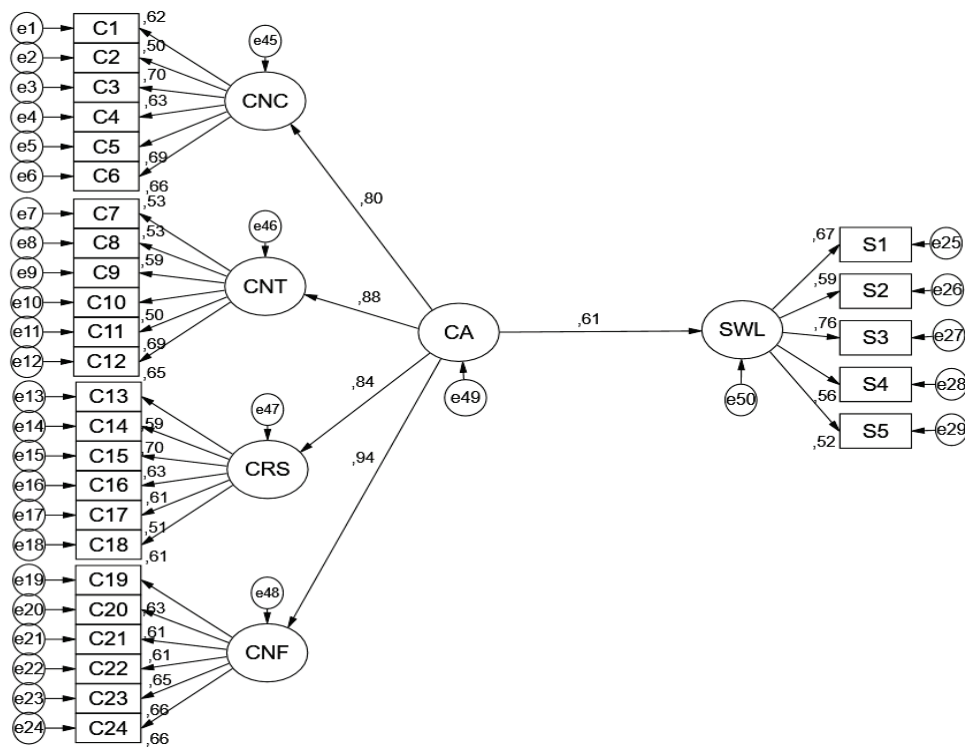


Figure 2. Model 1 Reflecting Predicting Power of Career Adaptability in Life Satisfaction

Note. CA: Career Adaptability, CNC: Concern, CNT: Control, CRS: Curiosity, CNF: Confidence, SWL: Satisfaction with Life.

As can be seen fit indices for structural equation model analysis of model 2 in figure 2, this model indicates acceptable fit ($\chi^2 = 821.028, \chi^2 / sd = 2.231, GFI = .91, AGFI = .90, RMSEA = .045, CFI = .92, SRMR = .045, TLI = .91$). In this model, career adaptability was found to be significant predictor of life satisfaction (.61).

Model 2: Examining Mediating Role of Future Orientation in the Relationship between Career Adaptability and Life Satisfaction

The mediating role of future orientation in the relationship between career adaptability and life satisfaction in Model 2 was examined according to the advice of Baron and Kenny (1986). In model 2, there should be a significant relationship between mediator –future orientation and independent variable- career adaptability. Furthermore, after controlling the independent variable-career adaptability, the mediator variable-future orientation should significantly predict the dependent variable- life satisfaction. Finally, to reveal the mediating role in a model, after controlling the mediator role effect, the relationship between independent variable-career adaptability and dependent variable-life satisfaction should be significant or decrease in relationship level.

In order to test model 2 with the purpose of the research, model 2 was run and results are presented in Figure 3.

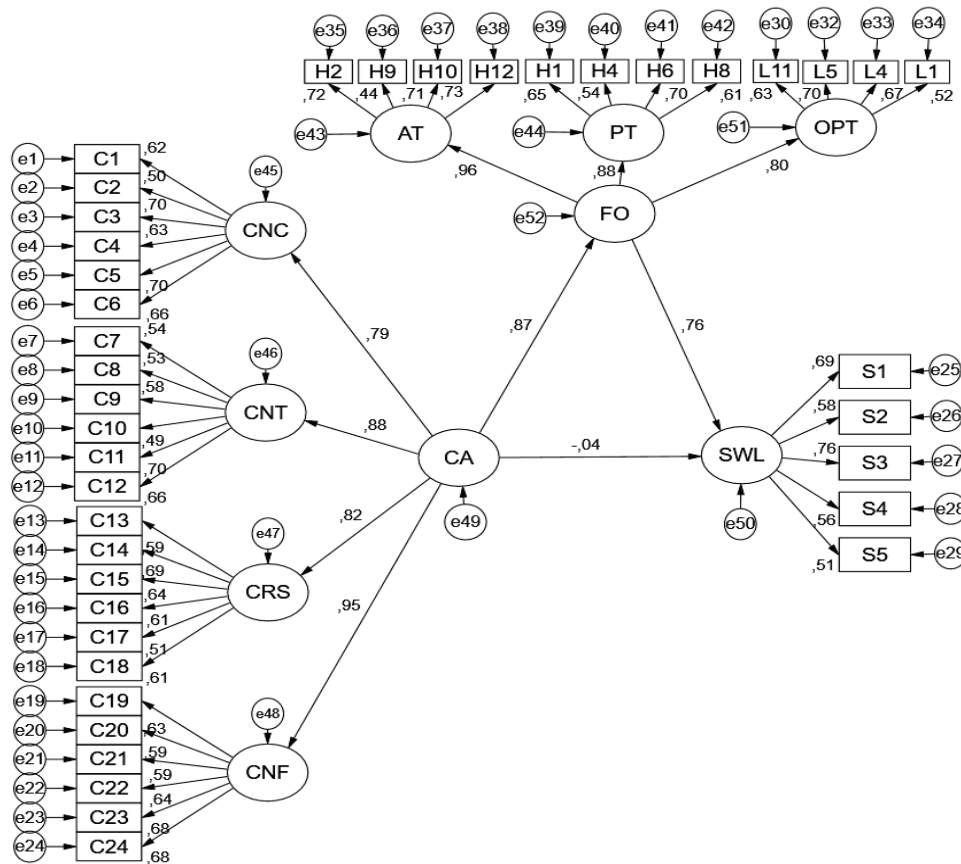


Figure 3. Model 2 Reflecting Mediator Role of Future Orientation in The Relationship Between Career Adaptability and Life Satisfaction

Note. CA: Career Adaptability, CNC: Concern, CNT: Control, CRS: Curiosity, CNF: Confidence, SWL: Satisfaction with Life, FO: Future Orientation, AT: Agency Thinking, PT: Pathways Thinking, OPT: Optimism.

Model 1 and Model 2 were examined according to procedures of Baron and Kenny (1986) for mediation analysis. Firstly, in Model 1, it was confirmed that career adaptability predicted life satisfaction ($\beta=.61, p<.001$). Secondly in Model 2, career adaptability predicted future orientation ($\beta=.87, p<.001$) and future orientation predicted life satisfaction ($\beta=.76, p<.001$) as well.

Table 2. Regression and Variance Values according to Analysis Conducted on Models

Regression Coefficients	STD				Bias95%	
	β	β	S.E.	C.R.	Lower Limit	Upper Limit
FO \leftarrow CA	.866	.670	.072	9.356**		
SWL \leftarrow FO	.761	1.716	.335	5.126**		
SWL \leftarrow CA (Direct Effect)	-.038	-.066	.211	-.314		
SWL \leftarrow CA (Total Effect)	.614	1.096	.127	8.659**		
SWL \leftarrow FO \leftarrow KU (Indirect Effect)	.659	1.150			.424	.942
Explained variance values	R ²					
Future Orientation	75					
Satisfaction with Life	53					

**p<.001

Note. CA: Career Adaptability, FO: Future Orientation, SWL: Satisfaction with Life

In model 2 for structural equation model, the mediator role of future orientation in the relationship between career adaptability and life satisfaction, as can be seen in figure 3 and table 2, standardized regression coefficient decreased ($\beta=.61$, $p<.001$) and also was seen as non-significant ($\beta = -.04$, $p>.001$) in the relationship between career adaptability and life satisfaction. Likewise, when fit indices of model 2 are examined in figure 3, it can be seen that fit indices of model 2 are lower comparing to model 1 ($\chi^2=1571,560$, $\chi^2/sd= 2,054$, $GFI= .887$, $AGFI= .87$, $RMSEA=.041$, $CFI= .909$, $SRMR= .0456$, $TLI=.90$).

In the light of these findings, it can be concluded that the future orientation has a mediating effect on the relationship between career adaptation and life satisfaction among high school students. After mediator effect was revealed, the bootstrap confidence interval has been examined in order to determine how effective the mediation role of future orientation is. As it can be seen in Table 2, the lower and upper limits for bootstrap are above zero and thus, the future orientation has a full mediator effect (Preacher & Hayes, 2008).

Discussion, Conclusion and Suggestions

In current study which examines the mediator role of future orientation in the relationship between career adaptability and life satisfaction, firstly it was revealed that career adaptability was a predictor of future orientation and secondly, future orientation was also a predictor of life satisfaction among high school students. According to the results of the study, as the career adaptation of the students' increases, their future orientation increases as well. Consistent with our study results, there are some studies which have found that career adaptability has positive effect on positive tendency towards future and optimistic expectations (Öncel, 2014; Santilli et al., 2017). Career adaptability reflects the abilities for being readiness and coping with the obstacles that can be encountered in career process (Savickas, 1997). As for future orientation, it includes hope and optimism towards future (Santilli et al., 2017) and it helps for individuals to decide on their career and work options (Chua et al., 2015). From this point of view, it can be expected that individuals who believe that they are capable of dealing with obstacles in career development period can be in a mood of hopeful and optimistic and also they can decide more effectively about career and work options.

Another finding of this study is that future orientation is a significant predictor of life satisfaction among high school students. It seems that when future orientation increases, students satisfy more with life. This finding is consistent with some previous studies (Cabras & Mondo, 2018;

Konstam, Celen-Demirtas, Tomek, & Sweeney, 2015; Santilli et al., 2014). Future-oriented people tend to be more committed to fulfilling their purpose-oriented tasks and moreover, they more tend to satisfy with life (Akbarzadeh et al., 2014; Ferrari et al., 2010). Future orientation might have an important role on predicting the future consequences of individuals' current behaviors. Individuals with future orientation are aware of that their current behaviors are related to their goals and desires in the future and besides this, their behaviors have positive effects on their lives (Avci, 2013; Schuitema et al., 2014). Hence, they can organize their behaviors to satisfy with life. In addition to this, future-oriented individuals can satisfy more with life as they can behave according to their goals (Cabras & Mondo, 2018).

This study examined the mediating role of future orientation in the relationship between career adaptability and life satisfaction. The results showed that future orientation fully mediated in the relationship between career adaptability and life satisfaction in high school students. In the literature, there are two studies which are similar to present study. One of these studies was conducted among Italian and Swiss adolescent students (Santilli et al., 2017) and another one was conducted among Spanish and Italian university students (Cabras & Mondo, 2018). It can be inferred that our study results are parallel to these studies. Studies point out that career adaptability has positive contribution on life satisfaction through future orientation in both adolescents and emerging adults. While future orientation has a partial mediator role for Italian students, it was found out that future orientation has a full mediator role for Swiss students in the relationship between career adaptability and life satisfaction (Santilli et al., 2017). Santilli et al. (2017) discussed that this difference might be because of different education system in two countries. In Switzerland, students tend to make vocational choices younger comparing to Italian students. In addition to this, while Swiss students with higher academic success are likely to go to high school and university; students with lower academic success are likely to go to vocational schools. Santilli et al. (2017) stated that as Swiss students have awareness of future orientation earlier and this might lead to these different results for two groups. Our study results can be considered to be seen more similar to Swiss adolescents in terms of full mediator role of future orientation. From this perspective, although students do not have to make vocational choices in an early age stage in Turkish Education system, they have to take national wide and very competitive tests to be able to continue studying in a high school and later in a university. Beside these, the pressures of the family and the environment for success may affect the future orientation of the students at an early age.

According to our present study, the increase in career adaptation increases the future orientation and hence life satisfaction. When these results are taken into account and activities for improving career adaptability are made, students can deal with obstacles more successfully in their career development. Also, these activities would lead students to have positive feelings towards future and hence students may more satisfy with life. That is why, school psychological counselors in school counseling services can be advised to think about supporting of students' career development process with classroom based guidance activities and development and application of group guidance and psycho-education programs.

Although this study was the first study which examines the mediating role of future orientation in the relationship between career adaptability and life satisfaction in high school students in Turkey, but still it has some limitations. Firstly, all data were collected only from two different school types, a total of five schools in Adana and this decreases the generalizability of our study. Additional research is needed in a bigger sample including different school types in different cities in order to reach for more generable findings. As aim of the study was limited to examination of mediator role of future orientation in the relationship between career adaptability and life satisfaction, researchers in their future studies can consider including different social demographic and psychological variables could lead to new and

important knowledge about the relationship between career adaptability and life satisfaction. Lastly, the four subscales of career adaptability namely concern, control, curiosity, confidence were not included in present model test separately as this was not presented in our general research purpose. It can be considered that when career adaptability is examined as multi-dimensionally in future study models, this could give more detailed knowledge about relationships in the model. Likewise, life satisfaction was assessed globally in present study and from this perspective, if life satisfaction can be evaluated multi-dimensionally (Gilman et al., 2008), new information about students' life satisfaction domains in a model test could provide new information to the literature.

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