The Relation Between Life Goals and Career Adapt-Abilities: An Investigation of the Mediating Role of Hope *

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Abstract

In this research, the mediating role of hope in the relation between high school students' life goals and career adaptability was examined. The study has been carried out with 353 high school students (195 girls, 158 boys). The mean age of the students was 16.05. The data have been collected by using "Career Adapt-Abilities Scale", "Life Goals Scale for Adolescents" and "Dispositional Hope Scale". The collected data was analyzed through correlation analysis, path analysis and, bootstrapping procedure for the significance of indirect effect test. As a result of the study suggest that career goals, body-sense goals, hope has a positively meaningful relation with career adaptability. Bootstrapping show that hope have a partial mediating role in the relation between career goals, body-sense goals and career adaptability. It is thought that the results obtained can be used to improve the career adaptability of high school students. In addition, it can be said that the results of the research will provide the basis for future studies.

Introduction

The concept of progressive career maturation was used for describing individuals' professional development until the beginning of 1980s. Then it was acknowledged that maturity was not based only on age; the concept of career adaptability was presented in order to define the choice of profession and adaptation to professional tasks. This concept focuses on the relationships between the individual and environment and involves the notion that adults have career transition and changes by improving their coping behaviours (Rees, 2017). In addition, career adaptability is not limited to an individual's transition to work from school; it is considered an important concept that is used throughout life (Sharf, 2017). Career adaptability is known to be the individual's self-regulation powers or capacities that could be used for the problems encountered in job or in working conditions (Savickas & Porfeli, 2012). Career adaptability is defined as coping with the unpredictable and predictable tasks brought by the changes in the job and working conditions (Savickas, 1997). Career adaptability is composed of four sub-scales as *concern*, *control*, *curiosity*, and *confidence*. Concerns about future help individuals to look forward and

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get prepared for the things they can do in the next stages. Control helps individuals to become responsible for meeting future by using effort and persistence and for shaping themselves and their environment. Curiosity guides considering one's self in various situations and roles. Research experiences and information-seeking activities produce willingness and create confidence in order to realize individuals' own life design choices (Savickas & Porfeli, 2012). An individual's having a high level career adaptability indicates that s/he is a person who is concerned about career future, has positive views about career future, knows what s/he wants from work life, searches detailed information about the field s/he chose, and strongly trusts that s/he is good at succeeding in the work s/he chose (Rees, 2017).

An analysis of the literature on career adaptability at the national level indicates that there is an increasing interest in this topic, and there are various studies that have been conducted in recent years. Some examples include scale development (Erdoğmuş Zorver & Korkut Owen, 2014), scale adaptation (Büyükgöze Kavas, 2014; Işık et al., 2018; Kanten, 2012; Karacan Özdemir, 2016) as well as relational (Bölükbaşı, 2017; Karacan Özdemir, 2016; Kırdök & Bölükbaşı, 2018; Mercan, 2016; Yiğit, 2018), qualitative (Karacan Özdemir & Ayaz, 2018) and experimental (Eryılmaz & Kara, 2019; Kepir Savoly, 2017; Ömeroğlu, 2014; Turan, 2017) studies. An analysis of the studies at the national level indicates that the studies on positive psychology are limited in number.

Various studies worldwide report that career adaptability is associated with several personality traits (Bimrose, Brown, Barnes, & Hughes, 2011). A study that made a systematic review of the studies on career adaptability reports that career adaptability is predicted by several personality traits such as emotional intelligence, feeling of control, proactivity, self-assessment, hope, optimism, tolerance to ambiguity as well as contextual factors such as career-related parent behaviours, positive relationships with parents, social support, and unemployment (Johnston, 2018). In another study, it was found that the career adaptability of high school students who thought about the future and had dreams about their career in ten years' time was significantly higher than that of other students (Korkmaz, 2018). In addition, studies show that life satisfaction (Akça, Korkmaz, & Alkal, 2018; Büyükgöze Kavas, Duffy, & Douglass, 2015; Ginevra et al., 2018; Santilli, Marcionetti, Rochat, Rossier, & Nota, 2017; Santilli, Nota, Ginevra, & Soresi, 2014), meaning in life (Yuen & Yau, 2015), positivism, hope, resilience (Akça et al., 2018; Büyükgöze Kavas, 2016) and subjective wellness (Kırdök & Bölükbaşı, 2018; Ramos & Lopez, 2018) are positively associated with career adaptability. In addition to these, Savickas and Porfeli (2012) also report that psychcap, which is defined as self-suficiency, optimism, hope, and resilience showing the individual's positive psychological development stage, is also considered to be a concept that is connected to career adaptability. As a result, career adaptability is comprehensible and accountable in terms of positive psychology. Therefore, the concept of positive psychology seem to have an important place in understanding the career adaptability to be needed and used to cope with the difficulties one might encounter in career life.

The related literature shows that high school students' career development behaviors are affected by many factors. For instance, theorists such as Ginzberg, Super and Gottfredson report that interest, ability, and values are of importance in the adolescence period career development (Brott, 1993; Siyez, 2018; Super, 1963). In addition, high school students' career development behaviours are affected by factors such as gender, socio-economic level, career decision (Bacanlı, Eşici, & Özünlü, 2013; Gati & Saka, 2001), academic success (Bacanlı, 2012), culture (Mau, 2004), beliefs about career (Akkoç, 2012; Bacanlı, 2012) and parents, teachers (Dick & Rallis, 1991). Life goals are one of the positive psychology concepts involved in the study with a view to understanding career adaptability that has effects on high school students' career development behaviors. Life goals are one of the tools people need in order to be connected to life and survive. Life goals involved in the study in order to understand career adaptability are one of the tools people need with a view to connecting to life and maintaining their

lives. Especially after 1980s, it has begun to be mentioned together with the development of cognitive and positive psychology for explaining human behaviours. Accessible, conscious goals in the field of psychotherapy are reported to contribute to people's development and maturity (Eryılmaz, 2010; 2012a). Life goals, regarded as a positive feature in individuals' adaptation to life in positive psychology, are defined as "the desired situations to be achieved with the help of the individuals' cognitive and behavioral strategies" (Emmons, 1999). Life goals considered in the context of long-term goals is an important factor that takes place in people's emotions, thoughts and behaviours (Eryılmaz, 2012a). Fundamental life goals to be possessed by the individual are composed of a person's desires in order to create general life structures and shape life (Roberts & Robins, 2000). This study utilized life goals based on positive psychology in the Balance Model described by Peseschkian and Walker (1987). The model describes human life in four dimensions, which include relationship, body-sense, career/success, and spirituality. An individual maintains his/her life according to these four dimensions and becomes inclined to one of these dimensions in order to cope with the problems when s/he encounters conflicts in life. Eryılmaz (2010) reported that a scale that measured these dimensions was developed for Turkish culture, but the spirituality dimension did not work in high school students. This might be related to the fact that spirituality goals could be a concept that becomes more meaningful in individuals' following life periods. Therefore, this study investigated the relationship, body-sense, career/success goals based on the Balance Model. Relationship goals include the identification of the features of the person to be married, number of children to be possessed in marriage, and the goals planned to be shared with the child. Body-sense goals include sports and artistic activities, which are also defined as entertainment goals. Career/success goals are composed of goals related to the individual's types of education, types of work, and types of progressions s/he will have in his life.

Goals are individuals' energy source. In other words, while individuals approach to the activities related to their goals, they avoid the activities that are not related to their goals. Goals motivate individuals in a specific topic by helping them to relieve from chaos (Eryılmaz, 2012a). Richards Jr. (1966) reported that knowing about individuals' goals such as success or reaching various professional goals would provide practical and important information for professional and career counselling. In this regard, knowing about individuals' life goals that have effects on their behaviours could have important contributions to understanding their career behaviours.

According to Baumeister and Heatherton (1996), goals are one of the three elements of self-regulation. A lack of clear and consistent goals are reported to hinder self-regulation. In addition, the goals that are not appropriate are reported to be one of the problems in self-regulation. It is also highlighted that people who underestimate their abilities could become unsuccessful in making an attempt to reach their goals. It is reported that the lack of accurate evaluation of the abilities could prevent successful self-regulation. Based on this view, goals seem to have an important place in individuals' career adaptability, which is also defined as self-regulation capacity. Although review of the related literature indicates no studies that investigated the relationship between life goals and career adaptability, there could be a relationship between the individuals' life goals and career adaptability. Individuals who have more career-related goals are expected to fulfill behaviours required by career adaptability such as feeling concerned about career, getting prepared for future, thinking about future, learning new skills, and fulfilling tasks effectively.

Another variable that might be associated with career adaptability is hope. Hope, which is defined as the "thing that is expected to happen or the thing that is considered to happen" by the Turkish Language Society (2018), has different theoretical definitions. Snyder (2002) defines hope as "perceived abilities for reaching the goals and motivating oneself through agency in order to use these ways". Scioli et al. (1997) defines hope as an emotional variable that affects thoughts and behaviours and maintains actions. Another definition indicates that it is an emotion that enables individuals to become successful

in times of difficulties and in things that are important to them (Santilli et al., 2017). In addition to being defined as an emotional concept, hope is also defined as a way of thinking that has effects on various aspects of life and that is shaped since childhood (Atik & Kemer, 2009). Hope has three components which include agency, pathway, and goal. These three components are also related to each other. For instance, if the person has strategies to reach goals but does not have agency, then there is no probability of being persistent against obstacles. In a similar vein, individuals who have confidence about reaching a goal but lack strategies for succeeding that goal would probably stand still because they cannot perform specific actions (Niles, Yoon, Balın, & Amundson, 2010; Snyder, 2002). Hope is seen so important in the field of psychology that it is considered as the core structure (Hirschi, 2014). Hope is known to play an important role in decreasing the problems before and after the problems emerge (Atik & Kemer, 2009). Hence, hope seems to have a preventive and analytic role.

Individuals' performing a positive behaviour does not seem to be possible without hope, which has become an increasingly important source in individuals' career development. Having the emotion of hope enables individuals to consider possibilities in any case and to take an action (Hirschi, 2014; Niles et al., 2010). Niles (2011) emphasized that in the hope-focused career development model, hope was effective in every phase of the career development. In addition, solutions found by individuals regarding the problems they encountered at work are reported to vary depending on their hope levels (Peterson & Byron, 2008) because hopeful individuals spend their energy more for solving problems in comparison to hopeless individuals. Individuals with high hope levels also see the problems as temporary and negotiable (Oktan, 2012). Proactive personality trait, which is one of the predictors of career adaptability (Hirschi, 2014; Öncel, 2014), is reported to include high levels of hope because proactive individuals also spend their energy in order to solve problems in times of trouble. Given that the career adaptability is a concept associated with how powerful an individual sees himself in the problems he encountered or in job transitions (Savickas, 1997), it is possible to mention a relationship between career adaptability and hope. Review of the studies in literature indicates significant relationships between career adaptability and hope (Bölükbaşı, 2017; Santilli et al., 2014, 2017).

Hope is highly emphasized in the studies on goals (Oktan, 2012). Hope is reported to be a situation that is based on being motivated to the goal and to the ways to reach the goal (Atik & Kemer, 2009). Hope is also known to incease one's motivation in identfying and following the goals (Hirschi, 2014). Hope is a motivational situation that involves an agency and waypower emotion for goals. Agency reflects the initiation and maintenance of the effort required for reaching the goal. As to waypower, it reflects the plans for reaching the goals. These components are highly associated with each other, and they act together in order to provide hope to individuals (Santilli et al., 2014). Demonstrating a hopeful attitude becomes an accelerating factor for defining action steps related to one or more than one goal (Niles et al., 2010). While hope is seen as a concept associated with predicting a meaningful goal, it is also reported that goal is a component of hope (Niles et al., 2010). In line with this view, Snyder (2002) reports that goal is seen as a cognitive part of hope. Presence of several views about the relationship between hope and goals indicates a potential relationship between an individual's life goals and hope level. Although it is possible to access information about the potential relationship between life goals and hope, the related literature has limited number of studies that investigated the relationship between them (Bronk, Hill, Lapsley, Talib, & Finch, 2009; Cenkseven Önder & Mukba, 2017). A study found that level of hopelessness in high school students decreased when there was an increase in their internal life goals associated with the concepts such as independency, need for relationships and personal development, which are found in people's nature and which enhance psychological satisfaction (Aygün, 2014). This finding might indicate that positive life goals possessed increase the individual's hope.

One of the components of hope is goals, which indicates an important potential relationship between life goals and hope (Niles et al., 2010; Snyder, 2002). Savickas and Porfeli (2012) also state that hope represents a psychological source that is closely associated with career adaptability. Hope seems to be a variable that is associated with both concepts. Moreover, in a potential relationship between life goals and career adaptability, hope might have a mediating role because of both including the strategies for reaching the goals and representing the psychological source of career adaptability. Review of the related literature indicated studies that mentioned the mediating roles of hope (Aydin, Sari, & Şahin, 2014; Bölükbaşı, 2017; Santilli et al., 2014, 2017). Therefore, hope seems to have a mediating role in the potential relationships between life goals and career adaptability.

This study was conducted with adolescents enrolled in high school. One purpose of conducting the study with adolescents is that career choice and procedures that will affect the remaining years of individuals' lives usually involve high school or university years (Sharf, 2017). Another reason could be the fact that it is important to consider life goals, which are reported to be an important feature in helping people adapt to life, as an important and meaningful tool for adolescents in terms of guiding their development in many aspects and making them happy in life (Eryılmaz, 2012b). For this reason, investigation of the role and effect of life goals, which have an important place in the remaining life of adolescents, could equally be meaningful and important. On the other hand, the role of hope, which represents a psychological source of career adaptability in life goals, seems to be a topic worth investigating. It is believed that coping with career-related difficulties could be easier for students thanks to the factors such as having identified the life goals and having hope about future. Hence, the present study aims to test the structural equation model composed of life goals and hope in order to understand high school students' career adaptability. This model aims to contribute to the studies that intend to understand and develop high school students' career adaptability. Therefore, the present study aims to find answer to the question "Do life goals and hope have significant effects on predicting high school students' career adaptability?". In line with this question, the study investigated the following hypotheses:

1. Life goals significantly predict career adaptability in high school students.
2. Hope significantly predicts career adaptability in high school students.
3. Hope has a mediating role in the relationship between life goals and career adaptability in high school students.

Method

Model of Research

In this study, the relational screening model, which is one of the quantitative research methods, was used (Karasar, 2011). In this context, relationships between life goal, hope and career adaptability of high school students were examined. Structural Equation Modeling was used to examine predictability relationships between variables.

Study Group

The study group of the research was determined by the convenience sampling method which is one of the purposeful sampling methods. The study group consisted of 353 students -9th grade [56 girls (%54.4), 47 boys (%45.6)], 10th grade [50 girls (%50.5), 49 boys (%49.5)], 11th grade [49 girls (%57), 37 boys (%43)] ve 12th grade [40 girls (%61.5), 25 boys (%38.5)]- from three different Anatolian high schools in a province in Southeastern Anatolia Region in Turkey. Of the students, 195 (55.3%) were girls and 158 (44.7%) were boys. The students are 14-18 ages, so their average is 16.05 (Sd = 1.17). 32 students (%9.1) consider themselves to have low socio-economic level, 311 students (%88.1) consider themselves to the middle socio-economic level and 10 students (%2.8) consider themselves to the high socio-economic level. Of the student, there were 130 (%36.8) non-literate, 161 (%45.6) primary graduated, 53

(%15) high school graduated and 9 (%2.6) university graduated mothers. There is no student whose mother is postgraduate. There were 31 (%8.8) non-literate, 158 (%44.8) primary graduated, 92 (%26.1) high school graduated, 62 (%17.6) graduated from a university and 10 (%2.8) postgraduate fathers.

Data Collection Tools

Career Adapt-Abilities Scale

Career Adapt-Abilites Scale (CAAS) was developed by Savickas and Porfeli (2012). The five-point Likert-type scale consists of 24 items. 1 means not very strong, 5 very strong. The scale has four sub-dimensions and the all dimensions have six items. These sub-dimensions aiming to measure the sources of career adaptability consist of concern, control, curiosity and confidence. It is possible to obtain a total score from all items of the scale. The higher the total score in the sub-dimensions of the scale, the individual sees himself / herself the more strongly in the sub-dimension. The scale's Turkish adaptation was carried out by Büyükgöze Kavas in high school and university sample. As a result of confirmatory factor analysis, it was determined that the original four-factor structure of the scale was confirmed. It was found that the fit indices values of the analysis were within acceptable limits (χ^2 = 833.063, df = 248, $p < .001$; χ^2/df = 3.36; RMSEA = .060, SRMR = .049, CFI = .90). The Cronbach Alpha internal consistency co-efficient for total, concern, control, curiosity and confidence are .91, .78, .74, .81 and .81 respectively. In this study, the Cronbach Alpha internal consistency co-efficient calculated for this study was .84 for the total scale.

Life Goals Scale for Adolescents

The scale was developed by Eryılmaz (2010) in the context of Positive Psychotherapy. This scale measures whether adolescents have identified life goals in three areas (career, relationship, body-sense). The scale is a four-point Likert type scale. The scale's lowest possible scale total score is 9 and it's the highest score is 36. Getting a high score from the scale means determining the goals in three areas. The explained variance of the three-dimensional scale, namely career goals, relationship goals and body-sense goals, was 65.32%. The concurrent validity of the scale was examined with the Adolescent Subjective Well-Being Scale. Medium and positive relations ($r = .36$; p<.01) between the two scale total scale scores was found. The Cronbach Alpha internal consistency co-efficient for career goals, relationship goals and body-sense goals are .85, .73 and .68 respectively. In this study, the Cronbach Alpha internal consistency co-efficient of the scale is .82 for career goals, .77 for relationship goals and .69 for body-sense goals.

Dispositional Hope Scale

Dispositional Hope Scale (DHS) was developed by Snyder et al. (1991) in order to determine the level of continuous hope of individuals aged 15 years and over. The scale consists of 12 items and two sub-dimensions. Each of the sub-dimensions called Pathways Thinking and Agency Thinking is measured with four items. One of these four items includes the past, the two includes in now and the one includes future expressions. The other four items consist of fillers that are not related to hope. The items in the scale are marked with eight-point Likert-type rating (1: Absolutely Wrong, 8: Absolutely True). Points are not given to the fillers when the scale is scored. The points obtained from the sub-dimensions of the Pathways Thinking and Agency Thinking are collected and the total score of the DHS is obtained. The scale's lowest possible scale total score is 8 and it's the highest score is 64. The scale's Turkish adaptation was carried out by Tarhan and Bacanlı (2015). In exploratory factor analysis, it was seen that 61% of the total variance was explained and the items were collected in two factors. The confirmatory factor analysis results showed that the fit index values were GFI = .96, AGFI = .92, RMR = .08, NNFI = .94, RFI = .90, CFI = .96 and RMSEA = .077. Within the concurrent validity criterion, medium-level positive correlations were determined between DHS and Life Satisfaction Scale, medium-level negative with UCLA Loneliness Scale, low-level negative with Trait Anxiety Scale and medium-level negative with Beck Hopelessness Scale. The Cronbach Alpha internal consistency co-efficient for scale is .84. The test-retest reliability coefficient was calculated as .81 for Agency Thinking dimension, .78 for

Pathways Thinking dimension and .86 for total score of scale. In this study, the Cronbach Alpha internal consistency co-efficient of the scale is .79 for the total scale. The construct validity of the scale was investigated because data were collected from high school students aged between 14 and 19. According to the results of the confirmatory factor analysis performed in order to investigate the original structure of the two-dimension scale, goodness of fit values of the scale were found $\chi 2$ = 46.82, sd = 19, $\chi 2$/sd = 2.46, RMSEA = .06, CFI = .91, GFI = .97. The original structure of the scale is thus valid for high school students.

Procedure

In obtain to collect the data, the necessary legal permits were obtained from the Provincial National Education Directorate of the high schools. The implementation plan was prepared with the managers of the schools where the application will be made. Then, in line with this plan, applications were carried out. The applications were made with the participation of volunteer students in the classroom and classroom environment. Participants answered the data collection tools in approximately 15 minutes. Descriptive statistics of variables were calculated in the analysis of the obtained data. The relations between the variables were determined using Pearson Moments Multiplication Correlation coefficient. Mediating analyzes were carried using the structural equation model in accordance with Baron and Kenny's (1986) suggestions. In this study, data were analyzed by using path analyses with unobserved and observed variables. In the model, sub-dimension of life goals and hope are the observed variables. Besides, the predicted variable career adaptability which has a four sub-dimensions (concern, curiosity, confidence, control) is an unobserved variable. $\chi 2$, df, $\chi 2$/df, RMSEA, CFI, GFI, NFI values were taken as criteria for the fit indices of the model when doing path analysis. In acceptance of the values of goodness of fit indices of the model, Çokluk, Şekercioğlu, and Büyüköztürk (2016), Hu and Bentler (1999), Marcoulides and Schumacher (2001), Sümer (2000) and, Tabachnick and Fidell's (2001) views are based. In the framework of these views, $\chi 2$/sd $\leq$ 5; RMSEA $\leq$ .10; CFI $\geq$ .90; GFI $\geq$ .85; NFI $\geq$ .90 values were found as the acceptable limits of the appropriateness of the model. The significance of the indirect effects was identified using the bootstrapping procedure. The confidence interval calculated with the bootstrapping procedure did not encompass zero, indicating that the indirect effect was significant (Hayes, 2013). This study identified the bootstrapping coefficient and confidence interval (CI) realized through 10.000 resampling method. SPSS 25 and AMOS 24 were used to analyze the data which collected within the context of the study.

Results

Descriptive Statistics and Correlations

In order to determine the relations among life goals, hope and career adaptability, Pearson Moments Multiplication Correlation coefficients were calculated. The correlation analysis and descriptive statistics results are presented in Table 1.

**Table 1.** Correlation Values Between Variables and Descriptive Statistics

Variables	1	2	3	4	5
1. Career Goals	-				
2. Relationship Goals	.18**	-			
3. Body-Sense Goals	.11*	.10	-		
4. Hope	.36**	.02	.23**	-	
5. Career Adaptability	.42**	-.03	.26**	.65**	-
Mean	8.98	7.49	9.03	50.58	93.32
Standard Deviation	1.78	2.75	2.11	6.33	10.94
Skewness	-.12	-.09	-.44	-.07	-.06
Kurtosis	-.60	-.99	-.56	-.75	-.57

*p<.05, **p<.001

As seen in Table 1, there are meaningful relations between career adaptability and career goals (r = .42, p<.001) and, body-sense goals (r = .26, p<.001). In addition, it is seen that there is no significant relation between relationship goals and career adaptability. It was also determined that there was a positive relation between hope and career adaptability (r = .65, p<.001).

Findings of Investigation of Career Adaptability by Path Analysis

After examining the relation between predictor and predicted variables, variables that have a meaningful relation with career adaptability were included in the path analysis. The predictive impact of career goals and body-sensation goals on career adaptability were investigated. Analysis results are given in Figure 1.
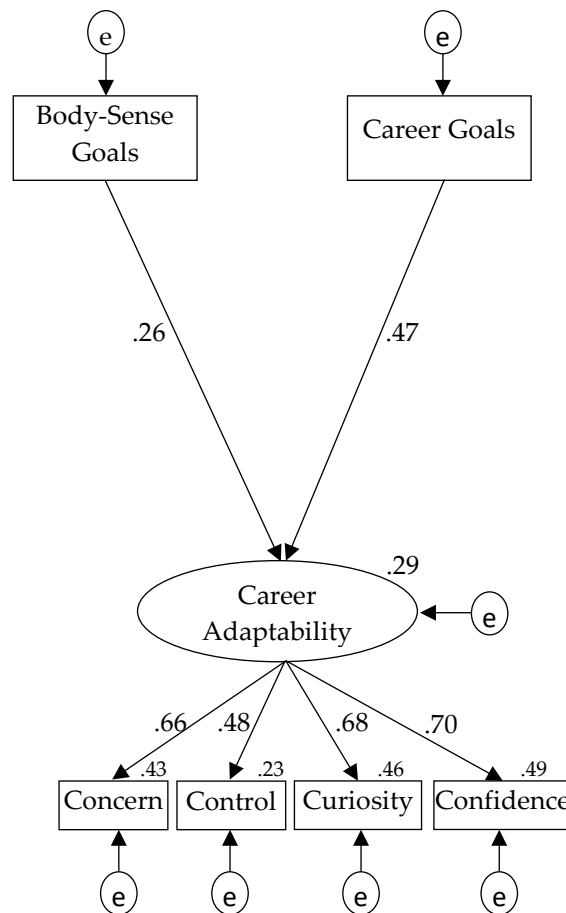
Figure 1. Path Analysis Diagram for Predicting Career Adaptability

No modification has been made in the model presented for path analysis. The goodness of fit indices of the model given in Figure 1 was examined. It can be said that the model provides necessary criteria of goodness of fit indices [χ^2 = 39.59, df = 9, χ^2/df = 4.40, RMSEA = .10 (LO = .07, HI = .13), CFI = .92, GFI = .96, NFI = .91]. The path analysis coefficients related to the predictive of career goals and body-sense goals on career adaptability are given in Table 2.

Table 2. Path Analysis Coefficients of Career Goals and Body-Sense Goals As a Predictor of Career Adaptability

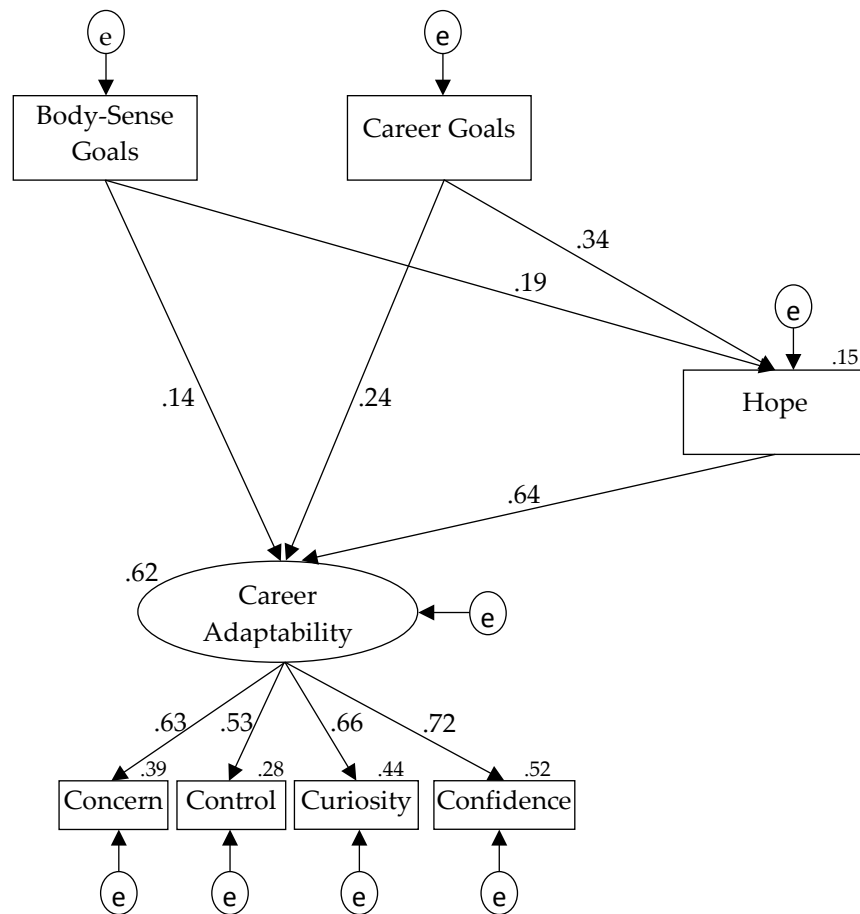| Predicted (Endogenous)	Predictive (Exogenous)	B	Standard Error	t	Beta	p
Career Adaptability	← Career Goals	.64	.08	7.75	.47	.000
Career Adaptability	← Body-Sense Goals	.30	.06	4.66	.26	.000

As seen in Table 2, career goals (β = .47, t = 7.75, p<.001) and body-sense goals (β = .26, t = 4.66, p<.001) were found to be predictors of career adaptability. Career goals seem to be the strongest predictor of career adaptability. It is seen that career goals and body-sense goals explain 29% of the variance of career adaptability (R^2 = .29, p = .000).

Findings of the Mediator Effect of Hope in Relation Between Life Goals and Career Adaptability

The relations between career goals, body-sense goals, career adaptability and hope as mediator variable were analyzed by path analysis. In addition, bootstrapping procedure was used to evaluate the statistical significance of indirect effects. The results of the mediator effect of hope on the relation between career adaptability and life goals are given in Figure 2 and Table 3.

Figure 2. Path Analysis Diagram for Predicting Career Adaptability *(The Mediator Effect)*

No modification has been made in the model that has been examining of the mediating of hope between life goals and career adaptability. When the goodness of fit indices of the model is examined, it can be said that the values of goodness of fit indices are provide [χ^2 = 51.18, df = 12, χ^2/df = 4.26, RMSEA = .10 (LO = .07, HI = .12), CFI = .94, GFI = .96, NFI = .92].

Table 3. Findings of the Mediator Effect of Hope in Relation Between Life Goals and Career Adaptability

Predicted (Endogenous)	Predictive (Exogenous)	B	Standard Error	t	Beta	p
Career Adaptability	← Career Goals	.34	.07	4.88	.24	.000
Career Adaptability	← Body-Sense Goals	.17	.05	3.06	.14	.000
Career Adaptability	← Hope	.25	.02	11.05	.64	.000
Hope	← Career Goals	1.19	.17	6.88	.34	.000
Hope	← Body-Sense Goals	.58	.15	3.94	.19	.000

As can be seen in Table 3, career goals (β = .34, t = 6.88, p<.001) and body-sense (β = .19, t = 3.94, p<.001) goals predict hope in a meaningfully positive way. Besides, hope significantly predicts career adaptability (β = .64, t = 11.05, p<.001). In addition, it was determined that career goals (β = .24, t = 4.88, p<.001) and body-sense goals (β = .14, t = 3.06, p<.001) predict career adaptability. It seems that career goals, body-sense goals and hope are predicting 62% of the variance of career adaptability (R^2 = .62, p = .000). As can be seen when Figure 1 and Figure 2 compared and, result of the path analyzes conducted to determine the mediating role of hope, it was determined that career goals *(.47 to .24)* and body-sense goals *(.26 to .14)* beta values decreased. Although the beta values decreased, it was observed that both variables did not lose the predictive property. When the analyzes are evaluated together, it can be said that career goals and body-sense goals have direct effect on career adaptability but also indirect effect through hope. In other words, it can be thought that hope may have a partial mediating role between life goals and career adaptability. Therefore, bootstrapping procedure was performed in order to evaluate the significance of the indirect effects. Confidence interval of the indirect effects of career goals according to the bootstrapping results (bootstrapping coefficient = .22, S.e = .04, %95 CI = .160, .274) and body-sense goals (bootstrapping coefficient = .13, S.e = .03, %95 CI = .071, .179)   was considered to be significant because the confidence interval values did not encompass 0. According to these findings, it can be said that hope has a partial mediating role in the relation between career and body-sense goals and, career adaptability.

In the model that examines the mediating role of hope in the relation between life goals and career adaptability, direct, indirect and total effects are reviewed to examine the predictive effect of variables in the model. The results of direct, indirect and total effects are given in Table 4.

Table 4. Direct, Indirect and Total Effects Regarding Structural Model

Predicted (Endogenous)	Predictive (Exogenous)	Standardized Effects		
		Direct	Indirect	Total
Career Adaptability	Career Goals	.24	.22	.46
Career Adaptability	Body-Sense Goals	.14	.13	.27
Career Adaptability	Hope	.64	-	.64

According to the effect values in Table 4, career goals (d = .24), body-sense goals (d = .14) and hope (d = .64) were seen to affect career adaptability directly and positively. When the indirect effects on career adaptability were examined, it was determined that career goals (d = .22) and body-sense goals (d = .13) had an indirect effect through hope. When the total effects of predictive variables on career adaptability were calculated, it was observed that effect size of career goals were d=.46, body-sense goals were d = .27 and hope was d = .64. According to Cohen (1992), the effect sizes obtained by the correlation calculations are interpreted as .10 is low, .30 is moderate, .50 and above are strong. Accordingly, it can be said that the body-sense goals have low, career goals have moderate and, hope has strong effect on career adaptability.

Discussion, Conclusion and Suggestions

Using the structural equation model, this study investigated how much high school students' career adaptability is predicted by life goals and hope. Results showed that career goals, body-sense goals, and hope in life goals predicted career adaptability in a positive way and at a significant level. Another result of the study was that high school students' hope levels had a partial mediating role between career and body-sense goals.

The primary finding of the study was that body-sense goals of life goals and career goals positively predicted the career adaptability. Review of the related literature indicated no studies that investigated body-sense and career goals together with career adaptability. However, there are some studies which reported that career was structured with goal-directed processes (Young & Valach, 2004). In addition, a number of studies indicated that career goals as one of life goals had important roles in career behaviours (Hu, Hood, & Creed, 2018). Review of the related literature in relation to goals indicated a potential relationship between life goals and career adaptability, because the goals possessed by individuals are the fundamental energy source of the behaviours. It is reported that individuals approach to the behaviours related to their goals, and avoid those that are not related to their goals (Eryılmaz, 2012b). As stated in Adler's approach, goals possessed by individuals have effects on motivations and behaviours (Corey, 2008). Based on this, career and body-sense goals seem to guide career behaviours by motivating the individual to reach those goals.

Once the career goal is identified, most young people are known to take many actions in order to realize the goals (Gollwitzer, 1990). In addition, the individual's having body-sense goals, also known as entertainment goals, is known to increase career adaptability and thus help them to overcome the difficulties to be encountered in their career. One factor making the body-sense goals an effective factor in career adaptability could be the notion that adolescents enrolled in high school see career a life style that enhances and enables "entertainment". Thinking that one part of career could include activities such as hobbies, sports activities, cinema and theaters might be another factor. Super (1980) defined career as the combination and ranking of the roles a person plays. In this sense, adolescents seem to have many roles and see entertainment goals as part of their career. As a result, it is possible to say that individuals' identifying their career goals as well as the activities to enable entertainment can enhance to cope with the predictable and unpredictable difficulties to be encountered in their career.

Another finding of the study was the lack of relationship between relationship goals and career adaptability. This might be resulted from the fact that high school students have not completed their identity formation yet or still experience identity confusion because individuals at adolescence period experience several physical, cognitive and psychosocial changes (Türküm, 2000). In the process of identity development, the adolescent should primarily be able to think about himself in an abstract way (Adams & Gullota, 1989). Otherwise, the adolescent might not be able to solve the identity crisis and thus experience identity confusion. It is reported that the adolescent need to increase relationships with other people for his/her identity development (Balkaya & Ceyhan, 2007). Relationships are the places where adolescents test their ideas and see who they are (Bernstein Yamashiro, 2004). Friends relationships (Adams & Gullota, 1989) and relationships with the teachers (Bernstein Yamashiro, 2004) are important contexts in identity development. Therefore, adolescents who cannot maintain sufficient identity development might be considered insufficient in terms of relationships. A study reported that the identity possessed might have an important effect on the relationships (Acitelli, Rogers, & Knee, 1999). Hence, an adolescent who has not been able to develop the ability of abstract thinking about himself might not be able to clearly form the relationship goals, namely the features of the person s/he will be married and the relationship purposes such as the number of children they are going to have. One might consider that these unclear situations cannot have significant effects on career behaviors. A study that supports this view (Cohen, Chartrand, & Jowdy, 1995) reported that the identity development of the students who made career decisions was higher in comparison to the students who

did not make a career decision. Another reason for this situation is high school students' seeing career life and private life issues such as marriage and having children to be different from each other.

Another finding of the study was that hope predicted career adaptability positively. An analysis of the studies on this issue indicated that this finding of the present study was in line with the ones in the literature. Santilli et al. (2014) investigated the relationship between career adaptability, life satisfaction and hope in adult workers who had slight mental disability; the study indicated a positive, significant relationship between career adaptability and hope. Similarly, the study conducted by Büyükgöze Kavas (2016) also reported a positive relationship between career adaptability and hope. Peterson and Byron (2008) reported that individuals having positive psychological features such as hope were more productive and could produce more, and more qualified solutions to the work-related problems. Based on this result, it could be said that individuals who have hope reflect career behaviour features of individuals who have high career adaptability. Hirschi (2014), despite not directly studying hope and career adaptability together, investigated the relationship between hope and proactive career behaviours, which are known to be the predictors of career adaptability (Öncel, 2014; Snyder, 2002). Findings indicated that hope had direct effects on the proactive career behaviours. In a similar vein, Tarhan and Bacanlı (2016) investigated students' views in relation to hope, which reported that students viewed hope as "making an effort". Given that making an effort is a feature of proactive behavior, hope could be considered to be associated with career adaptability. Niles (2011) reported that hope was an effective concept in every phase of the career development; Hirschi (2014) indicated that hope was a source that became increasingly important in career development. This finding of the study was in line with the information and study results of previous studies in literature.

Another purpose of the present study was to identify whether hope had a mediating role in the relationship between life goals and career adaptability. Analyses conducted based on the total scores in the scale showed that hope had a partial mediating role in high school students' career and body-sense goals and career adaptability. This result indicates that beside high school students' having career and body-sense goals, they will have higher career adaptability when they have hope, which means that they will cope with the problems they might encounter in their career better.

Goal is one of the components of hope (Niles et al., 2010; Snyder, 2002), and hope represents a psychological source which is closely associated with career adaptability (Savickas & Porfeli, 2012), which indicates that hope has a mediating role in the relationship between life goals and career adaptability. High amount of studies in literature revealed the mediating role of hope; studies in the field of career counselling also investigated the mediating role of hope. In their study conducted with Italian and Swiss individuals aged between 12 and 16, Santilli et al. (2017) investigated the effects of career adaptability, optimism, and hope on life satisfaction. Mediating role of hope was tested in the relationship between career adaptability and life satisfaction. While the partial mediating role of hope was reported in Italian adolescents, results in Swedish adolescents showed full mediating role of hope. Another study conducted by Bölükbaşı (2017) investigated the mediating role of hope in the relationship between career adaptability and life satisfaction. Results showed that career adaptability predicted life satisfaction, and hope had a full mediating role in this relationship.

This study has a number of limitations. It was conducted in center high schools in a city located in the Southeastern Anatolian Region. Using maximum diversity sampling method and involving students from cities in different regions would be more beneficial in terms of the generalizability of the findings. Similar studies could be conducted with students from different age groups enrolled in secondary school or university. Considering the features of the participants who formed the sample, the life goals that could be affected by the parents' socio-economic level and regional factors could have effects on the study results. Therefore, this case should be taken into consideration while making generalizations about the study.

Based on the results, a number of recommendations could be made for the research and practice fields. Firstly, beside the fact that career goals' explaining the career adaptability is an important finding, it would be beneficial to provide more detailed information about the relationship between career goals and career adaptability, because identification of the goals by the individual or by external factors might have effects on the individual's performance (Sheldon & Elliot, 1998). In a sense, it would be wise to investigate what types of career goals (internal/external) are more effective on career adaptability. Another recommendation is to direct adolescents enrolled in high school to activities such as hobbies, sports and arts as a way of developing their career. Directing adolescents to activity fields in line with their interests and abilities could be a facilitating factor that helps them to cope with the difficulties they encounter in their career. Hence, psychological guidance at high school level could involve directing students to activities such as hobbies, sports and arts. In addition, given that having these kinds of activities will be a life-long issue, one might think that entertainment goals have the potential to prevent emergence of the career-related problems throughout life. Therefore, it is possible to say that entertainment goals might have preventive roles in career-related problems. Longitudinal or qualitative studies to be conducted would probably shed more light on the understanding of this issue better. Moreover, the relationship between body-sense goals and career adaptability could be understood better by designing studies that compare career adaptability of individuals who are engaged in sports, arts, and hobby activities and those who are not. In addition, experimental studies could be utilized in order to better understand the relationship revealed in the model, because although prediction between the variables gives information about the cause and effect relationship, it is not possible to obtain the real cause and effect relationship. Thus, an experimental study to be designed could aim to prepare a program for increasing participants' hope and creating/structuring career and body-sense goals. The power of the program could be tested in terms of improving career adaptability. It is recommended that a comprehensive study that aims to improve career adaptability should involve activities in relation to the related variables.

As for practice, it is recommended that initially levels of hope, which is the most powerful variable that predicts career adaptability, and then career and body-sense goals should be investigated in the career counselling of high school students who have insufficient career adaptability. To increase hope, factors that lead hopelessness could be identified, and students could be helped to be protected from these factors. On the other hand, it is wise to focus on students' career-related goals. If the student had already identified his career goals, the source of these career goals could be investigated (internal-external factors). In this case, career psychological counselors could help students to restructure their career goals and create more functional internal career goals. If the counselee is found to have no career goals, s/he could be provided with help in order to create healthy internal career goals. Finally, because hope is an important variable that has effects on career adaptability, emotions of the individual for the future might have effects on their career adaptability. Therefore, studies to be conducted in the future are recommended to investigate the effects of individuals' other emotions about future such as optimism and pessimism on their career adaptability.

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