Investigation of the Predictive Roles of Career Adaptability and Commitment to Higher Education on Life Satisfaction Levels of University Students

Üniversite Öğrencilerinin Yaşam Doyumu Düzeyleri Üzerinde Kariyer Uyum Yeteneği ve Yükseköğretime Bağlılığın Yordayıcı Rollerinin İncelenmesi

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ARTICLE INFO	ABSTRACT
	Purpose – In today's ever-changing academic and professional settings, it's becoming more crucial to understand the psychological and career-related factors that flourish university students well-being. In this context, this study aims to examine the predictive roles of career adaptability and commitment to higher education institutions on university students' life satisfaction levels. **Design/methodology/approach –** This research was conducted using a quantitative research method. In this context, the survey method was preferred in the study. A total of 295 students from foundation universities from Istanbul participated in the study. Personal Information Form, Career Adaptability Scale, Student Commitment in Higher Education Scale and Life Satisfaction Scale were used to collect the data. The data were subjected to the normality test, reliability test, descriptive statistical analysis and regression analysis. **Results –** The results showed that the levels of career adaptability and commitment to higher education significantly predicted the life satisfaction levels of university students. **Discussion –** It seems possible to evaluate the university years as an exciting yet challenging process in which different experiences are gained for university students. In this process, universities can be considered as social structures that are expected to contribute to students' life satisfaction by supporting their academic and personal development. Increasing the capacity of university students to adapt to the changing business life can help them make informed decisions about their future professional lives. In addition, individuals with high student commitment may be more motivated than others to improve their career adaptation skills by actively participating in educational processes. This may create a sustainable development cycle that supports students' academic and professional success by increasing their life satisfaction and psychological well-being.

1. Introduction

In the 2023 ranking of Gallup's Positive Experience Index, Turkey ranked below the global ranking and this finding is not statistically different from the points it received in 2022. Also, Turkey has been ranked low in terms of positive experiences since 2020, which can be seen as a reflection of the ongoing challenges to the well-being and happiness of people living in the country (Gallup, 2024). As is known university students also represent a part of the population. It can be said that especially during the university years, students can gain different experiences such as experiencing various adult roles, determining their direction in work and professional life, and determining the future part of their general life. In this respect, university years can be considered as a very important period especially for the young population. Therefore, studying the general life satisfaction of university students and the factors that predict their life satisfaction can be regarded as an important area of study.

As is known, the business world is transforming day by day, and various difficulties may arise in the adaptation of labourers. The same situation is also valid for university students who are preparing to join the business life after completing their professional education. In this context, the career journeys of university students are shaped according to both the changing dynamics of the business world and their own actions and capabilities. One of these skills is career adaptability. According to Savickas (1997) career adaptability is

a concept related to individuals' preparedness for unexpected changes while preparing for their future roles. This concept also includes high-level psychological skills such as coping with stress and dealing with difficulties. Thus, it can be argued that university students with high career adaptability are more prepared to cope with unexpected changes and uncertainties in business life and to give a new direction to their careers by gaining new competences when necessary. In this respect, investigating the relationship between university students' career adaptability levels and life satisfaction levels is also important in drawing attention to the significance of the career centres in higher education institutions.

According to Cownie (2017) commitment to higher education is an important factor in shaping student experiences. Besides, it can be argued that higher education institutions are crucial learning environments for the development and progress of societies and therefore countries. In this sense, investigating the level of commitment of university students to higher education institutions can be seen as a very important issue. Furthermore, the level of commitment of university students to higher education institutions can be considered as one of the main determinants of the effectiveness and reputation of these institutions. In sum, on the basis of the literature, the aim of this study is to examine the relationships between career adaptability, commitment to higher education institutions and life satisfaction levels of university students studying at foundation universities. In addition, the study will test the extent to which career adaptability and commitment to higher education predict the life satisfaction of foundation university students.

2. Conceptual Framework

According to Diener (1984) and Diener et al. (2002), life satisfaction is a personal experience and perception that includes positive and negative emotional reactions as well as cognitive evaluations of one's life in general or in specific areas. Moreover, life satisfaction is considered not only as a goal to be achieved but also as a fundamental element that contributes to the optimal functioning of individuals (Diener, 2012).

As stated before university years can be characterized as both an exciting and challenging period for students. Many studies in the literature have addressed the problems faced by university students during this period. Among these, a study conducted in Turkey with the participation of 1,372 university students examined the problems experienced by students and the relationship between these problems and their depression, anxiety and stress levels. The findings revealed that the most common problems among students were exam anxiety, sleep disorders, depression, loneliness and lack of self-understanding (Köksal & Topkaya, 2021). In another study conducted by Donat and colleagues (2019) with 17 participants using qualitative methods, economic, academic, adaptation and social problems faced by students were identified. The participants reported that these problems had psychological and academic consequences for them. In this context, it was observed that students' expectations for a solution included support from senior management, their families and faculty members. On the other hand, when the studies in the literature are examined, it is noted that factors such as career transition readiness, career commitment, career determination, career planning, career self-efficacy beliefs and career adaptability are among the predictors of life satisfaction in the young population (Cabras & Mondo, 2018; Ghosh et al., 2019; Hirschi, 2014). However, it is observed that studies on this subject in Turkey are limited.

According to Super and Knasel (1981) career adaptability plays a crucial role in career development. When the existing literature is examined, it is observed that theorists put forward different approaches to career adaptability. For example, according to Duffy and Blustein (2005), career adaptability is linked with self-efficacy and career preferences. In addition, it is suggested that this concept can be defined through developmental dimensions such as self and environmental exploration, career planning and decision making, which can also be conceptualized as self-regulation skills (Savickas, 1997).

As seen the existing literature shows that the concept of career adaptability derived from Career Construction Theory (CCT) and is characterized as a concept to explain individuals' occupational preferences and their adaptation to their chosen occupation (Savickas, 1997, 2005, 2013). Career Construction Theory aims to explain how individuals derive meaning from their careers, how they strive to adapt to themselves and their environment by emphasizing the importance of adapting to the expectations offered by their jobs and professions, and proposes a holistic perspective on this issue (Strauss et al., 2012; Savickas, 2002, 2005, 2013). Career adaptability has also been stated as a construct that includes psychosocial strengths that individuals

can use to cope with current and future career-related tasks and possible negative situations (Hirschi et al., 2015; Savickas, 1997; Savickas & Porfeli, 2012).

When the components of career adaptability are evaluated, it is revealed that it consists of four different individual resources. These individual resources are listed as concern, control, curiosity and confidence (Savickas, 2005, 2013; Savickas & Porfeli, 2012). According to Savickas (2013), imbalances within the four different resources that constitute career adaptability can disrupt the career building process. Therefore, it is of great importance to consider this construct as a whole and to understand the relationships between its elements. When the four dimensions of career adaptability are evaluated, the first dimension, "interest", involves the individual's concern in his/her future career and the development of awareness in this direction. The second dimension, "control", refers to the individual taking responsibility for his/her career through self-discipline. The third dimension, "curiosity", represents the initiative to pursue and explore possible types of jobs. Finally, the fourth sub-dimension, "confidence", reflects the expectation of achieving success in overcoming difficulties and solving problems (Savickas, 2013).

In a study conducted by Arıkan (2022), factors such as demographic variables and personality traits explaining the career adaptability of psychology undergraduate students were investigated. In addition, the mediating role of positive psychological capital was also tested. A total of 355 university students participated in the study and it was found that self-discipline, goal orientation, planning, perseverance, openness to experience and extraversion predicted career adaptability at a significant level. In addition, positive psychological capital was found to play a mediating variable role in these relationships.

Positive psychological capital is defined as a unique, powerful resource and structure that individuals possess, including elements such as self-efficacy, optimism, hope and resilience (Luthans & Youssef, 2004). When evaluated from this perspective, it can be thought that the psychological capital levels of university students help them exhibit a positive approach during challenging periods in their academic or personal lives and thus improve their ability to cope with difficult situations. Self-efficacy is stated as the belief in one's ability to achieve a specific goal (Bandura, 1977) and recent studies indicate that self-efficacy is significantly related to both academic achievement (Hayat et al., 2020; Meng & Zhang, 2023) and life satisfaction (Wilcox & Nordstokke, 2019). Hope is defined as a positive psychological resource and is explained as an element that shapes one's thoughts and behaviors about the future (Scioli et al., 2011). According to a meta-analysis, hope levels was found to be significantly associated with both academic outcomes (Marques et al., 2017) and life satisfaction (Hatun & Kurtça, 2024). In addition, it is emphasized in many studies that optimism and resilience levels of university students are significantly related to academic satisfaction, achievement (Iqbal et al., 2024; Li et al., 2024;) and life satisfaction (Fullerton et al., 2021; Rand et al., 2020). In addition, studies show that psychological capital is positively related to subjective well-being (Rand et al., 2020; Zhang et al., 2019) and negatively related to burnout (Vîrgă et al., 2022). Based on the existing studies in the literature, it is expected that the career adaptability skills of university students in this study will positively predict their life satisfaction levels.

H₁. Participants' levels of career adaptability positively predict their levels of life satisfaction.

"Commitment", which is a subject frequently studied in the field of organizational psychology, is defined by Meyer and Allen (1991, p. 67) as a condition that explains the employee's relationship with the organization and affects the decision to continue as a member of the organization or to leave the current organization. The authors examine commitment in three different sub-dimensions and these dimensions are (a) an emotional attachment of the employee to the organization and a desire to identify with the organization (*affective commitment*); (b) a perception of the cost of leaving the organization, the presence or absence of resources outside the organization, a situation that causes the obligation to stay in the organization depending on these factors (*continuance commitment*); and (c) a perceived obligation to stay in the organization (*normative commitment*) (Meyer et al., 2002). *The Organizational Commitment Scale* developed by Allen and Meyer (1990) was originally intended to measure employees' commitment to their workplaces, but the theoretical framework proposed by the authors has increasingly been adapted to contexts outside the workplace, in particular to the field of higher education (Alvi & Sharma, 2021; Demiray & Curabay, 2009; Love & Stemer, 2019). One of the main reasons for using this model to assess students' commitment to educational institutions may lie in the structural similarities between the concepts of organizational membership and organizational

commitment. For instance, just as employees can exhibit emotional, continuance, and normative commitment to their organizations, students can also develop similar forms commitment to their universities. On the other hand, even though students' commitment to educational institutions and employees' commitment to their organizations share certain similarities, they cannot be considered the same concepts in every case; in an educational context, student commitment may be more closely shaped by factors such as academic satisfaction, perceived institutional support, sense of belonging, and alignment with educational goals.

As is known, it is extremely important for universities to strive for the success of their students, their commitment to the university and their attendance at the university, and it can be assumed that these efforts can have significant effects on the future of students. In this context, it is critical for university students to feel that themselves where they really want to be and to develop a sense of commitment to their universities. From this perspective, examining both the antecedents and consequences of university students' level of commitment to their universities emerges as an important field of study in higher education.

According to Cinkir et al. (2022), university students' level of satisfaction with their universities significantly determines their level of commitment to their universities. Moreover, students who are satisfied with the services provided by their universities are more likely to participate in school activities and take an active role in such activities. Studies in the literature have shown that there are significant relationships between organizational commitment and life satisfaction at work (Vanaki & Vagharseyyedin, 2009). Based on this framework, examining the relationships between student commitment and life satisfaction in higher education will be important in terms of evaluating university conditions to increase the life satisfaction levels of university students.

According to the PERMA model developed by Seligman (2011), there are five basic elements of well-being and life satisfaction. These elements are positive emotions, engagement, positive relationships, meaning and achievement. Kern et al. (2014) stated that each element in the PERMA model has significant positive relationships with physical health, wellness, job satisfaction, life satisfaction and organizational commitment. Based on this theory, it can be argued that students with high levels of commitment to their universities can meet their most basic human needs for positive emotions and a sense of accomplishment. In addition, it can be thought that these students may find opportunities to socialize with other people at the university throughout their higher education life and thus get rid of the feeling of loneliness. Considering that university students' perceptions of their universities are positive, it can be said that having a supportive environment can help students feel safe and encouraged in the face of challenging life events. Based on the existing literature, in this study, it is predicted that university students' level of commitment to their higher education institution will positively predict their level of life satisfaction.

H₂. Participant' levels of commitment in higher education positively predict their levels of life satisfaction.

3. Method

3.1. Research Design and Sample

This study is a quantitative research with a cross-sectional design. Furthermore the convenience sampling method was used in the research design. The population of the study comprises students aged 18 and above who are enrolled in the Faculties of Economics, Administrative and Social Sciences at foundation universities in Istanbul, while the sample consists of 295 students from two such universities located on both the Anatolian and European sides of the city. Before conducting statistical analysis, an initial power analysis was performed using G*Power version 3.1.9.7 (Faul et al., 2007) to investigate the medium sample size to test the study hypotheses. The results showed that the sample size required to achieve 80% power to detect a medium effect, with a significance criterion of $\alpha = .05$, was N = 107. Therefore, the obtained sample size of N = 295 is statistically sufficient to test the hypotheses of the study.

3.2. Data Collection Tools

The data collection instrument includes three scales, along with a personal information form used to understand the participants' characteristics.

Personal Information Form: The questions related to the personal information form used in the research aimed to understand the participants' age, gender, marital status, educational status of their parents, places where

most of their lives are spent, current education program, departments, faculty, whether the university and department of study were chosen willingly, class, grade point average, employment status, whether a career plan is developed in the future, the use of career centres at the university, plans to pursue a master's degree and the types of jobs targeted.

Career Adaptability Scale: The scale developed by Savickas and Porfeli (2012) was adapted to Turkish society by Kanten (2012). The 24 items and 4 factors in the original scale were calculated as 19 items and 4 factors in the Turkish adaptation. The factors of the scale are concern, control, curiosity and confidence. The scale is administered using a five-point scale format (1 = strongly disagree to 5 = strongly agree). Cronbach's α coefficients for the concern, control, curiosity and confidence sub-dimensions of the scale adapted into Turkish are .61, .77, .79 and .81, respectively. In this study, the scale was evaluated based on the total score and the total Cronbach α coefficient of the scale was .94.

Student Commitment Scale in Higher Education: The scale developed by Çınkır, Kurum, and Yıldız (2021) to measure students' level of commitment to their universities in higher education consists of a total of 14 items and a single dimension. The scale is used with a four-point Likert format (4=Very Important 3= Important, 2=Not Important, 1=Not Important at All). Cronbach's Alpha reliability coefficient of the scale was calculated as .93. In this study, the Cronbach's α coefficient of the scale was calculated as .94.

Satisfaction with Life Scale (SWLS): The scale developed by Diener et al. (1985) consists of 5 items and a unidimensional structure. Dağlı and Baysal (2016) confirmed that the scale, which was adapted to Turkey by Dağlı and Baysal (2016), has a 5-item and unidimensional structure as in the original scale. The statements answered with a five-point Likert scale are stated as "Strongly disagree (1), Somewhat agree (2), Moderately agree (3), Strongly agree (4) and Strongly agree (5)". Cronbach's Alpha reliability coefficient of the scale was found to be α = .88. In this study, Cronbach's α coefficient of the scale was found to be .85.

3.3. Data Collection

The data were collected in Istanbul in October 2024 and November 2024 and was accessed online. Participants who met the inclusion criteria were incorporated into the study. The survey links prepared in Google Forms were made available on the online education platforms. Information about the research was given and the link was shared with the students who wanted to volunteer for the research. The questionnaire given to participants included information about the study's purpose, an informed consent form, and ethical approval. Participants were given sufficient time to complete the questionnaire anonymously.

3.4. Statistical Analysis

The data of the study were analysed using SPSS v.21 software. Kolmogorov-Smirnov and Shapiro-Wilk tests were applied to examine the normal distribution of the values obtained from the scales, but no normal distribution was observed. Then, in line with Tabachnick and Fidell's (2013) suggestion, it was examined whether the skewness and kurtosis values were within the range of ±1.5, it was determined that the scores obtained from the scales were within this range and the data were interpreted as normally distributed. Accordingly, parametric tests such as Pearson correlation analysis and multiple regression analyses were applied. Initially, reliability analyses of the scales were calculated for the research sample.

3.5 Ethical Considerations

Before collecting data ethical approval was obtained from the Fenerbahçe University Social and Human Sciences Research Ethics Committee during the session held on 30.09.2024, with the protocol number 2024/9-7.

4. Results

4.1 Demographic Findings

A total of 295 participants, 80.4% female (n = 238) and 19.6% male (n = 58), aged between 18 and 61, participated in the study. Of the participants, 91.9% of the participants were single (n = 272) and 8.1% were married (n = 24). When the primary location where the participants spent most of their lives was examined, it was found that 1.4% lived in a village (n = 4), 2.4% in a town (n = 7), 24.7% in a city (n = 73), 65.5% in Istanbul (n = 194), 4.1% in a metropolis other than Istanbul (n = 12) and 2% abroad (n = 6). In terms of educational programs, 6.4%

of the university students were in associate degree programme (n = 19), 91.9% in undergraduate programme (n = 272) and 1.7% in graduate programme (n = 5). In addition, 92.2% of the participants were enrolled in departments affiliated with the Faculties of Economics, Administrative and Social Sciences. Of the students participating in the study, 44.9% reported that their universities had a career centre service (n = 133), 8.8% reported that they did not (n = 26) and 46.3% were not sure (n = 137). Of those who had access to a career centre, 18.0% stated that they benefited from this support (n = 24), while 82% stated that they did not (n = 109). Furthermore, 83.1% of the participants willingly chose their university (n = 246), 16.9% did not (n = 50) and 94.3% willingly chose their field of study (n = 279), while 5.7% did not (n = 17).

4.2. Correlation Analysis

Within the scope of the research, Pearson correlation analysis was conducted to examine the relationships between the independent variables (career adaptability and student commitment in higher education) and the dependent variable (life satisfaction) before regression analysis. Table 1 shows the Pearson correlation analysis findings between the scores obtained from the Career Adaptability Scale, Student Commitment in Higher Education Scale and Satisfaction with Life Scale.

Table 1. Descriptive Statistics and Correlation Values for Research Variables

	1	*2*	*3*
Variable			
1.Career Adaptability		.33**	.42**
2.Student Commitment in HE	.33**		.30**
3.Satisfaction With Life	.42**	.30**	

Note: **Correlation is significant at p<.001 level.

According to the research findings, a statistically significant and positive relationship was found between the total scores of university students from the scales of Career Adaptability and Student Commitment in Higher Education (r = .33, p = .01). In addition, a significant and positive relationship was found between Career Adaptability and Life Satisfaction (r = .42, p = .01). There was also a significant and positive relationship between students' Commitment to Higher Education and Life Satisfaction total scores (r = .30, p = .01).

4.3. Regression Analysis

Table 2. The Regression Coefficients of Career Adaptability and Student Commitment in HE on Life Satisfaction

	b	**SE**	*95% CI*	*t*	*p*	
Constant		1.89	[-3.770 - 3.672]	-.026	.979	
Career Adaptability	.366	.025	[.118- .217]	6.641	< .001***	
Student Commitment in HE	.185	.020	[.028- .106]	3.352	.001**	
R²	.21					

Note: N = 295 ***p<.001 level. ** < .01 level

The results showed that the predictor model was significant: $F_{(2,293)} = 39.73$, $R^2 = .213$, $p < .001$. Multiple regression analysis was applied to examine whether career adaptability and student commitment in higher education significantly predicted students' life satisfaction scores. As a result of the regression, it was found that the two predictors explained 21% of the total variance. It was found that carrer adaptability predicted life satisfaction significantly ($\beta=.36$, $t= 6.64$, $p< .001$) as did student commitment in higher education ($\beta=.18$, $t= 3.35$, $p< .001$).

5. Discussion

This study investigated the relationships between career adaptability, commitment to higher education and life satisfaction of university students studying at foundation universities in Istanbul. Correlation analysis results showed that there was a significant and positive relationship between the specified variables. Based on

the research findings, a statistically significant and positive relationship was found between the total scores of university students from the scales of career adaptability and commitment to higher education. Moreover, a significant and positive relationship was found between career adaptability and life satisfaction. In addition, there was a significant and positive relationship between students' total scores on the commitment to higher education and life satisfaction scales.

Findings from the multiple regression analysis indicate that university students' career adaptability levels positively predict their life satisfaction levels. This result confirms the first hypothesis (H$_1$: Participants' levels of career adaptability positively predict their levels of life satisfaction). When the literature is reviewed, it is noticed that similar results draw attention. In a previous study conducted by Çarkıt (2022) using Career Construction Theory, the relationships among career engagement, career adaptability and life satisfaction in young adults in Turkey were examined. The research results showed that career engagement mediated the relationship between career adaptability and life satisfaction. This finding also indicates that there is a significant relationship between career adaptability and life satisfaction and career adaptability predicts life satisfaction. Another study tested the mediating role of resilience in the relationship between career adaptability and life satisfaction among college students. The results of the study involving 287 participants showed that resilience partially mediated the relationship between career adaptability and life satisfaction. Besides, career adaptability was found to predict life satisfaction in a significant and positive way (Yalçın et al., 2022). In another study, the predictive power of career adaptability and academic engagement to predict life satisfaction in university students was examined. The outcomes of the study, which included a total of 201 participants, showed that there were statistically significant and positive relationships between career adaptability, academic engagement and life satisfaction. It was also found that career adaptability and academic engagement significantly predicted the life satisfaction levels of college students (Oliveira & Marques, 2024).

Moreover, multiple regression analysis revealed that the level of university students' commitment to higher education institutions positively predicted their level of life satisfaction. This result confirmed the second hypothesis (H$_2$: Participants' level of commitment to higher education positively predicts their level of life satisfaction). In this study, the levels of commitment to higher education institutions and life satisfaction of college students, which are considered as the second independent variable, are similar to other studies in the literature. In a qualitative study of thirty university students, institutional factors explaining students' sense of belonging and commitment levels were investigated. Findings indicated that spatial, cultural and friendship characteristics of the university positively predicted students' sense of belonging and feelings of integration (Dias, 2022). In that sense, it can be said that the outcomes of this study are in line with the results of the current literature.

5. Conclusion

The results of this study revealed for flourishing university students' well-being, career adaptability and commitment levels to the higher education institutions may help students develop positive subjective feelings and cognitions about their lives. In addition, the results of the study are important in terms of highlighting that career management centres in universities have a mission to develop students' career adaptation skills. It can be recommended that further research should focus on determining the functions of career management centers in universities that serve to prepare and support students for their future work life in Turkey, investigating the differences between state and foundation universities, and evaluating the programs and activities implemented through these centers in terms of their effectiveness and efficiency. In parallel, examining the satisfaction levels of students at state and foundation universities with these centers and conducting a needs analysis on the related subject may also provide valuable insights. Taking into account the evolving nature of the business world with the development of technology, investigating the career management centers' technological and digitalization-based infrastructure investments can make significant contributions to students' transition to professional life during or after their graduation. Along with this, investigating the commitment levels of the university students in Turkey to the higher education institutions in which they study in the context of state and foundation universities and identifying the factors predicting the commitment levels of the students in the context of state and foundation universities can be useful for the improvement of higher education institutions. Within this framework, it may be possible to comprehend the psychological and social needs of university students.

When evaluating the limitations of the study, it can be considered that the data was obtained based on participants' self-reports, which may have led to methodological limitations such as respondent bias and social desirability effects. Participants may have been inclined to provide responses that deviated from their actual attitudes, feelings, and thoughts, giving answers that were different or more acceptable when providing information about variables with social characteristics, such as career adjustment ability, commitment to higher education, and life satisfaction. Additionally, measuring all variables simultaneously using similarly structured scales may have led to common method bias. This situation may have caused relationships between variables to appear stronger or weaker than they actually are, leading to methodological uncertainties that threaten the validity of the findings.

Another limitation is that the study has a cross-sectional design, and causality between variables cannot be established. As mentioned earlier, participants' career adjustment ability, commitment to higher education, and life satisfaction levels were determined within a specific time frame. This makes it difficult to draw definitive conclusions about the direction of the relationship between variables. For example, it does not seem possible to clarify whether career adjustment ability or commitment to higher education increases life satisfaction, or whether individuals with high life satisfaction have higher career adjustment abilities or commitment to higher education, with this research design. To address this limitation, it may be beneficial to examine the research topic using longitudinal research designs in future studies. In a longitudinal study, the effect of variables such as career adjustment ability and commitment to higher education on life satisfaction can be tracked over time, allowing for a more robust assessment of cause-and-effect relationships. In this context, questions such as whether these variables increase life satisfaction, how their relationship evolves over time, or how commitment to higher education plays a role in this relationship can be understood.

When evaluated in terms of sample limitations, the fact that participants volunteered to participate in the study may have increased the risk of selection bias. Selection bias can weaken the representativeness of the sample because individuals with certain characteristics are more likely to participate in the study. The fact that the participants in this study consisted only of university students studying in a specific geographical region can also be considered an important factor limiting the generalisability of the findings. For further research, the scope of the study could be expanded to include students from other faculties such as engineering, education, health sciences, and natural sciences, in order to investigate whether similar patterns in career adaptation skills and organizational commitment are observed across different academic fields. It is also possible that students studying at universities in different city or cultural contexts may show differences in terms of career adaptability, commitment to higher education, and life satisfaction. Therefore, investigating with a broader and more representative sample of participants from different types of universities, socio-economic backgrounds, and geographic regions may increase the validity of the findings and their explanatory power for cross-cultural comparisons.

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