



GELECEK VİZYONLARI İLE PROAKTİF KARIYER DAVRANIŞLARI ARASINDAKİ İLİŞKİDE KARIYER KARAR PIŞMANLIĞININ DÜZENLEYİCİ ROLÜ: TÜRKİYE ÖRNEĞİ

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Öz

Bu araştırmanın amacı, üniversite öğrencilerinin gelecek vizyonları ile proaktif kariyer davranışları arasındaki ilişkide kariyer karar pişmanlığının düzenleyici rolünü incelemektir. Katılımcılar, Türkiye'nin Doğu Akdeniz Bölgesi'ndeki bir üniversitede öğrenim görmekte olan 167 (%53,5) kız ve 145 (%46,5) erkek olmak üzere toplam 312 üniversite öğrencisinden oluşmaktadır. Veri toplama araçları olarak "Gelecek Vizyonları Ölçeği", "Kariyer Karar Pişmanlığı Ölçeği" ve "Kariyer Adanmışlık Ölçeği" kullanılmıştır. Verilerin analizi, korelasyon analizi ve bootstrap yöntemine dayalı regresyon analizi ile yapılmıştır. Korelasyon analizi sonucunda proaktif kariyer davranışlarının, gelecek vizyonları ve kariyer karar pişmanlığı ile anlamlı ilişkilere sahip olduğu sonucuna ulaşılmıştır. Düzenleyici etkiyi belirlemek amacıyla yapılan regresyon analiz sonucunda ise kariyer karar pişmanlığının, gelecek vizyonları ile proaktif kariyer davranışları arasındaki ilişkide düzenleyici rolde olduğu sonucuna ulaşılmıştır. Bireylerin gelecek vizyonlarını arttırmak ve kariyer karar pişmanlığını azaltmak, proaktif kariyer davranışlarının artmasına katkıda bulunabilir. Ulaşılan sonuçlar tartışılmış, uygulayıcı ve araştırmacılara yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Kariyer karar pişmanlığı, İyimserlik, Umut, Kötümserlik, Proaktif kariyer davranışları.

The moderating role of career decision regret in the relationship between visions about the future and proactive career behaviors: Turkey sample

Abstract

This study was conducted to examine the moderating role of career decision regret in the relationship between university students' visions about the future and proactive career behaviors. The study consisted of a total of 312 university students, including 167 (53.5%) females and 145 (46.5%) males, at a university in the Eastern Mediterranean Region of Turkey. Visions about the Future Scale, Career Decision Regret Scale, and Career Engagement Scale were used as data collection tools. Correlation analysis and regression analysis based on the bootstrap method were employed in data analysis. As a result of the correlation analysis, it was concluded that proactive career behaviors had significant relationships with visions about the future and career decision regret. The result of the regression analysis conducted to determine the moderating effect indicated that career decision regret had a moderating role in the relationship between visions about the future and proactive career behaviors. Promoting individuals' visions about the future and reducing career decision regret can contribute to increasing proactive career behaviors. Results obtained were discussed, and suggestions were made for practitioners and researchers.

Keywords: Career decision regret, Optimism, Hope, Pessimism, Proactive career behaviors.

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1. Introduction

Today's highly competitive and rapidly changing business world has brought about a more complex and unpredictable career process for individuals (Akkermans et al., 2013; Rodrigues et al., 2015; Valls et al., 2020). In this uncertain career journey, proactive career behaviors are needed for career development more than ever (Akkermans et al., 2013; He et al., 2021; Korkmaz et al., 2020; Rodrigues et al., 2015). Especially proactive career behaviors have become a very important structure for university students who are in the process of transition to working life (Thomas et al., 2010). Because proactive career behaviors are behavioral patterns that facilitate career transition processes and increase the employment rate of individuals (Claes & Ruiz-Quintanilla, 1998; De Vos et al., 2009; Eby et al., 2003; Forret & Dougherty, 2004). For this reason, it is of great importance to determine the structures that may be related to the proactive career behaviors of individuals.

Proactive career behaviors are defined as behaviors, such as career planning, networking, skills development, and career initiative that an individual displays for career development and arrangement (Hirschi et al., 2014). These behaviors play an important role in reaching the goals that the individual values (Barnett & Bradley, 2007). On the other hand, proactive behaviors strengthen individual performance (Chamberlin et al., 2017) and team performance (Detert et al., 2013), which has made these behaviors one of the most basic qualities sought by employers. Proactive career behaviors have been the subject of frequent research in recent years. Previous research has found that proactive career behaviors are associated with future work self (Strauss et al., 2012), career adjustment (Savickas, 2013; Spurk et al., 2020), career satisfaction (Hirschi et al., 2014; Matsuo, 2020), career management (Eby et al., 2003; Ślebarska & Flakus, 2020), career success (Cha et al., 2017; De Vos et al., 2009; Verbruggen et al., 2007), career exploration, career planning, career decision self-efficacy (Korkmaz et al., 2020), and employment (De Vos et al., 2009).

1.1. The Relationship Between Proactive Career Behaviors and Visions About The Future

Visions about the future are a basic structure that reflects the positive view of individuals towards the future (Ginevra et al., 2017). Visions about the future that include hope, optimism, and low levels of pessimism are effective in individuals' professional, and career development (Ginevra et al., 2017; Niles et al., 2011). Optimism is defined as individuals' strong expectations that the future will be good despite having difficulties in life (Goleman, 2013). Hope is expressed as an individual's motivation to achieve the goals set for the future (Snyder, 2002). Pessimism is an individual's expectation that something bad will happen (Carver et al., 2010).

The effects of optimism, pessimism and hope on human behavior have been the target of considerable research (Hirschi, 2014; Lopes & Cunha, 2008). Optimism, pessimism and hope are associated with proactive career behaviors, such as individuals' self-confidence in the face of barriers to the career, developing more awareness of their professional goals, and taking action-oriented steps

(Niles et al., 2011; Savickas, 2013; Seginer, 2000; Sun & Shek, 2012). Higher optimism has been linked to higher engagement coping and lower avoidance coping (Carver, 2015; Creed et al., 2002). Optimistic individuals tend to exert more effort and be persistent, and this helps them to take more proactive steps than pessimists (Ginevra et al. 2017). However pessimistic individuals may tend to be passive unlike proactive behaviors linked to intense career indecision (Braunstein-Bercovitz et al., 2012). On the other hand, expectancy make a positive contribution to show proactive behaviors enabling them to focus and plan for the future (Lopes & Cunha, 2008; Snyder, 2002). Hope is a motivating resource on the achievement of goals set by individuals that supports them in showing proactive behaviors (Hirschi, 2014; Snyder, 2002). Thus, Hirschi (2014) found that hope is a positive predictor of proactive career behaviors in his research. In the context of the theoretical framework and studies reported, we thought that the increase in visions about the future would be related to the increase in proactive career behaviors.

H₁: Visions about the future will significantly and positively predict proactive career behaviors.

1.2. The Moderating Role Of Career Decision Regret

Career decision regret is a feeling that arises when individuals compare their current career decisions with alternatives (Galinsky et al., 2005; Zeelenberg & Pieters, 2007). In fact, it is a discomfort with career choice. Studies have shown that career regret affects many important aspects related to the individual's life and career, such as burnout (Doğanülkü & Kırdök, 2021), life satisfaction (Köse, 2019), job satisfaction (Köse, 2019), and tendency to leave work (Santra & Giri, 2017). With the regret experienced as a result of the decision, individuals experience intense unhappiness by thinking that they missed the alternatives (Brehaut et al., 2003).

The emotions experienced by individuals as a result of their experiences can effective on proactive behaviors. In their study, Hirschi and Freund (2014) concluded that emotions had an effect on the proactivity of individuals. Positive emotions support proactive behaviors and planning, while negative emotions create motivation for an individual's avoidance, which is contrary to proactive career behaviors (Bindl et al., 2012). Therefore, the feeling of regret that individuals feel for their career decision may also have an impact on proactive career behaviors. As a matter of fact, the fact that the feeling of regret is a strong and negative emotion (Bonifield & Cole, 2007; Le & Ho, 2020) and brings in emotions, such as sadness, disappointment, remorse, and self-blame (Maingay, 1991; Zeelenberg & Pieters, 2007) can also make this impact stronger. In addition, regret of career decision may prevent the person from acting proactive that is a feeling also concerning with decreasing in belonging to the profession. In the context of what was stated, we considered that the increase in career decision regret might be related to the decrease in proactive career behaviors.

H₂: Career decision regret will significantly and negatively predict proactive career behaviors.

Regret brings in the thought that opportunities have been missed (Maingay, 1991). Intense sadness experienced due to regret and the idea of losing opportunities can cause individuals to have a

negative perspective on the future and to lose their optimism and hope. Because individuals' emotions are effective factors in their optimism and hope (Di Fabio et al., 2018; Khodarahimi, 2015). In addition, regret is an emotion that is positively related to the hopelessness of individuals (Bruine de Bruin et al., 2016). On the other hand, hope, optimism and pessimism are factors closely related to individuals' careers. (Ginevra et al., 2017; Niles et al., 2011; Savickas, 2013). So, regret of career decision may be relevant to opinion of missing out on better alternatives, decreasing optimism and expectancies and increasing pessimism. Therefore, career decision regret may also be related to individuals' visions about the future.

Based on explanations in the relevant theoretical framework, career decision regret may be a variable associated with an increase or decrease in proactive career behaviors. Similarly, career decision regret may be associated with an increase or decrease in individuals' vision of the future. Therefore, career decision regret can serve as a moderator in the relationship between visions about the future and proactive career behaviors. In this context, the following hypothesis was developed to be tested.

H₃: Career decision regret have a moderating effect on the relationship between visions about the future and proactive career behaviors. Namely, if the career decision regret is high, visions about the future will not have a significant impact on proactive career behaviors.

1.3. The Present Study

In recent years, university graduates have been experiencing various difficulties in the transition to working life. Especially in Turkey, moving from being student to working life is getting harder. As can be understood from the aforementioned issues, one of the most important factors facilitating the transition to working life is proactive career behaviors (Claes & Ruiz-Quintanilla, 1998; De Vos et al., 2009). Thus, there are needs to researches to decide variance about their proactive career behaviors because of that the sevariance can be cause on increasing proactive career behaviors of university students. In this context, this study is important as it will reveal the structures that can be related with the proactive career behaviors of individuals. The study is valuable also in terms of providing guiding results for skill-enhancing activities to be carried out to increase the employability of individuals who are still university students. In line with the results reached in the study, educational activities can be organized and students' proactive career behavior repertoires can be developed. No study has been found in the literature examining the proactive career behaviors of university students who are in the process of transition to working life in the context of their visions about the future and career decision regret. When considered in the context of the cumulative progressing nature of science, filling this gap will also open up horizons for practitioners and researchers. This study was conducted to examine the relationships between visions about the future, career decision regret, and proactive career behaviors and also to reveal whether career decision regret has a moderating role in the relationship between

visions about the future and proactive career behaviors. For these purposes, hypotheses were tested. The hypothetical model of the research is presented in Figure 1.

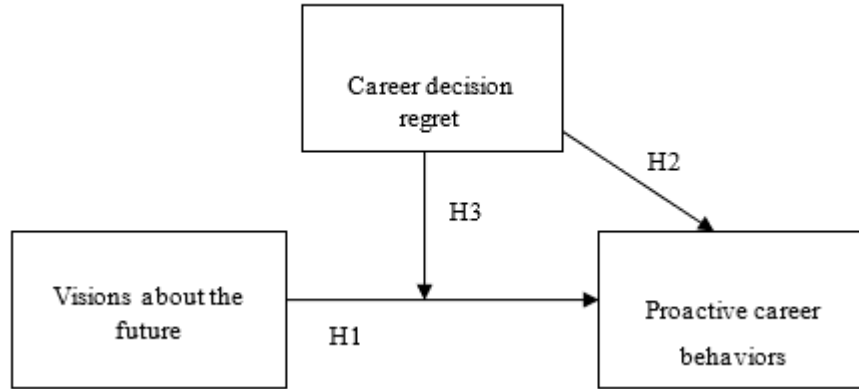


Figure 1. *The hypothetical model of the research*

2. Method

This research was designed in predictive relational design. This design allows to reveal the effect of one or more predictor variables on the predicted variable and to show the relationships between the variables (Fraenkel et al., 2012). In the research, the predictive variable is visions about the future, and the predicted variable is proactive career behaviors. Career decision regret serves both as a predictor and a mediator.

2.1. Participants, Procedures and Ethics

The study consisted of a total of 312 university students, including 167 (53.5%) females and 145 (46.5%) males, at a university in the Eastern Mediterranean Region of Turkey. The ages of the participants ranged from 18 to 24, with a mean age of 21.34 (Sd = 1.54). 70 (22.5%) of the participants were in the 1st year, 87 of them (27.8%) were in the 2nd year, 93 of them (29.8%) were in the 3rd year and lastly 62 of them (19.9%) were in the 4th year. The data were collected online (Google Forms) using the convenience sampling method so that the researchers would not experience health problems due to the COVID-19 pandemic. An informed consent form was shared with the participants along with the measurement tools. All participants submitted written informed consent. Data collection was carried out in the spring semester of the 2020-2021 academic year. No personal information was requested from any participants.

2.2. Data Collection Tools

The Career Decision Regret Scale: This scale was developed by Brehaut et al. (2003) and adapted into Turkish by Erdurcan and Kırdök (2017). It has a 5-point Likert-type scale with options ranging between “strongly disagree” (0) and “strongly agree” (4). The scale consists of 5 items and one dimension (e.g. “I regret my choice”). The total score varies between 0 and 100, which is calculated by multiplying the sum of the scores given to the items on the scale by five. This score indicates the level

of individuals' career decision regret. High scores indicate high career decision regret. In this study, Cronbach's Alpha coefficient of reliability was found as .76.

The Visions about the Future Scale: This scale was developed by Ginevra et al. (2017) to determine individuals' visions about the future and adapted to Turkish by Akça et al. (2018). It has 18 items and three sub-dimensions [e.g., "I am generally enthusiastic and optimistic about my future" (Optimism), "I have little hope for my future" (Pessimism), "I know that one day I will make my wishes come true" (Hope)]. The scale has a 5-point Likert-typegrading structure with options ranging between "It does not describe me at all" (1) and "It describes me very well" (5). High total scores from the scale mean that individuals have positive views about the future. High scores from a sub-dimension indicate that the related feature is high in the individual. Cronbach's alpha coefficient of reliability of the scale was found as .91 in this study.

The Career Engagement Scale: This scale was developed by Hirschi et al. (2014) to determine the level of individuals' proactive career behaviors and adapted to Turkish by Korkmaz et al. (2020). The scale requires individuals to answer the questions considering their last six months. It consists of nine questions and one dimension (e.g. "Taking action to reach my career goals"). It has a 5-point Likert-type scale with options ranging from "almost never" (1) to "very often" (5). High scores obtained from the scale indicate that individuals show proactive career behaviors. Cronbach's alpha coefficient of reliability of the scale was found as .95 in this study.

2.3. Data Analysis

First of all, the data were tested for normal distribution. The normality test was performed by examining the print and skewness values. Kurtosis and skewness values between +1.5 and -1.5 are accepted as normal distribution (Tabachnick & Fidell, 2013). It was concluded that the collected data met the normality assumptions. As seen in Table 1, the kurtosis and skewness values of all variables range from +1.5 to -1.5. T-test and one-way analysis of variance were performed to determine whether the proactive career behavior scores of the participants differed in terms of gender and grade levels. Pearson's correlation analysis was employed to examine the relationship between visions about the future, career decision regret, and proactive career behaviors. A regression analysis based on the bootstrap method was conducted to determine the effect of visions about the future and career decision regret on proactive career behaviors and to test whether career decision regret had a moderating role in the relationship between visions about the future and proactive career behaviors. It is suggested that more reliable results are obtained with the bootstrap method compared to traditional methods (Hayes, 2018). The bootstrap analysis was conducted using 10,000 resamples at a 95% confidence interval. The slope analysis was conducted to determine under which conditions (low-medium-high) the moderating effect was significant (Aiken & West, 1991). The IBM SPSS Statistics 25.0 and Process Macro 3.5 software packages were used in the analysis of the data. In the moderating variable analysis conducted

by using the Process Macro application, continuous variables were centralized, and 3 categories, namely, low, moderate, and high, were presented.

Table 1. *Descriptive statistics about the research variables*

Variables	f	M	Sd	Skewness coefficient	Kurtosis coefficient
1. Visions about the future	312	58.14	13.01	.31	-.04
2. Career decision regret	312	50.94	22.29	.49	-.33
3. Proactive career behaviors	312	28.95	9.05	-.53	.27

2.4. Research Ethics

The study was performed in accordance with the Declaration of Helsinki and was approved and registered by the ethical and research committee of the Ethics Committee of Çukurova University (E-74009925-604.01.02-90072). Ethics committee document is presented in Appendix 1.

3. Results

3.1. Results About the Difference Analysis

The t-test was conducted to determine whether the proactive career behavior scores of the participants showed a significant difference in terms of gender. Analysis results are presented in Table 2.

Table 2. *T-test results of proactive career behaviors by gender*

Variable	Gender	f	M	sd	t	p
Proactive career behaviors	Female	167	28.23	8.82	-1.50	.13
	Male	145	29.77	9.27		

When Table 2 is examined, the proactive career behavior mean score of the female participants is 28.23, while the proactive career behavior mean score of the male participants is 29.77. As a result of the t-test performed to test whether there is a significant difference between the mean scores of the two groups, it was found that the mean scores did not differ significantly by gender ($t = -1.50$, $p > .05$).

One-way analysis of variance was applied to determine whether the proactive career behavior scores of the participants showed a significant difference in terms of grade level. First of all, the statistics regarding the proactive career behavior scale scores of the groups were calculated and presented in Table 3.

Table 3. *Statistics about the proactive career behavior scores of participants by grade level*

Variable	Class Level	f	M	sd
Proactive career behaviors	1 st year	70	28.47	8.75
	2 nd year	87	30.10	8.37
	3 rd year	93	28.25	9.54
	4 th year	62	28.93	9.58

When Table 3 is examined, it is seen that the highest average score regarding proactive career behaviors belongs to 2nd grade students with a score of 30.10. They are followed by 4th grade students with an average of 28.93 points, 1st grade students with an average of 28.47 points, and 3rd grade students with an average of 28.2 points. The results of one-way analysis of variance regarding the class level of the participants are presented in Table 4.

Table 4. *One-Way analysis of variance results of proactive career behaviors by grade level*

Variable		Ss	Df	Ms	F	p
Proactive career behaviors	BG	176.312	3	58.771	.715	.54
	WG	25309.060	308	82.172		
	TOT	25485.372	311			

As seen in Table 4, it was concluded that the proactive career behavior scores of the participants did not show a significant difference in terms of class level ($F = .715, p > .05$).

3.2. Results About the Correlation Analysis

The results of the correlation analysis conducted to determine the relationships between university students' visions about the future, career decision regret, and proactive career behaviors are given in Table 5.

Table 5. *Correlation values between variables*

Variables	1	2	3
1. Visions about the future	-		
2. Career decision regret	-.45**	-	
3. Proactive career behaviors	.43**	-.58**	-

** $p < .01$

As seen in Table 5, proactive career behaviors had a significant positive correlation with visions about the future ($r = .43, p < .01$) and a negative correlation with career decision regret ($r = -.58, p < .01$). In addition, a significant negative correlation was found between visions about the future and career decision regret ($r = -.45, p < .01$).

3.3. Results About the Predictor and Moderating Effect

Table 6 presents the results of the regression analysis based on the bootstrap method conducted to determine the effect of university students' visions about the future and career decision regrets on proactive career behaviors and to reveal whether career decision regret had a moderating role in the relationship between visions about the future and proactive career behaviors.

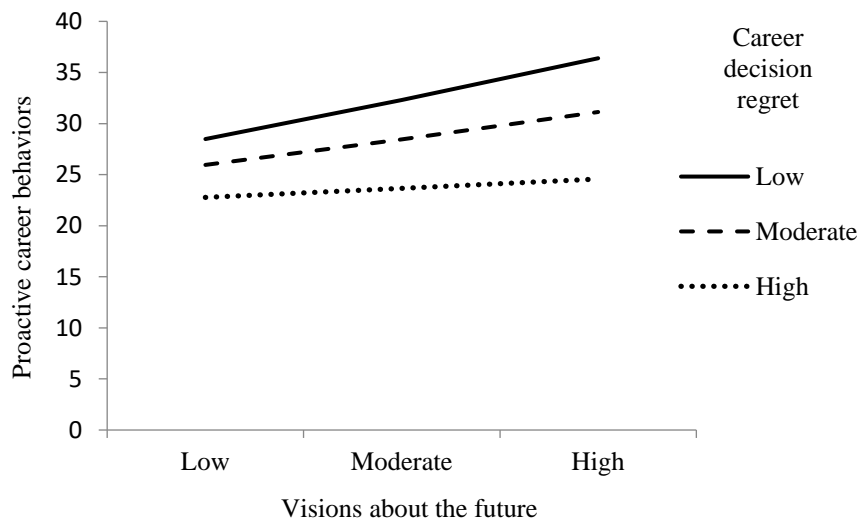
Table 6. Regression analysis results showing the moderating effect

Variables	<i>b</i>	<i>SE</i>	<i>t</i>
Constant	28.30*** [27.45, 29.14]	.42	65.98
Visions about the future (X)	.19*** [.117, .258]	.03	5.27
Career decision regret (W)	-.19*** [-.232, -.153]	.02	-9.63
Moderating effect (X.W)	-.10*** [-.016,-.003]	.01	-4.13

$R = .63$, $R^2 = .40$; *** $p < .001$. *SE*: Standard Error; Values in parentheses show confidence intervals. Non-standardized beta coefficients (*b*) were reported.

As seen in Table 6, visions about future had a significant positive predictor effect on proactive career behaviors ($b = .19$, $p < .001$). Career decision regret had a significant negative predictor effect on proactive career behaviors ($b = -.19$, $p < .001$). In addition, it was concluded that career decision regret had a moderating effect on the relationship between visions about the future and proactive career behaviors ($b = -.10$, $p < .001$). Visions about the future and career decision regret explained 40% ($R^2 = .40$) of the variance in proactive career behaviors.

Since the result of the moderating effect of career decision regret was significant, the slope analysis was conducted to determine the conditions (low-moderate-high) in which it was effective in the relationship between visions about the future and proactive career behaviors. Slope analysis results are given in Figure 2.

**Figure 2.** Graphical representation of the moderating effect of career decision regret

As seen in Figure 2, it was observed that visions about the future were effective in proactive career behaviors in cases where career decision regret was moderate ($b = .19$, $p < .001$) and low ($b = .29$,

$p < .001$). While career decision regret was low, this relationship was even stronger. On the other hand, when career decision regret was high, the effect of visions of the future on proactive career behaviors was not significant ($b = .06, p = .09$).

4. Conclusion and Discussion

In this study, the relationships between university students' visions about the future, career decision regrets, and proactive career behaviors were examined. It was concluded that visions about the future and career decision regret were predictors of proactive career behaviors. Another important result of the study was that career decision regret had a moderating role in the relationship between visions about the future and proactive career behaviors.

The primary result of the study was that visions about the future had an impact on proactive career behaviors. This result confirmed the H_1 hypothesis. University students face many challenging and stressful situations during the transition from school to work, such as the inability to find a job, the inadequacy of employment areas, not having enough information about the working life, and low-wage offers (Helyer & Lee, 2014; Tomlinson, 2012). This process may cause individuals to have negative beliefs about the future and not show proactive career behaviors, such as producing alternatives, establishing a professional network, and making new career discoveries. However, optimism and hope, which are the basic components of visions about the future, are structures that help individuals to be active in line with their goals and to have a positive outlook on the future (Snyder et al., 2001). While optimism increases individuals' expectations of positive results (Luthans et al., 2007; Youssef & Luthans, 2007), hope increases their motivation to produce alternative ways and take action (Snyder, 2002). In addition, individuals with high levels of optimism and hope have positive attitudes about the future and show a successful fight against stressful situations (Li & Wu, 2011). Therefore, individuals' optimism and hope for the future may have an impact on their proactive career behaviors. As a matter of fact, when we review the studies in the literature, we can see that optimism and hope affect career planning (Patton et al., 2004), career adjustment (Savickas et al., 2009), and career exploration (Hirschi et al., 2015), which express proactive career behaviors. These findings of the literature support this result reached in the current study.

Another result of the research was that career decision regret was a negative predictor of proactive career behaviors. This result confirmed the H_2 hypothesis. The field of study chosen by university students is generally considered as a career choice, and this choice is one of the most important career decisions (Yeşilyaprak, 2019). However, individuals may not find what they desire as a result of these decisions and may experience regret. As a matter of fact, one of the areas of life where regret is intensely observed is career (Lee & Sturm, 2017). As a result of a decision that does not give the desired and creates regret, other negative emotions, such as disappointment and unhappiness, are experienced (Brehaut et al., 2003). Career decision regret can also cause individuals to experience

burnout (Doğanülkü & Kırdök, 2021). Therefore, unhappiness, disappointment, and burnout experienced by individuals due to career decision regrets may prevent them from displaying proactive career behaviors. Findings in the literature that indicate individuals' negative emotions are an effective structure in their proactivity support this statement (Bindl et al., 2012; Hirschi & Freund, 2014).

One of the important results of the research was that career decision regret played a moderating role in the relationship between visions about the future and proactive career behaviors. This result confirmed the H₃ hypothesis. It was concluded that visions about the future were not effective in proactive career behaviors in cases where career decision regret was high. On the other hand, while career decision regret was low or moderate, visions about the future had a significant effect on proactive career behaviors. When individuals realize that another choice may be better, they experience the feeling of regret (Zeelenberg & Pieters, 2007). University students, too, can experience this situation. When university students think that a different option (department-program) will be better for them after they start studying in any program, this may cause career decision regret. There is no separate career development program in secondary education institutions in Turkey, and career services at schools lag behind educational and personal-social services. Accordingly, students may not receive sufficient career support, and they may regret that when thinking that a different option will be more suitable for them after they are placed in a program at a university. Regardless of the reason, regret can negatively affect the optimism and hopes of individuals, which express their positive perspectives for the future because the emotions of individuals have an impact on their optimism and hope (Di Fabio et al., 2018; Khodarahimi, 2015). Therefore, individuals who experience career regret may be pessimistic rather than optimistic and hopeful for the future. On the other hand, positive and negative emotions of individuals are also effective in their behaviors (Gençöz, 2000; Goleman, 2013). With the feeling of regret experienced, the motivation of individuals to act may be lost. In other words, with career decision regret, individuals may not be able to exhibit proactive career behaviors, such as networking, skill development, and career initiative that increase the likelihood of their employment. As can be seen, career decision regret can be associated with both visions about the future and proactive career behaviors. This situation may be the source of its moderator role.

5. Limitations and Recommendations

This study has some limitations. It was conducted with participants from the Eastern Mediterranean Region of Turkey. Similar studies should be conducted with individuals from different regions and cultures because culture is an effective structure on the emotions and behaviors of individuals. Cross-sectional and correlational design was used in this study. Longitudinal studies and experimental design studies are needed to reveal the relationships between the related variables more clearly. The participants of the study were university students. Proactive career behaviors also have a significant impact on the career success of employees (Cha et al., 2017; Hall, 2002; Thomas et al., 2010). Career decision regret is a feeling not only experienced by university students but also by various

professionals who are in business life. Therefore, the literature should be developed by conducting similar studies with individuals currently working in a job. In addition, the mean age and gender of the participants were taken into account in this study. Therefore, this should be taken into account for the generalizability of the study.

Some recommendations can be made for researchers and practitioners according to the results of the study. Visions about the future and career decision regret should be included in skill development education programs organized at university career centers to improve students' proactive career behaviors. Thus, the proactive career behavior skills of individuals can be developed more. Emotion regulation psycho-educational programs can be organized for individuals who experience career decision regret. With psycho-education programs, individuals can control their regret feelings and prevent the negative effects of career decision regrets on their proactive career behaviors. In addition, with intervention programs to increase optimism and hope, students can be helped to show proactive career behaviors. University psychological counseling units and career centers can cooperate in the development and implementation of these programs.

In this study, the moderating effect of career decision regret on the relationship between visions about the future and proactive career behaviors was examined. Similarly, a new study can be designed in which alternative job opportunities play a moderating role in the relationship between visions about the future and proactive career behaviors since the existence of alternative job opportunities has the potential to have an impact on individuals' visions about the future and proactive career behaviors. In this way, the relationship between visions about the future and proactive career behaviors will be revealed more clearly. Qualitative paradigm-based studies should be conducted to reveal the reasons why university students experience career decision regret. With these studies, preventive interventions can be developed by providing in-depth information about the causes of career decision regret. Thus, barriers to proactive career behaviors that are not exhibited due to career decision regret can be removed.

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Appendix 1.

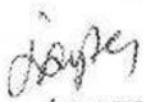
ÇUKUROVA ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ALANINDA
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Toplantı Tarihi: 22.04.2021

Toplantı Yeri: Eğitim Fakültesi Temel Eğitimi Bölümü


KARAR NO:6


Rektörlük Personel Dairesinin 07.04.2021 tarih ve E.72661 sayılı yazısı ekinde Çukurova Üniversitesi Sosyal ve Beşeri Bilimler Alanında Bilimsel Araştırma ve Yayın Etiği Kuruluna Öğr. Gör. Hacı Arif DOĞANÜLKÜ tarafından gönderilen "Gelecek Vizyonlarının Proaktif Kariyer Davranışları Üzerindeki Etkisinde Kariyer Karar Pişmanlığının Düzenleyici Rolü" başlıklı çalışma kurulumuzca incelenmiş ve araştırmanın etik ilkelere uygun olduğu sonucuna varılmıştır.


Prof. Dr. Ayten İFLAZOĞLU SABAN
Etik Kurul Başkanı

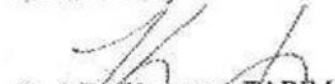

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