

## The Role of the Psychological Contract in the Relationship Between Career Adjustment Ability and the Perception of Employability

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### Abstract

The concept of employability has been more focused on in recent years. The concept of perceived employability expresses individuals' control over their lives and careers. Career adaptability means a hierarchical and multidimensional construct, including resources of control, concern, confidence, and curiosity. Employability is a sense of career adaptability in the context of individuals' social construct of managing career transitions. A mutually positive interaction between employability, psychological capital, and subjective well-being can exist. Using Savickas's career construction theory, the current study investigated the relationship between employability and career adaptability and the intermediary effect of the psychological contract. Based on these results, career adaptation ability positively affects psychological contract, and psychological contract affects employability perception; also, based on the results that career adaptation ability positively affects employability perception, this relationship can occur through psychological capital.

**Keywords:** *Employability, Career Adjustment Ability, Psychological Contract.*



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## **1. INTRODUCTION**

The concept of employability has been more focused on in recent years. Employability reflects the skills that enable people to find a suitable job in the area where they are educated. Employability has different dimensions, including individual and institutional employability (Fugate et al., 2004). For individual employability, the skills, competencies, and expectations of the graduates are included, and for organizational employability, the market conditions of the organizational and market employment conditions are considered (González-Romá et al., 2016). Considering the different employability dimensions, career goals and decisions at the individual level should be appropriate for sectoral requirements and macro career planning (Teychenne et al., 2019; Andresen et al., 2022).

The concept of perceived employability expresses the control of individuals over their own lives and careers (Marler et al., 2002; De Cuyper et al., 2011; Coetzee & Engelbrecht, 2020). Psychological factors are essential in forming individual-level employability perception (Broeck et al., 2014). In other words, an individual with low employability may see himself as having high employability (De Cuyper et al., 2011). The level of perceived employability at the individual level is also related to macro factors far beyond individual factors (Wittekind et al., 2010; Atitsogbe et al., 2019). It is necessary to consider many external factors, especially national and international economic factors, the current labor market conditions, and government decisions.

Personal adaptability is a psycho-social dimension of the employability concept, including optimism, openness, the propensity to learn, generalized self-efficacy, and internal (Fugate et al., 2004). Career adaptability is a part of the career construction system, helping individuals to have synergy through overcoming vocational issues (Savickas, 2013). According to Savickas (2013), career adaptability is a hierarchical and multidimensional construct that includes resources of control, concern, confidence, and curiosity. These resources are derived from specific attitudes, behaviors, and competencies of career construction (Savickas & Porfeli, 2012). These four adaptive resources constitute the career construct theory for vocational situations (Santra & Giri, 2019). In this context, career adaptability is a psychological resource individuals use to deal with career development, career change, and other career challenges (Chen et al., 2018).

The psychological contract refers to an individual's beliefs about an exchange relationship and has recently attracted considerable attention. Scholars have argued that psychological contracts reflect expectations, promises, and obligations (Rousseau et al., 2018; Mensah, 2019). The psychological contract between employers and organizations is dynamic and includes mutual promises and responsibilities of the respective parties (Rousseau, 1995).

This study aims to test the psychological contract's role in the influence of career adaptability on the perception of adaptability. In this way, in the future career perceptions of individuals, the

importance of the harmony between the perceptions of the future positions that they are as successful and the variables affecting this perception and the level of corporate employability will be emphasized.

## **2. CONCEPTUAL FRAMEWORK**

### **2.1. Employability**

Employability refers to an individual's ability to secure and maintain employment aligned with their skills and competencies (Rothwell et al., 2008). It encompasses internal factors such as personal skills and academic performance (Monteiro et al., 2020) and external factors like labor market conditions and employer demand (Rothwell et al., 2009). Perceived employability is a subjective assessment influenced by macroeconomic factors, industry trends, and individual attributes (De Cuyper et al., 2011; Atitsogbe et al., 2019). Higher perceived employability enhances career confidence and adaptability (Berntson et al., 2010). Within higher education, employability is linked to competency development and career preparedness (Jackson & Tomlinson, 2020), aligning with the changing nature of work (Pool & Sewell, 2007). In recent years, government policies, employment structures, and HR strategies have increasingly emphasized the importance of employability as a critical aspect of career success (Rajan, 1997; de Guzman & Choi, 2013).

Employability is also a psycho-social construct with individual characteristics (Fugate et al., 2004), encompassing self-perceived employability and environmental influences (De Cuyper et al., 2011). Self-perceived employability reflects an individual's confidence in obtaining and retaining employment, influenced by external factors such as market demand and institutional reputation (Rothwell et al., 2008; Atitsogbe et al., 2019). Universities play a crucial role in developing students' employability skills, as seen in the emphasis on graduate employment rates as a measure of institutional performance (Tomlinson, 2007; de Vos et al., 2011; Brown et al., 2022).

### **2.2. Career Adaptability**

Career adaptability, rooted in career construction theory (Savickas, 2013), is a multidimensional construct comprising concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). It enables individuals to navigate career transitions and uncertainties (Johnston, 2018; Ng et al., 2020). Career adaptability has been linked to self-efficacy, emotional regulation, and resilience, which help individuals respond to labor market fluctuations (Rudolph et al., 2017; Bimrose & Hearne, 2012). Career adaptability is an essential factor in employability, as it facilitates proactive career behaviors and enhances career development (de Guzman & Choi, 2013; Monteiro et al., 2022).

Career adaptability is particularly relevant in modern career structures, where employees frequently change jobs due to economic or organizational shifts (Nota et al., 2012). Adaptability resources serve as self-regulatory mechanisms that enable individuals to maintain employability in dynamic work environments (Sou et al., 2022). Higher adaptability enhances perceived employability by equipping individuals with the necessary career self-management competencies (Guan et al., 2013;

Rudolph et al., 2017). The increasing complexity of career transitions necessitates the continuous development of adaptability skills to maintain a competitive edge in the labor market (Sou et al., 2022; Chen et al., 2018).

### **2.3. Psychological Contract**

The psychological contract represents an individual's beliefs about mutual obligations in an employment relationship (Rousseau, 1995). It encompasses transactional (economic) and relational (emotional) components (Kaya & Karatepe, 2020). Perceived breaches in the psychological contract can negatively impact job satisfaction, engagement, and commitment (Coyle-Shapiro et al., 2019). Conversely, fulfilling psychological contract expectations strengthens organizational commitment and employee performance (Bal et al., 2013). In employability research, the psychological contract mediates the relationship between career adaptability and employment outcomes as organizations increasingly emphasize self-directed career management (De Cuyper et al., 2011; Scholarios et al., 2008).

The psychological contract shapes employees' expectations and responses to career challenges. When employees perceive that their employers fulfill their promises, they demonstrate higher engagement and adaptability, enhancing employability (Lam & de Campos, 2015). Psychological contract fulfillment also supports career well-being, as employees feel more secure and valued in their organizations (Soares & Mosquera, 2019). However, breaches in the psychological contract can undermine career adaptability by reducing employees' willingness to invest in professional development (Bal et al., 2008; Coyle-Shapiro et al., 2019).

### **2.4. The Role of Psychological Contract in Career Adaptability and Employability Relationship**

Employability frameworks integrate adaptability, career identity, and social capital as interrelated dimensions (Fugate et al., 2004). Career adaptability is a critical resource for career adjustment, facilitating career transitions, and developing employability skills (McArdle et al., 2007; Matilda & Neena, 2016). Psychological contract fulfillment strengthens this relationship by reinforcing individuals' confidence in career self-management (Lam & de Campos, 2015). Empirical studies confirm that career adjustment ability positively influences employability outcomes, with psychological contracts as a key intermediary (Coetzee et al., 2015; Monteiro et al., 2019). Organizations can enhance career adaptability through supportive policies, fostering sustainable employability (Scholarios et al., 2008; Ito & Brotheridge, 2005).

Studies indicate that psychological contract dynamics significantly influence career adaptability and employability. Employees who perceive intense psychological contract fulfillment exhibit higher career resilience and proactive job-seeking behavior (Ebere & Onuoha, 2022). Career adaptability is crucial for employees to perform effectively in their workplace and ensure career well-being (Akkermans et al., 2018; Ferreira, 2019). Adaptable employees are more competent and efficient,

benefiting from progressive employability strategies that facilitate career growth and stability (Wang, 2013; Safavi & Bouzari, 2019).

This study examines the mediating role of the psychological contract in the relationship between career adaptability and perceived employability, contributing to research on career self-management and labor market integration. Understanding this relationship is crucial for developing strategies that enhance employability through career adaptability interventions and psychological contract management.

The research model and hypotheses are given below. This study aims to test the psychological contract's role in influencing career adaptability and the perception of adaptability.

### **Hypotheses**

H1: Career adaptation ability affects psychological contracts positively.

H2: Career adaptability ability positively affects the perception of employability.

H3: Psychological contract positively affects the perception of employability.

H4: Psychological contract has an intermediary effect on the relationship between career adaptation ability and employability perception.

## **3. METHODOLOGY**

### **3.1. The Sample of the Research and the Scales Used**

The universe of the research is composed of university students. In the study, with 320 participants, 168 were women (52.5%), and 152 participants (47.5) were men. The distribution of the participants according to the departments is as follows: approximately 16% consists of business administration, 55% consists of human resources, 15% consists of public relations, and 14% consists of banking and insurance departments. Why was the sample selected only from specific departments (business, human resources, public relations, banking, and insurance)? The survey technique was used for the research. The first part of the survey contains demographic information, while the second part contains statements related to three separate scales.

In the study, three separate scales were used to measure the dimensions.

Career adaptation ability scale: Savickas and Porfeli (2012) developed four sub-dimensions and 24 expressions. Later, Maggiori et al. developed a 12-item version. Three separate groups adapted it into a short version. This study uses a short version of 12 items: 1,2,3. The size of the questions of interest is 4,5,6. Questions of control size are 7, 8, and 9. Questions about the size of curiosity are 10, 10, 12. The scale measures the size of trust in the questions.

Rothwell and Arnold (2007) used an 11-item employability perception scale with two sub-dimensions. This scale includes four intra-organizational statements and seven non-organizational statements.

Psychological contract scale: Developed by Millward and Hopkins (1998) and then a short version by Grimmer and Oddy (2007), a short form consisting of 2 sub-dimensions and 17 expressions was used. The first ten expressions measure transactional expressions and seven-count relational expressions.

All scales used a 5-point Likert type measurement tool (1= I am afraid I have to disagree at All, 2= I Agree Very Little, 3= I Agree on a Little, 4= I Quite Agree, I Agree, I Completely Agree).

### **3.2. Methods**

This study investigates the effect of psychological contracts' mediating role on the impact of career adaptation ability on employability perception. The data collected by the convenience sampling method were analyzed using statistical analysis programs. Descriptive statistics, reliability analysis, correlation analysis, explanatory and confirmatory factor analysis, and structural equation modeling analysis were used to test whether there is an intermediary relationship in the research.

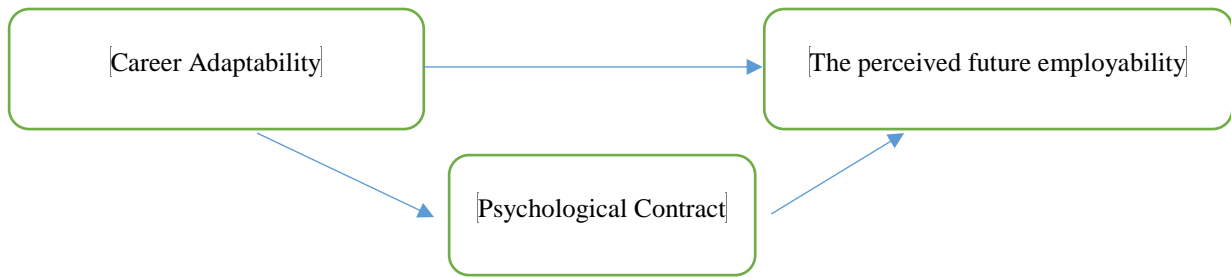
### **3.3. Data Collection and Analysis**

The perceived future employability scale consists of 24 items and six dimensions developed by Gunawan et al. (2019) and adapted to Turkish by Alkin et al. (2020). The sub-dimensions consist of future skills, experiences, communication networks, personal characteristics, knowledge of the labor market, and the educational institution's reputation. The answers were collected using a 6-point Likert rating (1. strongly disagree, six. Strongly agree).

The career adjustment ability scale consists of 24 items and four sub-dimensions, including resources of concern, curiosity, control, and confidence. It was developed by Savickas and Profeli (2012) and adapted to Turkish by Kanten (2012). The sub-dimensions are anxiety, control, curiosity, and trust. The answers were collected using the 5th Likert degree (1. strongly disagree, 5. strongly agree). The Cronbach's reliability for the original scale was 0.91.

The psychological contract scale consists of 24 items and four sub-dimensions developed by Luthans et al. (2007) and adapted to Turkish by Çetin and Basım (2012). optimism,' size 1\*, 9, 11\*, 14, 18, 19; 'psychological endurance, ' size 5, 7, 8\*, 10, 13, 22; 'hope' size 2, 6, 12, 17, 20, 24; 'self-sufficiency' size 3, 4, 15, 16, 21, 23 has been measured by item number. In the version adapted by Çetin and Basım (2012), expressions numbered 1, 8, and 11 were removed from the scale. The final version of the scale consists of 21 items.

**Figure 1. Research Model**



## 4. FINDINGS

### 4.1 Structure Validity

Explanatory factor analysis was performed to test the construct validity. All factors were included during this test, and natural factor resolution was applied (Bektaş, 2017). In light of the results obtained, it was concluded that the data were suitable for factor analysis. Confirmatory factor analysis was also used to determine the degree to which the variables observed in the study represent hidden variables (Hair et al., 2010). The two-stage method Anderson and Gerbing (1998) proposed was followed at this stage. This way, whether the model has sufficient compliance values is tested. The findings obtained are shown in Table 1.

Confirmatory factor analysis explains the suitability of the model with five index results. The results obtained from the five indices were  $\Delta\chi^2/df=1.314$ , GFI=0.84, CFI=0.74, RMSEA=0.051, and NFI=0.89, respectively. Thus, the values obtained remain within the limits of the accepted reference values regarding compliance statistics (Hair et al., 2010).

**Table 1. Descriptive Factor Analysis**

Factors	No of Items	Factor Load Interval	Variance Explained	Cronbach Alpha	
Career Adaptability	Concern	3	0.674-0.921	78.417	$\alpha=0.84$
	Control	3			
	Curiosity	3			
	Trust	3			
<i>KMO=0.714; Barlett= (df=7) 4847.125; P&lt;0.001</i>					
Employability	Internal	4	0.689- 0.908	70.147	$\alpha = 0.88$
	External	7			
<i>KMO=0.784; Barlett= (df=9) 745.458; P&lt;0.001</i>					
Psychological Contract	Transactional	10	0.561-0.874	64.540	$\alpha =0.93$
	Relational	7			
<i>KMO=0.914; Barlett= (df=28) 3104.005; P&lt;0.001</i>					

The results of the consistency validity of the model are presented in Table 2. The table shows that all values are from 0.50 and gave statistically significant results. The convergence validity is used to see how the same structures combine or show high correlation (Hair et al., 2010). According to these results, convergent validity (convergence transmittance) is provided. Many studies examine Average Variance Extracted (AVE) and Composite Relativity values. Table 2 shows the results of both values. Both values are at an acceptable level.

**Table 2. Results of the Consistency Validity**

CONSTRUCT	ITEM	AVE	CR
Concern	3	0.76	0.87
Control	3	0.68	0.76
Curiosity	3	0.84	0.91
Trust	3	0.81	0.94
Internal	4	0.74	0.88
External	7	0.63	0.90
Transactional	10	0.75	0.93
Relational	7	0.69	0.89

Discriminant validity is expressed as the fact that the scale does not relate to other measurements considered different. Venkatraman's (1989) method was adopted in this study, and its validity was tested. In order to test the validity of Discriminant Validity, the square root of AVE values was taken and compared with the correlation between hidden variables. The scales chosen by the researcher correspond to hidden variables in the measurement model. Latent variables cannot be directly observed, which explains a theoretical structure by associating it with scale items. The fact that the square root of the AVE value is greater than the correlation value between the hidden variables shows that the Decoupling validity is ensured. The fact that these two values do not overlap shows that the model provides decomposition validity. It is shown in Table 3.

**Table 3. Results regarding the discriminant validity**

Test	Description	$\chi^2$ Limited Model	$\chi^2$ Free Model	Differences
1	PC-CAA	212.487	168.587	43.9
2	PC-PFE	145.358	134.269	11.089
3	CAA-PFE	78.691	40.129	38.562

**Notes:** All difference values are statistically significant at the significance level of  $p < 0.05$ . **PC:** Psychological Contract, **CA:** Career Adjustment Adaptability, **PFE:** The Perceived Future Employability

#### **4.2. Common Method Variance Error**

In this study, where the personal information of the participants was not requested, questions that would reflect their personal opinions were also avoided. In this way, it has been tried to prevent the standard method variance error. It is expressed as one of the measurement problems arising during data collection for more than one structure (Podsakoff et al., 2003). After completing the research, it was re-tested to determine whether the obtained data had standard method variance. In recent years, empirical research in psychology and organizational studies has given great importance to standard method variance. Richardson et al. (2009) Decipher the standard method variance as "the systematic error variance shared between variables measured and presented as a function of the same method and source." Systematic error variance can prevent the estimated relationships between criteria (Campbell & Fiske, 1959) and cause measurement bias. If there is a bias in the estimated relationship between two variables, the standard method can be considered a Deceptive (or third) variable that systematically



affects both essential variables. This situation may inflate, decrease, or eliminate the observed relationship between the relevant essential variables. In order to prevent this, the standard method variance values were checked.

#### 4.3. Statistical and Correlation Decisions Between the Variables

Table 4 shows the correlation table between the variables and the statistical results, the mean and standard deviation, and the reliability coefficients in parentheses. Decency and reliability coefficients are given. When the relationships between variables are examined, it is seen that all variables have a positive effect Decently and are statistically significant. As a result of the Cronbach's alpha test conducted for reliability analysis, the alpha value of career adjustment ability was determined as  $\alpha=.83$ ,  $\alpha=.90$  for employability perception and psychological contract  $\alpha=.85$

**Table 4. Correlation Results**

VARIABLES	AVG	Ss	1	2	3
Psychological Contract	2.87	1.02	(0.83)		
Career Adaptability	3.45	0.945	0.572	(0.90)	
Employability	3.14	0.912	0.415	0.438	(0.85)

**Note:** The correlations between the variables are high. This suggests the presence of an overlap (multicollinearity) issue among the scales.

#### 4.4. Structural Equation Modeling Results of the Model

When conducting path analysis, it is tried to prove that the model exists by using confirmatory factor analysis compliance indices. It is seen that the compliance indices obtained as a result of the analyses are sufficient. The results corresponding to the reference values Hair (2010) determined are as follows:  $\Delta\chi^2/df= 1.416$ ,  $GFI= 0.89$ ,  $CFI= 0.90$ ,  $NFI= 0.91$ ,  $RMSEA= 0.47$ ).

These results show that career adaptation ability significantly and positively affects psychological contracts from a statistical point of view ( $\beta =0.512$ ;  $t=3.405$ ;  $p<0.001$ ). A similar effect is seen when decoupling the relationship between psychological capital and employability. Psychological capital has a statistically significant and positive effect on the perception of employability ( $\beta =0.605$ ;  $t=5.814$ ;  $p<0.001$ ).

Our other hypothesis, the relationship between career adaptability ability and employability perception, has a significant and positive effect statistically ( $\beta =0.402$ ;  $t=5.018$ ;  $p<0.001$ ) Decently. (Table 5)

In the analysis in which the mediation effect is tested, in order to understand whether there is a mediating effect, if there is a mediating effect at what level, the effect of career adjustment ability on employability perception, the relationship between career adjustment ability and employability perception is not as strong as in the first model when the psychological contract is included in the model ( $\beta = 0.019$ ;  $t=0.208$ ;  $p<0.001$ ). In addition, there is a decrease in the beta coefficient between the first

and second models, which shows the effect on career adjustment ability and decency perception ( $\beta_1=0.402$ ;  $\beta_2=0.019$ ). According to this result, psychological capital has a full intermediary effect on the relationship between career adaptation ability and employability perception. According to the Sobel test result, it is statistically significant ( $z=4.1962$ ;  $p<0.001$ ). Similarly, in Table 5, when the Bootstrap sample size is calculated as 1000, this indirect effect is statistically significant ( $p<0.01$ ) and confirms the above results (Effect=0.1874; Boot SE=0.0214; BOOTL99 CI=0.1225; BootUL99 CI=0.3974).

**Table 5. Structural Equation Modeling Related to the Mediation Effect**

Hypotheses	Standardized Coefficients ( $\beta$ )	R <sup>2</sup>	Standardized R <sup>2</sup>
CAA-PC	0.512***( $t=3.405$ )	0.14	
PC-PFE	0.605***( $t=5.814$ )	0.21	
CAA-PFE	0.402***( $t=5.018$ )	0.064	0.17
CAA-PFE (indirect)	0.019***( $t=0.208$ )	0.28	

\* $p<0,05$ ; \*\* $p<0,01$ ; \*\*\* $p<0,001$ ; \*\*\*\* $p$ : not significant

## 5. DISCUSSION

Employability has changed significantly in recent years, reflecting shifting employment structures and workforce expectations. The understanding of the employee who has been working at the same enterprise for a long time in the traditional understanding of employment has been replaced by candidates and employees who are constantly on the move and carry the values of Generation Y and Z. The new career approach, shaped following the new needs, imposes responsibility on individuals, organizations, and the state at the point of gaining and developing the employability skills of individuals. One of the ways to survive in sectors and organizations experiencing rapid change is explained within the framework of the concept of employability. Organizations no longer guarantee lifelong employment but offer opportunities for continuous professional growth, enabling employees to remain competitive in evolving labor markets. This requires individuals to proactively enhance their employability through skill acquisition, career adaptability, and professional networking.

The theoretical framework of employability has predominantly focused on individual capabilities. However, considering environmental factors such as the current economic conditions and organizational culture, the boundaries of employability have become different. Studies highlight that perceived employability significantly affects career progression and job security (De Cuyper et al., 2008; Potgieter & Coetzee, 2013; Gamboa et al., 2014). Organizations must invest in training programs, career development initiatives, and internal mobility opportunities to enhance employability, ensuring that employees can transition smoothly within and beyond their current roles. Higher education institutions also play a crucial role in equipping students with relevant skills and fostering adaptability through career-focused curricula and work-integrated learning experiences.

The findings confirm that career adaptability has a statistically significant and positive impact on the psychological contract. This outcome aligns with similar studies in literature (Haslberger &

Brewster, 2009; Chen, 2010; Gamboa et al., 2014; Deas & Coetzee, 2020; Lodi et al., 2020; Koveshnikov et al., 2022). Additionally, the psychological contract positively influences perceived employability, reinforcing the importance of mutual expectations and fulfillment between employees and employers (Scholarios et al., 2008; De Cuyper et al., 2011). Furthermore, the mediation effect of the psychological contract in the relationship between career adaptability and employability perception suggests that psychological contract fulfillment enhances career confidence and career progression (Guan et al., 2013; Sok et al., 2013; Dries et al., 2014; Coetzee et al., 2015).

## **6. CONCLUSION**

This study underscores the significance of career adaptability in enhancing perceived employability, with the psychological contract playing a crucial mediating role (De Cuyper et al., 2011; Scholarios et al., 2008). The evolving nature of employment necessitates that individuals take proactive steps to manage their careers, while organizations and educational institutions must provide resources to support this adaptability (Fugate et al., 2004; Potgieter & Coetzee, 2013).

It is helpful to consider the concept of employability from the point of view of quality in higher education (Jackson & Tomlinson, 2020). Graduates' employment rates are also considered an indicator of success for higher education institutions (Brown et al., 2022). The variable of graduates' ability to get a full-time job within a certain period (for example, in the first year after graduation) can be used as a measurement method (Rothwell et al., 2008). In order to calculate this ratio effectively, the graduate information system must work very well. In this way, employability can be operationally seen as equivalent to having a full-time job after graduation; however, the actual process of employability should be considered together with studentship, and having a job is only an outcome (de Vos et al., 2011). Apart from this, the employability process can be measured with success indicators that have both individual and institutional aspects (Guilbert et al., 2016).

Among the factors that affect corporate employability are the reputation of the university, the type of instruction (formal, remote), the mobility of staff and graduates, the field of study, work experience (internships, part-time or full-time study), age, gender, and social class (Succi & Canovi, 2020). There is also a need for an independent organization to conduct an "employability audit" to continuously monitor universities' employability effectiveness (Gbadamosi et al., 2015). Graduate employment rates can also be tracked by improving employability (Tomlinson, 2007).

### **6.1. Practical Implications**

The study's findings highlight the need for organizations and universities to actively foster career adaptability (Van der Heijde & Van der Heijden, 2006). Universities should integrate structured career management training, internships, and skill-based learning opportunities into their curricula to help students develop career resilience and adaptability (Pitan & Muller, 2019; Monteiro et al., 2020).

Career services must enhance employability by providing tailored guidance on industry trends, skill development, and career planning (Pool & Sewell, 2007).

From an organizational perspective, HR strategies should reinforce psychological contract fulfillment through clear communication, structured career pathways, and professional development initiatives (Coyle-Shapiro et al., 2019). Employers can implement mentorship programs, continuous learning opportunities, and career mobility strategies to strengthen the psychological contract (Bal et al., 2013). These efforts increase employee engagement, retention, and long-term employability (Coetzee & Engelbrecht, 2022).

## **6.2. Limitations and Future Research**

Despite its contributions, this study has certain limitations. The sample primarily consists of university students, which may limit the applicability of findings to other workforce demographics (Berntson et al., 2010). Future research should extend the investigation to different employment sectors and cultural contexts (Andresen et al., 2022). Additionally, longitudinal studies are required to assess the long-term effects of psychological contract fulfillment on career adaptability and employability outcomes (Maree, 2017). Further exploration of specific organizational interventions to strengthen the psychological contract and support career adaptability would provide valuable insights for policymakers and HR practitioners (Ebere & Onuoha, 2022).

By addressing these limitations, future research can deepen the understanding of how career adaptability and psychological contract dynamics interact to shape employability in a rapidly evolving job market. Employability will become more critical and form the basis of individual and organizational career planning (Savickas, 2013).

Ethics Committee approval was not required for this study.

The author declares that the study was conducted in accordance with research and publication ethics.

The author confirms that no part of the study was generated, either wholly or in part, using Artificial Intelligence (AI) tools.

The author declares that there are no financial conflicts of interest involving any institution, organization, or individual associated with this article.

The author affirms that the entire research process was conducted solely by them.

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