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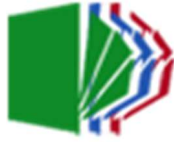
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TABLE OF CONTENTS

Research Articles

Associations between Personality Traits and the Quality of Sibling Relationships / Hamide Gözü, Joan Newman	22-31
Psychological Resilience and Self-Esteem Related Components on Career Adaptability and Career Optimism / Temel Kalafat.....	32-41



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Associations between Personality Traits and the Quality of Sibling Relationships*

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Abstract

Sibling relationship is one of the longest relationships in human life and play a major role since some skills such as nurturance, caretaking, and meeting their own needs and those of other people around them (e.g. spouse, children, and parents) are fostered through sibling interaction. Several studies have been conducted among adults to identify the factors associated with sibling relationships. Despite its seeming importance, only a few researchers have focused on the role of personality type in sibling relationships. The current study examined whether Big-Five personality traits were associated with the quality of sibling relationships among young adults. Participants included 552 university students living in the United States of America (54% female and 46% male) aged 18 to 25 years. Participants completed the Lifespan Sibling Relationship Scale and the Big Five Inventory. A series regression analyses revealed that all personality traits were significantly associated with the quality of sibling relationships after controlling participant's gender and gender constellation. Of the personality traits, agreeableness was the strongest predictor of quality of sibling relationships. The current study's strengths and limitations and the implications future research are discussed.

Keywords: Sibling relationships, personality, young adults

1. Introduction

The importance of sibling relationships in human development was insufficiently researched for many years and focus was placed on the influence of parents, family characteristics, teachers and peers (see Howe & Recchia, 2006; Lamb, 1982). In the last thirty years, researchers have shifted their focus to examine the role of sibling relationships in family harmony and child development (Brody, 1998; Howe, Ross, & Recchia, 2011). One reason for this shift is the fact that a person's sibling relationship is likely to be their longest relationship and it may significantly impact social and emotional development (Dunn & Munn, 1986; Jenkins & Dunn, 2009). Numerous factors have been found to be associated with sibling relationships such as birth order (Newman, 1991; Pollet & Nettle, 2009), gender (Spitze & Trent, 2006), gender constellation (Stocker, Lanthier, & Furman, 1997), and number of siblings (Milevsky, Smoot, Leh, & Ruppe, 2005).

Despite its seeming importance, only a few researchers have focused on the association between personality traits and sibling relationships (Furman & Lanthier, 1996; Lanthier, 2007; Neale,

2003; Riggio, 2000). The findings of these studies are inconsistent. Some studies revealed that personality traits are associated with more conflicts between siblings whereas others found fewer conflicts. For that reason, more studies are needed to identify the associations between personality traits and sibling relationships. The current study aimed to address this gap in the literature.

1.1. Literature Review on Personality and Sibling Relationships

There is a lack of information about the role of personality in adult sibling relationships (Furman & Lanthier, 1996). By contrast, a considerable number of studies have shown that temperament or personality has an important influence on the quality of sibling relationships in childhood and adolescence (Brody, Stoneman, & Burke, 1987; McCoy, Brody, & Stoneman, 2002).

Brody and his colleagues (1987) observed the behavior of elementary school aged children in the presence and absence of mothers and collected maternal ratings regarding the children's temperament. The researchers revealed two important findings. First, temperament influenced the way siblings interacted in the absence of mothers but it was not associated with sibling behavior in the presence of mothers. Second, the interactions between female and male dyads were somewhat differently affected by the children's temperaments. High activity level and low persistence were associated with increased negativity for both girls and boys, whereas high emotional intensity was associated with negative relationships only for girls. Another study (McCoy et al., 2002) showed that individual temperament characteristics continue to have important roles in sibling relations through adolescence. Their study revealed that female adolescents with difficult temperaments experienced less positive relationships with their siblings. However, a few researchers investigated the association between sibling relationships and childhood (Furman & Lanthier, 1996) and adulthood personality traits (Lanthier, 2007; Neale, 2003; Riggio, 2000).

1.1.1. Agreeableness

Agreeableness is associated with compassion, cooperativeness, trust, kindness, and altruism (John, Naumann, & Soto, 2008). Agreeable individuals tend to be cooperative and please others. Lanthier (2007) and Neale (2003) suggest that agreeableness is the most important personality dimension predicting sibling relationships. Neale found that agreeableness predicted more positive feelings towards siblings and high compatibility among college students. Lanthier reported similar results for adult younger siblings whose were college students. Those adults who perceived themselves to be highly agreeable, were more likely to develop much warmer relations, less rivalrous feelings towards their older siblings, and experience less conflicts in their relation. There is a similar pattern for adult older siblings. Highly agreeable adult older siblings tended to develop more warmth and to have fewer conflicts. Agreeableness was associated with less conflict and more warmth in school-aged children (Furman & Lanthier, 1996). There is a consensus on the pattern between agreeableness and the quality of interpersonal relationships; agreeable individuals are more likely to have a higher quality of relations.

1.1.2. Conscientiousness

Conscientiousness represents responsibility, goal-oriented behavior and thoughtfulness (John, 1989). The study conducted by Lanthier (2007) showed that adult older siblings, who rated themselves highly responsible and thoughtful, were more likely to perceive their sibling relations as warmer and marked by less rivalry. On the other hand, it was found that this trait did not predict the sibling relation as reported by adult younger siblings in the same study. Furman and Lanthier (1996) revealed that conscientiousness was related to the quality of sibling relations reported by younger siblings. In their study, younger siblings high on dutifulness, orderliness, and achievement orientation tended to develop much warmer, less conflicted, and

less rivalrous feelings towards their older siblings. In summary, studies have shown mixed results regarding the association between conscientiousness and sibling relationships. Whether highly conscientious people have much warmer relations or perceive more conflicted relations with others needs to be investigated.

1.1.3. Extraversion

Extraversion refers to characteristics such as assertiveness, sociability and emotional expressiveness (John et al., 2008). Neale (2003) revealed that adult siblings who rated themselves as highly extraverted were more likely to develop more positive and highly compatible relationships with their siblings. Extraversion was also found to be associated with negative aspects of adult sibling relationships. In another study on emerging adults, Lanthier (2007) reported that adult younger and older siblings, who perceived themselves highly extraverted, were more likely to experience more conflict with their siblings.

These previous studies have shown mixed results for the role of extraversion on the quality of relations; while some studies suggest this personality trait is associated with less conflicts and a higher quality of relations, one study points out that it is associated with more conflicts. For that reason, whether this personality trait is related to warmer or poorer sibling relationships needs to be investigated.

1.1.4. Neuroticism/Emotional stability

This dimension describes an individual's emotions and vulnerability (John et al, 2008). Individuals who score high in neuroticism are particularly vulnerable to stress and are quick to react emotionally. Riggio (2000) revealed that undergraduate students who were emotionally unstable, anxious, moody, and depressed, and the ones who were lonely, insensitive, lacking in feeling and empathy, report fewer positive feelings and more negative beliefs about adult sibling relationships. In a recent study, Lanthier (2007) found that adult older siblings who were high on neuroticism, were more likely consider their relations with siblings less warm yet experience less conflicts at the same time. A reciprocal pattern of conflicts was found for adult younger siblings, as well. They tended to report less conflicted feelings towards adult older siblings. However, neuroticism only predicted rivalry among older siblings for school-aged children (Furman & Lanthier, 1996). In the same study, it was found that older children, who described themselves as more anxious, moody, and depressed, tended to develop more rivalrous feelings towards younger siblings. In short, these studies showed that individuals, who are emotionally unstable, are likely to have poor sibling relationships. The results of these previous studies are consistent in that individuals high on neuroticism are more likely to have poor relationships with their siblings.

1.1.5. Openness

This dimension is related to being imaginative, original, and curious about novelties (Goldberg, 1992). Furman and Lanthier (1996) examined the relation between personality and the quality of sibling relationships among school-aged children. They found that school-aged, older siblings, who rated themselves highly open to new experiences, were more likely to experience more conflicts and less warm feelings towards younger siblings. For younger siblings, this trait was only associated with experiencing more conflicts.

Lanthier (2007) found that adult older siblings, who rated themselves highly open to new experiences, were more likely to feel more rivalry towards their younger siblings but experience less behavioral conflicts, whereas there was no significant association between personality and sibling relationships as reported by adult younger siblings. The studies above have shown that the role of openness in interpersonal relationships is not clear; whether individuals high on openness are more or less likely to experience conflicts has not been established. More studies

are needed to clarify in which direction openness is associated with the quality of sibling relations.

1.2. The Current Study

In summary, research has revealed that personality traits are associated with sibling relationships. Agreeableness is positively related to sibling compatibility while neuroticism is negatively related. However, the associations between personality traits of openness, conscientiousness, and extraversion and the quality of sibling relationships are inconsistent. Moreover, the direction of the relations varies by developmental stage and individuals' ordinal position in the family. More studies are needed to understand the links between personality traits and sibling compatibility. In line with this need, the current study investigated the associations between personality traits (agreeableness, conscientiousness, extraversion, neuroticism, and openness) and the quality of sibling relationships.

2. Methods

2.1. Sample

Participants consists of 552 undergraduate students living in the United States of America (54% female and 46% male) aged 18 to 25 years, $M = 20.66$, $SD = 1.70$. Most of the participants were Caucasian (70%), and a minority was from other ethnicities; African-American (8%), Asian-American (6%), Hispanic-American (7%), and other (9%). Of the participants, 38% were first-born, 27% were middle/other born, and 35% were last-born in the family. The number of siblings in the family ranged between 2 and 9 counting the participant.

Participants were instructed to nominate a "target sibling", who was closest in age to themselves and 1-4 years older or younger. The target siblings (50% female and 50% male) were aged 14 to 29 years, $M = 20.79$, $SD = 3.06$. With respect to the target siblings' birth order, 36% of the siblings were first-born, 30% of the siblings were middle/other born, and 34% of the siblings were last-born in the family. The relatedness of the participant to the target sibling was as follows; full-sibling (90%), half-sibling (7%), step-sibling (2%), and adopted sibling (1%).

2.2. Measures

2.2.1. The Lifespan Sibling Relationship Scale (LSRS)

The Lifespan Sibling Relationship Scale (LSRS; Riggio, 2000) measures childhood and adulthood sibling relationships with three subscales; Affection, Cognition, and Behavior. For the purpose of this study, only the section concerning adulthood sibling relationships consisting of 24 items was used in the current study. Participants were asked to rate each statement based on a 5-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. Higher scores on the LSRS reflect more positivity in the sibling relationship. Validation research has indicated good reliability and validity of the LSRS (Riggio, 2000). The current study also demonstrated high internal consistency of the scale; Cronbach's Alpha was .96.

2.2.2. The Big Five Inventory (BFI)

The participant's personality was measured with the Big Five Inventory (BFI; John, Donahue, & Kentle, 1991). It consists of 44 self-report items with five dimensions: Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness. Participants were asked to rate each BFI item on a 5-point scale ranging from *Strongly Disagree* to *Strongly Agree*. Higher scores on the dimensions reflect "cooperativeness and altruism" for Agreeableness "responsibility and thoughtfulness" for Conscientiousness, "sociability and emotional expressiveness" for Extraversion, "vulnerability to stress and emotional reaction" for Neuroticism, and "curiosity to novelties" for Openness (John et al., 2008).

It has been proven that all dimensions of BFI have adequate reliability and validity (John et al., 2008; John & Srivastava, 1999). The current study also demonstrated high internal consistency values of each scale (Cronbach's alpha values were .81 for Agreeableness, .77 for Conscientiousness, .88 for Extraversion, .83 for Neuroticism, .77 for Openness).

3. Results

3.1. Preliminary Analyses

The preliminary analyses were run to test whether participant's gender, gender constellation, relative position in the family (being older or younger sibling), and number of siblings in the family were covariates. The result of Independent t test showed that the quality of sibling relationships significantly differed in terms of participant's gender [$t(550) = -2.60, p < .01$]. Female participants reported higher quality of sibling relationships than male students by 4.24 points. Moreover, Independent t test showed that the quality of sibling relationships significantly differed in terms of gender constellation [$t(550) = -4.68, p < .001$]. Siblings of same gender reported higher quality of sibling relationships than siblings of opposite gender by 7.51 points (see Table 1). To control these variables, we created two sets of dummy variables (0 = male, 1 = female for gender; 0 = same-gender 1 = opposite-gender for gender constellation).

On the other hand, the quality of sibling relationships did not differ in terms of participant's relative position in the family [$t(550) = -.46, p > .05$]. Similarly, number of siblings in the family was not associated with the quality of sibling relationships ($r = .03, p > .05$) (see Table 2). For that reason, participant's relative position and number of siblings were not included in the analyses.

Table 1: Descriptive Statistics of the Quality of Sibling Relationships for Participant's Gender, Gender Constellation, and Relative Position (N=552)

	M	SD
Female	92.02	19.90
Male	87.78	18.01
Same gender siblings	93.65	18.68
Opposite gender siblings	86.14	18.92
Being older sibling	89.67	18.20
Being Younger sibling	90.43	20.00

Correlations between the variables are displayed in Table 2. The results of the correlation analyses revealed that number of siblings in the family was not associated with any of the study variables (either the personality traits or the quality of sibling relationships). Agreeableness, conscientiousness, extraversion, and openness were positively associated with the quality of sibling relationships whereas neuroticism was negatively associated with the sibling relationships. Moreover, neuroticism was negatively associated with other personality traits whereas other personality traits (agreeableness, conscientiousness, extraversion, and openness) were positively associated with each other (see Table 2).

Table 2: Correlations between Number of Siblings, Personality Traits, and the Quality of Sibling Relationships (N=552)

	1	2	3	4	5	6	7	M	SD
1.Number of siblings		.03	.04	.05	.03	.02	.03	2.90	1.80
2.Agreeableness			.35***	.14**	-.38***	.14**	.24***	34.56	5.27
3.Conscientiousness				.26***	-.31***	.10*	.14**	33.80	5.05
4.Extraversion					-.30***	.18***	.10*	28.21	5.75
5.Neuroticism						-.13**	-.09*	22.04	5.78
6.Openness							.10*	34.49	6.09
7.QSR								90.06	19.15

*p<.05, ** p<.01, *** p<.001

QSR = Quality of Sibling Relationships,

Score ranges between 8 and 40 for Extraversion and Neuroticism; 9 and 45 for Agreeableness and Conscientiousness; 10 and 50 for Openness; 24 and 120 for the Quality of Sibling Relationships.

3.2. The Association of Personality Traits and the Quality of Sibling Relationships

A series of regression analysis were performed to test whether personality traits were associated with the quality of sibling relationships after controlling participant's gender and gender constellation. The results showed that all personality traits were significantly correlated with the quality of sibling relationships. Agreeableness ($\beta = .21$, SE = 15, $p < .001$), conscientiousness ($\beta = .12$, SE = 16, $p < .01$), extraversion ($\beta = .11$, SE = 14, $p < .05$), and openness ($\beta = .10$, SE = 13, $p < .05$), positively predicted the quality of sibling relationships whereas neuroticism negatively predicted the quality of sibling relationships ($\beta = -.13$, SE = 14, $p < .01$). As seen in Table 3, among the associations between personality traits and the quality of sibling relationships, the strongest association was the one between agreeableness and sibling relationships ($R^2 = .10$). This finding suggests that agreeableness is the most important personality trait explaining the variance in the sibling relationships.

Table 3: Summary of Regression Analyses for Personality Traits Predicting the Quality of Sibling Relationships (N=552)

	B	SE	β	R ²
Agreeableness	.78	.15	.21***	.10
Conscientiousness	.46	.16	.12**	.07
Extraversion	.35	.14	.11*	.06
Neuroticism	-.43	.14	-.13**	.07
Openness	.32	.13	.10*	.06

*p<.05, ** p<.01, *** p<.001

4. Discussion

Personality characteristics are associated with the way individuals interact with others, and how they perceive, appraise and explain aspects of their relationships (see John et al., 2008). Some personality traits such as agreeableness, conscientiousness, and extraversion have been found to be associated with good relationships among romantic partners (Ahmetoğlu, Swami, & Chamorro-Premuzic, 2010; Engel, Olson & Patrick, 2002) whereas neuroticism has been found

to be associated with poor interpersonal relationships (Fisher & McNulty, 2008). The current study qualifies earlier findings about the associations of personality and the quality of sibling relationships among emerging adults, by showing which personality characteristics were related to sibling relationships and which were not.

Agreeableness was found to be a strong predictor of the quality of sibling relationships in this study. This finding supports previous studies on sibling relationships for different age groups; children (Furman & Lanthier, 1996; Meunier et al., 2011) and emerging adults (Lanthier, 2007; Neale, 2003) as well as other interpersonal relationships (Ahmetoğlu et al., 2010). Agreeableness has been associated with compassion, cooperativeness, trust, kindness, and altruism (John et al., 2008). Being cooperative and altruistic might help highly agreeable individuals respond to potential conflicts (such as those with their sibling) with less negative affect and apply more constructive tactics.

Conscientiousness was also found to be positively associated with the quality of sibling relationships. Since conscientiousness refers to being orderly, responsible, and dependable, and willing to achieve, maintain task interest, control impulses, and follow norms and rules (John & Srivastava, 1999), highly conscientiousness individuals see themselves as responsible for keeping contact with their parents and siblings (Asendorpf & Wilpers, 1998). As a result, they are likely to have maintained intimacy with their sibling. Moreover, the ability to control impulses might help these individuals to avoid conflicts and keep calm during conflicts; desire to achieve might encourage them to retain positive relationships with their siblings. This finding supports the finding of prior studies regarding sibling relationships (Furman & Lanthier, 1996; Lanthier, 2007) as well as romantic partners (Ahmetoğlu et al., 2010; Engel et al., 2002).

Extraversion was positively related to the quality of sibling relationships in the current study. Extraversion is associated with gregariousness, positive emotions, and warmth (John & Srivastava, 1999). Thus showing positive emotions and warmth might help highly extraverted individuals to maintain positive interactions with their siblings. This finding is consistent with findings of previous studies revealing significant association between this personality trait and adult sibling (Lanthier, 2007; Neale, 2003) or other interpersonal relationships (Bono, Boles, Judge, & Lauver, 2002) whereas it is inconsistent with findings of studies by Furman and Lanthier (1996) as well as Riggio (2000). The inconsistency might derive from methodological variations such as different age groups and measures of personality in the different studies.

In the current study, there was a negative relationship between neuroticism and the quality of sibling relationships. Individuals low on neuroticism (and were thus more emotionally stable) reported having better relationships with their siblings. The negative role of this personality trait on the sibling relationships supports the findings of previous studies regarding sibling (Lanthier, 2007; Riggio, 2000) and other interpersonal relationships (Bono et al., 2002; Fisher & McNulty, 2008). According to John and colleagues (2008), neuroticism is associated with being nervous, short-tempered, not satisfied, shy, moody, and insecure. In addition, it is related to anger and hostility (Costa & McCrae, 1992). Being short-tempered, not satisfied, moody and showing anger and hostility towards a sibling/partner in any conflict is likely to decrease the quality of the relationship.

In line with agreeableness, conscientiousness, and extraversion, individuals who were highly open to new experiences had predilections to maintain positive relationships with their siblings. DeYoung (2014) suggests that individuals high on openness are likely to be better at conflict resolution and to have better relationships with others since this personality trait is related to being expressive, fluent, entertaining, and aware of their own and others' feelings. However, this finding is inconsistent with previous studies regarding sibling relationships (Furman & Lanthier, 1996) and other interpersonal relationships (Bono et al., 2002). The inconsistency

between the study of Furman and Lanthier and the current study might be related to characteristics of the participants (e.g. different age groups and whether or not they were living in the same place).

4.1. Limitations of the Study and Future Research Directions

The current study revealed links between personality traits and the quality of sibling relationships among a large sample of college students. Nevertheless, it has several noteworthy limitations. First of all, this study is a correlational study; for that reason it cannot be used to draw conclusions regarding the causality of personality traits on the sibling relationships. Variables that have not been controlled in the study may have an impact. For example, parental differential treatment has been found to influence sibling relationships (Brody, 1998). Future research should use longitudinal designs to clarify the direction of causality between the relevant variables.

Another limitation of the current study was its focus on only one sibling's point of view. It is unknown how the non-respondent siblings' personality traits are associated with the quality of sibling relationships. Since it is a reciprocal relationship, examining both siblings' personality characteristics would give much richer information about the role of this variable on the sibling relationship. A final limitation of this study is generalizability of findings. This study recruited college aged-participants; for that reason, these findings might not be generalized to other age groups. Investigating the associations between personality and sibling relationships among other age groups such as middle-aged adult siblings would be informative.

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Psychological Resilience and Self-Esteem Related Components on Career Adaptability and Career Optimism

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Abstract

The purpose of the present research was to examine the relationships between career adaptability (CA), career optimism (CO), resilience and self-esteem. A hierarchical regression analysis was specified to determine whether career adaptability and optimism predicted by resilience and self-esteem components. The participants in the research group were 39 males and 138 females with an age range of 21–30 years old ($M = 22.26$). The 150 of the participants were senior college students and 27 of participants were teachers in an exam preparation course. As a result of this study, it was seen that there was no gender difference in terms of career adaptability. However, when the career optimism is examined, it is seen that women draw a more positive picture than men. When the factors affecting career adaptability and career optimism are examined, psychological resilience, self-liking and self-competence behavior are defined as factors affecting career adaptability. However, only self-competence is seen to be effective on career optimism.

Keywords: career adaptability, career optimism, resilience, self-competence, self-liking

1. Introduction

Theorists conducting research on career choice as a developmental process emphasize that there are professional tasks that individuals should achieve in each period (Ginzberg, 1984; Super, 1983; 1990). Successful completion of these developmental tasks and the readiness to make educational and professional choices is explained by the concept of career maturity (Kuzgun, 2000; Super, 1955; Super & Overstreet, 1960). But these definitions are insufficient in the work life flow of today's world. First, the concept of maturity is an age-related definition, but the professional behavior in adulthood varies depending on the environment rather than age (Savickas, 1997). Variables such as job change, having multiple jobs, socio-economic events, illness, accident, workplace closure, temporary dismissals, new structuring and automation in the workplace make it difficult for individuals to choose a profession. At the same time, these changes make it difficult for the individual to work for many years in the same job. Therefore, it is thought that the use of the concept of career adaptability rather than career maturity in adult life will be more accurate (Savickas, 2002; 2005).

When considering career adaptability, psychological counselors should consider two important points. First, the expectations of society where the client is faced (social), the second is how the client responds to these community expectations (individual). The first point pointed out by these two structures is that they achieve their professional development tasks when they are structuring their career (Savickas, 2005). The second point explains the adaptation responses given to complete these tasks. Fugate, Kinicki, and Ashfort (2004) say that optimism, openness to learning, openness to experience, internal locus of control, generalized self-efficacy are adaptive skills that enable the individual to be successful both in business and daily life. The career adaptability behavior that leads individuals to this career-related outcome is explained by the four key components of Savickas (1997; 2002; 2005); concern, control, curiosity and confidence. The specific attitudes, beliefs and competences within each component explain the mechanisms used to achieve basic developmental tasks, to get used to professional transformations and to deal with personal traumas. This attitude, beliefs and competences in theory explain how professional self-concept is synthesized together with professional roles. In this sense, a person's self-liking and self-competence is defined as positive skills in terms of career adaptability and career optimism. The belief that an individual is interested in his/her career and that s/he has control of his/her career affects positive career behaviors (Savickas, 2005). Therefore, in the study, career adaptability and optimism are considered as the basic concepts of the individual's career development behavior.

Concepts such as resilience, self-liking, and self-competence are discussed as concepts that affect career adaptability and optimism because resilience defines adaptation to stressful situations, coping with difficulties, standing despite negative situations (Carver, 1998; Tusaie & Dyer, 2004). Resilient qualities are protective factors that helps people to maintain. Also it is developmental assets that help individuals survive with problems and consist of a range of variables identified in the field including self-esteem, self-efficacy, subjective well-being, self-determination, locus of control and support systems (Flach, 1997). Luzzo ve Hutcheson (1996) found that the individual exhibits more internal control of obstacles and more career retention when s/he takes responsibility. Therefore, self-competence perception of the individual positively affects career behavior. Perrone et al. (2004) found that perception of coping competence (self-confidence in overcoming career barriers) increases positive career attitudes and behaviors. Lent et al. (2001) also found that individuals with high self-efficacy perception perceived fewer obstacles in their career processes. If the perception of coping competence is low, the expectation of obstacle perception and negative outcome expectation increase. High coping competence perception versus low coping competence perception of the difficulty in a task causes the individual to perceive less obstacles to achievement of the task or to be less affected by the obstacles (Bandura, 1986, 1997; Hackett, & Byars, 1996; Lent, Brown, & Hackett, 1994). Lounsbury, Moffitt, Gibson, Drost and Stevens (2007) found that eight basic personality traits were associated with job and career satisfaction. These personality traits are defined as assertiveness, emotional stability, extraversion, openness, teamwork predisposition, customer-oriented work, optimism and work motivation.

In terms of studies conducted in Turkey, Güner and Emeç (2006) say that optimism increases both academic achievement and life satisfaction. Mercan (2016) examined the effect of positive psychological capital on career adaptation of individuals and found that these positive characteristics increased career adaptation behavior. Positive psychological capital contains features such as resilience, hope, and self-efficacy. In addition to these studies, it is seen that the occupational gap and the feeling of being boreout negatively affect the level of career adaptability and optimism of individuals (Karadal & Erdem, 2018). Therefore, the positive characteristics of individuals seem to increase their career adaptability and optimism. But, in Turkey, the researchs about effects of positive traits on career adaptability and optimism are limited. It is assumed that the correct definition of these positive characteristics that affect

career adaptability and optimism will have a positive effect on the quality of future career programs.

As seen in the studies given above, many personality traits affect the behaviors of the individuals' career adaptation and optimism. Therefore, in this study, the effects of psychological stability, self-liking and self-competence perception on career adaptability and career optimism of those who prepared or practiced the profession of teaching within the challenging economic conditions of today are examined.

2. Method

2.1 Research Design and Sample

The present study was carried out according to descriptive research model but not generalization and carried out with students who randomly selected from Sakarya University, Faculty of Education and teachers of an exam preparation course. The student participants were taken from different classes whether they are voluntary or not. The participants in the research group were 39 males and 138 females with an age range of 21–30 years old ($M = 22.26$). The 150 of the participants were senior college students and 27 of participants were teachers in an exam preparation course. While 116 of the respondents said that they had been worked, even if they worked for a short period of time like as one hour or two hours, 61 of the respondents said that they have no work experience (This question for teachers was asked to cover the period prior to their present work).

First in the study, it was checked that the answers of the research group were normal distribution. For this purpose, skewness and kurtosis values of the responses of the individuals were examined. Skewness Measure of the symmetry of a distribution; in most instances the comparison is made to a normal distribution. A positively skewed distribution has relatively few large values and tails off to the right, and a negatively skewed distribution has relatively few small values and tails off to the left. Skewness values falling outside the range of -1 to +1 indicate a substantially skewed distribution. (Hair, Black, Babin, & Anderson, 2013). The results obtained from analyzes were found within accepted value range and parametric analyzes were applied.

2.2. Instrument

2.2.1. Career Futures Inventory

This instrument was developed by Rottinghaus, Day and Borgan (2005) and adapted Turkish culture by Kalafat (2012). The scale consists of three subscales these are career adaptability (CA), career optimism (CO) and perceived knowledge (PK). In this study only two subscales (career adaptability-11 items and career optimism-11 items) were used. Cronbach alfa values for subscales were found as .85 for career adaptability, .87 for career optimism. In this study, the Cronbach alpha value was found to be .73 for career adaptability subscale and .84 for career optimism subscale.

2.2.2. Brief Resilience Scale

The Brief Resilience Scale (BRS) was developed to measure the level of individual resilience by Smith et al. (2008). The adaptation of Turkish culture was done by Doğan (2015). The scale consists of one dimension and six items. The Cronbach alfa value for scale was found as .83. In this study, the Cronbach alpha value of the scale was found to be .76.

2.2.3. Self-Liking/Self-Competence Scale

This instrument was developed by Tafarodi and Swan (2001) and adapted Turkish culture by Doğan (2011). The scale consists of two subscales. These subscales are The Cronbach's alpha

coefficient was found to be .83 for the “self-liking” and .74 for the “self-competence”. On the other hand, the test-retest reliability coefficient was found to be .72 for both factors. The scale consists of sixteen items. In this study, the Cronbach alpha value of the self-liking subscale was found to be .90 and for self-competence subscale was found .73.

2.3. Data Analysis

First in the study, descriptive statistics were analyzed and then the level of career adaptability, career optimism, resilience, self-liking and self-competence were analyzed. After these analyzes, it was checked whether the career adaptation, career optimism, resilience, self-liking, self-competence changed depending on gender and job status. Finally, the effects of self-liking, self-competence and resilience on career adaptability and career optimism were examined by multiple regression analysis. The tables for these results are given below.

3. Findings

3.1. T Test Results about Career Adaptability and Career Optimism for Men and Women

The t-test was used to determine whether the levels of career adaptability, career optimism of the participants differ according to gender and whether they work or not. It was examined by multiple regression analysis whether psychological resilience and self-related parts were effective on career adaptability and career optimism. The results are shown below.

Table 1: T Test Table about Comparison of Career Adaptability Levels of Women and Men

	Group	N	Mean	Sd	t	df	p
Career Adaptability	Men	39	41.9487	5.92474	-1.446	174	.470
	Women	137	41.3223	4.38912			

As a result of the t-test conducted for the levels of career adaptability of women and men, it was observed that the levels of career adaptability values of women and men did not differ [$t_{(174)} = -1.446$, $p < 0.05$]. According to these results, there is no difference between the level of career adaptability of men ($\bar{x} = 41.94$) and women ($\bar{x} = 41.32$).

Table 2: T Test Table about Comparison of Career Optimism Levels of Women and Men

	Group	N	Mean	Sd	t	df	p
Career Optimism	Men	39	34.8462	4.67095	1.569	173	.123
	Women	136	36.0809	2.85723			

As a result of the t-test conducted for the levels of career optimism of women and men, it was observed that the levels of career optimism of women and men did not differ [$t_{(173)} = 1.569$; $p < 0.05$]. According to these results, there is no difference between the level of women's career optimism ($\bar{x} = 36.08$) and the level of career optimism of men ($\bar{x} = 34.84$).

3.2. T Test results about Career Adaptability and Career Optimism about working status

Table 3: T Test Table about Comparison of Career Adaptability Levels of Depending on Job Status

	Group	N	Mean	Sd	t	df	p
Career Adaptability	Not Work	61	40.5385	4.83275	1.852	174	.066
	Work	115	41.9257	4.67158			

As a result of the t-test conducted for the levels of career adaptability of depending on whether the participants have already worked in a job. It was observed that the levels of career adaptability of participants differ depending on work [$t_{(174)} = 1.852$; $p < 0.05$]. According to these results, the levels of career adaptation of individuals who have worked before ($\bar{x} = 41.92$) are higher than those who have never worked before ($\bar{x} = 40.53$).

Table 4: T Test Table about Comparison of Career Optimism Levels of Depending on Job Status

	Group	N	Mean	Sd	t	df	p
Career Optimism	Not Work	61	35.7049	3.55126	-.256	174	.799
	Work	115	35.8421	3.29005			

As a result of the t-test conducted for the levels of career optimism of depending on whether the participants have already worked in a job. It was observed that the levels of career optimism depending on work [$t_{(174)} = -.256$; $p < 0.05$]. Career optimism levels of individuals who have worked before ($\bar{x} = 35.84$) did not differ from those who had never worked before ($\bar{x} = 35.70$).

3.3. Results of Multiple Regression Analysis about Resilience and Self-Liking, Self-competence Effects on Career Adaptability and Career Optimism

Before multiple regression analysis was performed, it was tested whether the data set provided the necessary preconditions. In this context, first of all multicollinearity controls between independent variables were made by correlations. The correlation table for multicollinearity is given below.

Table 5: Correlation Results between Independent Variables for Multicollinearity (N = 177)

Variables	1	2	3
1. Self-liking	-		
2. Self-competence	.64***	-	
3. Resilience	.37***	.39***	-

*** Correlation is significant at the 0.01 level (2-tailed)

Two variables with correlations of a value of 0.7 or higher are not required to be used in the same analysis by researchers. In this case, one of the variables is disabled or a new variable is created from the scores of the two highly correlated variables (Tabachnick & Fidell, 2019). When the values are examined, it is seen that there is not such a high correlation. An important statistic here is the Durbin Watson statistics. One of the important assumptions of the regression

is that there is no correlation between independent and dependent variables. There is also no correlation between the error terms. The Durbin Watson statistics look at whether there is a correlation between the error terms. This statistic makes an assessment between 0 and 4. If the statistical value is around 2, it is interpreted as no correlation. Values close to 0 indicate high positive correlation, and values close to 4 indicate high negative correlation. In our study, Durbin Watson statistics value is 1.791. So this is around 2 and reveal that there is no correlation between error terms (Dikmen, 2017). For the analysis of other multiple regression assumptions, Normal Probability Plot (P-P), Regression Standardized Residual, Scatter-plot results were checked. The results of the analysis showed that the regression analysis met the prerequisites. Therefore models have been tested.

Table 6: Findings of Regression Analysis about Resilience and Self-Liking, Self-Competence Effects on Career Adaptability

	Model	B	Std. Error	Beta	t	p
	(Constant)	24.298	2.098		11.583	.000
1	Self-competence	.304	.099	.266	3.076	.002
	Self-liking	.198	.083	.205	2.398	.018
	Resilience	.194	.074	.186	2.628	.009

R = .534 R² = .273, F = 22.976, sig = 0.05

In the above table the value of R² is given. The R² found was 0.273. In other words, three independent variables (resilience, self-liking, self-competence) can explain 27.3 % of the change in the dependent variable (career adaptability). Although this effect is not very high, it is an important result that will help to identify the variables that affect a phenomenon in the social sciences. Regression analysis was performed by using the enter method. All variables were included in the model evaluation at the same time. The results show that self-liking, self-competence and resilience are effective on career adaptability (R = .534, R² = .273, p < 0.05). These variables explain 27.3 % of the total variance.

Table 7: Findings of Regression Analysis about Resilience and Self-Liking, Self-Competence Effects on Career Optimism

	Model	B	Std. Error	Beta	t	p
	(Constant)	40.781	1.709		23.863	.000
1	Self-competence	-.203	.081	-.250	-2.509	.013
	Self-liking	.022	.067	.032	.322	.748
	Resilience	-.016	.060	-.021	-.261	.794

R = .240 R² = .057, F = 3.489, sig = 0.05

Multiple regression analysis was used to examine the effect of self-competence, self-liking and resilience on career optimism. However, when the results are analyzed, it is seen that these variables explain only 6% of the total variance (R = .240, R² = .057, p < 0.05). Therefore, self-liking, self-competence and resilience variables can be said to have no effect on career optimism.

4. Discussion

In the study, firstly, it was checked whether the levels of career adaptability and career optimism of women and men differed. As a result of this study, it was seen that there was no gender difference in terms of career adaptability and career optimism. Although women are exposed to more stress than men in their work and school life, it is surprising that their career adaptation and optimism does not differ. When the literature is examined, it can be seen that women encounter many personal and social difficulties compared to men (McWhirter, 1997; Mardin, 2000; Şenses, 2001; Emslie & Hunt, 2009) and they become more psychologically stronger by improving their problem-solving skills. In this sense, women are becoming more and more successful in business life (Soysal, 2010). For example, in a study conducted by Türküm (2001) it is seen that female students are more interested in coping with stress, seeking social support, using more types of problems and are more willing to receive psychological help. Similarly, in another gender-related study conducted by Luzzo (1995), it was revealed that career obstacles perceived by female university students were higher than males, but girls' career maturity was higher than that of males. Therefore, it was expected that there would be a gender difference in both features. But it is not quite easy for men as well as being more difficult working conditions for women in Turkey. Therefore both women and men may develop equal degree career adaptability and optimism level.

When the levels of career adaptability and career optimism of individuals are examined in terms of whether they work or not, there is no difference in terms of career optimism. However, it is seen that the levels of career adaptability of individuals with previous work experience are higher than those who do not work. This situation can be explained by the fact that the individuals working in the past have an opinion about the business world, that they test their work skills and trust them. This is because most individuals with previous experience in working are open to experience and active in their careers. In the studies, personality traits such as responsibility and openness to new experiences were found to be positively related to job and career satisfaction (Judge, Heller, & Mount, 2002; Lounsbury et al.; 2003; Lounsbury et al., 2004; Lounsbury et al., 2007; Lounsbury, Steel, Gibson and Drost, 2008).

When the factors affecting career adaptability and career optimism are examined, psychological resilience, self-liking and self-competence behavior are defined as factors affecting career adaptability. However, only self-competence is seen to be effective on career optimism. In this case, personality traits are more important on career adaptability than career optimism. This may be because the optimism of the career is more related to the economic conditions in the environment. For example, Kracke (2002) stated that the students who try to meet their developmental needs with an active and constructivist approach are engaged in more intensive professional discovery. Hamer and Bruch (1997) 's research revealed that the levels of professional maturity of shy university students, including career planning and discovery behaviors, were lower than those of non - shy, and did not have much awareness about their positions in the business environment. Bandura (1997) says that the self-efficacy belief that individuals have in overcoming obstacles or problems is a major contributor to their career success. The same can be assumed in career barriers. Researchers claims that people with strong self-efficacy beliefs in coping with career-related barriers and challenges can achieve a high level of success, even if they expect to encounter barriers and difficulties such as racism and discrimination (Hackett & Byars, 1996). Specially, optimistic people interested in his/her career future, enthusiastically engages in learning that is directly related to that imagined future, and feels comfortable that he/she is on the appropriate path for career success (McIlveen, Becceria, & Burton, 2013). When the studies and obtained results are examined, positive personality traits of individuals have positive effects on career adaptability and career optimism levels of individuals (Tolentino et al., 2014).

5. Conclusion

The study shows that both genders have similar responsibilities in daily life and working life. Therefore, it is necessary to develop appropriate career interventions for both genders in career studies because both gender face difficulties in changing economic conditions. When the results are examined, it is seen that the career adaptability behavior of the individuals with previous work experience is more positive. Therefore, it should be ensured that individuals get to know the labor market and gain experience with early internship programs. At the same time, the results show that positive personality traits have a positive effect on career adaptation and career optimism. Therefore, individuals' being psychologically healthy also explains how to support their career development.

In this sense, school counselors should organize activities to increase the self-confidence of individuals from the pre-school period. These activities should be game-based activities, especially where individuals can use their problem-solving power. At the same time, individuals should be sent to controlled internship activities especially from high school and should have direct knowledge about the business world. Through these activities, individuals will be more confident in the business world and will be more resistant to the difficulties in the career development process.

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