

A Comparison between the Studies in Terms of Career Adaptability Employed Men 25-30 Years in Isfahan Company Polyacrylamide 2011-2012

Sedigheh Shirvani¹, Dr Mohammad Reza Irvani², Reyhaneh Shojaei Jeshvaghani³,
Somayeh Mirzaei⁴, Farzane Salehi⁵

¹Master in consoling, Department of Social Sciences, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

²Assistant Professor, Department of Social Work, Islamic Azad University Khomeinishahr Branch, Daneshjou Blvd, Iran.

^{3,5}Master in consoling, Department of Social Sciences, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

⁴Master in consoling, Department of Social Welfare and Rehabilitation Science University, Tehran, Iran

ABSTRACT

Changes in work activities due to globalization, technological development, economic instability, changing demographic conditions, significant effects on the environment are training and career adaptability, coping with change will facilitate. This time, organizations are forced to choose whom to be adapted quickly and employees, forced, get familiar with the factors that influence career adaptability. Among countless factors, the impact on career adaptability and the main factors are the factors the underlying. It thus seems that the role of other factors in order to select those with career adaptability must be something none. Therefore, the main objective of this study was to compare the dimensions of adaptability, career based education among the unemployed. Statistical population, all men up and employed high school graduates age from 25 to 30 years, in 2012 the company was in Isfahan Poly Acryl.

According to Morgan table, out of a sample of 260 subjects were randomly selected through multi-stage cluster sampling and then with four levels secondary school (95 person), Associate Degree (102 persons), Bachelor (55) and Masters (8 people) underwent. The data gathering tool was a demographic form, and Career Adaptability Inventory Yousefi (2011). Data collected through a one-way analysis of variance, were studied. Results showed that between career concerns, career path, according to education curious career path and control class ($p \leq 05/0$) there is no significant difference and between trust in terms of education and career path in the ($p \leq 05/0$) is significantly different. Finally, the results obtained, Tukey test, Career trust people with Bachelor education, career confidence of people with MS have lower levels of education.

Keywords: Career path issues, Career path management, Career path curiosity, confidence, Career path.

INTRODUCTION

Career adaptability, coping with change, will facilitate. Changes in work activities due to globalization, technological development, economic instability, changing demographic conditions, significant effects on the environment are training (Hearne,2007, According to Yousefi,2011). Just as Drucker(2002) noted, organizations are experiencing changes that are still not completed. Adaptability and flexibility to adapt to different working environments and the capacity to communicate with others, the characteristics of future employees. The reality is that today's business world, some people are forced from their careers through and others to change their career paths, and job satisfactory to find. This also, organizations are forced to choose who to be adapted quickly and forced staff, be familiar with the factors that influence career adaptability (Hurley-Hanson,2006)

The adaptability of the various theories that have been Savickas(2002) Adaptivity, ready to deal with unpredictable tasks, roles, work in ambiguous situations, coupled with doubts he adapting. Savickas(2005) For career adaptability, considers four dimensions: Having a "concern", "control", "curiosity" and "trust".According to him, person should be possessed of all four characteristics. To be capable of adaptability in his career path. Any of the career adaptability dimensions, are Areas.

So that the "career concern" an orientation to the future, and the sense that, it is important to prepare person. In this sense, a person is forced to perform duties and tasks to developmental deal and to pay his career.

If the "career concerns" there is not indifference Career is formed which leads to the lack of program and pessimism about the future (Brown & Lent,2005, According to Samiei; Baghban; Abedi & Hoseinian,2011).

*Corresponding Author: Sedigheh Shirvani, Master in consoling, Department of Social Sciences, Islamic Azad University of Khomeinishahr, Khomeinisahr Branch, Daneshjou Blvd, Iran. Email: razieh628@yahoo.com

In "Career Control" people feel that they are responsible for making their Career "Career control" to such decision-making skills, assertiveness, independence, power, dynamism and attempts accompanied by documents and the individual has no control over his Career, is experiencing Career indecision. "Curiosity Career" is in search of finding harmony and balance between their work and the world. "Curiosity" at person age of 11, to be guided by knowledge. People curious, are arranged in the following experience new things and trying, abilities, skills and your values, in the environment, are tests. Lack of "curiosity" to be naivety, misguided notions about the world of work, resulting in their ((Brown & Lent,2005, According to Samiee et al,2011)

In the "Career Confidence" their sense in the efficacy in relation to ability to perform an activity is successful. "Trust" the formation of self-efficacy, and daily activities such as housework, homework and hobbies are formed and next experience, it provides a stronger. The lack of "trust" Career to follow, Career retention. Career retention in activities in which a person feels, will not, cannot afford it, and in general, anyone who has the confidence, ability and problem solving ability and self-efficacy (Vondracek & profeli,2008). According to that definition, and colleagues have Savikas of Career adaptability dimensions, and areas its. Several factors are involved in the development of these properties. Savikas in the his theory, career development is described in five stages, which include: "Growth", "explore", "create", "maintenance" and "manage", "left" or "step down".

According to this theory, the development of talent, attitude, along with self-interest and needs of person grows family and parenting style as a factor in this growth is impressive for example, career concerns affect relationships between parents and children are particularly numerous. Family factors are, social factors important and is believed to play a role in a person's adaptability (Schon, Martin & Ras,2007)

Definition Savikas (2005) according to Yousefi (2011) career adaptability of the entitlement attitudes, competencies and behaviors that cause their own People, the best, with the field work, to coordinate.

Hooman(2001) showed recent research on job satisfaction, often on the basis of theoretical development has focused on factors affecting it. Hence, various researchers are also involved in the production of various divisions and job satisfaction, such underlying factors, organizational factors and cognitive mediators are presented. Also Ehya Konandeh and Sudani (2011) believe

Compatibility, the key factor in the satisfying human needs and improve social conditions meanwhile, a source of major stress for the individual.

Abedi and colleagues (2009) in the research on the relationship between job stress and job dissatisfaction and its relationship with individual factors and work-related accidents showed between job stress and job satisfaction, there was a correlation and lack of job satisfaction Can increase stress levels and as well as between job stress and job satisfaction with the work-related accidents and personal factors, the relationship has been observed.

Archana (2004) Research has shown that family support and control, occupational stress and work ethics are related. So the dramatic changes in the current status, work environment and working conditions in its environment variables affect People development, career path, such as job stress, job satisfaction, Compatibility and adaptability job, our career, it was decided to examine the impact of education on career adaptability So the question that is posed in the this study is that do the dimensions of career adaptability (control concern, curiosity and confidence) at each school level diploma, associate, bachelor's and master, there is a significant difference?

METHOD

In this study population, all employed men with a high school diploma in age from 25 to 30 years, in the 2012 the company was in Isfahan Poli Acril there are about 800 people. Statistical sample of about 260 subjects in the present study is the use of Morgan table the randomly selected using multi-stage cluster sampling. The research tools which include demographic form, the selected sample was delivered to every member. From the results, the respondents in the form of education, 36.5% of diplomas, 39.2 % of associate degree,21.1%of undergraduate, and 3.1% were master thus, they were at four educational levels and finally, the questionnaire adaptability, career were given to each response.

Research Tools

Demographic characteristics form

This form, the profile form, the individual is and through it, the demographics of the participants were: Gender, marital status, employment status, income, employment status, education, university of age were collected.

Career Adaptability questionnaire

Adaptability questionnaire, a career that has 40 questions. Based on the theory oriented, career Savikas (2003) built in 2011 by Yousefi. For this questionnaire has four subscales considered each subscale has 10 items that and on a five-degree range of scoring is totally agree to totally disagree.

To assess the adaptability, career questionnaires Yousefi (2011) was used Cronbach's alpha for internal consistency of the test results based on each of the subscales are as follows.

Career concerns :(0.728), Career Control :(0.642), Curious Career :(0.55), Career confidence: (0.905) and general adaptability Career (0.884) Consistency of the questionnaire, the test-retest interval of two weeks for each of the subscales, this is: Career concerns :(0.77), Career Control :(0.81), Curious Career :(0.78), Career confidence: (0.71) and general adaptability Career (0.76).

In order to check the validity of the questionnaire, along with job satisfaction questionnaire Smith, performed on 30 patients and adaptability Career, job satisfaction, have a significant positive correlation So that is $r = 0.390$ ($p \leq 0.05$) (Yousefi,2011).

RESULTS AND FINDINGS

Table (1) indices of frequency, average, standard deviation, minimum and maximum number of variables in the sample, the survey shows.

Table (1) frequency, minimum, maximum, average and standard deviations of variables

	Frequency	Minimum	Maximum	Average	standard deviation
Career Concerns	321	0	40	28.89	4.86
Career Control	321	0	37	20.90	5.22
Curious Career	321	8	36	24.06	3.67
Confidence Career	321	0	35	12.54	6.00

Based on the results in tables (2), (3) and (4), F observed in level ($p \leq 0.05$) is not significant. That is to say, between Career concerns, Career management and Career of curiosity each degrees diploma, associate, bachelors and master, there is no significant difference.

Table (2) compares the average score in terms of education and Career concerns

	Total square	Mean square	Degrees of freedom	F	P
Between the group	112.296	37.43	3	1.56	0.197
Intergroup	7329.694	23.87	307		
Total	7441.990		310		

Table (3) Comparison of the mean control based Career Education

	Total square	Mean square	Degrees of freedom	F	P
Between the group	79.273	26.57	3	0.963	0.411
Intergroup	8472.782	27.59	307		
Total	8552.504		310		

Table (4): compares the mean in terms of Career Education curious

	Total square	Mean square	Degrees of freedom	F	P
Between the group	62.83	20.94	3	1.53	0.205
Intergroup	4183.24	13.62	307		
Total	4246.081		310		

Based on the results in Table (5), F observed in level ($p \leq 0.05$) was significant. So Between the Confidences of Career, there are significant differences in terms of education. This means that people Confidence Career that they have a degree, diploma, with confidence in the career, people who are, have a degree Associate degree, Career confidence people who are having Bachelor's Degree and Career Confidence and also those with master's degrees are different.

Table (5): compares the mean degree of Confidence terms of Career

	Total square	Mean square	Degrees of freedom	F	P
Between the group	382.89	127.630	3	3.61	0.014
Intergroup	10852.608	35.35	307		
Total	11235.50		310		

Based on the results in Table (6) the mean observed in level ($p \leq 0.05$) was significantly and the mean score for the Confidence aspect of career, with a master's degree in education, there are significant differences. Given that,

the average difference shown in Table (6), Value is negative, it can be concluded, Confidence their Career, education and Career degree the confidence of people with MS have lower levels of education.

Table(6): compares the mean paired difference in terms of the Career Education Confidence (Toki)

		Differences between mean	Significant level
Bachelor	Masters	-6.69	0.015

Conclusions

The main objective of this study was to compare the dimensions of Career adaptability in terms of education, in terms of education between the men 25 to 30 years working in the company polyacrylamide city was in 2012.

According to the results in Table (2) ($p=0.197$, $F=1.56$), Results in Table (3) ($p=0.411$, $F=0.963$), And the results in Table (4): ($p=0.205$, $F=1.53$), Between the mean scores of Career concerns, Career control and Career curiosity in each secondary school level, Associate degree, bachelor's and master, there is no significant difference and according to the results Table (5): ($p=0.014$, $F=3.61$), The mean score on each of the levels of Confidence Career education diploma, Associate degree, bachelor's and master, there is a significant difference and According to the results in Table (6): The difference Between the mean score on each of the levels of Confidence Career Education (-6.69) and is a significant level (0.015) So we can say, with Confidence Career education undergraduate Career the confidence of people with master have lower levels of education. These results with the research results are consistent. Given that, between the average score in terms of education, Career concerns, there was no significant difference and on the other hand, Career concerns, with components such as foresight and optimism about the future.(Poorang,2009)

In the research examines the factors affecting the future, the students showed variables such as fatalism and optimism with the negative social, political, economic, cultural and positive, have had direct contact with prospective students. In addition, variables such as economic base - social, solidarity with poor foresight and other variables such as age, sex, profession and so on, were not significantly different in terms of communicating with prospective students. According to Niels (2002), quoting Dibrovin and Bochner (2007) "10" the underlying tissue or affect the career paths today:

- 1) Advanced technology In the workplace, and all kinds of professions,
- 2) Computer technology, telecommunications, geographic boundaries are interwoven
- 3) Competition and the International Economy
- 4) Reduce the number of workers In the large organizations
- 5) Changes in the Career that makes up much of the confusion cause you adapt the skills to deal with This ambiguity surface
- 6) Increase education and training requirements for Career adaptability
- 7) Career mobility in their careers and who want the organization to change the way they career, or to experience their career environments
- 8) Changes in demographic variables, particularly gender and presence of women in the workplace
- 9) Change the concept of Career maturity, Career adaptability. Both of these factors on their Career variables career adaptability is of such dimensions.

So it is natural that people with different educational levels, Due to various factors, such as the ability of foresight, determination, curiosity and career path have the same risks. The second model, In the Cognitive Theory - Social Lent and Brown (2006) as quoted by Samii et al (2011), a model of "choice" In this model, the question is why a person who is interested in a particular area of interest is not wanted. This model focuses on the individual's background and context variables. In fact, the model is the model of interest, varying cultural, social and environmental objectives into its and its role in increasing or decreasing its efficiency, confidence and expected results have shown.

Model actually believes, cultural, social and environmental subjects such as family, educational practices, their socioeconomic status - gender, race, talents, abilities, personality and learning disability, that are conducive to learning these learning experiences, which in turn has an impact on its efficiency and expected results. Efficiency and its expected results, in the interested person first, then selecting the target, select the target action and practice subtle forms. Therefore, the natural conclusion is that individuals with higher education levels have more Career Confidence.

REFERENCES

- Archana, V. (2004). Occupational stress and social support as predictors of organizational commitment. *Psychological Studies*, 49 (203), 202-204.
- Buchner, M. (2007). *The Protean Career Attitude, Emotional Intelligence and Career Adjustment*. Doctoral dissertation, University of Johannesburg, faculty of humanities.
- Drucker, P. F. (1998). The coming of the new organization. *Harvard Business Review*, 66 (1), 45-53.
- Ehiakonandeh, Manijeh, Soudani, Mansour (2011) Effectiveness of career counseling, career compatibility mode on the loss of Davis married employees feel personal success. *Quarterly counseling and psychotherapy*, Islamic Azad University, PA.
- Gholamreza (2009) Job stress and job dissatisfaction and its relationship with individual factors and events industry in the country. *University of Jahrom Medical Sciences Quarterly* (2) 7.
- Hooman, H. (2001). Preparing and standardization of job satisfaction scale. *Magazine of Governmental Management*, vol, 53, 54.
- Hurley-Hanson, A. E. (2006) *Applying image norms across Super's career development stages*. Copyright National Career Development Association ISSN: 0889-40190.
- Poorang, Hamid (2009) *Factors affecting the futures of the students*. Master's thesis, social sciences, Tehran University.
- Samiei, Fatemeh, Baghban, Iran, Abedi, Mohammad Reza and Hosseinian, Simin (2011) *Theories of career counseling*. Isfahan: Jahad University Press.
- Savickas, M. L. (2005). The Theory and Practice of Career Construction. In: Brown & Lent (Eds.), *Career development and counseling. Putting theory and research to work*. NJ: Wiley. 40-42.
- Savickas, M.L. (2002). A developmental perspective on vocational behavior: career patterns, salience, and the meso level. *International Journal for Educational and Vocational Guidance*, 1(1-2), 49-57.
- Schoon, I. & Martin, P. & Ross, A. (2007). Career transitions in times of social change. His and her story. *Journal of Vocational Behavior*, 70, 78-96.
- Vondracek, F. W. & Profeli, E. (2008). *Career Adaptability in childhood*. Copyright National Career Development Association ISSN: 0889-4019.
- Yousefi, Zahra (2011) *Examine the relationship between individual and situational self-efficacy and Career adaptability among the students all over the city*. PhD thesis, Career orientation counseling field, Isfahan University