International Journal for Educational and Vocational Guidance
https://doi.org/10.1007/s10775-025-09766-y

How psychological and organizational factors shape career motivation: the serial mediating roles of career adaptability and the quality of work life

Nurten Karacan Ozdemir[1] · **Ahmet Ayaz**[2]

Received: 15 February 2025 / Accepted: 5 September 2025

Abstract
Career motivation (CM) is essential for self-directed career development, particularly in work environments that negatively impact employees' quality of work life (QWL). This study explores the serial mediation effects of career adaptability (CA) and QWL in the relationship between psychological flexibility (PF) at work and CM. Data were collected from 503 white-collar employees (53.9% female; 46.1% male). Findings indicate that CA and QWL sequentially mediate the relationship between PF at work and CM. These results contribute to career motivation, career construction, and acceptance and commitment theories, providing insights for career development interventions aimed at enhancing adaptability to work contexts and organizational culture.

Keywords Psychological flexibility at work · Quality of work life · Serial mediation

Résumé
La motivation de carrière (MC) est essentielle au développement professionnel autodirigé, en particulier dans les environnements de travail qui affectent négativement la qualité de vie au travail (QVT) des employés. Cette étude examine les effets de médiation en série de l'adaptabilité de carrière (AC) et de la QVT dans la relation entre la flexibilité psychologique (FP) au travail et la MC. Les données ont été recueillies auprès de 503 employés de bureau (53.9 % de femmes ; 46.1 % d'hommes). Les résultats indiquent que l'AC et la QVT jouent un rôle de médiation séquentielle dans la relation entre la FP au travail et la MC. Ces résultats contribuent aux théories de la motivation de carrière, de la construction de carrière, ainsi qu'à la théorie de l'acceptation et de l'engagement, en fournissant des pistes pour des interventions de

✉ Nurten Karacan Ozdemir
nurtenkaracan@hacettepe.edu.tr

[1] The Department of Psychological Counseling and Guidance, Hacettepe University, 06800 Beytepe, Ankara, Türkiye

[2] Department of Psychological Counseling and Guidance, Hasan Kalyoncu University, Gaziantep, Türkiye

Published online: 04 November 2025

développement professionnel visant à renforcer l'adaptabilité aux contextes de travail et à la culture organisationnelle.

Zusammenfassung
Karrieremotivation (KM) ist für die eigenverantwortliche Karriereentwicklung von zentraler Bedeutung, insbesondere in Arbeitsumgebungen, die sich negativ auf die Arbeitslebensqualität (ALQ) der Beschäftigten auswirken. Die vorliegende Studie untersucht die seriellen Mediationswirkungen von Karriereadaptabilität (KA) und ALQ im Zusammenhang zwischen psychologischer Flexibilität (PF) am Arbeitsplatz und KM. Die Datenerhebung erfolgte bei 503 Angestellten im Bürobereich (53.9 % Frauen; 46.1 % Männer). Die Ergebnisse zeigen, dass KA und ALQ die Beziehung zwischen PF am Arbeitsplatz und KM in sequenzieller Weise vermitteln. Diese Befunde leisten einen Beitrag zu Theorien der Karrieremotivation, der Karrieregestaltung sowie der Akzeptanz- und Commitment-Theorie und liefern Anhaltspunkte für Interventionen zur Karriereförderung, die auf eine Verbesserung der Anpassungsfähigkeit an Arbeitskontexte und Unternehmenskultur abzielen.

Resumen
La motivación profesional (MP) es fundamental para el desarrollo profesional autodirigido, especialmente en entornos laborales que afectan negativamente la calidad de vida laboral (CVL) de los empleados. Este estudio explora los efectos de mediación en serie de la adaptabilidad profesional (AP) y la CVL en la relación entre la flexibilidad psicológica (FP) en el trabajo y la MP. Se recopilaron datos de 503 empleados de oficina (53.9% mujeres; 46.1% hombres). Los resultados indican que la AP y la CVL median secuencialmente la relación entre la FP en el trabajo y la MP. Estos hallazgos contribuyen a las teorías de la motivación profesional, la construcción de carrera y la aceptación y el compromiso, proporcionando perspectivas para intervenciones de desarrollo profesional orientadas a mejorar la adaptabilidad a los contextos laborales y la cultura organizacional.

Introduction

Career motivation (CM) has long been recognized as a critical factor influencing career outcomes such as performance, success, and satisfaction. As a construct, CM encompasses a set of individual characteristics (London, 1983) and is dynamic, complex, and multifaceted, evolving throughout the lifespan (London, 1993). It has been proposed as an additional influence on career-related decisions and behaviors, particularly in cases where ability alone is insufficient to explain outcomes (London, 1983). CM comprises three career-related psychological factors: career identity, career insight, and career resilience. Career identity refers to the extent to which one's career is central to their overall identity, as reflected in work involvement and aspirations for upward mobility. Career insight involves the alignment of an individual's realistic self-perceptions and understanding of the organization with their career goals. Career resilience denotes the ability to navigate career adversities

through generalized self-efficacy, risk-taking, and adaptability, enabling individuals to thrive in challenging career circumstances. CM is shaped by both internal factors (e.g., intrinsic and extrinsic motivation) and external influences (e.g., social support and environmental conditions such as job opportunities) (London, 1993; London & Noe, 1997; Santos, 2022).

Building on London's (1983) career motivation theory, Hirschi (2012) conceptualized CM as a career resource that is relatively malleable compared with fixed personality traits, such as the Big Five, or sociodemographic factors, such as gender. Within this framework, motivational career resources encompass both psychological resources (e.g., self-efficacy) and career identity resources (e.g., goal clarity), which include career involvement (i.e., attachment to the work role), career confidence (i.e., self-belief in one's capability to develop a successful career), and career clarity (i.e., a well-defined understanding of career objectives) (Hirschi et al., 2018). Furthermore, CM can be developed and strengthened through its interaction with other career resources, such as human capital (e.g., education, cognitive ability), social resources (e.g., social support, mentors), and identity resources (e.g., goal congruence) (Hirschi, 2012). Individuals with higher motivational career resources are more likely to engage in career-related behaviors, persist in the face of career challenges, and invest effort in achieving career success (Hirschi, 2012; Hirschi et al., 2018).

The existing literature highlights a range of outcomes associated with CM. CM has been linked to career decision-making processes (Fasbender et al., 2022) and long-term professional growth (Kim et al., 2016). Additionally, research has demonstrated its association with work engagement (Zeng et al., 2022), job satisfaction (Alnıaçık et al., 2012), and career success (Akkermans & Tims, 2017), underscoring its role in fostering professional achievement and engagement. Beyond individual-level outcomes, CM has also been related to key organizational outcomes that contribute to organizational effectiveness and success. These include employees' turnover intentions and retention within organizations (Kim et al., 2016), organizational commitment (Alnıaçık et al., 2012; Hanaysha & Majid, 2018; Marta et al., 2021), employee job performance (Shahzadi et al., 2014), performance effectiveness (Day & Allen, 2004), and productivity (Hanaysha & Majid, 2018). Given its significant impact at both individual and organizational levels, it is crucial to examine the factors that influence CM, particularly in unfavorable or uncontrollable circumstances where sustaining these positive outcomes may be challenging. Therefore, this study aims to investigate both the direct and indirect influences on CM.

Numerous studies have identified a range of factors influencing CM. Empirical findings highlight the role of person-related variables, including career development (Khuong et al., 2020), career adaptability (Najib & Aljanabi, 2020), and career commitment (Kim et al., 2016), as well as the significance of work and career, career stage, and distance from career goals (Noe et al., 1990). In addition to individual factors, organizational variables have also been associated with CM, such as compensation, team cohesion, manager relationships, and the work environment (Khuong et al., 2020), as well as mentoring (Day & Allen, 2004), leadership, and job design (Gagne et al., 2015). Given the complex interplay between psychological and organizational factors in shaping employees' CM, this study examines the role

of psychological flexibility at work (as a psychological factor) in influencing CM through career adaptability (as a psychological factor) and quality of work life (as an organizational factor) in a sequential mediation model.

Psychological flexibility (PF) at work

Psychological flexibility (PF), a core concept of acceptance and commitment therapy (ACT; Hayes et al., 1999), refers to the ability to remain in contact with one's thoughts, feelings, and sensations without judgment, while also taking actions that align with consciously chosen values (Hayes et al., 2006). Within ACT, PF is regarded as an essential personal asset in the pursuit of a meaningful life (Hayes et al., 1999). Given that the workplace can be a particularly challenging environment, where employees may apply PF differently than in other contexts, PF at work has been proposed as another crucial construct within ACT (Bond et al., 2013).

PF at work has been emphasized both theoretically and empirically. With an acceptance and mindfulness-based mindset, PF in the workplace helps individuals embrace challenging internal experiences—such as thoughts, feelings, sensations, and memories—during work. By fostering present-moment awareness, individuals can pursue value-driven work goals without judgment or avoidance of disturbing thoughts or emotions, leading to increased employee engagement, performance, and job satisfaction (Bond et al., 2008). This, in turn, can enhance career motivation. Improved work-related flexibility has been linked to better workplace functioning, including higher job performance, motivation, satisfaction, engagement, and reduced absenteeism (Bond et al., 2013). Previous research also suggests that higher PF at work is associated with lower work-related stress and burnout (Chong et al., 2023), improved job performance and work engagement (Flaxman & Bond, 2010), higher career adaptability and career commitment (Ozdemir et al., 2023), and greater satisfaction with work life (Proctor et al., 2024), all of which are closely related to CM (London, 1993). Therefore, the literature provides strong evidence linking work-related PF to positive career and work outcomes, including CM, as we proposed in this study.

The mediators: career adaptability and the quality of work life

Due to the unpredictable, fluid, and ever-changing nature of today's work environment (Savickas, 2013), career adaptability (CA), as the first mediator of this study, has become increasingly crucial. CA refers to the self-regulatory, psychosocial coping skills needed to navigate career development tasks, transitions, and challenges (e.g., job loss) within career construction theory (CCT) (Savickas, 2005). These competencies are categorized into four interrelated but distinct dimensions (Konstam et al., 2015): concern (looking ahead and preparing for the future), control (having a sense of control over one's future through decision-making skills), curiosity (exploring self, educational, and career opportunities), and confidence (having the self-efficacy to overcome obstacles in career development) (Savickas &

Porfeli, 2012). As psychosocial resources, these skills enable individuals to cope with complex, dynamic, and uncertain work environments (Savickas, 2013). However, when such skills are insufficient or underutilized, employees may struggle with career challenges, which in turn can diminish their career motivation. Previous research has provided strong evidence linking CA to positive career outcomes such as employability, work performance, career engagement, career commitment, career satisfaction, income, and career success, (e.g., Rudolph et al., 2017). Therefore, as we proposed, CA is expected to be positively associated with CM.

As the second mediator in this study, the quality of work life (QWL) is defined as employees' satisfaction with various needs resulting from work-related resources, activities, and outcomes (Sirgy et al., 2001). QWL encompasses key factors such as job security, growth opportunities, and the relationship between employers and employees (Mosisa et al., 2022). Several literature reviews have identified common factors influencing QWL, including job security, autonomy in decision-making, supervisory support and styles, fair and adequate compensation, employee participation, a safe work environment, communication, conflict resolution, and the development of human capacities (Bagtasos, 2011; Beloor et al., 2017; Kulkarni, 2013). While the determinants of QWL are linked to employee factors (i.e., personal characteristics and skills), job content (i.e., the tasks employees perform), and job context (i.e., work conditions and environment) (Bagtasos, 2011), research has primarily focused on organizational factors.

QWL has become increasingly critical due to its impact on motivating employees, enriching their jobs (Mosisa et al., 2022), and attracting and retaining qualified, dedicated employees (Kelbiso et al., 2017). QWL has been found to be associated with key career outcomes such as work attitudes, work discipline, commitment, job performance, productivity, and job satisfaction (Hashempour et al., 2018; Kelbiso et al., 2017). Additionally, QWL is linked to work–life balance (Mosisa et al., 2022), as well as psychological well-being and health (Beloor et al., 2017), extending its influence beyond the workplace (Nazhad & Ziaeirad, 2018). Overall, QWL has been associated with a hierarchy of satisfaction, ranging from work-specific satisfaction (e.g., satisfaction with salary, co-workers) to job satisfaction in the middle, and life satisfaction at the top (Danna & Griffin, 1999). Thus, a wide range of research indicates the significant influence of QWL on positive career outcomes, such as CM, as proposed in this study.

In this study, we propose a serial mediation model in which CA and QWL mediate the relationship between PF at work and CM. According to the career adaptation model of CCT, adaptive readiness (or adaptivity) influences adaptability resources (or CA), which then affects adaptive responses, ultimately contributing to adaptation outcomes (Savickas, 2013; Savickas & Porfeli, 2012), highlighting their sequential relationships. On the basis of this model, adaptivity has been operationalized as indicators of cognitive flexibility and the Big Five personality traits (Savickas & Porfeli, 2012). Notably, PF at work, which has been suggested to align with the Big Five traits but is considered more malleable (Bond et al., 2013), can be viewed as an indicator of adaptivity (see Ozdemir et al., 2023 for empirical evidence) that influences CA. In turn, individuals with higher CA, influenced by adaptivity (such as higher PF at work in this study), exhibit stronger adaptive behaviors, which lead to positive

adaptation outcomes, including career and life success (e.g., career commitment, career identity, job success, and life satisfaction; Rudolph et al., 2017; Savickas, 2013; Zacher & Griffin, 2015). These outcomes include QWL and CM in this study. Given that QWL is linked to various aspects of work and job satisfaction (Danna & Griffin, 1999), and considering the sequential associations between these variables based on the career adaptation model, we propose that PF at work (adaptivity) influences CA (adaptability resource), which in turn contributes to QWL, ultimately enhancing CM (adaptation results). This suggests the serial mediation roles of CA and QWL in the relationship between PF at work and CM.

Considering the critical role of career motivation (CM) in positive career and life outcomes, such as career success and life satisfaction, understanding the direct role of PF at work as a malleable factor, as well as the indirect roles of CA as psychosocial resources and QWL as an environmental and organizational variable, can provide valuable insights into how to support CM. Examining the roles of person-related, malleable psychological skills (i.e., PF at work and CA) alongside environmental and organizational factors (i.e., QWL) in influencing CM can offer guidance on how to sustain individuals' work motivation. This understanding will also be crucial in situations where environmental conditions affecting QWL are difficult to change or improve in a short time, potentially negatively impacting CM. Despite growing recognition of the importance of CM in fostering both individual and organizational success, the mechanisms through which psychological and organizational factors interact to shape CM remain underexplored. Particularly in challenging or unpredictable work contexts, it is crucial to identify how internal psychological resources such as PF and CA, together with organizational conditions such as the quality of QWL, influence CM. This study addresses this need by adopting a resource-based, multilevel perspective that integrates insights from ACT, CCT, and motivation theories. To date, no empirical studies have tested a comprehensive model that incorporates PF, CA, and QWL as sequential predictors of CM. While prior research has examined each of these constructs in isolation or pairwise combinations, the unique contribution of this study lies in its integration of these variables into a single serial mediation framework. Furthermore, most existing research has not simultaneously considered both psychological (PF and CA) and organizational (QWL) variables in explaining CM, leaving a critical gap in our understanding of how these layers interact. This study aims to bridge that gap and contribute to theory and practice in career counseling and organizational development.

The study context

As of 2023, Türkiye has a population of more than 85 million people, with 68.3% of its citizens in the working-age group (15–64 years old) (TurkStat, 2024a). The employment rate among individuals aged 15 years and older is 48.3%. The workforce distribution indicates that 57.6% are employed in the service sector, 21.2% in industry, 14.8% in agriculture, and 6.3% in construction (TurkStat, 2024b). Meanwhile, the unemployment rate stands at 9.4%, and the broader inactive labor

force—which includes time-based underemployment, potential labor force participants, and the unemployed—accounts for 22.8% (TurkStat, 2024b).

Additionally, Türkiye ranks 129 out of 146 countries in the Global Gender Gap Index 2023, with an even lower ranking of 133 in economic participation and opportunities for women (World Economic Forum, 2023). According to the International Labour Organization (ILO), decent work encompasses employment opportunities that are productive and generate fair income, ensure workplace security, guarantee social protection for workers and their families, and support personal development, equal treatment, and social inclusion. (ILO, 2013). Regarding decent work indicators, Türkiye has the highest rate of long working hours among all EU countries, with 27.2% of employees working 49 hours or more per week, compared with the EU average of 7.1% and Greece's 11.6%, the highest within the EU (EuroStat, 2024). Furthermore, the economic confidence index, which ranges from 0 to 200, declined by 0.8% between April and May 2024, dropping to 98.2—signaling a pessimistic outlook as it remains below the neutral threshold of 100 (TurkStat, 2024c). These labor market challenges—largely beyond employees' control—highlight difficulties in CM and provide a contextual background for interpreting the results of the current study.

This study specifically focuses on white-collar employees, as they typically work in environments where psychological and organizational factors such as autonomy, flexibility, and institutional support are more pronounced and therefore more relevant for the development of career motivation (Scholze & Hecker, 2024). These professionals often operate in cognitively demanding roles that require a high degree of adaptability and sustained motivation to navigate dynamic work contexts (Nie et al., 2023). Focusing on white-collar employees allows for a more homogeneous and theoretically grounded examination of career motivation dynamics within structured organizational contexts. In such environments—characterized by formal hierarchies, internal promotion systems, and psychological contracts—it becomes possible to more precisely investigate how individual and contextual career resources influence motivation. Moreover, white-collar workers are among the most affected by contemporary shifts in the labor market, including digitalization, remote work, and hybrid models. These factors make them a particularly relevant population for exploring modern interpretations of decent work and its implications for career development.

Method

Participants and procedure

The study utilized a convenience sampling method to recruit 503 adult participants in Türkiye, ranging in age from 19 to 63 years (M = 33.86, SD 9.66). Among them, 271 were female (53.9%) and 232 were male (46.1%). The participants represented diverse educational backgrounds: 6.2% (n = 30) had completed high school, 59.1% (n = 286) held a bachelor's degree, 25.4% (n = 123) had a master's degree, and 9.3% (n = 45) had earned a doctorate. Regarding employment status, 288 participants

(57.3%) worked in the public sector, while 215 (43.7%) were employed in the private sector.

Prior to data collection, approval was obtained from the ethics committee (E-97195791-050.01.01-3327/13.10.2021). The data were collected via an online platform (Google Forms), where the study materials were distributed to volunteers between October 2021 and November 2022. On average, participants took approximately 10–15 min to complete the measurement tools.

Instruments

Demographic information form

A demographic information form, developed by the researchers, was used to collect data on participants' gender, age, occupation, education level, employment sector, and work arrangements during the pandemic.

The workplace acceptance and action scale (WAAQ)

The WAAQ, developed by Bond et al. (2013), is a unidimensional, seven-item scale designed to assess psychological flexibility in the workplace. It employs a 7-point Likert response format, with total scores ranging from 7 to 49. Higher scores indicate greater psychological flexibility at work. The original scale demonstrated a reliability coefficient of 0.83, and its criterion validity was established through its association with a measure of psychological flexibility. Sample items include: "I am able to work effectively in spite of any personal worries that I have" and "Worries do not get in the way of my success." The Turkish adaptation of the WAAQ (Aydın et al., 2020) confirmed its unidimensional factor structure and its relationship with psychological flexibility, supporting its validity. The internal consistency coefficient of the adapted version was reported as 0.84. In the present study, the Cronbach's alpha coefficient was calculated as 0.93.

Career adaptability scale short form (CAAS-SF)

The CAAS-SF (Maggiori et al., 2017) is a shortened version of the Career Adapt-Abilities Scale—International Form (Savickas & Porfeli, 2012). The original 24-item scale comprises four dimensions—concern, control, curiosity, and confidence—each measured by 6 items. The short form includes the three highest-loading items from each dimension: concern ("Thinking about what my future will be like"), control ("Taking responsibility for my actions"), curiosity ("Observing different ways of doing things"), and confidence ("Taking care to do things well"). Total scores range from 12 to 60. Confirmatory factor analysis indicates that the short form retains the same factor structure as the original version. The CAAS-SF demonstrates satisfactory internal consistency, with reliability coefficients ranging from 0.74 to 0.85. The Turkish adaptation of the short form (Işık et al., 2018) confirmed the four-dimensional structure across different populations, including high school

students, university students, and adult employees. For working adults, internal consistency coefficients ranged from 0.80 to 0.91. In the present study, Cronbach's alpha values ranged from 0.81 to 0.88.

Quality of work life scale (QWL)

The QWL scale, developed by Sirgy et al. (2001) on the basis of the need satisfaction approach, consists of 16 items measuring 7 distinct needs: health and safety (e.g., I feel physically safe at work), economic and family (e.g., I am satisfied with what I'm getting paid for my work), social (e.g., I have good friends at work), esteem (e.g., I feel appreciated at work at), actualization (e.g., I feel that my job allows me to realize my full potential), knowledge (e.g., This job allows me to sharpen my profes- sional skills), and esthetic (e.g., There is a lot of creativity involved in my job). The scale utilizes a seven-point Likert response format (1 = very untrue to 7 = very true), with total scores ranging from 16 to 112. Higher scores indicate a higher perceived quality of work life. The original scale demonstrated a Cronbach's alpha reliability coefficient of 0.78. The Turkish adaptation of the scale (Taşdemir Afşar & Burcu, 2014) confirmed a factorial structure consistent with the original version. The Cronbach's alpha for the overall measure was reported as 0.84. In the present study, the Cronbach's alpha reliability coefficient was calculated as 0.95.

Career resources questionnare (CRQ)

The CRQ, developed by Hirschi et al. (2018), assesses predictors of career success across four overarching dimensions: (1) knowledge and skills resources, (2) motivational resources, (3) environmental resources, and (4) career-related activities, encompassing a total of 13 distinct factors. The CRQ consists of 41 items for employees, with consistently high reliability, as indicated by Cronbach's alpha values ranging from 0.82 to 0.92. Responses are recorded on a 5-point Likert scale (1 = not true at all to 5 = completely true). In this study, the motivational resources dimension was used to assess career motivation. This subscale comprises ten items covering three factors: career involvement (e.g., "My work is a central part of my identity"; $\alpha = 0.90$), career confidence (e.g., "I am capable of successfully managing my career"; $\alpha = 0.92$), and career clarity (e.g., "I have clear career goals"; $\alpha = 0.92$). Scores on this subscale range from 10 to 50, with higher scores indicating greater career motivation. The Turkish adaptation of the CRQ (Ayaz, 2021) confirmed a similar factor structure. The motivational resources subscale had a Cronbach's alpha of 0.87. In the present study, the reliability coefficient was calculated as 0.94.

Data analyses

Serial mediation analysis was conducted using MPlus 8. The dependent variable in the study was CM, while the independent variable was PF at work. CA and QWL served as mediator variables. Prior to data analysis, single and multiple outliers were examined across all research variables. Single outliers were identified on the basis

of standardized scores, resulting in the removal of 18 participants. Consequently, the final sample for analysis comprised 484 participants. No multiple outliers were detected. The normality of the variables was assessed using skewness and kurtosis coefficients, which ranged from −1.09 to 1.52, indicating acceptable normality. Additionally, histogram graphs were visually inspected, further confirming the normal distribution of the variables.

For the serial mediation analysis, the bootstrapping technique was employed to examine direct and indirect relationships among the variables. A significance level of 0.05 was maintained, with a 95% confidence interval. The bias-corrected method with 10,000 bootstrap resamples was applied, ensuring a robust approach to analyzing variable interactions within the model.

Results

Preliminary analyses

The relationships among the variables were analyzed using zero-order correlations, as presented in Table 1. According to bivariate correlation results, PF at work ($r = 0.50$, $p < 0.01$), CA ($r = 0.55$, $p < 0.01$), and the QWL ($r = 0.50$, $p < 0.01$) were positively associated with CM. Similarly, PF at work ($r = 0.33$, $p < 0.01$) and CA ($r = 0.36$, $p < 0.01$) were positive correlations with the QWL. Additionally, PF at work ($r = 0.41$, $p < 0.01$) was positively associated with CA.

Serial multiple mediation analysis

This study examined the serial mediating roles of CA (M1) and QWL (M2) in the relationship between PF at work and CM among employees. Initially, the direct effect of PF at work (X) on CM (Y) was analyzed. Subsequently, the serial multiple mediation effects of CA (M1) and QWL (M2) in this relationship were investigated. The serial multiple mediation model is shown in Figure 1.

As illustrated in Figure 1, the analysis confirmed direct relationships among the variables. First, PF at work positively predicted CM (c coefficient = 0.26, 95% CI 0.15–.37). Additionally, PF at work positively predicted both mediators: CA (a1 coefficient = 0.41, 95% CI 0.29–.52) and QWL (a2 coefficient = 0.22, 95% CI

Table 1 Descriptive statistics and zero-order correlations

Variables	Crα	1	2	3	4	M	SD	Skewness	Kurtosis
PF at work (1)	0.93					36.60	8.65	−0.61	−0.07
CA (2)	.88	.41**	–			51.04	6.55	−0.62	−0.02
QWL (3)	0.95	0.33**	0.36**	–		78.58	21.88	−0.77	−0.06
CM (4)	0.94	0.50**	0.55**	0.50**	–	41.17	7.38	−1.09	1.52

**$p < 0.01$

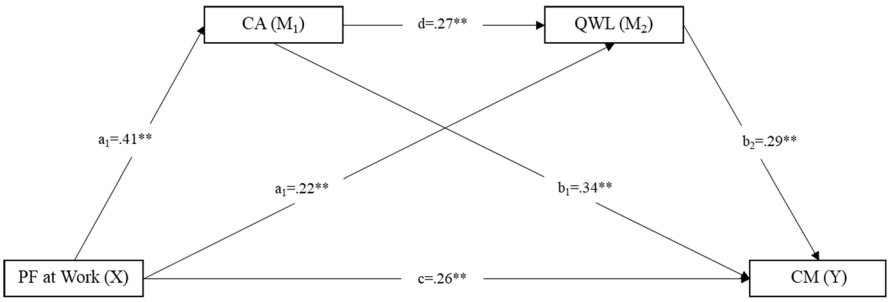

Figure 1 Serial multiple mediation model

0.07–0.36). Furthermore, CA, as the first mediator, positively predicted QWL as the second mediator (r = 0.27). Finally, both CA (b1 coefficient = 0.34, 95% CI 0.22–0.46) and QWL (b2 coefficient = 0.29, 95% CI 0.17–0.40) had positive direct influences on CM.

Further analysis indicated that the relationship between PF at work and QWL weakened with the inclusion of CA as the first mediator, although it remained statistically significant (a'2 coefficient = 0.11, 95% CI 0.05–0.17). Similarly, the association between CA and CM weakened but remained significant (b'1 coefficient = 0.08, 95% CI 0.02–0.12) when QWL was included as a mediator, supporting the partial mediation role of QWL. Furthermore, when CA and QWL were incorporated sequentially into the model, the direct relationship between PF at work and CM decreased (c' coefficient = 0.24, 95% CI 0.15–0.37), indicating partial serial mediation through CA and QWL.

The results of bootstrapping, used to assess the significance of the total, direct, and indirect relationships, are presented in Table 2. As presented in Table 2, the first mediation pathway in the model, examining employees' CM, was tested through CA. The findings indicated that CA significantly mediated the relationship between PF at work and CM (bootstrap coefficient = 0.14, 95% CI 0.08–0.22). The second

Table 2 Total, direct, and indirect effects

Effect	Coefficient	SE	LL	UL
Total effect	0.50	0.038	0.39	0.59
Direct effect	0.26	0.044	0.15	0.37
Total indirect effect	0.24	0.033	0.16	0.33
Indirect effect ($X \rightarrow M_1 \rightarrow Y$)[a]	0.14	0.027	0.08	0.22
Indirect effect ($X \rightarrow M_2 \rightarrow Y$)[b]	0.06	0.021	0.02	0.12
Indirect effect ($X \rightarrow M_1 \rightarrow M_2 \rightarrow Y$)[c]	0.03	0.008	0.01	0.06

[a]PF at work → CA → Career motivation

[b]PF at work → QWL → Career motivation

[c]PF at work → Career adaptability → QWL → Career motivation

mediation pathway, involving QWL, was examined in the relationship between PF at work and CM, and this mediation was also significant (bootstrap coefficient = 0.06, 95% CI 0.02–0.12). Finally, the serial mediation of CA and QWL in the relationship between PF at work and CM was analyzed, and the results demonstrated statistical significance (bootstrap coefficient = 0.03, 95% CI 0.01–0.06).

Discussion

CM, as a key determinant of individual and organizational positive outcomes, is shaped by various psychological and environmental factors. The findings of this study revealed the serial mediation roles of CA and QWL in the relationship between PF at work and CM. This indicates that PF at work not only directly contributes to CM, but also operates through a sequential mediation pathway involving CA and QWL. These findings are particularly meaningful in the context of white-collar employees, who are expected to proactively manage their careers within organizational hierarchies and competitive environments. The strong impact of psychological flexibility and career adaptability on career motivation reflects the self-regulatory demands placed on these professionals in navigating complex work settings. Together, these results highlight the interplay between individual psychological resources and contextual work demands, setting the stage for understanding how PF and CA jointly contribute to sustained career motivation.

First, the finding that PF at work directly contributes to CM aligns with existing literature. Within the framework of ACT, PF is associated with the ability to remain present and engage in value-driven behaviors despite experiencing distressing thoughts and emotions (Hayes et al., 2006), including those related to career and workplace challenges (Bond et al., 2013). The significant direct effect of PF at work on career motivation aligns with the principles of ACT (Hayes et al., 2006), which posits that psychological flexibility enables individuals to engage in value-driven behaviors even under conditions of stress or uncertainty. In this context, career motivation can be conceptualized as a value-congruent behavior that emerges when individuals are able to remain present, regulate experiential avoidance, and take committed action toward long-term career goals despite internal or external challenges (Bond et al., 2013). Particularly for white-collar workers facing chronic stress, organizational ambiguity, or performance pressure, PF serves as a functional coping resource that enables sustained career motivation.

This role of PF may be particularly critical in Türkiye, where organizational structures are often rigid, workloads are heavy, and economic uncertainty is widespread (EuroStat, 2024; TurkStat, 2024c). In such environments, PF can serve as a psychological buffer, allowing employees to maintain motivation despite external challenges. Archer et al. (2024), who demonstrated that a brief organization-wide ACT-informed training significantly increased psychological flexibility among white-collar employees—and this increase was directly associated with enhanced stress resilience, reduced burnout, and improved job performance. ACT literature posits that such flexibility supports long-term behavioral engagement in valued directions (e.g., committed action), even when contextual demands elicit avoidance

tendencies or emotional discomfort. Therefore, the positive influence of PF on CM supports ACT's premise that psychological flexibility facilitates adaptive functioning across life domains, including career development. As PF equips individuals with adaptive coping mechanisms to effectively manage stressors—thereby reducing distress, enhancing adaptation, and improving job performance (Bond et al., 2008)—it is also suggested to facilitate positive career and work-related outcomes (Bond et al., 2013), including CM in this study. Prior research further supports this association, demonstrating positive links between PF and CM (Yildirim et al., 2024) as well as between work-related PF and career commitment (Ozdemir et al., 2023), job engagement, absenteeism, and job satisfaction (Bond et al., 2013).

Secondly, the sequential associations of CA and QWL in the relationship between PF at work and CM are consistent with both theoretical and empirical findings. Prior research supports the role of CA in fostering CM. For example, within the framework of CCT, Ozdemir et al. (2023) reported a positive association between CA and career commitment, which is defined as "one's motivation to work in a chosen career" (Carson & Bedeian, 1994, p. 240), aligning to some extent with the present findings. Individuals with higher CA are better equipped to translate their career commitment into motivation, ultimately leading to greater career satisfaction and success (Haibo et al., 2018). This association is particularly meaningful in the context of white-collar professionals, who often operate in cognitively demanding, high-autonomy environments where adaptability is essential for navigating frequent changes, performance expectations, and workplace ambiguity (Rantanen et al., 2021). For such workers, CA not only facilitates engagement with career development tasks, but also buffers against work-related uncertainty and anxiety—factors that are highly relevant to career motivation and long-term employability (Rudolph et al., 2017; Savickas & Porfeli, 2012). Furthermore, consistent with the present findings, previous studies indicate that high QWL—encompassing organizational factors such as workplace safety, employee engagement, communication, job security, and opportunities for growth—is associated with higher work motivation (Yusuf & Sutawijaya, 2018). Similarly, recent research highlights the contribution of QWL-related factors, including promotion opportunities, employee benefits, recognition, rewards, autonomy, and job security, to work motivation among IT professionals (Tiwari et al., 2023). Additionally, the role of QWL in enhancing job enrichment (Mosisa et al., 2022) may contribute to employees' career goals and planning, further supporting CM (Hirschi et al., 2018), as indicated in the current findings. In Türkiye, however, where long working hours, limited promotion opportunities, and job insecurity are common, perceptions of QWL may be especially fragile, making the role of CA even more salient in sustaining career motivation.

Finally, the sequential relationship between CA and QWL aligns with the career adaptation model of career construction theory (Savickas, 2005, 2013), particularly with the career adaptation model, which describes a developmental sequence from adaptivity to adaptability to adaptation. In this model, PF at work represents a form of adaptivity, CA reflects adaptability resources, and QWL and CM signify adaptation outcomes. Our findings empirically support this sequence, suggesting that individuals who demonstrate higher PF are more likely to develop CA, which in turn enhances their perceived QWL and ultimately fosters career motivation. As an

indicator of adaptivity, PF at work has been shown to promote CA (Ozdemir et al., 2023), which, as an adaptability resource, facilitates adaptive behaviors such as goal setting and career planning—both of which serve as motivational resources—and leads to adaptation outcomes, including QWL, intrinsic motivation, and CM (Johnston, 2018; Savickas, 2013; Hirschi et al., 2015; Rudolph et al., 2017). This chain reinforces the theoretical pathway proposed in CCT, highlighting the interdependence of personal and contextual factors in career construction. Within the motivational resources framework (Hirschi et al., 2018), various QWL-related factors, such as autonomy in decision-making, employee participation, effective communication, and capacity development (Beloor et al., 2017; Kulkarni, 2013), have been linked to adaptive career responses. These include career decision-making self-efficacy and career planning (Rudolph et al., 2017), proactive career behaviors (Taber & Blankemeyer, 2015), creative problem-solving (Ma et al., 2024), ingratiation behaviors (e.g., using flattery in supervisor relations; Sibunruang et al., 2016), and career crafting (e.g., actively shaping one's career path, self-commitment, and job autonomy; Alarifi et al., 2024). These adaptive responses may enhance career prospects (Savickas, 2005) and contribute to adaptation outcomes such as intrinsic motivation, reinforcing the sequential relationship between the mediators, as demonstrated in the present study (Hirschi et al., 2018). Importantly, in the context of white-collar professionals, who are frequently exposed to complex decision-making environments, role ambiguity, and performance-driven cultures, this sequential process may be particularly salient. Adaptivity traits such as PF help these employees cope with uncertainty and change, while CA enables them to proactively engage in goal-setting, career planning, and re-skilling—behaviors essential for navigating volatile work settings. This may be particularly relevant in the Turkish labor market, where structural challenges such as high youth unemployment, gender disparities, and organizational hierarchies constrain career opportunities. Under such conditions, employees' adaptability resources, including CA, play a crucial role in maintaining career motivation despite contextual limitations.

Overall, the findings indicated that PF at work influenced CA, which, in turn, contributed to QWL, ultimately supporting CM. Considering the sequential relationships among PF at work, CA, QWL, and CM within the career adaptation model of CCT (Savickas, 2013), the results align with both theoretical and empirical research. The mediating roles of CA and QWL in the relationship between PF at work and CM suggest that when QWL is perceived as unfavorable due to external factors beyond employees' control, CM may decline; however, higher levels of PF at work and CA—both of which are malleable, cognitive attributes and skills—may help mitigate this adverse impact. These findings hold significance in both national and international contexts, particularly in light of challenging working conditions, including limited access to decent work opportunities in Türkiye (EuroStat, 2024; TurkStat, 2024c), as well as the broader labor market, which is becoming increasingly fluid, insecure, and rapidly evolving. In the Turkish labor market, characterized by high youth unemployment, limited job security, and persistent gender disparities, the development of PF and CA may be especially vital. At the same time, cultural values such as collectivism and family expectations can shape career decisions, amplifying the importance of adaptability resources in sustaining motivation. However, it

is essential to emphasize that enhancing employee flexibility and adaptability should not be viewed as a substitute for improving working conditions or implementing systemic changes to enhance QWL. Rather, higher PF enables individuals to remain present, manage internal and external challenges, and engage in behavioral regulation processes by reducing experiential avoidance (Hayes et al., 2006). Similarly, CA encompasses essential career-related competencies, including future-oriented planning (concern), career decision-making and control (control), exploration of career options (curiosity), and self-efficacy in overcoming career barriers (confidence), all of which contribute to CM. If lower QWL stems from employee-related factors, fostering these competencies may enhance CM, ultimately promoting career success, career satisfaction, and overall life satisfaction. Conversely, if lower QWL results from employer- or context-related factors, these skills may equip employees with the necessary resources to take effective action to strengthen their CM. In other words, employees' capacity to adapt to challenging conditions and their confidence in overcoming them play a critical role in fostering higher CM. However, it is crucial to underline that individual-level adaptability cannot fully compensate for systemic shortcomings in work conditions. Therefore, cultural and organizational reforms remain essential complements to personal resources in promoting sustainable career motivation.

Implications, limitations, and future directions

This study contributes to the literature on CM by integrating insights from the motivational career resources approach (Hirschi et al., 2018). Our findings highlight both direct (PF at work) and indirect (CA and QWL) predictors of motivational career resources, which are malleable constructs encompassing psychological (e.g., optimism, hope, self-efficacy, resilience) and career identity (e.g., self-concept clarity, goal clarity, and goal congruence) resources (Hirschi, 2012; Hirschi et al., 2018). Given the conceptual overlaps among CA, flexibility, and CM (Hirschi, 2012), our results position PF at work and CA as key antecedents of CM. In addition, by providing empirical support for the career adaptation model, this study suggests that adaptation outcomes (QWL and CM) can be enhanced through the development of PF at work (adaptivity) and CA (adaptability resources), further reinforcing the model's sequential relationships. Moreover, this study contributes to ACT (Hayes et al., 2006) by highlighting PF at work as a key factor in promoting CA, QWL, and CM. Aligning with ACT's emphasis on psychological flexibility (Bond et al., 2016), our findings suggest that PF at work helps individuals navigate stressful conditions while supporting career growth.

Practically, as PF at work is a malleable cognitive personality characteristic (Bond et al., 2013) embedded within CM (Hirschi, 2012; London, 1983), organizations could enhance CM by implementing interventions that develop employees' PF at work. In addition, career counselor in organizations may implement skills-based training programs to foster adaptability-related competencies, including career planning, problem-solving, and self-regulation in fostering positive career outcomes such as CM, particularly in challenging work environments. Targeted career development

programs that enhance PF at work and CA could benefit employees with lower educational levels, promoting equitable career advancement by addressing disparities in professional development opportunities (Hirschi, 2012).

In addition to these theoretical and practical implications, this study has certain limitations. First, the study primarily focused on the influence of person-related variables, such as PF at work and CA, on QWL and CM, both of which can also be shaped by employer- and job-context-related factors. Therefore, contextual influences (e.g., job characteristics, supervisory support) may play a role in the development of these constructs, highlighting the need for future research to explore the contributions of socioenvironmental variables. Second, the sample consisted exclusively of university-educated white-collar workers. As such, the findings may not be fully generalizable to blue-collar or informal labor groups, where structural conditions, access to resources, and motivational dynamics may differ significantly. We recommend that future research replicate and extend this model across more diverse occupational segments to enhance the generalizability and applicability of the results. However, QWL and CM may be influenced by demographic variables such as education level, gender, and years of work experience. Future research could examine the moderating role of these demographic factors in the proposed associations. Additionally, given that PF at work and CA are malleable cognitive constructs, their development may also be influenced by educational background, warranting further investigation. Finally, and most importantly, this study employed a cross-sectional design, which limits the ability to establish causal relationships between the variables. Longitudinal research is needed to provide stronger evidence for the theoretical relationships proposed in this study.

Overall, our study underscores the importance of fostering PF at work and CA to enhance CM, particularly in contexts where QWL is unfavorable due to factors related to employees, employers, and the broader job environment. For example, in Türkiye, key indicators of decent work—essential for fulfilling basic psychological needs such as survival, social contribution, and self-determination, which in turn promote work fulfillment and well-being (Duffy et al., 2016)—are lacking. Long working hours, job insecurity, high unemployment rates (including elevated youth unemployment), and gender disparities in the workforce remain significant challenges (EuroStat, 2024; TurkStat, 2024a, 2024b; World Economic Forum, 2023). Given that many employees in such work cultures may have limited control over external conditions, our findings highlight the potential for strengthening the workforce by enhancing individuals' abilities to navigate adversities and challenges. Additionally, these findings emphasize the need for systemic and policy-level interventions to improve working conditions and promote long-term career sustainability.

Conclusions

This study examined the role of psychological flexibility at work in fostering career motivation, both directly and indirectly through career adaptability and quality of work life. The findings provide empirical support for the career adaptation model of career construction theory, highlighting the sequential pathway from adaptivity

to adaptability to adaptation outcomes. By integrating insights from the motivational career resources framework and acceptance and commitment theory, the study underscores that psychological flexibility and career adaptability are malleable personal resources that enable employees to sustain motivation and career growth, even in challenging work contexts. At a practical level, the results emphasize the importance of strengthening these cognitive and motivational resources while also acknowledging the need for systemic and policy-level interventions to improve working conditions. This is particularly critical in Türkiye, where high youth unemployment, limited job security, and persistent gender disparities undermine decent work conditions. In such a context, strengthening psychological flexibility and career adaptability can provide employees with crucial coping resources, although broader systemic reforms remain indispensable. In addition to structural labor market challenges, cultural factors such as collectivism and strong family expectations further shape career trajectories, underscoring the importance of adaptability resources for employees in Türkiye. Together, these findings contribute to a more comprehensive understanding of how individual and contextual factors interact in shaping career motivation, offering valuable implications for organizations, career counselors, and policymakers.

Author contributions Nurten Karacan Ozdemir: conceptualization, writing introduction, discussion, implications, limitations and further directions, supervision, and review and editing. Ahmet Ayaz: data collection, data analysis, and writing methodology and findings.

Funding Not applicable.

Data availability Available upon reasonable request.

Declarations

Competing interest On behalf of all authors, the corresponding author states that there is no conflict of interest.

Ethical approval All the procedures that involved human participants were conducted in accordance with the ethical standards of the institutional and/or national research committee. The IRB approval was obtained from Hasan Kalyoncu University Ethics Committee (REF: E-97105791-050.01.01-3327).

Declaration of generative AI in Scientific Writing The authors used ChatGPT to edit the text to improve readability and language of this work. While and after using these tools, the authors reviewed the content as needed.

References

Akkermans, J., & Tims, M. (2017). Crafting your career: how career competencies relate to career success via job crafting. *Applied Psychology*, *66*(1), 168–195. https://doi.org/10.1111/apps.12082

Alarifi, A., Bajaba, S., & Basahal, A. (2024). From self-commitment to career crafting: the mediating role of career adaptability and the moderating role of job autonomy. *Acta Psychologica*, *248*, 1–14. https://doi.org/10.1016/j.actpsy.2024.104387

Alnıaçık, Ü., Alnıaçık, E., Akçin, K., & Erat, S. (2012). Relationships between career motivation, affective commitment and job satisfaction. *Procedia-Social and Behavioral Sciences*, *58*, 355–362. https://doi.org/10.1016/j.sbspro.2012.09.1011

Archer, R., Lewis, R., Yarker, J., Zernerova, L., & Flaxman, P. E. (2024). Increasing workforce psychological flexibility through organization-wide training: Influence on stress resilience, job burnout, and performance. *Journal of Contextual Behavioral Science*, *33*, 1–10. https://doi.org/10.1016/j.jcbs.2024.100799

Ayaz, A. (2021). *Factors affecting teachers' subjective career success: a mixed-methods study* (682993.) [Doctoral dissertation, Hasan Kalyoncu University, Türkiye]. The Turkish Council of Higher Education, National Thesis Center.

Aydın, G., Aydın, Y., & Karacan Özdemir, N. (2020). Work-related acceptance and action questionnaire: reliability and validity study of Turkish version. *Journal of Career Development*, *3*(1), 32–54.

Bagtasos, M. R. (2011). Quality of work life: a review of literature. *DLSU Business & Economics Review*, *20*(2), 1–8.

Beloor, V., Nanjundeswaraswamy, T. S., & Swamy, D. R. (2017). Employee commitment and quality of work life–A literature review. *The International Journal of Indian Psychology*, *4*(2), 175–188.

Bond, F. W., Flaxman, P. E., & Bunce, D. (2008). The influence of psychological flexibility on work redesign: mediated moderation of a work reorganization intervention. *Journal of Applied Psychology*, *93*(3), 645–654. https://doi.org/10.1037/0021-9010.93.3.645

Bond, F. W., Lloyd, J., Flaxman, P. E., & Archer, R. (2016). Psychological flexibility and ACT at work. In R. D. Zettle, S. C. Hayes, D. Barnes-Holmes, & A. Biglan (Eds.), *The Wiley handbook of contextual behavioral science* (pp. 459–482). Wiley Blackwell.

Bond, F. W., Lloyd, J., & Guenole, N. (2013). The work-related acceptance and action questionnaire: Initial psychometric findings and their implications for measuring psychological flexibility in specific contexts. *Journal of Occupational and Organizational Psychology*, *86*(3), 331–347. https://doi.org/10.1111/joop.12001

Carson, K. D., & Bedeian, A. G. (1994). Career commitment: construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior*, *44*(3), 237–262. https://doi.org/10.1006/jvbe.1994.1017

Chong, Y., Frey, E., Chien, W., Cheng, H., & Gloster, A. (2023). The role of psychological flexibility in the relationships between burnout, job satisfaction, and mental health among nurses in combatting COVID-19: a two-region survey. *Journal of Nursing Scholarship*, *55*(5), 1068–1081. https://doi.org/10.1111/jnu.12874

Danna, K., & Griffin, R. W. (1999). Health and well-being in the workplace: a review and synthesis of the literature. *Journal of Management*, *25*(3), 357–384. https://doi.org/10.1177/014920639902500305

Day, R., & Allen, T. D. (2004). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior*, *64*(1), 72–91. https://doi.org/10.1016/S0001-8791(03)00036-8

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, *63*(2), 127–148. https://doi.org/10.1037/cou0000140

Eurostat. (2024, May). *EU workers: 7.1% worked 49 hours or more a week in 2023*. Eurostat. Retrieved from https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20240501-1

Fasbender, U., Vignoli, M., & Topa, G. (2022). Understanding how aging experiences shape late career development. *The Career Development Quarterly*, *70*(3), 174–189. https://doi.org/10.1002/cdq.12301

Flaxman, P. E., & Bond, F. W. (2010). Acceptance and commitment training: Promoting psychological flexibility in the workplace. In R. A. Baer (Ed.), *Assessing mindfulness and acceptance processes in clients: Illuminating the theory and practice of change* (pp. 282–306). Context Press/New Harbinger Publications.

Gagne, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., van den Broeck, A., Aspeli, A. K., Bellerose, J., Benabou, C., Chemolli, E., Güntert, S. T., Halvari, H., Indiyastuti, D. L., Johnson, P. A., Molstad, M. H., Naudin, M., Ndao, A., Olafsen, A. H., Roussel, P., Wang, Z., & Westbye, C. (2015). The multidimensional work motivation scale: validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, *24*(2), 178–196. https://doi.org/10.1080/1359432X.2013.877892

Haibo, Y., Xiaoyu, G., Xiaoming, Z., & Zhijin, H. (2018). Career adaptability with or without career identity: how career adaptability leads to organizational success and individual career success? *Journal of Career Assessment*, *26*(4), 717–731. https://doi.org/10.1177/1069072717727454

Hanaysha, J. R., & Majid, M. (2018). Employee motivation and its role in improving the productivity and organizational commitment at higher education institutions. *Journal of Entrepreneurship & Business*, *6*(1), 17–28. https://doi.org/10.17687/jeb.v6i1.422

Hashempour, R., Hosseinpour Ghahremanlou, H., Etemadi, S., & Poursadeghiyan, M. (2018). The relationship between quality of work life and organizational commitment of Iranian emergency nurses. *Health in Emergencies and Disasters Quarterly*, *4*(1), 49–54.

Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: model, processes and outcomes. *Behaviour Research and Therapy*, *44*(1), 1–25. https://doi.org/10.1016/j.brat.2005.06.006

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (1999). *Acceptance and commitment therapy: An experiential approach to behavior change*. The Guilford Press.

Hirschi, A. (2009). Career adaptability development in adolescence: multiple predictors and effect on sense of power and life satisfaction. *Journal of Vocational Behavior*, *74*(2), 145–155. https://doi.org/10.1016/j.jvb.2009.01.002

Hirschi, A. (2012). The career resources model: an integrative framework for career counsellors. *British Journal of Guidance & Counselling*, *40*(4), 369–383. https://doi.org/10.1080/03069885.2012.700506

Hirschi, A., Herrmann, A., & Keller, A. C. (2015). Career adaptivity, adaptability, and adapting: A conceptual and empirical investigation. *Journal of Vocational Behavior, 87*, 1–10. https://doi.org/10.1016/j.jvb.2014.11.008

Hirschi, A., Nagy, N., Baumeler, F., Johnston, C. S., & Spurk, D. (2018). Assessing key predictors of career success: development and validation of the Career Resources Questionnaire. *Journal of Career Assessment*, *26*(2), 338–358. https://doi.org/10.1177/1069072717695584

International Labor Organization (ILO) (2013). *Decent work indicators: guidelines for procedures and users of statistical and legal framework indicators*. ILO. Retrieved from https://www.ilo.org/publications/decent-work-indicators-guidelines-producers-and-users-statistical-and-legal

Işık, E., Yeğin, F., Koyuncu, S., Eser, A., Çömlekçiler, F., & Yıldırım, K. (2018). Validation of the career adapt-abilities scale-short form across different age groups in the Turkish context. *International Journal for Educational and Vocational Guidance*, *18*, 297–314. https://doi.org/10.1007/s10775-018-9362-9

Johnston, C. S. (2018). A systematic review of the career adaptability literature and future outlook. *Journal of Career Assessment, 26*(1), 3–30. https://doi.org/10.1177/1069072716679921

Kelbiso, L., Belay, A., & Woldie, M. (2017). Determinants of quality of work life among nurses working in Hawassa Town Public Health Facilities, South Ethiopia: a cross-sectional study. *Nursing Reseacrh and Practice, 2017*, 1–11. https://doi.org/10.1155/2017/5181676

Khuong, M., Mai, T., & Phuong, N. (2020). The impacts of human resource management practices on employees' motivation and loyalty. *Management Science Letters*, *10*(2020), 2673–2682. https://doi.org/10.5267/j.msl.2020.3.025

Kim, H., Kang, D., Lee, S., & McLean, G. (2016). Career commitment as a mediator between organization-related variables and motivation for training and turnover intentions. *Journal of Career Development*, *43*(2), 130–144. https://doi.org/10.1177/0894845315584160

Konstam, V., Celen-Demirtas, S., Tomek, S., & Sweeney, K. (2015). Career adaptability and subjective well-being in unemployed emerging adults: a promising and cautionary tale. *Journal of Career Development*, *42*(6), 463–477. https://doi.org/10.1177/0894845315575151

Kulkarni, P. P. (2013). A literature review on training & development and quality of work life. *Researchers World*, *4*(2), 136–143.

London, M. (1983). Toward a theory of career motivation. *Academy of Management Review*, *8*(4), 620–630. https://doi.org/10.5465/amr.1983.4284664

London, M. (1993). Relationships between career motivation, empowerment and support for career development. *Journal of Occupational and Organizational Psychology*, *66*(1), 55–69. https://doi.org/10.1111/j.2044-8325.1993.tb00516.x

London, M., & Noe, R. A. (1997). London's career motivation theory: an update on measurement and research. *Journal of Career Assessment*, *5*(1), 61–80. https://doi.org/10.1177/106907279700500105

Ma, G., Wu, W., Liu, C., Ji, J., & Gao, X. (2024). Empathetic leadership and employees' innovative behavior: examining the roles of career adaptability and uncertainty avoidance. *Frontiers in Psychology*, *15*, 1–15. https://doi.org/10.3389/fpsyg.2024.1371936

Maggiori, C., Rossier, J., & Savickas, M. L. (2017). Career adapt-abilities scale-short form (CAAS-SF): construction and validation. *Journal of Career Assessment*, *25*(2), 312–325. https://doi.org/10.1177/1069072714565856

Marta, I. A., Supartha, I., Dewi, I. G. A. M., & Wibawa, I. (2021). Job enrichment, empowerment, and organizational commitment: the mediating role of work motivation and job satisfaction. *The Journal of Asian Finance, Economics and Business*, *8*(1), 1031–1040. https://doi.org/10.13106/jafeb.2021.vol8.no1.1031

Mosisa, G., Abadiga, M., Oluma, A., & Wakuma, B. (2022). Quality of work-life and associated factors among nurses working in Wollega zones public hospitals, West Ethiopia: a cross-sectional study. *International Journal of Africa Nursing Sciences*, *17*, 1–7. https://doi.org/10.1016/j.ijans.2022.100466

Najib, H. H. M., & Aljanabi, A. R. A. (2020). The mediation role of career adaptability between career commitment and career motivation: an empirical investigation. *International Journal of Business and Management Review*, *12*(1), 27–40. https://doi.org/10.22610/imbr.v12i1(I).3033

Nazhad, F. Z., & Ziaeirad, M. (2018). The relationship between the quality of working life and critical thinking of nurses in Milad Hospital of Isfahan, Iran. *Preventive Care in Nursing and Midwifery Journal*, *8*(3), 62–68.

Nie, T., Tian, M., Cai, M., & Yan, Q. (2023). Job autonomy and work meaning: drivers of employee job-crafting behaviors in the VUCA times. *Behavioral Sciences*, *13*(6), 1–16. https://doi.org/10.3390/bs13060493

Noe, R. A., Noe, A. W., & Bachhuber, J. A. (1990). An investigation of the correlates of career motivation. *Journal of Vocational Behavior, 37*, 340–356. https://doi.org/10.1016/0001-8791(90)90049-8

Ozdemir, N. K., Aydın, G., & Aydın, Y. (2023). The direct and indirect predictors of career commitment. *Australian Journal of Career Development*, *32*(1), 27–38. https://doi.org/10.1177/10384162221140348

Proctor, C., Reiman, A., & Best, L. (2024). Working after cancer: psychological flexibility and the quality of working life. *Journal of Cancer Survivorship*, *18*(2), 196–206. https://doi.org/10.1007/s11764-023-01364-7

Rantanen, J., Lyyra, P., Feldt, T., Villi, M., & Parviainen, T. (2021). Intensified job demands and cognitive stress symptoms: the moderator role of individual characteristics. *Frontiers in Psychology*, *12*, 1–12. https://doi.org/10.3389/fpsyg.2021.607172

Rudolph, C. W., Lavigne, K. N., Katz, I. M., & Zacher, H. (2017). Linking dimensions of career adaptability to adaptation results: a meta-analysis. *Journal of Vocational Behavior*, *102*, 151–173. https://doi.org/10.1016/j.jvb.2017.06.003

Santos, L. M. D. (2022). Learning taekwondo martial arts lessons online: the perspectives of social cognitive career and motivation theory. *International Journal of Instruction*, *15*(1), 1065–1080.

Savickas, M. L. (2005). The theory and practice of career construction. In R. W. Lent & S. D. Brown (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). John Wiley & Sons.

Savickas, M. L. (2013). The 2012 Leona Tyler Award address: constructing careers-actors, agents, and authors. *The Counseling Psychologist*, *41*(4), 648–662. https://doi.org/10.1177/0011000012468339

Savickas, M. L., & Porfeli, E. J. (2012). The Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, *80*(3), 744–747. https://doi.org/10.1016/j.jvb.2012.01.011

Scholze, A., & Hecker, A. (2024). The job demands-resources model as a theoretical lens for the bright and dark side of digitization. *Computers in Human Behavior*, *155*, 1–16. https://doi.org/10.1016/j.chb.2024.108177

Shahzadi, I., Javed, A., Pirzada, S. S., Nasreen, S., & Khanam, F. (2014). Impact of employee motivation on employee performance. *European Journal of Business and Management*, *6*(23), 159–166.

Sibunruang, H., Garcia, P. R. J. M., & Tolentino, L. R. (2016). Ingratiation as an adapting strategy: its relationship with career adaptability, career sponsorship, and promotability. *Journal of Vocational Behavior*, *92*, 135–144. https://doi.org/10.1016/j.jvb.2015.11.011

Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D. J. (2001). A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social Indicators Research*, *55*, 241–302. https://doi.org/10.1023/A:1010986923468

Taber, B. J., & Blankemeyer, M. (2015). Future work self and career adaptability in the prediction of proactive career behaviors. *Journal of Vocational Behavior*, *86*, 20–27. https://doi.org/10.1016/j.jvb.2014.10.005

Taşdemir Afşar, S., & Burcu, E. (2014). The adaptation and validation of quality of work life scale to Turkish culture. *Applied Research in Quality of Life*, *9*(4), 897–910. https://doi.org/10.1007/s11482-013-9276-0

Tiwari, R., Gupta, V., Razeen, M., Aghin, M., Gourisaria, H., & Agarwal, S. (2023). The relationship between job satisfaction and work motivation in IT industry. *International Journal for Research in Applied Science and Engineering Technology*, *11*(6), 2394–2402. https://doi.org/10.22214/ijraset.2023.50669

TurkStat. (2024c, May). *Economic confidence index, May 2024*. Retrieved from https://data.tuik.gov.tr/Bulten/Index?p=Economic-Confidence-Index-May-2024-53592&dil=2

TurkStat. (2024b, March). *Workforce statistics, 2023*. Retrieved from https://data.tuik.gov.tr/Bulten/Index?p=Isgucu-Istatistikleri-2023-53521

TurkStat (2024a, Feb). *Address based population registration system results, 2023*. Retrieved from https://data.tuik.gov.tr/Bulten/Index?p=Adrese-Dayali-Nufus-Kayit-Sistemi-Sonuclari-2023-49684

World Economic Forum (2023). *Global gender gap report 2023*. Retrieved from https://www3.weforum.org/docs/WEF_GGGR_2023.pdf

Yildirim, M., Dilekçi, Ü., & Manap, A. (2024). Mediating roles of meaning in life and psychological flexibility in the relationships between occupational stress and job satisfaction, job performance, and psychological distress in teachers. *Frontiers in Psychology*, *15*, 1–12. https://doi.org/10.3389/fpsyg.2024.1349726

Yusuf, Y., & Sutawijaya, A. (2018). Analysis of the effects of quality work of life factors on employee motivation regional office of Unıversitas Terbuka At Pangkalpinang. *Indonesia. Afebi Management and Business Review*, *3*(2), 83–91. https://doi.org/10.47312/AMBR.V3I01.133

Zacher, H., & Griffin, B. (2015). Older workers' age as a moderator of the relationship between career adaptability and job satisfaction. *Work, Aging and Retirement*, *1*(2), 227–236. https://doi.org/10.1093/workar/wau009

Zeng, D., Takada, N., Hara, Y., Sugiyama, S., Ito, Y., Nihei, Y., & Asakura, K. (2022). Impact of intrinsic and extrinsic motivation on work engagement: a cross-sectional study of nurses working in long-term care facilities. *International Journal of Environmental Research and Public Health*, *19*(3), 1–13. https://doi.org/10.3390/ijerph19031284