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The Effect of Academic Advising on Career Adaptabilities: A Study on Tourism and Hotel Management' Students

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Abstract

This study aims to investigate the impact of academic advising on undergraduate students' career adaptabilities. Career adaptabilities are considered as a significant predictor for positive outcomes. In literature, it is suggested that some factors trigger students' career adaptabilities. Therefore, in this study academic advising systems are examined as predictors for career adaptabilities. Accordingly, this study aims to determine the effects of some academic advising types on undergraduate students' career adaptabilities. In this respect, data which are collected from 397 undergraduate students getting a tourism and hotel management education by the survey method are analysed by using the structural equation modelling. The results of the study indicate that intellectual and affective academic advising types have a positive effect on students' career adaptabilities. In addition, it has been found that instrumental academic advising has a negative effect on students' career adaptabilities.

Keywords: Academic Advising, Career Adaptabilities, Undergraduate Students

1. Introduction

Due to the emergence of social and technological challenges and global crisis in business world, the ability of students to be successful in the labor market, to get their first job and fulfil career have become an important topic in today's working conditions (Skok and Dolinsek, 2013: 81). However, it is seen that the higher education system is examined as one of the pioneer and significant component for individuals to cope with the twenty-first century conditions. Higher education systems aim to contribute to the sustainable development and improvement of society as a whole. In addition, these systems have to provide highly qualified and responsible individuals who can meet the needs of all sectors of human activity among others (Dibia and Obi, 2013: 121). Tourism industry is regarded as one of the major sectors in which human resources are seen as significant and highly dependent on professional education. In this sector, to train individuals and prepare them a fulfilling career in the future are seen as crucial for gaining success and competitive advantage (Lo et al., 2014: 88). Therefore, it is possible to express that

higher education systems need to customize the student programs according to the requirements of the labor market. On the other hand, students have to design their career plans before graduating from university in order to find the most suitable job that matches their skills. Within that period, the proper advising which help students carry out effective career plans are needed (Palade and Constantin, 2012: 61).

Advising or guidance is considered as one of the educational activities that lead students to take some benefits and to succeed in their educational pursuits. Advising or guidance composes of some activities within and outside the school that help students achieve their full potentials in their emotional, moral, social, academic and vocational developments (Modo et al., 2013: 43). Academic advising is a specific type of advising which aims to assist individuals of any age by providing educational and occupational choices and targets to manage their careers (Maunganidze et al., 2010: 96). In other words, academic advising is a program that has been designed to help the individual achieve overall development from the perspectives of education, occupation and career (Nwokolo et al., 2010: 132). Therefore, it is suggested that schools are institutions which guide young people towards lifelong learning and career development. However, schools are seen as career centers' in which students are able to acquire career related activities such as career competencies, career adaptabilities and career development (Mittendorff et al., 2010: 143; Mittendorff et al., 2011: 511).

In this context, it can be said that academic advising is considered as one of the specific activities which provide students with some information related with their future careers, facilitate their career adaptabilities and help them to improve their career. Accordingly, this study aims to investigate the effects of academic advising on student's career adaptabilities. In the literature, there are a few researches related with academic advising. However, it is seen that majority of the researchers have been conducted on secondary and primary schools. Since the academic advising is considered as a significant component on undergraduate students career adaptabilities; this research is conducted on this population. Thus, this study aims to investigate the effects of perception of academic advising systems on undergraduate students' career adaptabilities.

2. Theoretical Framework

2.1. Academic Advising

Advising refers to the interaction which occurs between two individuals called advisor and advisee (Rao, 2006: 22). Advising is defined as a relationship between advisor and advisee in which advisor provide special assistance to advisee (Singh, 2007: 299). However, advising is a complex process consists of the relationship between adviser and advised and is an alliance, participation and mutual cooperation. It is suggested that there are several types of advising such as informational, educational, vocational, crisis and pastoral. Informational advising is related with providing information on a specific topic, educational advising represents providing emotional and material support and vocational advising is associated with career activities. In addition, others are linked with psychological and religious advising (Mara and Mara, 2010: 2351-2352). On the other hand, studies that have been conducted on undergraduate students characterized advising types as career advising, mentoring, advising and academic advising/counselling. Due to the absence of career guidance/advising and mentoring in public universities in Turkey, academic advising/counselling term has been used in this study.

Academic advising/counselling refers to the situations in which advisors or a representative of the educational institution gives insight or direction to a student about an academic, social and personal matter. The nature of this guidance might be aims to inform, suggest, counsel, discipline, coach, mentor and also teach (Kuhn, 2008: 3). Furthermore, academic advising/counselling is defined as a profession focused on offering constructive advising and guidance students in order to help them realize opportunities and be aware of personal, educational and vocational growth (Nwokolo et al., 2010: 132). Therefore, academic advising considered as an educational process which plays a critical role in connecting students to obtain learning opportunities, support their engagement and to help them be successful in learning activities (Campbell and Nutt, 2008: 4). In other words, academic advising encourages students' involvement in learning opportunities both in and out of the classroom. Thus, advising helps students benefit from learning experiences so that it fosters individuals' achievement of educational, career and life goals (Young-Jones et al., 2013: 8-9).

Academic advising is not a new concept in higher education; it dates back to 17th and 18th centuries. In the 17th and 18th centuries, it is seen that college president served as an academic advisor. However, academic advising/counselling emerged as a professional process with the institution of NACADA (The National Academic Advising Association). This organization contributes to the growth and recognition of academic advising as a central component of higher education system (Blashak, 2010: 40-43). In addition, NACADA suggests that good academic advising/counselling is based on the teaching and learning mission of higher education which help students improve thinking and learning skills, make choices, and value the learning process. Besides, good academic advising depends on also someone in the institution who cares students (Drake, 2011: 10). In this context, there is a significant questions of who can be an advisor or counsellor and what he/or she actually has to do within the scope of the academic advising in universities appears.

In higher education, it is indicated that faculty members who have a title such as assistant, coordinator, associate, directors and deans serve as an academic advisor or counsellor. On the other hand, these faculty members need to have some qualifications such as possessing detailed information on institutional policies and procedures, to have interpersonal skills in order to deal with students in the advising process and they need to know developmental theories that guide and support students in their academic careers (Robbins, 2012: 217-218). Accordingly, due to that the academic advisors require several characteristics; they can play many different roles such as developmental professional, teacher, career counsellor, coach, guidance counsellor, advocate and mentor in academic advising process (McClellan, 2013: 209). These roles and academic advising approaches can vary from institution to institution, from department to department, or even advisor. For example, advisor or counsellor spend the majority of its time focusing on advising appointments, whereas some of them can consider that their primary responsibilities are teaching and researching and do not have any willingness to spend their time for academic advising (Teasley and Buchanan, 2013: 81-82).

Previous literature, it is seen that academic advising types conceptualized different perspectives. Q'Banion (1994) describes academic advising as developmental advising, while Crookston (1994) characterized academic advising as a prescriptive and Lowenstein (1999) described it as an academic-centered advising (Duke, 2007: 30-31). Pardee (2004) suggested that academic

advising composed of three dimensions which are labelled as split-supplementary model, self-contained and faculty only models (Blashak, 2010: 40-43). However, Noy and Ray (2012) have conceptualized six advisor types such as affective, instrumental, intellectual, respectful, available and exploitative. Affective academic advising include being sensitive to the needs of students, providing emotional support, and displaying concern for students both professional and personal lives. Instrumental advising is related with the professional demands of graduate training including materials, teaching, networking and etc. Moreover, instrumental counsellors seek input from their students. Intellectual academic advising aims to provide feedback, assesses students' progress, directs research training, and advises on research matters (Noy and Ray, 2012: 879-880). Due to that some advisor types are not suitable and do not exist in Turkey, only affective, instrumental and intellectual academic advising types are considered in this study.

2.2. Career Adaptabilities

Due to rapid changes in the world and, structured inflexible conceptions of career development theories being obsolete, career development theories need to be conceptualized in terms of ongoing individual self-discovery (McMahon et al., 2012: 762). In other words, it is suggested that new career theories which are labelled as life-span or life-space career development need to be constructed for individuals to make choices, to express their self-concepts and to adapt them to their environment. One of the new career development theories conceptualized as a career construction was introduced by Savickas (2005) (Usinger and Smith, 2010: 581). According to career construction theory, career development of individuals is driven by adaptation to a series of career transitions from school to work, from job to job and from occupation to occupation, with the goal being person–environment integration (Guan et al., 2013: 561). Career transitions such as from school to work or from one job to another trigger individual's career adaptabilities in today's environment of high uncertainty. Career adaptability is a psychosocial construct that indicates an individual's abilities or skills for coping with current and anticipated tasks and transitions in occupational roles (van Vianen et al., 2012: 176). However, career adaptability is defined as a set of resources and response readiness that enable individuals' to activate and use them in order to plan, explore and decide about career-related possibilities near future (Rossier, 2012: 734).

Savickas (1997) proposed the concept of career adaptability, which refers to the "readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions" (Klehe et al., 2011: 217; Hou et al., 2012: 686). In addition Savickas (2012) classified career adaptabilities into four dimensions as concern, control, curiosity, and confidence (Savickas and Porfeli, 2005: 663; Dries et al., 2012: 675). Concern refers to the individual's ability to connect past with present and to be positively oriented towards to the future. Control is a tendency to think that the future can be manageable. Curiosity refers to the tendency to explore the environment in order to acquire information and confidence is regarded as a self-efficacy of individual's towards their own ability which encourages handling with the challenges, obstacles and barriers (Santilli et al., 2014: 68). Moreover, concern involves individual's tendency to consider their life in a time perspective anchored in hope and optimism. Control is a strong belief that it is an advantage for individual's both to use self-regulation strategies and to adjust themselves to the needs of different settings. Curiosity is a social trait which increases individuals' active exploration behaviors. Confidence

includes the capacity to stand by individuals in the face of obstacles and barriers (Savickas, 2009: 245).

Career adaptability is functionalized as self-efficacy in career decision, career choice commitment, career outcome expectations, career planning, school identification, perceptions of educational barriers, proactive personality, boundaryless mindset and career exploration, and career planning (Creed et al., 2009: 220; Yousefi et al., 2011: 264). Furthermore, career adaptability is considered as a core component of successful career preparation because it helps adults to formulate their careers and educational goals according to personal preferences, environmental opportunities and limitations (Hirschi and Vondracek, 2009: 120). In addition, since adults need to review their goals, traits and attitudes when they have to adapt to work roles or face different transitions throughout career lives, career adaptabilities become more important (Kanten, 2012: 192). Therefore, career adaptability is considered as a crucial factor throughout an individuals' career (Klehe et al., 2011: 219). Because, a rapidly changing global environment requires individuals to possess a competence which leads them to adapt to career development requirements and employment demands (Hou et al., 2012: 686). However, individuals need to regulate and to adapt their skills to face the challenges in an unstable and unclear environment. Thus, it can be said that career adaptability is considered as a crucial set of skills and abilities which allow individuals to quickly adapt to a variety of situations and it is believed that these abilities have strong impacts on individuals' career or work related outcomes such as success, work engagement, job satisfaction or job tenure (Rossier et al., 2012: 735).

In literature, it is suggested that career adaptabilities related with important career-related skills, beliefs and bring about substantial consequences in both individual's work and social life (Zacher, 2014: 22). For instance, Koen et al., (2010) and Guan et al., (2013) showed that career adaptabilities as the strongest predictors for individuals' employment status, reemployment quality, job-search strategies and job search self-efficacy (Koen et al., 2010: 137; Guan et al., 2013: 568). Tolentino et al., (2013) indicated that career adaptabilities lead to some positive outcomes such as career satisfaction and promotability (Tolentiono et al., 2013: 410). Maggiori et al., (2013) revealed out that career adaptabilities result in general and professional well-being (Maggiori et al., 2013: 446). In addition, some researchers have found that career adaptabilities are positively related with individual's life satisfaction, hope and happiness (Santilli et al., 2014: 72; Karavdic and Baumann, 2014: 15). However, some of them indicated that career adaptabilities are negatively related with individuals' burnout and stress levels (Shahbazi et al., 2014: 12; Johnston et al., 2013: 295). Finally, it is indicated that career adaptabilities are also positively related with career commitment, career identification, and career exploration (Zacher, 2014: 22).

3. Research Hypotheses

In recent years, it is seen that the core concepts of the 20th century career theories and vocational advising techniques must be reformulated to be compatible with the new working conditions due to the insufficiency of current approaches. However, 21st century theories approach careers as individual scripts rather than conceptualizing careers as a meta-narrative of stages. These theories and techniques emphasize human flexibility, adaptability, life-long learning, individual characteristics and environment for the development of career. In addition, current career development theories suggested that career advising method need to be considered due to that it

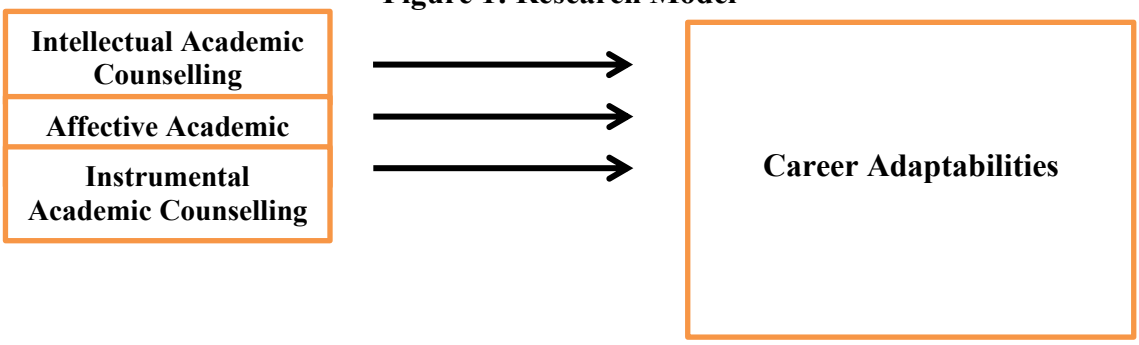
encourages individuals' imaginative thinking and the exploration of possible selves (Savickas et al., 2009: 3). Moreover, by the reason of individuals' adopting life-long learning in order to remain efficient in today's conditions; career advisors play an increasingly important role in career planning and development process. Career advising provided to sort out which students to have career and which ones to have job, so it facilitates the transition between education and work (Havenga, 2011: 16-31). Career advising in schools which gives vocational education aims to guide students in the development of required career competencies, career abilities and vocational identity. Furthermore, career advising is used to guide students in planning their personal development, explore their ambitions, strengths and weaknesses, and spell out future plans (Mittendorff et al., 2010: 144-145). In this context, it can be said that career advising helps students be aware of their career adaptabilities for managing present and future career.

Due to the importance of career adaptabilities on student's career-related activities, it is seen that researchers focus on the antecedents of this concept. In the literature, it is suggested that personal and environmental factors are important precursors of the career development (Hirschi et al., 2011: 174). However, it is possible to express that personal, environmental and cultural conditions are effective in constraining or expanding one's options in life for career purposes (Hoekstra, 2011: 161). Within the scope of the personal antecedents, van Vianen et al., (2012) and Rossier et al., (2012) studies showed that big five personality traits have significant effects on individuals' career adaptabilities (van Vianen et al., 2012: 722; Rossier et al., 2012: 734). In addition, Tolentino et al., (2014) indicated that proactive personality, learning goal orientation and career optimism positively are related with individuals' career adaptabilities. However, studies which have taken antecedents from both personal and environmental perspective suggested that individuals' learning orientation and social support which they have perceived from the environment such as family or friends or etc. have significant predictors for career adaptabilities (Creed et al., 2009: 224; Yousefi et al., 2011: 268). On the other hand Kanten (2012)'s study showed that of students' career adaptabilities differs in terms of both personal factors such as gender, willingness to choice of bachelor's program and the thoughts of future working plans and the environmental factors like social environment (Kanten, 2012: 200). In this context, it can be said that career advising which can be examined scope of the academic advising represents one of the environmental factors which is effective on individuals' career adaptabilities.

In literature, there are few researches that emphasize the personal and environmental precursors of career adaptabilities. However, from these studies it is seen that only Bimrose and Hearne (2012) examined the relationships between career advising and career adaptabilities. According to these researchers, career advising can be pivotal at turning points in individuals' lives, it supports and promotes both resiliency and career adaptability. In addition, they have suggested that through helping adults as a career advising perspective, it leads them to understand their situation and consider progressing of the future career (Bimrose and Hearne, 2012: 338-343). Therefore, it is possible to state that career advising or academic advising is one of the important precursors of career adaptabilities. From this point of view, the following hypotheses are proposed:

H_1: Intellectual academic advising influences students' career adaptabilities.
H_2: Affective academic advising influences students' career adaptabilities.
H_3: Instrumental academic advising influences students' career adaptabilities.

Figure 1: Research Model



4. Research Method

4.1. Sample and Procedure

The population of the research was composed of the undergraduate students in tourism faculties and tourism and hotel management schools. The sample of the research was consisted four tourism faculties and one of the tourism and management school from the different provinces of Turkey. The sample of the study consists of 397 students who have being education as a last year students that were determined via convenient sampling method. From the 500 questionnaires that have been sent out, 430 have been returned, representing a response rate of 86%. After elimination of cases having incomplete data and outliers 397 questionnaire (79%) have been accepted as valid and included in the evaluations. In this study, questionnaire survey method is used for data collection. Questionnaire form contains two different measures related to research variables.

4.2. Measures

Measures used in the questionnaire forms are adapted from the previous studies in the literature. Perception of academic advising and career adaptabilities scales were adapted to Turkish by the lecturers using the forward-backward and backward-forward method. Before the distribution of the survey to the actual sample, a pilot study was conducted in order to determine whether the questions had been understood properly and to check the reliability of the scales. For answers to the statements of survey, a Likert-type metric, that is, expressions with five intervals has been used. Anchored such; "1- strongly disagree, 2- disagree, 3- agree or not agree, 4- agree, 5- strongly agree". However, all scales were subjected to the exploratory factor analyses to check the dimensions, and then confirmatory factor analyses were applied to all scales.

Academic Advising Scale: Students' perception of academic advising system was measured with 34 items from Roy and Noe (2012) and Mittendorf et al., (2010) studies. Firstly, exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale to check the dimensions. As a result of the varimax rotation of the data related to the academic advising 13 were removed from the analysis due to the factor loadings under 0.50 and three factor solutions were obtained per theoretical structure. Secondly confirmatory factor

analysis (CFA) was applied for this scale. Measurement model fit statistics were: x^2/df= 586.62 / 186=3.15, RMSEA=0.076, CFI=0.98, NNFI=0.98, NFI=0.97, GFI=0.90, AGFI=.87, SRMR=0.049. According to these results, it can be said that all of the fit indexes fall within the acceptable ranges (Schermelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 35).

Career Adaptabilities Scale: Students' career adaptabilities were measured with 24 items conducted from the Savickas and Porfeli (2012) studies. Firstly, exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale to check the dimensions. As a result of the varimax rotation of the data related to the career adaptabilities six items removed from the analysis due to the factor loadings under 0.50 and four factor solutions were obtained per theoretical structure. Secondly CFA was applied for the scale. Measurement model fit statistics were: x^2/df= 368.70/128=2.88, RMSEA=0.070, CFI=0.99, NNFI=0.99, NFI=0.98, GFI=0.87, AGFI=.84, SRMR=0.039. According to these results, it can be said that all of the fit indexes fall within the acceptable ranges (Schermelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 35).

4.3. Data Analysis

SPSS for Windows 20.0 and Lisrel 8.80 programs were used to analyse the obtained data. After the exploratory and confirmatory analysis, descriptive statistics such as means, standard deviations and pearson correlation analysis of the study variables were examined. Following that, structural equation modelling (SEM) was used to conduct a test of the hypotheses.

5. Research Findings

5.1. Respondent Profile

55% of the students were male and the 45% of them female. Majority of the students (93%) were between the ages 21-26, 3% of them between the ages 18-20 and the others above than 27. 63% of the students have an education in hospitality management programs, 27% of them in travel management and 10% of them in tourist guide bachelor's degree programs. However, majority of the students (68%) indicated that they have chosen tourism and hotel management school and tourism faculties willingly and 32% of them reported that their choice were not informed. In addition, most of the students (62%) are planning to work in the tourism industry when they have graduated, whereas 38% of them are not planning to work in the tourism industry.

5.2. Descriptive analyses

Correlations, standard deviations and means were computed which are related with academic advising and career adaptabilities dimensions. The values are given in Table 1.

Table 1. Means, standard deviations and correlations of the study variables

Variables	Mean	S.D.	1	2	3	4	5	6	7
Intellectual Academic Couns.	2.79	1.10	1						
Affective Academic Couns.	3.19	1.02	.761**	1					
Instrumental Academic Couns.	2.91	1.09	.774**	.812**	1				
Concern	4.35	.69	.144**	.139**	.096	1			
Control	4.35	.64	.090	.131**	.061	.529**	1		
Curiosity	4.06	.69	.175**	.160**	.114*	.511**	.553**	1	
Confidence	4.42	.61	.101*	.116*	.046	.550**	.659**	.588**	1

*p<0.05 **p<0.01

Correlation results shows that affective academic advising perception of students were relatively higher than the intellectual and instrumental academic advising. However, according to the results, intellectual academic advising perception of students were positively related to their concern (r=.144, p<0.01), curiosity (r=.175, p<0.01) and confidence (r=.101, p<0.05) levels. Affective academic advising was positively related to student's concern (r=.139, p<0.01), control (r=.131, p<0.01), curiosity (r=.160, p<0.01) and confidence (r=.116, p<0.05) levels, whereas instrumental academic advising was only positively related to student's curiosity (r=.114, p<0.05) levels. Therefore, it can be inferred that students' career adaptabilities mostly related with affective academic advising.

5.3. Measurement Model

For the verification of the model two step approach by Anderson and Gerbing (1988) has been used. According to this approach, prior to testing the hypothesized structural model, first the research model needs to be tested to reach a sufficient goodness of fit indexes. After obtaining acceptable indexes; it can be proceed with structural model. The results of the measurement model were; x^2/df=1355.49/ 638=2.12, RMSEA=0.053, CFI=0.98, NNFI=0.98, NFI=0.91, GFI=0.85, AGFI=0.82, SRMR=0.041. These values indicate that measurement model has been acceptable (Schermelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 37). Besides these criterions for accepting measurement model; there are some criterions such as standardized factor loadings, t-values, Cronbach's alpha values. In Table 2; these values were summarized.

Table 2. Results of Measurement Model

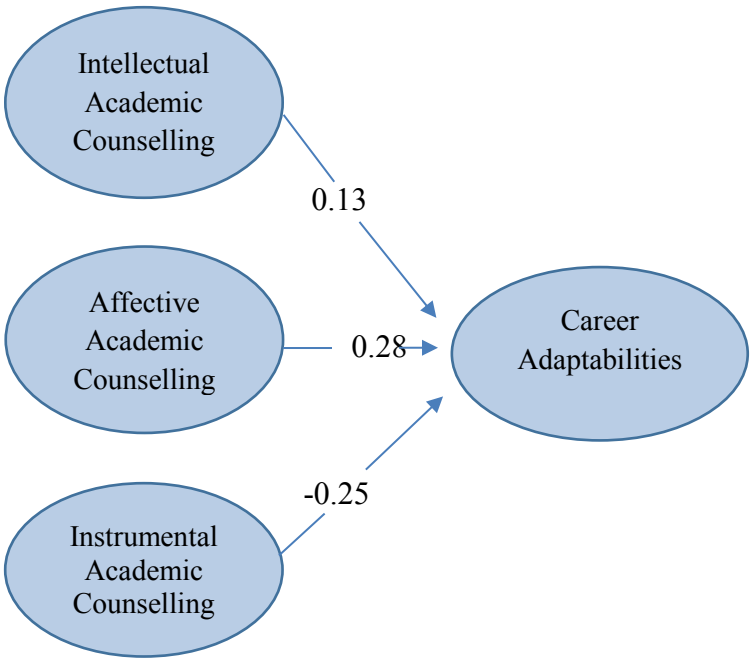
	Standardized factor loading	*t-value*∗	R^2	*α*	*CR*∗∗
Intellectual Academic Advising				**0.94**	**0.93**
I talk with my advisor about future plans.	**0.74**	**16.84**	**0.54**		
I talk with my advisor about my progress	**0.78**	**18.41**	**0.61**		
I talk with my advisor about my previous education.	**0.78**	**18.41**	**0.61**		
Provide me with information about career opportunities	**0.86**	**21.11**	**0.73**		
Encourages my career plans and goals.	**0.88**	**21.98**	**0.77**		
Gives me suggestions related with my career progress.	**0.89**	**22.67**	**0.80**		
Encourages me to take initiative related with my career	**0.86**	**21.29**	**0.74**		
Affective Academic Advising				**0.91**	**0.92**
Are sensitive to my needs	**0.74**	**16.90**	**0.55**		
Consider what is best for me.	**0.76**	**17.50**	**0.58**		
Ask my opinions.	**0.85**	**20.57**	**0.71**		
Tells me what he or she thinks of my character.	**0.81**	**19.19**	**0.65**		
I talk with my advisor about how I am feeling.	**0.79**	**18.50**	**0.62**		
My advisor is very friendly towards me.	**0.78**	**18.03**	**0.60**		
I follow my advisor advices.	**0.79**	**18.55**	**0.62**		
Instrumental Academic Advising				**0.94**	**0.94**
Help me secure funding for my studies	**0.83**	**20.07**	**0.69**		
Tell me how I conduct to my homework and projects.	**0.79**	**18.63**	**0.62**		
Teach me survival skills in this field.	**0.77**	**18.06**	**0.60**		
Give me regular feedback on my progress	**0.86**	**21.31**	**0.74**		
Teach me how to do good research	**0.87**	**21.84**	**0.76**		
Provide information about my career progress.	**0.86**	**21.29**	**0.74**		
Encourages me to tell or explain things.	**0.87**	**21.59**	**0.75**		

Concern				**0.97**	**0.80**
Thinking about what my future will be like.	**0.73**	**15.65**	**0.54**		
Realizing that today's choices shape my future.	**0.86**	**19.27**	**0.75**		
Preparing for the future.	**0.65**	**13.54**	**0.43**		
Control				**0.87**	**0.88**
Making decisions by myself	**0.71**	**15.62**	**0.50**		
Taking responsibility for my actions.	**0.84**	**20.00**	**0.71**		
Sticking up for my beliefs.	**0.88**	**21.39**	**0.77**		
Counting on myself.	**0.76**	**17.33**	**0.58**		
Curiosity				**0.87**	**0.87**
Exploring my surroundings	**0.65**	**13.68**	**0.42**		
Looking for opportunities to grow as a person.	**0.72**	**15.74**	**0.52**		
Investigating options before making choice.	**0.84**	**19.72**	**0.70**		
Observing different ways of doing things.	**0.82**	**19.15**	**0.68**		
Probing deeply into questions I have.	**0.75**	**16.86**	**0.57**		
Confidence				**0.92**	**0.91**
Taking care to do things well.	**0.84**	**20.05**	**0.71**		
Learning new skills.	**0.84**	**19.75**	**0.70**		
Working up to my ability.	**0.84**	**19.87**	**0.71**		
Overcoming obstacles.	**0.82**	**19.21**	**0.67**		
Solving problems.	**0.75**	**16.93**	**0.57**		

∗ t-values significant at p<0.01 levels.
∗∗ Composite Reliability
*** Cronbach Alpha**

5.4. Structural Model and Hypothesis Tests

After the correlation analyses and measurement model, the structural equation model was applied to verify hypotheses for the causal relationships in the research model. The results of the structural equation model were: x^2/df=471,80/200=2.36, RMSEA=0.058, CFI=0.99, NNFI=0.99, NFI=0.98, GFI=0.90, AGFI=0.88, SRMR=0.041. These results indicate that structural model has been acceptable (Schermelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 37).



According to the results of structural equation model, the path parameter and significance levels show that intellectual academic advising has a significant and positive effect (γ=0.13; t-value=1.16) on students' career adaptibilities, so H_1 hypothesis was supported. However, affective academic advising has a significant and positive effect (γ=0.28; t-value=2.22) on students' career adaptibilities, H_2 hypothesis was supported, whereas instrumental academic advising has a significant and negative effect (γ=-0.25; t-value=-2.06) on students' career adaptibilities. Thus, H_3 hypothesis was supported. In this context, it can be said that student's career adaptibilities affected positively from the intellectual and affective academic advising, whereas it is affected negatively from the instrumental academic advising. In other words, it is possible to infer that affective academic advising systems more effective than the instrumental and intellectual academic advising on the career-related activities of the students.

6. Conclusion and Implications

In the current era, due to the global employment and working conditions, it is seen that career approaches become increasingly as boundaryless careers. Boundaryless careers emphasize that individuals who have some skills, abilities and competencies can have career transitions from job

to job or occupation to occupation easily. In other words, today's career approaches suggest that people can manage their work roles, career transitions and career-related activities through their individual differences and characteristics. Career adaptabilities are considered as one of the important resources which help individuals cope with the current or future work roles, participate in work roles and adapt themselves toward to the unpredictable conditions. Career adaptabilities enable individuals to be aware of their weaknesses, strengths, desires and what he or she can do or not to do. Therefore, it can be said that individual's career planning, career decidedness and career development process are driven by their career adaptabilities. However, career adaptabilities are particularly characterized as a vital component for young adults to be successful in the time of transition from school to work. In addition, career adaptabilities are considered important for adults' career transition and future career progress. Accordingly, there is a growing question about what constitutes or triggers young adults' career adaptabilities. In the literature, it is suggested that some personal and environmental factors are regarded as an antecedents of the career adaptabilities.

Academic advising which is provided by schools and universities are considered as important environmental components which can possible affect or trigger young adults' career adaptabilities. Because it is accepted that schools and universities have responsibility in guiding young adults towards life-long learning and career development. In other words, through the academic advising adults gain skills, abilities and competencies which lead them to select appropriate career, to gain success and advancement. Especially, schools or universities which aim to provide vocational development and give vocational education are seen as significant contributors' to adults' career related activities. Thus, students who have an education in these schools or universities should have a training period regarding future work roles or job. After the training period, students become more conscious of their abilities, skills, aims and desires. Since students have recognized themselves, they begin to question what he or she has to do or whether these work roles are suitable or not. Consequently, academic advising systems in vocational schools and universities are crucial in which help students acquire career competencies and reveal their career adaptabilities. In this regard, it is possible to express that the systems and procedures which guide career development process and trigger career adaptabilities becomes important. In literature, it is accepted that in schools or universities, there are some techniques or methods such as guidance, advising, mentoring, coaching and etc. which have been carried for career-related activities of students. Due to the mentoring and coaching have not been implemented in schools and public universities in Turkey, career advising/guidance systems have been examined in this study. Therefore, this study aims to determine the impact of academic advising systems on career adaptabilities of undergraduate students.

According to the results of the study, it is revealed that intellectual and affective academic advising positively affects students' career adaptabilities, so H1 and H2 hypothesis were supported. In this regard, it can be said that in the universities scope of the research, give students information about career opportunities, give suggestions about their career progress, encourages their career plans and goals hence student's career adaptabilities affected from these attitudes and behaviors of advisors. Moreover, other research findings of the study show that instrumental academic advising affect students' career adaptabilities negatively, H3 hypothesis was supported. It can be inferred that the students' career adaptabilities are affected negatively by the advisors attitudes and behaviors related with materials, teaching, networking. This result shows that in scope of the universities, affective and intellectual academic advising are more functional than

the instrumental advising from the career adaptabilities perspective. Furthermore, it is possible to express that, students' career adaptabilities are affected by the affective academic advising much more than the others. In the universities scope of the research, advisors are more sensitive to the needs of the students and to provide them emotional or psychological support. In conclusion, affective and intellectual academic advising method or techniques in universities affect students' to have in hope and optimism related their career, facilitate students to adapt various conditions, increase their exploration behaviors and confidence.

Implications

This study shed light on some implications for the schools and universities in Turkey. According to the results of the study, due to that the instrumental academic advising impacts students' career adaptabilities negatively, it can be suggested that universities should implement effective instrumental academic advising systems. However, universities need to determine who can be advisor and who can do this activity voluntarily. Since, academicians have not enough time and have no willingness to be advisor; these activities are carried out them irrelevantly. In addition, career advisors who have some individual characteristics such as nervousness, impatience and anxiousness may carry out academic advising ineffectively. Therefore, universities have to choose most appropriate academicians for implementing academic advising systems effectively. Due to the academic advising systems positive effect on students' career success, career transition and increasing of their career adaptabilities, it is needed them to be implemented. Moreover, it can be advised universities to turn career advising systems into mentoring or coaching. Because mentoring and coaching aims to deal with students from all perspectives such as interest, aims, personality, family, social environment etc. from the beginning of the first class until the end. Thus, it is thought that academic mentoring systems are more effective for the development of student's career adaptabilities than the academic advising. On the other hand, there is not any empirical research existing in the literature investigating the relationships between academic advising and career adaptabilities. Furthermore, studies on career adaptabilities and its antecedents are scant in the universities. Therefore, this study aims to contribute to the theory by exploring the relationships between academic advising and career adaptabilities in Universities.

Limitations and Future Studies

This study had some limitations. First, data was gathered only from four faculties and one of the tourism and management school in some cities of Turkey. Therefore, the results of this study cannot be judged to be representative of all universities in Turkey. Secondly, the results are based on the perceptions of only the students who had a vocational education in tourism field. For future studies, it is recommended that the research model can be tested with different samples that have different vocational education. Besides, future research besides the survey method, interview can be carried out between academic advisors and students in order to obtain different data. In addition, the research model can be designed by adding some individual variables of students like personality and some demographic variables such as gender, social environment, family status, etc.

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