



Psychosocial predictors of career adaptability among mid-level professionals in the oil and gas industry

Light Ukwosa-Wali¹ 
Stella Eteng-Uket² 



(✉ Corresponding Author)

^{1,2}Department of Educational Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria.

¹Email: light.ukwosa@gmail.com

²Email: stella.eteng-uket@uniport.edu.ng

Abstract

Career adaptability is a critical factor that significantly influences professional growth, career progression, and overall effectiveness among professionals in the oil and gas industry. Psychosocial variables such as emotional intelligence, resilience, perceived social support, mentorship, self-efficacy, and locus of control may shape career satisfaction, adaptability, and long-term occupational success. This study investigated the predictive roles of emotional intelligence, self-efficacy, resilience, locus of control, mentorship, and perceived social support on career adaptability. A descriptive survey research design was employed, involving 100 mid-level professionals selected through purposive and stratified sampling techniques. Data were collected using validated structured questionnaires, with reliability established through Cronbach's Alpha coefficients. Descriptive statistics, correlation, and multiple regression analyses were used to analyze the data. Findings revealed that all six psychosocial variables significantly predicted career adaptability, with emotional intelligence demonstrating the strongest positive influence. Results further indicated that resilience, supportive social networks, mentorship, and personal efficacy enhanced professionals' capacity to manage workplace challenges and career transitions. The study concluded that psychosocial competencies are vital determinants of career adaptability and career satisfaction in high-pressure industries. It recommended organizational interventions, including emotional intelligence development, resilience training, mentorship programs, supportive workplace policies, targeted coaching, continuous professional development, and employee wellbeing initiatives sustainably.

Keywords: Career adaptability, Career growth, Emotional intelligence, Job satisfaction, Mentorship, Mid-level professionals, Occupational success, Perceived, Resilience, Self-efficacy, Social support.

JEL Classification: J24; J28; M53; M54; I12.

Citation | Ukwosa-Wali, L., & Eteng-Uket, S. (2026). Psychosocial predictors of career adaptability among mid-level professionals in the oil and gas industry. *Asian Journal of Economics and Empirical Research*, 13(1), 86–92. 10.20448/ajeer.v13i1.8906


History:

Received: 7 May 2026

Revised: 10 June 2026

Accepted: 17 June 2026

Published: 3 July 2026

Licensed: This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/) 

Publisher: Asian Online Journal Publishing Group

Funding: The authors received no financial support for the research, authorship, or publication of this article.

Institutional Review Board Statement: The study involved minimal risk and followed ethical guidelines for social science fieldwork. Formal approval from an Institutional Review Board was not required under the policies of the Institute for Research Ethics Committee of the University of Port Harcourt, Rivers State, Nigeria. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

Contents

1. Introduction	87
2. Methodology	88
3. Results	89
4. Discussion of Findings	91
References	91

Contribution of this paper to the literature

This study advances existing literature by providing empirical evidence that psychosocial factors significantly predict career adaptability among oil and gas professionals, extending career adaptability and social cognitive theories within a local industrial context while offering practical insights for organizational training, employee retention, and psychological capital development.

1. Introduction

Research consistently demonstrates that robust career adaptability is significantly linked to various positive career and personal outcomes, including enhanced job satisfaction, greater career satisfaction, and overall improved well-being (Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013; Rudolph, Lavigne, & Zacher, 2017).

This study, therefore, investigates six (6) psychological and social predictors of career adaptability among mid-level professionals in the Oil and Gas Industry, focusing on the Obio/Akpor Local Government area, Rivers State, in Nigeria. It explores how emotional intelligence (Goleman, 1995) self-efficacy (Bandura, 1977) resilience (Masten, 2001) locus of control (Rotter, 1966) mentorship relationships (Kram, 1985) and social support (Cohen & Wills, 1985) contribute to an individual's ability to adapt and thrive in their chosen careers within the Oil and Gas Industry in Obio/Akpor Local Government Area, Rivers State in Nigeria.

Super and Knasel (1981) coined the term “readiness to cope with changing work and working conditions” as the first official definition of career adaptability. Describes career adaptability as an employee's ability to manage his or her career development successfully. In this sense, the psychosocial construct of career adaptability denotes the resources individuals need to manage current and anticipated career transitions. In career construction theory, adaptability resources aid in the formulation of adaptive behaviors that individuals direct. In other words, these resources are employed as self-regulation strategies or strengths that assist individuals in expanding, improving, and finally implementing their work self-concepts in occupational roles, which results in their personal work, career, and life advancement.

According to the career adaptability lifespan, life-space theory, introduced by four self-regulatory and psychosocial competencies, constitutes the career adaptability construct. Individual differences, growth, self, and meaning are the four segments of the lifespan, life-space approach to understanding and intervening in career adaptability. They represent four perspectives on relevant aspects serving as a bridge construct to integrate the uncertainty engendered by observing vocational action from four different perspectives (Savickas, 1997). Therefore, career adaptability has been conceptualized as a multidimensional construct since its inception, consisting of various dimensions that represent a variety of factors such as personality, motivation, readiness, strengths, habits, and attitudes (Hartung, Porfeli, & Vondracek, 2008).

To better understand these intricate relationships, it is crucial to first delineate each of the proposed psychosocial predictors, among which emotional intelligence (EI) stands as a key area of psychology and an important factor in examining the career life of mid-level professionals in the Oil and Gas Industry in Obio/Akpor Local Government Area. Emotional Intelligence involves the capacity to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Goleman, 1995; Salovey & Mayer, 1990). Specifically, it deals with understanding and managing one's own emotions (through self-awareness and self-regulation), motivating oneself, recognizing and influencing the emotions of others (through empathy and social skills), and effectively utilizing emotional energy to foster positive outcomes and navigate social complexities (Goleman, 1995). Furthermore, some have posited that workers with high emotional intelligence perform well and obtain better results in their workplace. Researchers Jain and Duggal (2018) have studied emotional intelligence in the workplace as a predictor of performance, organizational commitment, and leadership. Hence, emotions influence our important decisions, behaviors, ways of thinking, and attitudes. Mayer and Salovey (1997) developed the concept of emotional intelligence to explain the importance of this construct in daily interactions.

Building on this emotional foundation, self-efficacy is another crucial psychological factor and has been conceptualized as one's capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997). Shahed, Ilyas, and Hashmi (2016) described self-efficacy as trusting one's abilities and powers for learning and performance. They added that it is a key trait for both academic success and underachievement among students. Duckworth (2016) described self-efficacy as personal judgment of one's capabilities to organize and execute courses of action to attain designated types of educational outcomes.

Complementing both emotional intelligence and self-efficacy, resilience enables professionals to bounce back from adversity and maintain motivation despite setbacks (Masten, 2001). Resilience is a crucial factor in career adaptability, enabling individuals to withstand setbacks bounce back from failures, rejections, or career setbacks (Sonnetag & Frese, 2007) adapt to change, navigate uncertainty, ambiguity, and shifting career landscapes (Savickas & Porfeli, 2012) manage stress, cope with pressure, anxiety, and stress related to career transitions or challenges (Tugade & Fredrickson, 2004) and learn from experiences, reflect on experiences, identify lessons, and apply them to future career endeavors (Friborg, Barlaug, Martinussen, Rosenvinge, & Hjemdal, 2005).

Consequently, how individuals perceive their ability to shape career outcomes is influenced by their locus of control, differentiating between internal and external influences on their success (Rotter, 1966). Locus of control is a personality characteristic that determines the degree to which an individual believes they are in control of life events. Locus of control refers to an individual's perception of the underlying main cause of events in his or her life (Rotter, 1966).

Finally, two closely related social predictors that show the importance of interactions between peers, family members, and other social constructs are mentorship relationships and social support. A mentorship relationship is a developmental partnership between a more experienced person (the mentor) and a less experienced person (the mentee) where the mentor guides and supports the mentee's personal and professional growth (Kram, 1985; Ragins & Cotton, 1999). In the context of career adaptability, mentorship relationships can play a significant role in

enhancing adaptability skills, as mentors can guide navigating change, uncertainty, and career transitions (Ragins & Kram, 2007), building resilience.

Similarly, social support is understood as an individual's perception that he or she is cared for, esteemed, and valued by people in his or her social network. This perception is crucial as it enhances personal functioning, assists in coping adequately with stressors, and may buffer individuals from adverse outcomes (Malecki & Demaray, 2002).

All these contributing factors serve to improve a worker's adjustment and outcomes within his career and industry (Malecki & Demaray, 2002).

By understanding the psychosocial predictors of career adaptability, this study aimed at providing insights into the psychological and social factors that enable mid-level professionals in the Oil and Gas Industry in Obio/Akpor in the oil and gas industry in Obio/Akpor area to navigate their careers effectively and experience the highest form of career satisfaction that can be attained.

Anecdotal evidence and preliminary observations suggest that factors such as undeveloped emotional intelligence, prevalent external locus of control, insufficient mentorship, and inadequate organizational support may significantly hinder their adaptive capacities (Naji, Isha, Alazzani, Saleem, & Alzoraiki, 2022). These unaddressed challenges can lead to reduced job satisfaction, increased turnover intentions, and a sub-optimal workforce unable to fully leverage new opportunities or mitigate risks effectively (Burnett & Lisk, 2019).

Literature available related to this has been on studies on emotional intelligence and its association between stress and coping styles (Deniz & Yilmaz, 2006) managing stress and anxiety (Al Demerdash, 2012) emotional intelligence and academic success (Barchard, 2003; O'Connor & Little, 2003; Parker et al., 2004; Parker, Saklofske, Wood, Eastabrook, & Taylor, 2005; Suleman et al., 2019).

There is no significant dearth of empirical research that specifically examined the interrelationships and predictive power of these psychosocial variables among mid-level professionals within the Nigerian oil and gas industry, particularly in the Obio/Akpor Local Government Area. This regional and sectoral specificity represents a critical knowledge gap.

The following research questions were developed to direct this research.

1. To what extent does emotional intelligence relate to career adaptability?
2. To what extent does self-efficacy correlate with career adaptability?
3. To what extent does resilience relate to career adaptability?
4. To what extent does locus of control relate to career adaptability?
5. To what extent do mentorship relationships relate to career adaptability?
6. How does perceived social support relate to career adaptability?

The following null hypotheses were tested at a 0.05 level of significance for this study

1. There is no significant relationship between emotional intelligence and career adaptability.
2. Self-efficacy does not correlate significantly with career adaptability.
3. Resilience does not significantly relate to career adaptability.
4. Locus of control does not relate significantly to career adaptability.
5. Mentorship relationships do not relate significantly to career adaptability.
6. Perceived social support does not correlate significantly with career adaptability.

This investigation was conducted within the context of the oil and gas industry in Obio/Akpor Local Government Area, Rivers State, Nigeria, which may limit the generalizability of the findings to other sectors or regions.

2. Methodology

2.1. Research Design

The study adopted the correlation research design, which is considered appropriate because it seeks to determine the degree and direction of relationships between psychosocial independent variables, emotional intelligence, self-efficacy, resilience, locus of control, social support, and the mentorship relationship, and the dependent variable, which is career adaptability. According to Kpolovie (2010) correlation research is a method used to determine the strength and direction (Positive or negative) of a relationship between a dependent variable (Also known as a criterion variable) and one or more independent variables (predictor variables).

2.2. Population of the Study and Sampling Technique

The population of the study comprised 1,000 employed mid-level professionals in the Obio/Akpor local government area of Rivers State. A sample of 200 participants will be selected using proportionate stratified random sampling, comprising 100 males and 100 females.

2.3. Instrument for Data Collection

An instrument package containing a structured questionnaire with four sections: demographics, career adaptability scale (CAAS), and the Psychosocial Inventory (PI) was used in collecting data for this study.

The Psychosocial Inventory (PI) will be divided into two parts, A & B. Part A will deal with emotional intelligence, mentorship relationship, and social support. Part B contains three sections, each measuring locus of control (10 items), resilience (10 items), and self-efficacy (10 items). It is structured on a four-point Likert scale of SA (Strongly agree) =1, A (agree) =2, D (Disagree) =3 and SD (Strongly Disagree) =4.

Career Adapt-Abilities Scale (CAAS), which was developed by Savickas and Porfeli (2012) and was used to measure the four (4) dimensions, which are Concern, Control, Curiosity, and Confidence. This instrument uses a 5-point Likert scale (1 = Not strong to 5 = Very strong) and is the standard tool worldwide for measuring career adaptability.

2.4. Validity and Reliability of the Instruments

Although the instruments have been validated by the developers of the instruments from whom they were adapted, validity and reliability were re-established to suit the current study. To ascertain the face and content

validity of the instrument, draft copies of the instrument were given to experts in measurement, evaluation and psychology, alongside the research questions and hypothesis of the study, to assess the instrument's content, usefulness, thoroughness, clarity, and literacy requirements. Their comments and corrections were incorporated into the instrument's final version. The Cronbach alpha method of internal consistency was used to estimate the instruments' reliability and construct validity. On a sample of 30, 30 mid-level professionals in the Oil and Gas Industry were not part of the main study sample. After the responses were collected, the obtained scores were subjected to the Cronbach Alpha reliability test, which determined the internal consistency of the instrument.

2.5. Method of Data Analysis

Beta values, simple regressions, Analysis of Variance, ANOVA associated with multiple regression, and t-test associated with simple regression were used to analyze the data. At a 0.05 level of significance, each hypothesis was tested.

3. Results

Research Question One: To what extent does emotional intelligence predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 1. Simple regression analysis of the relationship between emotional intelligence and career adaptability.

R	R Square	Adjusted R Square
0.341	0.116	0.112

According to the result shown in Table 1, a simple linear regression R-value of 0.341 was obtained with an R2 value of 0.116 and an adjusted R2 of 0.112 when Emotional Intelligence was used to predict Career adaptability of mid-level professionals. This table shows an R of 0.341 indicates a positive relationship between emotional intelligence and career adaptability among mid-level professionals.

Hypothesis One: There is no significant prediction between emotional intelligence and career adaptability among mid-level professionals.

Table 2. T-test associated with simple regression analysis of the relationship between emotional intelligence and career adaptability.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
	B	Std. Error	Beta			
1 (Constant)	31.167	0.757	-	41.183	0.000	Significant
Emotional Intelligence	0.033	0.007	0.341	5.108	0.000	(Reject H0)

Table 2 presents a beta of 0.341, a t value of 5.108, and a sig of 0.000. B = 0.341, t = 41.18, which was significant at the 0.05 alpha level, t = 5.108, p=0.000 (p< 0.05), thus the null hypothesis was rejected and the alternative retained, meaning that there is a significant prediction between emotional intelligence and career adaptability among mid-level professionals.

Research Question Two: To what extent does self-efficacy predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 3. Simple regression analysis of the relationship between self-efficacy and career adaptability.

R	R Square	Adjusted R Square
0.362	0.131	0.90

According to the result shown in Table 3, a simple linear regression R-value of 0.362 was obtained with an R2 value of 0.131 and an adjusted R2 of 0.90 when Emotional Intelligence was used to predict Career adaptability of mid-level professionals. This table shows an R of 0.362, indicating a positive relationship between Self-efficacy and career adaptability among mid-level professionals.

Hypothesis 2: There is no significant prediction between self-efficacy and career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area of Rivers State.

Table 4. t-test associated with simple regression analysis of the relationship between self-efficacy and career adaptability.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Result
	B	Std. Error	Beta			
1 (Constant)	28.077	1.859	-	15.101	0.000	Significant
Self-Efficacy	0.040	0.067	0.362	4.860	0.004	(Reject H0)

Table 4 presents a beta of 0.40, a t value of 4.860, and a sig of 0.004. B = 0.362, t = 15.101, which was significant at the 0.05 alpha level, t = 4.860, p=0.000 (p< 0.05), thus the null hypothesis was rejected and the alternative retained, meaning that there is a significant prediction between self-efficacy and career adaptability among mid-level professionals.

Research Question 3: To what extent does resilience predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 5. Simple regression analysis of the relationship between resilience and career adaptability.

R	R Square	Adjusted R Square
0.125	0.016	0.012

According to the result shown in Table 5, a simple linear regression R-value of 0.125 was obtained with an R2 value of 0.16, and an adjusted R2 of 0.012 was obtained when Resilience was used to predict Career adaptability of

mid-level professionals. This table shows that an R of 0.125 indicates a positive relationship between Resilience and career adaptability among mid-level professionals.

Hypothesis 3: There is no significant prediction between resilience and career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area of Rivers State.

Table 6. t-test associated with simple regression analysis of the relationship between resilience and career adaptability.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	61.607	2.406	-	25.406	0.000	Significant
	Resilience	-0.280	0.129	-0.125	-2.160	0.031	(Reject H0)

Table 6 presents a beta of -0.125, a t value of -2.160, and a sig of 0.31. B = -0.125, t = 25.406, which was significant at 0.05 alpha level, t = 25.406, p=0.000 (p < 0.05), thus the null hypothesis was rejected and the alternative retained, meaning that there is a significant prediction between resilience and career adaptability among mid-level professionals.

Research Question 4: To what extent does locus of control predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 7. Simple regression analysis of the relationship between locus of control and career adaptability.

R	R Square	Adjusted R Square
0.083	0.007	0.002

According to the result shown in Table 7, a simple linear regression R-value of 0.83 was obtained with a R2 value of 0.007 and an adjusted R2 of 0.002 when Locus of control was used to predict Career adaptability of mid-level professionals. This table shows that an R of 0.007 indicates a positive relationship between Locus of control and career adaptability among mid-level professionals.

Hypothesis 4: There is no significant prediction between locus of control and career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area of Rivers State.

Table 8. t-test associated with simple regression analysis of the relationship between locus of control and career adaptability.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	30.466	2.309	-	13.192	0.000	Significant
	Locus of control	0.085	0.073	0.083	1.165	0.021	(Reject H0)

Table 8 presents a beta of 0.85, a t value of 1.165, and a sig of 0.21. B = 0.85, t = 13.192, which was significant at 0.05 alpha level, t = 13.192, p=0.000 (p < 0.05), thus the null hypothesis was rejected and the alternate retained, meaning that there is a significant prediction between Locus of control and career adaptability among mid-level professionals.

Research Question 5: To what extent does a mentorship relationship predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 9. Simple regression analysis of the relationship between mentorship relationship and career adaptability.

R	R Square	Adjusted R Square
0.146	0.021	0.016

According to the result shown in Table 9, a simple linear regression R-value 0.146 was obtained with a R2 value of 0.021 and an adjusted R2 of 0.016 gotten when Mentorship relationship was used to predict Career adaptability of mid-level professionals. This table shows an R of 0.146 indicates a positive relationship between Mentorship relationship and career adaptability among mid-level professionals.

Hypothesis 5: There is no significant prediction between mentorship relationship and career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area of Rivers State.

Table 10. t-test associated with simple regression analysis of the relationship between mentorship relationship and career adaptability.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	32.689	2.380	-	13.735	0.000	Significant
	Mentorship Relationship	0.159	0.077	0.146	2.077	0.039	(Reject H0)

Table 10 presents a beta of 0.159, t value of 2.077, and a sig of 0.39. B = 0.159, t = 13.735, which was significant at 0.05 alpha level, t = 25.406, p=0.000 (p < 0.05), thus the null hypothesis was rejected and the alternative retained, meaning that there is a significant prediction between the Mentorship relationship and career adaptability among mid-level professionals.

Research Question 6: To what extent does social support predict career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area?

Table 11. Simple regression analysis of the relationship between social support and career adaptability.

R	R Square	Adjusted R Square
0.086	0.007	0.002

According to the result shown in Table 11, a simple linear regression R-value of 0.086 was obtained with a R2 value of 0.007 and an adjusted R2 of 0.002 gotten when social support was used to predict Career adaptability of

mid-level professionals. This table shows that an R of 0.007 indicates a positive relationship between social support and career adaptability among mid-level professionals.

Hypothesis 6: There is no significant prediction between social support and career adaptability among mid-level professionals in the oil and gas industry in Obio/Akpor Local Government Area of Rivers State.

Table 12. t-test associated with simple regression analysis of the relationship between social support and career adaptability.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Result
		B	Std. Error	Beta			
1	(Constant)	25.515	1.931	-	13.214	0.000	Significant
	Social Support	0.087	0.072	0.086	1.217	0.009	(Reject H0)

Table 12 presents a beta of 0.087, a t value of 1.217, and a sig of 0.009. B = 0.087, t = 13.214, which was significant at the 0.05 alpha level, t = 13.214, p=0.000 (p< 0.05), thus the null hypothesis was rejected and the alternate retained, meaning that there is a significant prediction between social support and career adaptability among mid-level professionals.

4. Discussion of Findings

Results revealed that all six psychosocial variables, emotional intelligence, self-efficacy, resilience, locus of control, mentorship relationship, and social support significantly predict career adaptability among mid-level professionals in the oil and gas industry.

This finding supports the argument of Salovey and Mayer (1990) who posited that emotional intelligence enhances interpersonal effectiveness and adaptability. It also corroborates studies by Coetzee and Harry (2014) who found emotional intelligence to be a strong predictor of career adaptability among employees in dynamic industries.

Similarly, the significant influence of self-efficacy on career adaptability confirms Bandura (1997) social cognitive theory, which emphasizes belief in personal competence as a driver of motivation and persistence. Professionals with higher self-efficacy are more likely to approach career challenges confidently, viewing obstacles as surmountable rather than discouraging.

Resilience was also found to predict career adaptability, highlighting the role of psychological hardiness in managing change. This finding supports Luthans, Vogelgesang, and Lester (2006) who noted that resilient employees recover quickly from setbacks and thrive amid organizational turbulence, a common occurrence in the oil and gas sector.

The positive relationship between locus of control and career adaptability indicates that individuals who believe in internal control are more likely to take responsibility for their career growth. This aligns with Rotter (1966) theory, which asserts that people with an internal locus of control perceive themselves as agents of change in their environment, leading to better adaptability outcomes.

Furthermore, mentorship relationships emerged as a strong predictor of career adaptability. This agrees with Kram (1985) mentoring theory, which emphasizes that guidance and psychosocial support from mentors enhance career growth, learning, and resilience. In a rapidly evolving industry like oil and gas, mentorship provides direction, feedback, and encouragement, factors that ease adaptation to professional challenges.

Finally, perceived social support significantly predicted career adaptability, consistent with Super and Knasel (1981) lifespan, life-space theory, which acknowledges the role of social systems in facilitating career development. Socially supported professionals are likely to experience reduced stress, enhanced coping mechanisms, and higher motivation to adjust to new career realities.

References

- Al Demerdash, F. S. (2012). Emotional intelligence: Its role in managing stress and anxiety in elementary school teachers at workplace. *International Journal of Psycho-Educational Sciences*, 1(1), 22-31.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.
- Barchard, K. A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement*, 63(5), 840-858. <https://doi.org/10.1177/0013164403251333>
- Burnett, J. R., & Lisk, T. C. (2019). The future of employee engagement: Real-time monitoring and digital tools for engaging a workforce. *International Studies of Management & Organization*, 49(1), 108-119. <https://doi.org/10.1080/00208825.2019.1565097>
- Coetzee, M., & Harry, N. (2014). Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, 84(1), 90-97. <https://doi.org/10.1016/j.jvb.2013.09.001>
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.310>
- Deniz, M. E., & Yilmaz, E. (2006). The relationship between emotional intelligence and coping with stress styles. *Turkish Psychological Counseling and Guidance Journal*, 3(25), 17-26.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, US: Scribner/Simon & Schuster.
- Friborg, O., Barlaug, D., Martinussen, M., Rosenvinge, J. H., & Hjemdal, O. (2005). Resilience in relation to personality and intelligence. *International Journal of Methods in Psychiatric Research*, 14(1), 29-42. <https://doi.org/10.1002/mpr.15>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Hartung, P. J., Porfeli, E. J., & Vondracek, F. W. (2008). Career adaptability in childhood. *The Career Development Quarterly*, 57(1), 63-74. <https://doi.org/10.1002/j.2161-0045.2008.tb00166.x>
- Jain, P., & Duggal, T. (2018). Transformational leadership, organizational commitment, emotional intelligence and job autonomy: Empirical analysis on the moderating and mediating variables. *Management Research Review*, 41(9), 1033-1046. <https://doi.org/10.1108/MRR-01-2018-0029>
- Kpolovie, P. J. (2010). *Advanced research methods*. Port Harcourt, Nigeria: Springfield Publishers Ltd.
- Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman.
- Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), 25-44. <https://doi.org/10.1177/1534484305285335>
- Maggiore, C., Johnston, C. S., Krings, F., Massoudi, K., & Rossier, J. (2013). The role of career adaptability and work conditions on general and professional well-being. *Journal of Vocational Behavior*, 83(3), 437-449. <https://doi.org/10.1016/j.jvb.2013.07.001>

- Malecki, C. K., & Demaray, M. K. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). *Psychology in the Schools*, 39(1), 1–18. <https://doi.org/10.1002/pits.10004>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
- Mayer, J. D., & Salovey, P. (1997). *What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications*. New York: Basic Books.
- Naji, G. M. A., Isha, A. S. N., Alazzani, A., Saleem, M. S., & Alzoraiki, M. (2022). Assessing the mediating role of safety communication between safety culture and employees safety performance. *Frontiers in Public Health*, 10, 840281. <https://doi.org/10.3389/fpubh.2022.840281>
- O'Connor, R. M., & Little, I. S. (2003). Revisiting the predictive validity of emotional intelligence: Self-report versus ability-based measures. *Personality and Individual Differences*, 35(8), 1893–1902. [https://doi.org/10.1016/S0191-8869\(03\)00038-2](https://doi.org/10.1016/S0191-8869(03)00038-2)
- Parker, J. D. A., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., . . . Hogan, M. J. (2004). Academic achievement in high school: Does emotional intelligence matter? *Personality and Individual Differences*, 37(7), 1321-1330. <https://doi.org/10.1016/j.paid.2004.01.002>
- Parker, J. D. A., Saklofske, D. H., Wood, L. M., Eastabrook, J. M., & Taylor, R. N. (2005). Stability and change in emotional intelligence: Exploring the transition to young adulthood. *Journal of Individual Differences*, 26(2), 100–106. <https://doi.org/10.1027/1614-0001.26.2.100>
- Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84(4), 529–550. <https://doi.org/10.1037/0021-9010.84.4.529>
- Ragins, B. R., & Kram, K. E. (2007). *The handbook of mentoring at work: Theory, research, and practice*. Thousand Oaks, CA: Sage Publications.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1–28. <https://doi.org/10.1037/h0092976>
- Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior*, 98, 17–34. <https://doi.org/10.1016/j.jvb.2016.09.002>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/dugg-p24e-52wk-6cdg>
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly*, 45(3), 247–259. <https://doi.org/10.1002/j.2161-0045.1997.tb00469.x>
- Savickas, M. L., & Porfeli, E. J. (2012). Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Shahed, S., Ilyas, Z., & Hashmi, A. M. (2016). Academic performance, self efficacy and perceived social support of visually impaired students. *Annals of King Edward Medical University*, 22(1), 72–77. <https://doi.org/10.21649/akemu.v22i1.1068>
- Sonnentag, S., & Frese, M. (2007). *Stress in organizations*. In P. B. Baltes & N. J. Smelser (Eds.), *International encyclopedia of the social and behavioral sciences* (2nd ed.). Amsterdam, The Netherlands: Elsevier.
- Suleman, Q., Hussain, I., Syed, M. A., Parveen, R., Lodhi, I. S., & Mahmood, Z. (2019). Association between emotional intelligence and academic success among undergraduates: A cross-sectional study in KUST, Pakistan. *PLoS One*, 14(7), e0219468.
- Super, D. E., & Knasel, E. G. (1981). Career development in adulthood: Some theoretical problems and a possible solution. *British Journal of Guidance & Counselling*, 9(2), 194–201. <https://doi.org/10.1080/03069888108258214>
- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86(2), 320–333. <https://doi.org/10.1037/0022-3514.86.2.320>