

https://dspace.org/

Career adaptability, occupational identity, and psychologica well-being after a career change during the covid-19 pandemic

Kutu, Siyamthanda

2024
University of the Witwatersrand, Johannesburg
https://hdl.handle.net/10539/44896
Kutu, Siyamthanda . (2024). Career adaptability, occupational identity, and psychologica well-being after a career change during the covid-19 pandemic [Masters dissertation, University of the Witwatersrand, Johannesburg]. WIReSPace.

Downloaded from a DSpace repository. https://dspace.org/



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

CAREER ADAPTABILITY, OCCUPATIONAL IDENTITY, AND PSYCHOLOGICAL WELL-BEING AFTER A CAREER CHANGE DURING THE COVID-19 PANDEMIC.

RESEARCH REPORT
A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MA (ORGANISATIONAL PSYCHOLOGY) IN THE FACULTY OF HUMANITIES, UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG.

Student: Siyamthanda Kutu
Supervisor: Prof. Fiona Donald

DECLARATION

I, Siyamthanda Kutu, declare that this research report is my own, unaided work. It is submitted for the Master of Arts by Coursework and Research Report at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at this or any other university.

Signed:



Date: 15/02/2024

Abstract

OBJECTIVE: This study aims to explore the relationship between career adaptability, occupational identity, and Psychological Well-being at Work in South African employees who experienced career change during the COVID-19 pandemic. The study is framed within the Career Construction Theory where the pandemic is contextualised as a career shock.

METHODS: Employing a quantitative approach, this study adopts a correlational, non-experimental, cross-sectional research design. Purposive sampling, including criterion-based and snowball sampling techniques, was utilized to recruit participants. The sample comprised 62 South African employees who experienced career changes between 2020 and 2022 due to the pandemic's impact on the labour market. Data was collected through structured online questionnaires, incorporating validated scales. Ethical considerations were addressed, ensuring informed consent, confidentiality, and minimal harm to participants.

RESULTS: Regression analysis revealed significant positive relationships between career adaptability, occupational identity, and Psychological Well-being at Work. Specifically, both career adaptability and occupational identity emerged as strong predictors of Psychological Well-being at Work among the participants. Descriptive statistics provided insights into the sample characteristics, indicating a diverse range of career change experiences during the pandemic. The study underscores the importance of fostering adaptability and building a robust occupational identity to enhance employees' psychological well-being amidst career transitions, particularly in times of crisis like COVID-19.

Keywords: psychological well-being at work, occupational identity, career adaptability. COVID-19, career change.

ACKNOWLEDGMENTS

I give thanks to the School of Human and Community Development for how they structured the course, the research meetings were helpful to the research process.

I give thanks to my supervisor, Prof. Donald who in our regular meetings helped ease the nerves around the research process and added very valuable input and feedback to improve my research as well as being comfortable with the research process which can be very stressful.

I give thanks to my MA class of peers/mates who offered and gave assistance and input whenever I needed it.

I give thanks to my parents who are always my cheerleaders and social support.

Finally, I give thanks to God for it is through His will that I was able to soldier on through this experience.

Table of Contents

ABSTRACT **2**

ACKNOWLEDGMENTS **3**

CHAPTER 1: INTRODUCTION **6**

1.1 RATIONALE 7

1.2 RESEARCH AIM 11

CHAPTER 2: LITERATURE REVIEW **12**

2.1 CAREER CONSTRUCTION THEORY 12

2.1.1 Career Adaptability *14*

2.2 OCCUPATIONAL IDENTITY 16

2.3 PSYCHOLOGICAL WELL-BEING AT WORK 19

HYPOTHESES **21**

CHAPTER 3: METHODOLOGY **22**

A) RESEARCH DESIGN: 22

B) SAMPLE AND SAMPLING: 22

C) PROCEDURE: 23

D) INSTRUMENTS: 24

The Career Adapt-Abilities Scale (CAAS): *24*

The Occupational Identity Scale: *25*

The Index of Psychological Well-Being at Work (IPWBW): *25*

E) ETHICAL CONSIDERATIONS: 25

F) DATA ANALYSIS: 26

CHAPTER 4: RESULTS **28**

4.1 INTRODUCTION 28

4.2 DESCRIPTIVE STATISTICS 28

4.3 RELIABILITIES 29

4.4 HYPOTHESIS TESTING 30

CHAPTER 5: DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS **36**

CAREER ADAPTABILITY AND OCCUPATIONAL IDENTITY 36

CAREER ADAPTABILITY AND PSYCHOLOGICAL WELL-BEING AT WORK 37

OCCUPATIONAL IDENTITY AND PSYCHOLOGICAL WELL-BEING AT WORK 38
CAREER ADAPTABILITY AND OCCUPATIONAL IDENTITY IMPACT ON PSYCHOLOGICAL WELL-BEING AT WORK 38
AGE, RACE, GENDER, AND REASON FOR CAREER CHANGE IMPACT ON PSYCHOLOGICAL WELL-BEING AT WORK 39
LIMITATIONS 40
RECOMMENDATIONS 41
CONCLUSION 42
REFERENCE LIST **44**
APPENDICES **52**
APPENDIX A -ETHICS CERTIFICATE 52
APPENDIX B -ACCESS REQUEST LETTER 53
APPENDIX C -PARTICIPANT INFORMATION SHEET 54
APPENDIX D –BIOGRAPHICAL ITEMS 55
APPENDIX E -CAREER ADAPT-ABILITIES INVENTORY — INTERNATIONAL VERSION 2.0 56
APPENDIX F -OCCUPATIONAL IDENTITY SCALE 57
APPENDIX G -PSYCHOLOGICAL WELL-BEING AT WORK 58

List of Tables

Table 1: Descriptive Statistics for career adaptability, occupational identity, and psychological well-being at work (N=62). 28
Table 2: Reliability Statistics for career adaptability, occupational identity, and psychological well-being at work scales. 29
Table 3: Correlations for career adaptability, occupational identity, and psychological well-being at work. 31
Table 4: Model Summary[b] 32
Table 5: ANOVA[a] 33
Table 6: Coefficients[a] 33
Table 7: Tests of Between-Subjects Effects for Age, Race, Gender, and Reason for Career Change on Psychological Well-being at Work. 34

CHAPTER 1: Introduction

The idea of a career has undergone remarkable changes to adapt to the Fourth Industrial Revolution and the evolving nature of work (Hirschi, 2018). Historically, a profession was perceived as an established route within one company or field that provided predictability and secure job prospects over an extended period. According to Parasuraman et al. (2000), a career has traditionally been defined as a planned pattern of work-related experiences from an individual's entry into the workforce to their retirement. However, with technological innovations and economic alterations, this perspective has shifted considerably. Akkerman et al.'s recent research (2021) proposes that this formerly linear concept has become more fluid and dynamic, embodying numerous shifts and transformations over one's lifespan in the workforce. This conceptualization aligns with the fast-paced nature of our present-day society, where job markets are transforming rapidly due to technological advancements and growing industrialization. The Fourth Industrial Revolution - hallmarked by digitalisation, artificial intelligence, as well as automation – has transformed conventional career roles leading way for emerging job prospects (Klaus, 2016). Consequently, skills that hold immense significance today may swiftly become irrelevant in the future. Thus, individuals must maintain a flexible career portfolio necessitating continual upskilling and knowledge enhancement as demanded by the prevailing circumstances to remain relevant in the job market.

The rapid disruption of industries by external factors is exemplified by the COVID-19 pandemic, prompting organisations to reassess their strategies and resources. Its impact on South Africa's economy was significant as evidenced by widespread job losses and business closures (*International Labour Organisation*, 2021). According to Stats SA (2020), approximately 2.2 million jobs were lost within the April-June 2020 period solely in South Africa. Due to impactful economic disruptions, several people may have been compelled to explore alternative career avenues or pursue opportunities for upskilling to enhance their job prospects amidst the evolving employment landscape. Considering the changes induced by the COVID-19 pandemic, it becomes imperative to adopt this approach toward career development and be adaptable to uncertainties posed by external factors that are beyond our control.

Using data from the first wave of the National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM), Ranchhod and Daniel’s (2020) study on labour market dynamics in South Africa during the COVID-19 pandemic found that there was a decline in

employment rates and a decrease in the number of hours worked. South African businesses, particularly those in tourism and consumer-facing sectors, suffered a significant negative impact from the COVID-19 pandemic. The events sector of business suffered greatly due to event cancellations and postponements, leading to income loss and job insecurity (Bartis et al., 2021). In the Western Cape province, businesses that directly served consumers experienced significant changes such as revenue decline where traditional operations were replaced by remote work arrangements while digitalization became more common but at varying rates (Madinga et al., 2022). This is likely to have applied to other provinces as well. The pandemic worsened a pre-existing socio-economic issue that disproportionately affected disadvantaged firms - resulting in increased inequalities; unemployment levels surged causing poverty indexes at unprecedented numbers (Odeku, 2021). These changes may have inadvertently given rise to the three categories of career changes described by Heppner et al. (1994), which include: a) Task Change - moving from one set of tasks to another within the same role and location (e.g., transitioning from dairy farming to crop cultivation); b) Position Change – shifting roles either with the same employer or at a new organisation/location with slight variations in job responsibilities (e.g., an administrative assistant transferring departments within their current company); c) Occupation Change - switching duties entirely including potentially taking on different work environments(e.g., switching professions like going into factory work instead of being a farmer).

1.1 Rationale

The South African economy has been greatly affected by the COVID-19 pandemic, making existing economic and social issues worse (*International Labour Organisation*, 2021). Before the pandemic, South Africa's unemployment rate was persistently high and the pandemic has further intensified this problem, with the unemployment rate reaching a record high of 32.6% in the first quarter of 2021, with 7.2 million people out of work, with youth unemployment alone being a great concern in South Africa (*StatsSA*, 2021). The global impact has been no less devastating, as the pandemic has caused a shortfall in jobs relative to 2019 (*International Labour Organisation*, 2021). In addition, South Africa has been struggling with high levels of economic instability, including a weakening currency, rising inflation, and increasing public debt (*World Bank,* 2023). The pandemic has further aggravated these challenges, creating a sense of uncertainty and instability for many South African employees. Against this backdrop and considering the aforementioned conditions that South Africans had to navigate their career

changes under, it is essential to conduct a study to get a view of the aftermath of those career changes that took place during the COVID-19 pandemic.

For this study and to highlight the relevance of the pandemic to career changes, COVID-19 is contextualised as a career shock. 'Career shock' has been defined as "a disruptive and extraordinary event that is, at least to some degree, caused by factors outside the focal individual's control and that triggers a deliberate thought process concerning one's career" (Akkermans et al., 2018, p. 4). Keeping to the types of career changes described by Heppner et al. (1994), if a farmer encounters unexpected disruptions such as adverse weather conditions or market fluctuations, they may have to alter their farming activities. This transition could trigger career shock and require the individual to assess their new tasks and adapt accordingly. Career shock can also arise when external factors like downsizing or restructuring prompt individuals to pursue alternative positions; in this case, reflection on existing skills is essential for adjusting successfully to the role. Occupation change might also result from career shock if people face involuntary circumstances through technological advancements or industry decline- rendering them unable to continue with current employment opportunities whereby deliberation concerning future job paths would be crucial alongside potential skill acquisition needs. Though there may be some people who experienced career change that was not induced by the career shock that was the COVID-19 pandemic the study is still inclusive because those people navigated their career change under the impact of the pandemic on the job market. This way, we can understand the career shock as going beyond the individual level and rather a career shock on the job market.

The career construction theory provides a valuable framework for understanding how individuals navigate their career paths and make career-related decisions in response to changing external factors (Savickas, 2002, 2005; Savickas et al., 2009). COVID-19 has served as one of these external factors, creating changes at the individual and organisational levels that triggered career changes. Occupational identity, on the other hand, is essentially the perception of self and the significance that individuals attribute to their work (Goldstein et al., 2004), which may play a crucial role in how individuals respond to career-related challenges during the COVID-19 pandemic. As Goldstein et al. (2004) go on to explain, an individual's vocational behaviour is significantly influenced by their occupational identity. Therefore, occupational identity is likely to influence how people navigate their career changes, respond to career shocks, and, in the case of this study, their adaptability and psychological well-being

at work. Acknowledging that career shocks are not always negative is important. With that in mind, the career shock could have led to new interesting, and more aligned career ventures for some. Discovering a new career path may have improved psychological well-being at work. Similarly, a career shock triggered by the pandemic may have caused psychological well-being at work to suffer. This is what the research aims to discover. By adopting the career construction theoretical framework, the study will analyse how individuals reacted to changes related to their careers during the pandemic. The main objective is to examine the correlation between occupational identity, career adaptability, and psychological well-being at work. This investigation could potentially uncover patterns and trends in how people respond to career changes amidst uncertainties such as those presented during the COVID-19 pandemic, and how these occurrences relate to psychological well-being outcomes at work after having experienced said career change.

Previous research has examined how career adaptability and psychological well-being are related (Hartung & Taber, 2008; Maggiori et al., 2013; Nakra & Kashyap, 2023). However, little existing research on the role of occupational identity in relation to career change had been found at the time of writing, despite the potential impact that the extent to which employees identify with their occupation, together with career adaptability may have on their psychological well-being at work when transitioning into a new occupation, task, or position. It is important to understand how occupational identity affects career adaptability and psychological well-being as it can influence an individual's overall adjustment during career transitions.

The shock of job loss and insecurity that was created by the pandemic may have led individuals to consider alternative sources of income, such as pursuing a second career, freelancing, or exploring entrepreneurship (Akkermans et al., 2021). The shock also highlights the importance of creating a diversified set of skills. These shocks can influence career establishment, with positive shocks strengthening employee-organisation relationships and negative shocks weakening them (Yulia et al., 2022). Additionally, they have an impact on career progression, influencing job hunting, HR perceptions, and the shift toward entrepreneurship (Akkermans et al., 2021). In order to mitigate the negative effects on employment caused by the pandemic, targeted policy interventions were necessary to support workers and promote upskilling and reskilling initiatives. The ability to adapt one's career may prove critical for long-term success

in the current economic climate. Therefore, understanding the impact of COVID-19 on career changes in South Africa is essential for guiding future policies and strategies aimed at supporting individuals in navigating this challenging job market.

Additionally, there is a need to study the South African context. Although research on the relationship between career adaptability and psychological well-being exists in various contexts, there is a need for studies specifically focused on the South African context after the COVID-19 pandemic because limited research has been conducted on this topic within that setting. The rationale for emphasising the South African context in research on the relationship between career adaptability, occupational identity, and psychological well-being at work stems from the acknowledgement of distinct socio-economic, cultural, and historical factors that shape the experiences of individuals working in South Africa. Apartheid's impact has contributed to a distinct occupational landscape with varied opportunities that may differ from other regions. Equally important is South Africa's rich cultural diversity which adds complexity to how different elements affect individual outcomes such as career variables and well-being. Examining these relationships within this country may also provide insight into how culture or background uniquely shapes an individual's ability to successfully adapt across various career transitions.

Akkermans et al., (2020) draw upon the literature on career shocks and offer three key insights to help understand the impact of the pandemic on careers. The first insight was that COVID-19's consequences are shaped by both personal and contextual factors. While unforeseeable circumstances dictated much of its unfolding impact, past studies illustrate how certain traits, such as career competencies and resilience, made this career shock more surmountable for some. The second insight indicated by research suggests that over time the fallout from these disruptions may also differ remarkably depending on varying variables (i.e., short or long-term effects across life and career stages). Finally, the third insight is that despite representing an overall shock in terms of employment stability and job prospects presently; there exists prior work indicating positive outcomes resulting due to negative markers in one's career path. Thus, this suggests possible positive developments for some people further down the line. As such, this study is driven by the need to add nuanced understanding and address the COVID-19 pandemic's profound impact on individual careers and well-being in South Africa. The existing economic and social challenges have been exacerbated by this pandemic, resulting in unstable employment rates as stated previously rendering it relevant to investigate how factors such as

occupational identity, career adaptability, and Psychological Well-Being at work interact when faced after having experienced a career change. Career construction theory provides an advantageous structure for analysing these dynamics since covid 19 serves as the shock triggering critical thinking about one's job choice externally; therefore, studying these relationships under South Africa's socioeconomic setting can offer insights into individuals' transition of their profession while adapting to new occupational identities, and maintaining psychological well-being in the aftermath of a significant career shock. The findings could inform policies and strategies that support people to uphold careers amidst evolving job market trends.

1.2 Research Aim

The COVID-19 pandemic caused disruptions in the career trajectories of many individuals worldwide, and South African employees have not been spared from its effects. This study aims to explore the relationships between career adaptability, occupational identity, and psychological well-being among South African employees. The context that the study focused on was the post-COVID-19 pandemic recovery phase in 2023 and participants who had experienced a career change during the pandemic. Therefore, the study seeks to investigate how the variables correlate within the context of the pandemic-induced challenges. The study uses the Career Construction Theory as a theoretical framework. The study has the potential to contribute recommendations that can inform interventions and support systems aimed at enabling those affected by pandemic-related adversity to thrive within their careers.

CHAPTER 2: Literature Review

The COVID-19 pandemic has had a significant impact on the world of work, leading to various challenges related to career changes and transitions. These unforeseen changes have affected many individuals' career development and vocational behaviour, resulting in career shocks such as unemployment, underemployment, and shifts in job and career paths (Blustein et al., 2020). On the other hand, it is noteworthy that there have been advantageous transformations as well. For instance, among young adults, leisure occupations have arisen leading to a positive impact on their health and well-being (Wegner, 2022). Career construction theory is widely recognised for its ability to explain how people navigate their careers by making meaningful choices within the context of their lives (Blustein et al., 2020). According to Savickas (2011), in situations where individuals face recurring transitions due to external factors like the pandemic, they cannot solely rely on maintaining employment stability but must actively manage their employability through adaptability, intentionality, lifelong learning, and autobiographical reasoning.

This research study applies the career construction theory as its theoretical framework to examine the relationship between occupational identity, career adaptability and psychological well-being at work for individuals who experienced career change during the COVID-19 pandemic. Given the difficult circumstances caused by the pandemic, many people have had to reconsider and reevaluate their career trajectories and make resilient choices that may have contributed positively or negatively to their overall well-being. This study aims to analyse how these changes influence an individual's psychological well-being at work after experiencing career change in uncertain times. To achieve this goal, a review is conducted which defines and discusses key variables while also considering prior research findings. Additionally, this exploration examines how these constructs apply to this study’s objective.

2.1 Career Construction Theory

The field of career development has extensively studied and applied Career Construction Theory (CCT), which was introduced by Mark L. Savickas in the 1990s. CCT is a dynamic approach that highlights individuals' active role in shaping their own careers (Hartung & Taber, 2008; Nota & Rossier, 2015). It builds upon Super’s developmental approach, offering an expansion and update (Hirschi & Valero, 2015; Maggiori et al., 2013). Career construction refers to the process through which individuals construct a narrative or story about their career

journey by interpreting and reinterpreting their experiences (Coetzee & Harry, 2014). It addresses how individuals build their careers through both social and personal construction since "the theory takes a contextual and cultural perspective on social adaptation and niche-making" (Savickas & Porfeli, 2012, p. 661). Narrative construction is particularly emphasised within CCT, as it emphasises how individuals make sense of their experiences related to work and create meaningful life stories around them (Leung, 2022; McIlveen & Patton, 2007). The importance of this narrative-building aspect has been highlighted across various studies conducted on this theory over time.

This theory views human development as being essentially driven by adaption to one's social environment, thus a goal to achieve person-environment integration (Tokar et al., 2020). In this sense, the contextualised perspective of career construction theory considers successful career development as an outcome of consistent adaptation to the external environment. (Savickas, 2013 as cited in Nakra & Kashyap, 2023). It encompasses a range of skills and competencies that enable individuals to take charge of their careers and respond effectively to changing circumstances. The view of the self in the context of career construction theory is one of an active agent and possession of self-regulation for the purpose of adaptation and can be achieved through willingness (adaptivity) and ability (adaptability) to perform behaviours that address changing conditions (adapting) (Savickas & Porfeli, 2012; Šverko & Babarović, 2019).

Adaptivity refers to an individual's capacity to adjust and thrive in the face of changing circumstances, such as shifts in the job market (Savickas, 1997). It is crucial for successful career development because it enables individuals to navigate challenges and take advantage of new opportunities (Savickas, 1997). Adaptability pertains to the psychosocial resources that people utilise when dealing with unpredictable environments and tackling vocational tasks like transitioning between occupations or coping with work-related traumas (Savickas, 1997, 2005, 2013). These resources become particularly vital during crises like the COVID-19 pandemic when individuals must manoeuvre through shifting work conditions and uncertain career prospects. Adapting involves making necessary changes or modifications in response to evolving circumstances which encompasses adjustments towards future professional goals while embracing fresh learning opportunities for personal growth (Savickas, 2005). On a broader scale, adaptation signifies successfully constructing a purposeful and gratifying lifelong career by intentionally aligning one's choices with values and objectives (Savickas, 2013).

Through these components, we come to grasp the notion that career construction is a continuous journey shaped by internal and external factors, influenced by an individual's life path. People make career decisions based on their experiences, interests, skills, and values while reflecting on themselves (Savickas, 2002). Career adaptability plays a vital role as it involves the resources individuals utilise to navigate unpredictable environments and consists of four dimensions: concern, control, curiosity, and confidence (Savickas, 2002, 2005, 2013; Savickas et al., 2009; Savickas & Porfeli, 2011, 2012). These dimensions serve as tools for coping with vocational development tasks and work-related challenges (Savickas, 2005). Though career construction theory follows a constructivist perspective in its foundation; Savickas' concept of career adaptability has been quantitatively measured in studies conducted solely using quantitative techniques. The operationalisation of this concept has been demonstrated through research from various researchers (Chan & Mai, 2015; Guan et al., 2013; Nakra & Kashyap, 2023; Zacher, 2014). Numerous empirical developments have focused on the career construction theory, which incorporates both quantitative and non-experimental studies (Rudolph et al., 2019). With three perspectives: differential (i.e. vocational personality types), developmental (i.e. how individuals cope with career transitions), and dynamic (i.e. the meaning of work in people's lives) - the career construction model offers a comprehensive understanding of vocational behaviour (Savickas, 2005). Furthermore, its versatility has been showcased in applications such as examining women's career transitions or assessing research scientists' careers; highlighting how this model transcends traditional dichotomies while addressing crucial issues related to power and ideologies (Cohen et al., 2004).

2.1.1 Career Adaptability

Career adaptability, a key aspect of Career Construction Theory (Savickas, 2005, 2013), has become particularly relevant during the COVID-19 pandemic as it may have led some people to unexpectedly alter their career paths and disrupt their original career plans. These unexpected changes may have affected individuals' preparedness and available resources for adapting to new careers. To effectively navigate through these changes, career adaptability entails embracing new experiences, maintaining a positive mindset, and seeking support and resources when necessary (Hirschi & Herrmann, 2012). As Johnston (2018) explains, career adaptability is a psychosocial concept that encompasses both readiness and resources required for successfully addressing job-related tasks such as occupational transitions or unforeseen

challenges. Career adaptability has four dimensions - career 1.) concern, 2.) control over one's trajectory, 3.) curiosity towards exploring income possibilities and 4.) confidence which are useful in planning out objectives while navigating professional decisions (Savickas, 2005). Guided by the insecurity and job losses caused by COVID-19, it becomes vital to understand how career adaptability can influence individuals' psychological well-being at work, particularly among those who have experienced career changes during the COVID-19 pandemic. Career adaptability allows one to make sense of one's past experiences, present circumstances, and future possibilities.

Numerous studies have investigated the role of career adaptability in various settings, examining its impact on predicting outcomes related to careers and work. Specifically, researchers have explored how career adaptability correlates with factors such as job satisfaction (Chan & Mai, 2015; Coetzee & Stoltz, 2015; Fiori et al., 2015), work engagement (Rossier et al., 2012), proactive personality traits, career optimism (Tolentino et al., 2014), subjective career success (Zacher, 2014), teamwork employability skills (de Guzman & Choi, 2013), and job search strategies (Koen et al., 2010). More specifically and relevant to the South African context, Bocciardi's (2017) study conducted in South Africa revealed that a person's work self-efficacy, search for work self-efficacy, and level of education are significant predictors of career adaptability. The results suggest that individuals possessing greater levels of these resources tend to exhibit higher flexibility in their careers.

In Johnston's (2018) systematic review of career adaptability, four main themes were identified: conceptualisation and measurement, antecedents and correlates, outcomes, and interventions. The review revealed that career adaptability is positively associated with aspects of life such as career success, job satisfaction, and overall well-being. Maggiori et al. (2013) discovered a positive relationship between career adaptability, life satisfaction, and professional well-being. They found that these relationships are partially mediated by self-efficacy involved in career decision-making. Akkermans et al. (2018) found similar findings showing how both career adaptability and career competencies relate positively to academic performance in a study of undergraduate students from nine Lithuanian colleges. This implies career adaptability affects various areas within someone's life. Moreover, it emphasises the importance of investigating its consequences more thoroughly.

Additionally, career adaptability becomes more significant when we take into account its career

construction theoretical framework. According to this perspective, changes in our careers are unavoidable, whether we expect them or they come unexpectedly (Savickas, 2013) which highlights the importance of career adaptability during the COVID-19 pandemic. In light of recent events such as job losses due to COVID-19 and the potential impact on people's careers, understanding career adaptability can be particularly helpful. Career construction theory takes into consideration both contextual and cultural perspectives. Considering these elements, it provides a valuable framework for studying careers and adapting to changing circumstances (Savickas & Porfeli, 2012).

The COVID-19 restrictions in South Africa led to changes in the work environment, but they also exacerbated existing inequalities in aspects such as access to digital resources and the internet (Matli, 2020). These resources were crucial during the pandemic for networking, job searching, and staying connected. This further highlights how important resources are when it comes to making a career change. Research by Baruch and Rousseau (2018) and Biemann et al. (2012, as cited in Rudolph et al., 2019), shows that the nature of careers is evolving, and employees may feel fragmented or uncertain due to shifts in the job market and workforce dynamics resulting from cultural diversity - all of which have been amplified by COVID-19. It brought about a large move into new ways of working such as working from home and a lot of functions were moved online and online interviews took dominance which may have affected job seeking for those who experienced job loss during the pandemic. To address these difficulties, career construction theory offers a framework that allows individuals to create their career paths based on their personal experiences, morals, and aspirations. They can build meaningful identities within their careers, even through changing scenarios and situations about their careers.

2.2 Occupational Identity

Extensive research has been conducted on the concept of occupational identity, which is a crucial component of career development. Occupational identity refers to how individuals perceive themselves in relation to their work and the typical characteristics associated with that particular line of work (Mael & Ashforth, 1992). Hansson (2021) states that one's sense of self, productivity, and choices contribute to the formation of their identity while social and cultural factors exert an additional influence. It should be noted that while occupation and profession are often used interchangeably in organisational behaviour literature, they actually represent

distinct ideas when it comes to shaping our identities based on our chosen lines of work (Lee et al., 2000; Meyer et al., 1993). An occupation can be defined as a specific type or category of employment that an individual undertakes for livelihood at any given point in time (Lee et al., 2000; Meyer et al., 1993). Such occupations require unique skills, knowledge, and tasks that set them apart from other types of employment opportunities but also have transferable aspects across different settings (Lee et al., 2000; Meyer et al., 1993). On the other hand, a profession can be seen as a subgroup within occupations where individuals have a high level of expertise, a belief in the regulation of the professions by its members, and a belief in the importance of the professions' service to society (Van Maanen & Barley, 1984 as cited in Hassan, 2012).

The concept of occupational identity has expanded to include the role of resources as well. Kielhofner (2002) introduced the term occupational identity, which refers to a person's understanding of who they are and their aspirations as an occupationally active individual. This is shaped by their past experiences in various occupations and how they make choices, develop habits, and engage in activities using their physical body. As such, this research study takes Kielhofner's definition of occupational identity which is in line with Career Construction Theory that understands individuals as active participants in their careers. Kielhofner's model of human occupation emphasises the interrelationship between occupational identity and occupational competence, which influences the success of occupational adaptation (Goldstein et al., 2004; Kielhofner, 2002, 2008, 2009). The level at which someone can sustain consistent involvement in activities aligning with their identified self determines this competency. In turn, achieving successful adaptation within an occupation requires both constructing a positive image related to that specific work sphere as well as continuously improving upon competencies over time while navigating environmental factors (Kielhofner2002).

The conceptualization of occupational identity was expanded upon by Unruh et al., (2002) who proposed that it encompasses the physical, affective, cognitive, and spiritual aspects of human nature when interacting with various environmental dimensions such as institutions, society, culture and politics. Unruh (2004) further discussed how occupations often define people's identities in social settings where the question "What do you do?" commonly initiates conversations. She emphasised the distinction between public identities linked to work and productive occupations which are socially valued versus private identities associated with solitary activities like creativity or leisure pursuits that hold personal significance. Overall,

occupational identity is shaped by both individual qualities and external factors influencing one's perceptions, emotions, and behaviours towards their occupation. The contributions made by Kielhofner and Unruh have solidified the crucial role of occupation in forming a person's overall sense of self.

Research shows that individuals who strongly identify with their occupation tend to experience higher levels of psychological well-being, lower work-related stress, and demonstrate a greater inclination towards career exploration and development (Gushue et al., 2006). This is evident in scholars who have examined the concept of occupational identity across different contexts, such as post-merger integration efforts (Kroon & Noorderhaven, 2018), job satisfaction among lawyers in Hong Kong (Loi et al., 2004), as well as contextual variation in organisational, workgroup, and career foci of identification (Millward & Haslam, 2013). Galvaan (2015) further contributes to this discourse by discussing the contextually situated nature of occupational choice where he focuses on marginalised young adolescents' experiences in South Africa. He argues that the choice of occupation is a transactional process influenced by social norms that it are moulded by an individual's social surroundings and collective past experiences. Galvaan's contextual exploration of occupational choice, when considered in conjunction with Career Construction Theory emphasises context in career-related decision-making.

Occupational identity is important in the field of career development, denoting how closely individuals identify with their chosen profession. There exists a vast body of literature exploring this construct and its profound impact on various outcomes related to one's career. Research consistently shows that occupational identity correlates positively with job satisfaction, organisational commitment and work engagement (Canrinus et al., 2012); Hirschi, 2012). Moreover, having a strong occupational identity contributes significantly to well-being by reducing stress levels (Hao et al., 2020). Thus, understanding both career adaptability and occupational identity is important for career counsellors and organisations alike. By comprehending these concepts, they can develop interventions and strategies aimed at helping individuals cultivate higher levels of adaptability while building a stronger professional sense of self. A study conducted by Gushue et al. (2006) offers evidence demonstrating that those lacking an evident occupational identity may struggle during transitions between careers as uncertain feelings in decision-making arise. Therefore, the exploration into occupational identity becomes relevant not only when attempting to comprehend individual journeys

through varied careers but also in predicting successful navigation across such contexts or making informed vocational choices. It further guides measures which facilitate strengthening ongoing self-identification within professions even amidst transformations brought forth via changing employment paths.

2.3 Psychological Well-being at Work

Psychological well-being (PWB) is a widely studied topic in organisational psychology, but according to Dagenais-Desmarais and Savoie (2012), it faces two main challenges. Firstly, there is no consensus or clarity regarding the definition of psychological well-being and ongoing debate on which approach - hedonic, eudaimonic, or integrative - is superior. Secondly, researchers tend to focus on context-free measures rather than contextualized non-cognitive measures that have proven validity. To address the second challenge, psychological well-being at work (PWBW) concentrates specifically on one's mental health within their professional environment. It encompasses positive emotions, a sense of purpose and meaning in life as related to work responsibilities, and personal growth and development opportunities linked to one's job role. Various definitions of psychological well-being exist: Keyes (2005), outlines overall satisfaction with life including positive feelings along with having control over one’s existence; Ryff (1989) describes optimal functioning across emotional, psychological, and social dimensions. Research utilizing Ryffs framework has contributed much insight into mental health assessments across various facets (Ryff, 1989, 2018; Ryff et al., 2003; Ryff & Keyes, 1995; Ryff & Singer, 1998). However, a focused conceptual framework dedicated solely towards emphasizing workplace-related aspects of psychological well-being remains limited (Dagenais-Desmarais & Savoie, 2012).

Progress has been made by recent research in the field of organisational psychology regarding defining and measuring psychological well-being. Martela's and Sheldon's (2019) work provides further clarification on this concept, emphasizing that satisfying psychological needs is a crucial element linking eudaimonic and subjective well-being. Even so, this study adopts Dagenais-Desmarais and Savoie's (2012) definition of psychological well-being at work which defines it as a multidimensional construct comprising five interconnected dimensions: Interpersonal Fit at Work, Thriving at Work, Feeling of Competency at Work, Desire for Involvement in Work, and Perceived Recognition at work. This model provides a more contextualized and comprehensive understanding of PWB because work represents a unique

domain within an individual's life experiences, it demands specific attention conceptually. Empirical evidence supports the need for a PWBW-specific conceptualization, as work frame-of-reference measures grant incremental validity over context-free measures when predicting important organisational outputs (Gilbert et al., 2011 as cited in Dagenais-Desmarais & Savoie, 2012; Diener et al., 2003). Therefore, developing a specific psychological well-being at work conceptual framework and a reliable measure becomes crucial for understanding this occupational phenomenon fully.

Several empirical findings from research on psychological well-being have been discovered. These include the positive correlation between job satisfaction and psychological well-being as demonstrated by Chung-Yan, (2010), Wright and Bonett, (2007), and Wright and Cropanzano, (2000). Hakanen et al. (2018) also found a relationship between psychological well-being and job crafting over time. Additionally, Maggiori et al. (2013) explored how career adaptability and work conditions influence general and professional well-being, while Frone et al., (1997)) highlighted the negative impact of work-family conflict on psychological well-being. More specifically and relevant to the South African context, Geldenhuys and Henn's (2017) research, demographic factors of South African working women like age, race, marital status and level of education have a significant impact on overall well-being.

Hartung and Taber (2008), state that the purpose of career construction theory is to guide individuals in finding work that fulfils them personally and contributes positively to society, thus improving their overall well-being. Therefore, considering psychological well-being at work in research on career adaptability after a career change is highly relevant and can enhance the understanding of how career change impacts individuals' work-related psychological well-being. This understanding can then encourage people to engage in behaviours that promote positive outcomes during the adaptation process. These outcomes include both general and professional well-being (Konstam et al., 2015; Maggiori et al., 2013), life satisfaction (Hirschi, 2009; Urbanaviciute et al., 2019) as well as avoiding negative outcomes. By incorporating psychological well-being at work measures, the study can assess the extent to which the career change affects the participants' psychological health as it pertains to their work, including their positive feelings, sense of purpose and meaning in work, sense of control over work, and personal growth and development in their new occupation.

Hypotheses

H1 -There is a significant relationship between career adaptability and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

H2 -There is a significant relationship between career adaptability and occupational identity in South African employees who experienced career change during the COVID-19 pandemic.

H3 -There is a significant relationship between occupational identity and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

H4 -Career adaptability and occupational identity predict psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

H5 -Age, race, gender, and reason for career change predict psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

CHAPTER 3: Methodology

The methodology section of this research study outlines the approach and techniques that were used to gather, analyse and interpret data in order to answer the research questions. It provides a detailed explanation of the research design, sampling strategy, instruments used, procedure, ethical considerations, and data analysis. The section is crucial in ensuring the rigour and validity of the research study and in providing a transparent and replicable approach for other researchers.

a) **Research design:** This research study followed a quantitative, correlational, non-experimental, cross-sectional research design where numerical and linguistic abstractions of phenomena reflected real phenomena. The study aimed to examine the relationship between variables and, therefore, was correlational. As a non-experimental quantitative design, there was no random assignment or any experimental and control group. This research design permitted structured data (close-ended questionnaires) which were used, statistical analysis, and objective conclusions. The correlational research sought to identify relationships that existed among variables and described them in relation to their direction (positive or negative) and their strength without introducing an intervention to change an outcome variable (Cook & Cook, 2008). The research design was chosen to analyse and assess the impact of career changes during the COVID-19 pandemic on South African employees' psychological well-being at work through the lens of the career construction theory. The design allowed for data to be quantified, and predictions and conclusions were drawn from analysis performed in response to the research hypothesis.

b) **Sample and sampling:** Purposive sampling was used, specifically criterion-based sampling, where participants were selected based on specific criteria established from the research question. The criteria included employees who experienced a career change during the COVID-19 pandemic, were currently employed, and had started working in their current occupation between the years 2020 and 2022. All three types of career changes 1) task change, 2) position change, and 3) occupation change were included. Participants were selected based on their employment history and their experiences of transitioning to new roles, jobs, or industries during the pandemic's impact on the labour market.

To recruit participants, various methods were employed specifically social media/online job portals including Facebook, WhatsApp, and LinkedIn. A post was made on these platforms containing a research flyer calling for participants that detailed the purpose of the study and contained a link to the questionnaire. Various South African-based recruitment agencies and ride-hailing companies were approached by email but unfortunately, none of them gave permission or access to their clients/employees. Snowball sampling was also employed as employees who were retrenched are likely to know other people who were retrenched and may have gotten employment during the pandemic period of 2020-2022. As a result, the strategy yielded 77 participants. However, nine participants were excluded as they did not meet the inclusion criteria. Consequently, the final sample consisted of 62 participants. Overall, this sampling strategy was appropriate for this research study, as it allowed for a small but adequate sample size to be collected within a short period and was cost-effective.

c) **Procedure:** Upon completion of the research proposal, the study began with obtaining ethical clearance from the University of the Witwatersrand before recruitment and data collection. The participants were selected using a purposive sampling method from a population of interest, it being South African employees who have experienced career change during the COVID-19 pandemic. Conditional ethics clearance was received on the condition that I return a permission letter from a company that was willing to give access to its employees. Upon receiving conditional ethics clearance for the study, permission letters were emailed to various recruitment agencies and ride-hailing companies. With a lack of response and no permit from any company, the procedure was revised to only be dependent on social media/online job portals and networking attempts. With the revised method of getting participants unconditional ethics clearance was received. A post was made on Facebook, WhatsApp, and LinkedIn that stated the purpose of the study, invited participants, and contained a link to the questionnaire. With the lack of participants, the research was opened a bit more to include South African employees who experienced career change during the pandemic when it was previously limited to South African employees who experienced career change as a result of the pandemic. Microsoft Forms was the platform used to create the questionnaire and take responses to which the participants were recorded as anonymous by the platform, and I had no access to

the personal information such as the email address they used to fill in the form. Instructions were given through an information sheet on the purpose of the study and how to respond to the questionnaire.

The landing page contained an information sheet that stated the purpose of the study and what participation in the study entails before the beginning of the questionnaire. Two questions under biographical questions asked for consent and confirmation on whether they understood the purpose of the study as described in the information sheet. The entirety of the form on average took around five to ten minutes to complete. This prevented participants from potentially getting bored with the questionnaire. As such, data was collected through the structured online questionnaire using validated scales to measure career adaptability, psychological well-being at work, and occupational identity. The survey also included biographical questions such as age, gender, educational level, and remuneration now compared to previous task, position, or occupation. Upon return of the questionnaires, using the exclusion criteria in accordance with the study I cleaned the data and excluded participants accordingly. Thereafter, went on to perform analysis to draw out trends that respond to the research questions of the study.

d) **Instruments:** Biographical information was taken through close-ended questions so as to apply the aforementioned exclusion criteria when analysing the data. The biographical information to be collected included age, sex, education level, job level and whether the change had anything to do with COVID-19 (see Appendix D). To measure career adaptability the Career Adapt-Abilities Scale (CAAS) by Savickas and Porfeli, (2012) was used. The professional identification scale developed by Loi et al. (2004) from Mael & Ashforth's (1992) organisational identification scale was adapted to measure occupational identity. Finally, to measure psychological well-being at work the Index of Psychological Well-Being at Work (IPWBW) (Dagenais-Desmarais & Savoie, 2012) was used.

The Career Adapt-Abilities Scale (CAAS): The scale was constructed from a collaboration between 13 countries, including South Africa thus, has been shown to have high reliability and validity across different cultures and languages (Savickas and

Porfeli, 2012). It comprised four dimensions: concern, control, curiosity, and confidence. The CAAS consisted of 24 items, with six items per dimension and it uses a Likert-type scale with responses ranging from 1 (not strong) to 5 (strongest).

The Occupational Identity Scale: The modified five-item scale used by Lui et al. (2001) was adapted and employed to measure occupational identity. The scale was adapted to meet the study by replacing the word profession with occupation and using past and present tense words to fit the occupation we wanted the participants to be thinking of when responding. The scale was found to have a coefficient alpha of 0.77. It consisted of 5 items, and it was a Likert-type scale with responses ranging from 1 (strongly disagree) to 6 (strongly agree).

The Index of Psychological Well-Being at Work (IPWBW): In order to represent all the types of psychological well-being at work, the experimental version of the Index of Psychological Well-Being at Work was created (Crocker and Algina 1986, as cited in Dagenais-Desmarais & Savoie, 2012). The final items were then reviewed by a subject-matter expert committee made up of workers and researchers in psychological health at work to ensure their accuracy, pertinence, clarity, spelling, bias sensitivity, technical adequacy, and readability (Dagenais-Desmarais & Savoie, 2012). The scale was a 25-item scale measuring interpersonal fit, feeling of competency, perceived recognition, desire for involvement, and thriving at work. It was also a Likert-type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

e) Ethical considerations: Ethics were carefully considered and addressed. Before any proceedings of the study such as data collection, analysis, and reporting, an application for ethical clearance was submitted to the ethics committee of the University of the Witwatersrand. The measures that were taken to establish ethical research practices included (1) Informed Consent: Participants were fully informed about the nature of the study, including the purpose, risks, and benefits and were made aware that the option to decline participation or withdraw at any time without penalty was readily available to them. These were stated in the information sheet and contact details were also included that way they were able to ask questions should they have any concerns. (2) Confidentiality and Anonymity: Participants' personal information was kept confidential and was assured of anonymity in all reports. No personal information that

could identify participants was used. Microsoft does give out this information to the owner of the survey. (3) Minimizing Harm: Steps were taken to minimize any potential harm to participants or discomfort by ensuring that the survey questions were not intrusive or distressing. (4) Fairness and Equity: All participants were treated fairly and equitably. While there was an exclusion criterion in accordance with the research question, no participants were excluded based on race, gender, or religion. (5) Debriefing: The participants were given the option to access the results of the study upon request so they may know what became of their participation and confirm that confidentiality and anonymity were kept should they wish so.

f) Data Analysis: After cleaning the data and scoring the dataset accordingly to ensure participants met the criteria of having changed careers during the COVID-19 pandemic and are currently employed, the data was analysed using the IBM SPSS v28 software. The interrelatedness of career adaptability (CA), occupational identity (OI), and psychological well-being at work (PWBW) was explored through correlation analysis, thereby providing valuable insights into their relationships. To investigate the relationship between the variables, this study used descriptive as well as inferential statistical techniques for data analysis.

The study variables were subjected to descriptive statistics which involved calculation of means, standard deviations as well as skewness and kurtosis. These measures effectively captured the central tendency, variability along with distributional characteristics for a comprehensive overview. To evaluate the strength and significance of the relationships, inferential statistics like Pearson correlation coefficients were run.

In addition, regression analysis was conducted to explore whether psychological well-being at work can be predicted by career adaptability and occupational identity. To gain a more nuanced insight an additional multiple regression analysis was also performed on sub-scales to see whether the individual components of the independent variables predict psychological well-being at work factors. This was done between concern, control, curiosity, and confidence (which are the components of career adaptability) and thriving, feeling of Competency, perceived recognition, and desire for involvement at work (which are the factors of psychological well-being at work). As well as between

occupational identity (which does not have subscales) and psychological well-being at work factors.

The multiple regression analysis was done for some of the biographical information such as age, gender, race, and reason for career change to get more nuanced findings that may provide or give insight into the cultural context. To perform this analysis the data was properly coded and formatted to make it readable by SPSS. From the analysis, the regression coefficients were used to observe how each independent variable contributes to predicting psychological well-being at work. The summary of the models, ANOVA findings, and coefficients were then all examined to gain insight into the influence of the independent variables on the dependent variable.

The study's objective of investigating the relationships between career adaptability (CA), occupational identity (OI), and psychological well-being at work (PWBW) is reflected in the selected statistical methods. An appropriate statistical hypothesis testing at a 0.05 level of significance was set for each test and R^2 was used to assess the effect size of the associations.

CHAPTER 4: Results

4.1 Introduction

This chapter presents the findings of the data analysis and addresses hypotheses made in this research study. Descriptive statistics are presented first, followed by reliability results. Thereafter, inferential statistics are presented for hypotheses testing follow.

4.2 Descriptive Statistics

To obtain a thorough understanding of the main variable's distributions namely, career adaptability, occupational identity, and psychological well-being at Work among 62 individuals, descriptive statistics were run on SPSS. Each variable's mean, range, standard deviation, skewness, and kurtosis were closely examined.

Table 1: Descriptive Statistics for career adaptability, occupational identity, and psychological well-being at work (N=62).

	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Career Adaptability	46	120	85.27	20.08	.20	.30	-1.03	.6
Occupational Identity	6	25	16.74	4.44	-.17	.30	-.30	.6
psychological well-being at Work	54	125	95.60	18.80	-.29	.30	-.79	.6

The participants showed a moderate level of career adaptability with a mean score of 85.27 (SD = 20.08). The responses ranged from 46 to 120, indicating variability among the participants' adaptability levels. The skewness coefficient of .20 is within an acceptable range, indicating normal distribution.

The score for occupational identity had a mean 16.74 with a standard deviation of 4.44, indicating a moderate level in terms of occupational identity among the participants. There was variation from 6 to 25, suggesting distinct perspectives on how individuals viewed their own occupational identities within this range. The skewness coefficient of -.17 is within an acceptable range, indicating normal distribution.

The psychological well-being at Work survey yielded an average rating of 95.60 (SD = 18.80), indicating a moderate level of well-being among participants. Response patterns varied considerably, with scores ranging from 54 to 125. The skewness coefficient of -.29 is within an acceptable range, indicating normal distribution.

These descriptive statistics provide a detailed understanding of the central tendency, variability, and distributional characteristics of the study variables, laying the groundwork for the inferential analyses to follow.

4.3 Reliabilities

The study assessed the internal consistency of its measurement scales through reliability analyses. Cronbach's Alpha was used to indicate how effectively items within each scale measured the constructs of this study consistently. Moreover, information regarding the number of items in every scale is included for reference.

Table 2: Reliability Statistics for career adaptability, occupational identity, and psychological well-being at work scales.

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Career Adaptability	.97	.97	24
Occupational Identity	.82	.82	5

psychological well-being at Work	.96	.96	25

The level of internal consistency displayed by the career adaptability Scale is high, with a Cronbach's Alpha value of 0.97 indicating that all 24 items in the scale reliably measure numerous facets associated with career adaptability. The internal consistency of the occupational identity Scale was strong, as evidenced by a Cronbach's Alpha score of 0.82. This indicates that the five items assessing occupational identity accurately measure their construct consistently. Finally, the scale measuring psychological well-being at Work is highly reliable, with a Cronbach's Alpha of 0.96 demonstrating exceptional internal consistency. This indicates that the 25 items evaluated by the scale are consistently assessing psychological well-being in the workplace.

Overall, the three scales comprising career adaptability, occupational identity and psychological well-being at Work display strong levels of internal consistency which confirms their reliability in in capturing the intended constructs. However, an excellent level of internal consistency tells us that the items are too correlated which means the questions may be asking the same question.

4.4 Hypothesis Testing

A correlation analysis was conducted to explore the relationships among career adaptability, occupational identity, and psychological well-being at Work. The findings are presented below:

Table 3: Correlations for career adaptability, occupational identity, and psychological well-being at work.

		Career Adaptability	Occupational Identity	Psychological Well-being at Work
Career Adaptability	Pearson Correlation	1	.49**	.54**
	Sig. (2-tailed)		<.001	<.001
Occupational Identity	Pearson Correlation		1	.63**
	Sig. (2-tailed)			<.001

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

The first hypothesis stated that there is a significant relationship between career adaptability and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

The findings indicate a strong and positive relationship between career adaptability and psychological well-being at Work with correlation coefficient being $r = 0.54$ and $p < .001$. This suggests that elevated levels of career adaptability are linked to increased levels of psychological well-being in the workplace. At 0.05 level of significance p is less than α (i.e. $p < \alpha$) therefore we reject the null hypothesis meaning there is sufficient evidence to indicate a relationship between career adaptability and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

The second hypothesis stated that there is a significant relationship between career adaptability and occupational identity in South African employees who experienced career change during the COVID-19 pandemic.

A moderate and positive relationship was found between career adaptability and occupational identity that is statistically significant ($r = 0.49$, $p < .001$). Therefore, those with stronger career adaptability tend to display a heightened occupational identity. As such, we reject the

null hypothesis meaning there is sufficient evidence to indicate a relationship between career adaptability and occupational identity in South African employees who experienced career change during the COVID-19 pandemic.

The third hypothesis stated that there is a significant relationship between occupational identity and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.
The study also reveals a notable statistical significance with $r = 0.63$ and $p < .001$ in the correlation between occupational identity and psychological well-being at work which indicates a strong positive relationship. Therefore, we reject the null hypothesis meaning there is sufficient evidence to indicate a relationship between career adaptability and occupational identity in South African employees who experienced career change during the COVID-19 pandemic. This means that those with higher occupational identity are likely to have higher psychological well-being at work as well.

The results of this study emphasise how career adaptability, occupational identity, and psychological well-being are linked. The correlation analysis indicates that South African employees who experienced career change during COVID-19 with greater career adaptability, as well as a strong occupational identity, tend to have increased levels of psychological well-being in the workplace.

A multiple regression analysis was conducted. The results are presented below:

Table 4: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.68[a]	.46	.44	14.05

a. Predictors: (Constant), Occupational Identity, Career Adaptability

b. Dependent Variable: Psychological Well-being at Work

Table 5: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9916.33	2	4958.16	25.11	<.001[b]
	Residual	11646.59	59	197.40		
	Total	21562.92	61			

a. Dependent Variable: Psychological Well-being at Work

b. Predictors: (Constant), Occupational Identity, Career Adaptability

Table 6: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.66	8.59		4.39	<.001
	Career Adaptability	.28	.10	.30	2.75	.01
	Occupational Identity	2.02	.46	.48	4.35	<.001

a. Dependent Variable: Psychological Well-being at Work

The fourth hypothesis stated that career adaptability and occupational identity predict psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

The above regression model responds to H4 and shows that career adaptability and occupational identity together account for 46% of the variance in psychological well-being at Work as indicated by an R Square value of 0.46. The correlation between these variables is also significant with $R = 0.68$ and $p < .001$. Therefore, we reject the null hypothesis meaning there is sufficient evidence that career adaptability and occupational identity predict psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic. Moreover, according to the results of ANOVA, the regression model had statistical significance ($F(2, 59) = 25.117$; $p < .001$), indicating that at least one predictor significantly impacted psychological well-being at work's variance. career adaptability demonstrates a significant positive relationship with an unstandardized

coefficient of 0.28 and p-value of 0.008, as well as a standardized coefficient (Beta) value of 0.30. For occupational identity, the positive unstandardized coefficient (B = 2.02, p < .001) and standardized coefficient (Beta = 0.48) both show that occupational identity is associated with psychological well-being at Work.

Overall, both career adaptability and occupational identity greatly and positively influenced psychological well-being at work. However, because occupational identity shows a higher t-value of 4.35 than career adaptability (t = 2.75) it is a stronger predictor of psychological well-being at work in this model.

The impact of demographic factors on psychological well-being at work was investigated to gain contextual insight through a between-subjects effect test, and the findings are outlined as follows:

Table 7: Tests of Between-Subjects Effects for Age, Race, Gender, and Reason for Career Change on Psychological Well-being at Work.

Dependent Variable: Psychological Well-being at Work

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11819.38[a]	25	472.78	1.75	.06*
Intercept	143717.05	1	143717.05	531.00	<.001
Age	2407.49	5	481.5	1.78	.14
Gender	401.69	1	401.69	1.48	.23
Race	1443.70	4	360.93	1.33	.28
Reason for Career Change	1420.44	1	1420.44	5.25	.02
Age * Gender	33.4	2	16.7	.06	.94
Age * Race	1094.81	2	547.41	2.02	.15
Age * Reason for Career Change	215.44	2	107.72	.4	.68
Gender * Race	287.11	1	287.11	1.06	.31
Gender * Reason for Career Change	719.45	1	719.45	2.66	.11

Race * Reason for Career Change	768.93	2	384.46	1.42	.26
Age * Gender * Race	.00	0	.	.	.
Age * Gender * Reason for Career Change	947.41	1	947.41	3.50	.07
Error	9743.54	36	270.65		
Total	588165.00	62			
Corrected Total	21562.92	61			

a. R Squared = .548 (Adjusted R Squared = .234)

The fifth hypothesis stated that age, race, gender, and reason for career change predict psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic.

The R-squared value of 0.55 indicates that the model accounts for a substantial proportion of the variance in the dependent variable, psychological well-being at Work. However, the adjusted R-squared value of 0.23 indicates that some of the predictors in the model may not contribute significantly to explaining the variance in psychological well-being at Work. The intercept revealed a significant overall mean for psychological well-being at work ($F = 531.00$, $p < 0.001$). The only main effect that showed a statistically significant result ($F = 5.25$, $p = 0.03$) was the factor "Did you switch jobs because of COVID-19", indicating a notable impact on psychological well-being at work. With regards to the interaction effects, there are no significant interaction effects observed. Therefore, we do not reject the null hypothesis for interaction effects meaning that age, race, gender, and reason for career change do not all predict psychological well-being at work. Overall, the results show that the factor of changing jobs because of COVID-19 had a considerable influence on participants' psychological well-being at work.

CHAPTER 5: Discussion, Limitations, and Recommendations

The objective of the study was to examine the relationships between occupational identity, career adaptability, and psychological well-being in a work context specifically among South African employees who changed careers during the COVID-19 pandemic. Driven by an increasing curiosity about factors affecting employees' well-being at work and the impact of the COVID-19 pandemic on careers, this research undertook an investigation into understanding how occupational identity and career adaptability influence one's psychological well-being at work for South African employees. career adaptability, occupational identity, and Psychological Well-being scales demonstrated high internal consistency (Cronbach's Alpha: 0.97, 0.82, 0.96, respectively). The correlational analysis showed a strong positive relationship between career adaptability and psychological well-being at work and between occupational identity and psychological well-being at work. Whereas it showed a moderate positive relationship between career adaptability and occupational identity. In the regression analysis, both career adaptability and occupational identity emerged as strong predictors of psychological well-being at work among the participants. By conducting correlation and regression analyses, this study offered insights into the interconnections between career adaptability, occupational identity, and psychological well-being at work for employees in South Africa who went through career change amid the COVID-19 pandemic. It is important to clarify that this study focused on understanding these relationships rather than examining the direct impact of career changes during the pandemic on these variables. The results are discussed to evaluate the meaning of the results as it pertains to the aim of the research study.

Career Adaptability and Occupational Identity

Based on the correlation analysis, it was found that there is a moderate positive relationship between career adaptability and occupational identity. This means South African employees who encountered career changes during the pandemic tend to have a stronger occupational identity when they have higher levels of career adaptability. These results are partially consistent with that of Haibo et al., (2018) who found a positive relationship between career adaptability and career satisfaction, with the strength of this relationship being influenced by career identity. Moreover, the study also found that the relationship between career

adaptability and yearly income was significantly positive for employees with high levels of career identity. This aligns with the frequency statistics of the present study that reveal that 61% of the participants reported better remuneration after a career change. Due to career adaptability involving seeking support and resources (Hirschi & Herrmann, 2012) and the concept of occupational identity having been expanded to include the role of resources (Kielhofner, 2002), it makes logical sense for the two variables to be associated as found in the study. Furthermore, the results are in line with Coetzee's (2008) finding of significant differences in psychological career resources among the employed population of South Africa, taking into consideration factors such as age, education level, social status, ethnicity, and sex. The findings of a moderate positive relationship between career adaptability and occupational identity echo the findings of previous research with the association showing the critical role of resources and identity when navigating career changes.

Career Adaptability and Psychological Well-being at Work

The findings of this study provide evidence to support the hypothesis that there is a significant relationship between career adaptability and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic. The positive correlation between career adaptability and psychological well-being at work in South African employees who experienced career change during the COVID-19 pandemic can be explained by Career Construction Theory as it is driven by adaptation. Tokar et al. (2020) state that Career Construction theory conceptualises human development as being essentially driven by adaption to one's social environment, thus a goal to achieve person-environment integration. This means that the South African employees who were able to find or maintain employment amid the career shock that was COVID-19 are likely to have engaged in career adaptability activities which from the components of career adaptability include being concerned, confident, curious, and controlling the trajectory of your career. The present results are consistent with Johnston et al.'s (2013) work that deals with validating the German version of the Career Adapt-Abilities Scale to which the study revealed that individuals high on career adaptability experienced lower levels of work stress while exhibiting higher orientations towards happiness when mediated by control. The present research, therefore, contributes to a growing body of evidence suggesting that career adaptability contributes to cultivating workplace psychological well-being.

Occupational Identity and Psychological Well-being at Work

The results of the study reveal a positive relationship between occupational identity and psychological well-being at work. The results strongly imply that South African employees possessing a stronger occupational identity are likely to experience increased psychological well-being at work after a career change that happened during a career shock such as some career changes experienced during the COVID-19 pandemic. A possible explanation for these results can be that a stronger occupational identity provides a sense of purpose, direction, and meaning, which in turn can contribute to higher levels of well-being. This is evident in literature which highlights that a robust occupational identity is beneficial for psychological wellness, managing stress levels, and progressing in one's career (Gushue et al., 2006). The results can further be understood through the career construction theoretical lens, which emphasises the importance of one's personal narrative in constructing their career and identity. This construction is done through interpreting and reinterpreting their experiences (Coetzee & Harry, 2014), which, in the case of this study, is the experience of a career change during the COVID-19 pandemic. By understanding and developing a strong occupational identity, individuals are likely to create a meaningful and fulfilling career path that aligns with their values and goals.

Career Adaptability and Occupational Identity Impact on Psychological Well-being at Work

The results of the regression model support the hypothesis that career adaptability and occupational identity predict psychological well-being at work in South African employees who experienced a career change during the COVID-19 pandemic. This suggests that individuals who are able to adapt to career changes, particularly during a challenging period like the COVID-19 pandemic and maintain a strong sense of occupational identity are more likely to experience positive outcomes in terms of their psychological well-being. Interestingly, occupational identity came out as a stronger predictor of psychological well-being in the workplace than career adaptability within the context of South African employees who experienced career changes amid the COVID-19 pandemic. A possible explanation for this might be that for some people the career shock could have led to new interesting, and more aligned career ventures. It seems a possible explanation considering that 31% of the participants obtained a different qualification for them to acquire their current occupation. Research by Gushue et al. (2006), offers supporting evidence that individuals

who do not have a clear occupational identity may have trouble transitioning between careers due to uncertain decision-making feelings that arise. Correspondingly, decision-making also plays a considerable role in career adaptability where confidence is needed to plan career objectives while navigating professional decisions (Savickas, 2005). Thus, from the career construction theoretical framework, both occupational identity and career adaptability predict psychological well-being through navigating career paths and making career-related decisions in response to changing external factors.

Age, race, gender, and reason for career change impact on Psychological Well-being at Work

To gain contextual insight age, race, gender, and reason for career change were tested on whether they predict psychological well-being at work and the results revealed that 55% of the variance in psychological well-being at work can be explained by age, race, gender, and reason for career change. However, only the reason for career change showed up as having a significant influence on psychological well-being at work. This means that whether South African employees experienced career change due to the COVID-19 pandemic or coincidently during the COVID-19 pandemic played a significant role in their psychological well-being at work after the career change. This can be explained by the understanding of COVID-19 as an example of a career shock which is that it was "a disruptive and extraordinary event that is, at least to some degree, caused by factors outside the focal individual's control and that triggers a deliberate thought process concerning one's career" (Akkermans et al., 2018, p. 4). COVID-19 in this sense may have 'triggered deliberate thought processes concerning one's career' as witnessed which jobs were emerging as critical and which ones were being reevaluated. With regards to age, race, and gender research on South Africans, Ranchhod and Daniels (2020) research study shows that women, African/Blacks, youth, and less educated groups were disproportionately negatively affected by job losses during the pandemic. This study affirms the findings of disproportionate negative effects of job losses because the study is made up of South African employees who remained employed or acquired employment after a career change during the COVID-19 pandemic. Moreover, 71% of the participants had degrees which further affirms the role of resources in navigating career changes and maintaining employment when met with a career shock. Overall, the study underscores that the reason for career change during the COVID-19

pandemic significantly impacts the psychological well-being of South African employees at work, reflecting COVID-19 as a profound career shock for some and triggering deliberative career reassessment among individuals.

Limitations

There are various constraints to be acknowledged. The study's important limitation concerns the possible diverse reasons for career change during the pandemic. Although career changes during the pandemic is the context in which the relationship between career adaptability, occupational identity, and psychological well-being at work, it is crucial to acknowledge that the determination of these relationships may have resulted from numerous factors. The rationale behind switching jobs could be linked to pandemic-related financial consequences for some respondents or pre-existing career aspirations for others, among other factors. This complexity in motivation adds a layer of ambiguity to the interpretation of the results, making it challenging to attribute the observed associations solely to the pandemic's influence. Additionally, the research obtained a small sample size, which may restrict the overall applicability of the findings despite being enough for analysis purposes. While our sample size was adequate for conducting regression analyses, especially when considering the rule of thumb of a minimum of 10 participants per predictor variable (Riley et al., 2019), it is important to note that the study was limited by its small sample. This constraint not only limits the generalisability of our findings beyond this specific demographic but also underscores the need for caution when interpreting the results in broader contexts or different cultural settings. A larger and more diverse sample would provide a more comprehensive understanding of how these relationships manifest across various populations, industries, and geographical regions.

The cross-sectional framework is another limitation considered for this study because it limits the ability to establish causal relationships between variables. Even more, the cross-sectional design of the study cannot capture the temporal dynamics of the pandemic and associated job changes. Psychological well-being affected during the pandemic might change over time, and people's employment status could have altered in different stages of the pandemic. This is supported by literature on career shocks that gave insight into how over time the fallout from career shocks may differ remarkably depending on life and career stages (Akkermans et al., 2020). Hence, those who switched jobs at an earlier or later stage may experience varied

outcomes than others. Therefore, a static snapshot taken for research purposes cannot completely represent how dynamic changes relate to one's psychological well-being due to career shifts during these unprecedented times. Furthermore, reliance on self-reported measures may have introduced response biases, influencing the reliability of our findings. Although the findings offer valuable insights, it is important to acknowledge some limitations. Specifically, the modest sample size restricts generalisability and causal inferences (Tipton et al., 2017). Moreover, since this study solely focused on South African employees who experienced career change during the COVID-19 pandemic, its broader applicability to other settings may be limited.

Recommendations

To overcome the limitations, future research should use larger and more diverse samples while employing longitudinal designs to capture changes in career paths over time. A longitudinal study would have offered insight into how employment status changes during the pandemic related to individuals Psychological Well-Being at work over time. A longitudinal study can investigate shifts in psychological well-being at work before, throughout, and following career change in order to shed light on the developmental progression. A larger sample size, on the other hand, would offer greater generalizability in findings by encompassing various industries, occupations, and demographic backgrounds; offering an opportunity to explore related moderating variables. By conducting comparative studies across different social and cultural contexts, we can understand how these factors influence relationships between career-related variables and well-being. Finally, researchers could employ qualitative methodologies to overcome the constraints associated with individual motivations for career change. In-depth conversations or group interactions may enable individuals to express their personal accounts, thereby illuminating various factors that influence switching jobs and the aftermath on psychological well-being at work. Researching interventions aimed at enhancing adaptability or occupational identity would provide practical insights into building organisational policies for career development programs that benefit individuals during their work experiences. Although some drawbacks were noted within this study; it provides valuable insight on the relationship between career adaptability, occupational identity, and psychological well-being at work within a workplace environment. Thus, serving as an important foundation which beneficially contributes towards both future research prospects & useful applications throughout careers management industries alike.

On the whole, organisations need to be proactive in providing support during times of external upheavals, such as a global pandemic (Kuntz, 2021). Interventions have been suggested by Van Der Horst et al., (2021) and Van Der Horst & Klehe (2019) aimed at enhancing career adaptive responses for experienced employees and students, respectively. These interventions concentrate on self-awareness, exploration of career options, decision-making related to the chosen path as well as planning steps towards achieving goals. As such, training programs, mentorship models, and platforms for knowledge-sharing can be instrumental in nurturing the curiosity of employees. Regarding occupational identity, Walder et al., (2022) stress a few crucial factors such as occupation-centred practice, being reflective about one's own self and surroundings' impact on them regarding their profession or job role, and professional socialization. Davis (2006) highlights how participation within a community of those sharing professions can either positively influence or negatively hinder an individual's growth towards building their occupational identity by stating that it is important to prioritize quality when it comes to these types of communities. Maanen (2010), delves deeper into the concept by drawing attention towards work cultures as critical in the management of occupational identities. Therefore, according to the interventions identified in the literature, initiatives that emphasise a sense of purpose, clear role definition, and alignment of individual values with organisational objectives can be instrumental in fostering psychological well-being. The findings of this research study not only support but also extend the theoretical foundations laid out in the literature review, offering valuable insights into the relationship between occupational identity, career adaptability, and psychological well-being at work among South African employees who experienced career change during the pandemic.

Conclusion

The findings are in line with the principles of Career Construction Theory, which highlights how individuals actively shape their career paths. The significant correlations and predictive abilities observed between career adaptability and occupational identity on psychological well-being at work confirm that this theory can effectively shed light on how people manage career transitions, especially during difficult circumstances such as those presented by the COVID-19 pandemic.

The results indicate that improving career adaptability and reinforcing occupational identity can enhance the psychological well-being of South African employees who experienced career changes during the COVID-19 pandemic, as evidenced by moderate to strong correlations. This indicates that those who are more adept at navigating the uncharted waters brought about by COVID-19 may also have developed clearer professional objectives, personal values and aspirations as suggested in the acquiring of new qualifications. This discovery is in line with Savickas' (2005) perspective on career construction being an active endeavour aimed at finding significance and direction in one's work life through purposeful actions.

The findings also support that career shocks are not solely negative, that they can also be positive or lead to positive outcomes. As such, initiatives or schemes designed to improve career adaptability, occupational identity, and psychological well-being at work could potentially have constructive outcomes for South Africa which deals with a high unemployment rate. The noteworthy experiences of South African employees help to enhance our comprehension of the broader effects that career transitions had during the pandemic.

Reference List

Akkermans, J., Collings, D. G., da Motta Veiga, S. P., Post, C., & Seibert, S. (2021). Toward a broader understanding of career shocks: Exploring interdisciplinary connections with research on job search, human resource management, entrepreneurship, and diversity. *Journal of Vocational Behavior*, *126*, 103563.

Akkermans, J., Paradniké, K., Van der Heijden, B. I. J. M., & De Vos, A. (2018). The Best of Both Worlds: The Role of Career Adaptability and Career Competencies in Students' Well-Being and Performance. *Frontiers in Psychology*, *9*, 1678. https://doi.org/10.3389/fpsyg.2018.01678

Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. In *Journal of vocational behavior* (Vol. 119, p. 103434). Elsevier.

Akkermans, J., Seibert, S. E., & Mol, S. T. (2018). Tales of the unexpected: Integrating career shocks in the contemporary careers literature. *SA Journal of Industrial Psychology*, *44*. https://doi.org/10.4102/sajip.v44i0.1503

Bartis, H., Hufkie, B., & Moraladi, M. (2021). The Economic Impact of the COVID-19 Pandemic on the Business Events Sub-sector in South Africa: Mitigation Strategies and Innovations. *African Journal of Hospitality, Tourism and Leisure*, *10(1)*(10(1)), 102–114. https://doi.org/10.46222/ajhtl.19770720-89

Blustein, D. L., Duffy, R., Ferreira, J. A., Cohen-Scali, V., Cinamon, R. G., & Allan, B. A. (2020). Unemployment in the time of COVID-19: A research agenda. *Journal of Vocational Behavior*, *119*, 103436.

Bocciardi, F., Caputo, A., Fregonese, C., Langher, V., & Sartori, R. (2017). Career adaptability as a strategic competence for career development: An exploratory study of its key predictors. *European Journal of Training and Development*, *41*(1), 67–82. https://doi.org/10.1108/EJTD-07-2016-0049

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2012). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European Journal of Psychology of Education*, *27*, 115–132.

Chan, S. H. J., & Mai, X. (2015). The relation of career adaptability to satisfaction and turnover intentions. *Journal of Vocational Behavior*, *89*, 130–139.

Chung-Yan, G. A. (2010). The nonlinear effects of job complexity and autonomy on job satisfaction, turnover, and psychological well-being. *Journal of Occupational Health Psychology*, *15*(3), 237.

Coetzee, M., & Harry, N. (2014). Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, *84*(1), 90–97.

Coetzee, M., & Stoltz, E. (2015). Employees' satisfaction with retention factors: Exploring the role of career adaptability. *Journal of Vocational Behavior*, *89*, 83–91.

Cohen, L., Duberley, J., & Mallon, M. (2004). Social constructionism in the study of career: Accessing the parts that other approaches cannot reach. *Journal of Vocational Behavior*, *64*(3), 407–422. https://doi.org/10.1016/j.jvb.2003.12.007

Dagenais-Desmarais, V., & Savoie, A. (2012). What is psychological well-being, really? A grassroots approach from the organizational sciences. *Journal of Happiness Studies*, *13*, 659–684.

de Guzman, A. B., & Choi, K. O. (2013). The relations of employability skills to career adaptability among technical school students. *Journal of Vocational Behavior*, *82*(3), 199–207.

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, *54*(1), 403–425.

Fiori, M., Bollmann, G., & Rossier, J. (2015). Exploring the path through which career adaptability increases job satisfaction and lowers job stress: The role of affect. *Journal of Vocational Behavior*, *91*, 113–121.

Frone, M. R., Russell, M., & Cooper, M. L. (1997). Relation of work–family conflict to health outcomes: A four-year longitudinal study of employed parents. *Journal of Occupational and Organizational Psychology*, *70*(4), 325–335.

Galvaan, R. (2015). The Contextually Situated Nature of Occupational Choice: Marginalised Young Adolescents' Experiences in South Africa. *Journal of Occupational Science*, *22*(1), 39–53. https://doi.org/10.1080/14427591.2014.912124

Geldenhuys, M., & Henn, C. M. (2017). The relationship between demographic variables and well-being of women in South African workplaces. *SA Journal of Human Resource Management*, *15*(0), 15 pages. https://doi.org/10.4102/sajhrm.v15i0.683

Goldstein, K., Kielhofner, G., & Paul-Ward, A. (2004). Occupational narratives and the therapeutic process. *Australian Occupational Therapy Journal*, *51*(3), 119–124. https://doi.org/10.1111/j.1440-1630.2004.00443.x

Guan, Y., Deng, H., Sun, J., Wang, Y., Cai, Z., Ye, L., Fu, R., Wang, Y., Zhang, S., & Li, Y. (2013). Career adaptability, job search self-efficacy and outcomes: A three-wave investigation among Chinese university graduates. *Journal of Vocational Behavior*, *83*(3), 561–570.

Gushue, G. V., Scanlan, K. R. L., Pantzer, K. M., & Clarke, C. P. (2006). The Relationship of Career Decision-Making Self-Efficacy, Vocational Identity, and Career Exploration Behavior in African American High School Students. *Journal of Career Development*, *33*(1), 19–28. https://doi.org/10.1177/0894845305283004

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

Hakanen, J. J., Peeters, M. C., & Schaufeli, W. B. (2018). Different types of employee well-being across time and their relationships with job crafting. *Journal of Occupational Health Psychology*, *23*(2), 289.

Hao, C., Zhu, L., Zhang, S., Rong, S., Zhang, Y., Ye, J., & Yang, F. (2020). Serial multiple mediation of professional identity, and psychological capital in the relationship between work-related stress and work-related well-being of ICU nurses in China: A cross-sectional questionnaire survey. *Frontiers in Psychology*, *11*, 535634.

Hartung, P. J., & Taber, B. J. (2008). Career construction and subjective well-being. *Journal of Career Assessment*, *16*(1), 75–85.

Hassan, S. (2012). Employee attachment to workplace: A review of organizational and occupational identification and commitment. *International Journal of Organization Theory & Behavior*, *15*(3), 383–422.

Heppner, M. J., Multon, K. D., & Johnston, J. A. (1994). Assessing psychological resources during career change: Development of the Career Transitions Inventory. *Journal of Vocational Behavior*, *44*(1), 55–74.

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.

Hirschi, A. (2018). The Fourth Industrial Revolution: Issues and Implications for Career Research and Practice. *The Career Development Quarterly*, *66*(3), 192–204. https://doi.org/10.1002/cdq.12142

Hirschi, A., & Herrmann, A. (2012). Vocational identity achievement as a mediator of presence of calling and life satisfaction. *Journal of Career Assessment*, *20*(3), 309–321.

Hirschi, A., & Valero, D. (2015). Career adaptability profiles and their relationship to adaptivity and adapting. *Journal of Vocational Behavior*, *88*, 220–229.

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

Johnston, C. S., Luciano, E. C., Maggiori, C., Ruch, W., & Rossier, J. (2013). Validation of the German version of the Career Adapt-Abilities Scale and its relation to orientations to happiness and work stress. *Journal of Vocational Behavior*, *83*(3), 295–304. https://doi.org/10.1016/j.jvb.2013.06.002

Keyes, C. L. M. (2005). Mental Illness and/or Mental Health? Investigating Axioms of the Complete State Model of Health. *Journal of Consulting and Clinical Psychology*, *73*(3), 539–548. https://doi.org/10.1037/0022-006X.73.3.539

Kielhofner, G. (2002). *A model of human occupation: Theory and application* (3rd ed.). Lippincott Williams & Wilkins. https://go.exlibris.link/j91zt6TJ

Kielhofner, G. (2008). *Model of human occupation: Theory and application* (4th ed.). Wolters Kluwer/Lippincott Williams & Wilkins. https://go.exlibris.link/41c4Ms1J

Kielhofner, G. (2009). *Conceptual foundations of occupational therapy practice* (4th ed.). F.A. Davis. https://go.exlibris.link/6PKgV2JZ

Klaus, S. (2016, January 14). *The Fourth Industrial Revolution: What it means and how to respond*. World Economic Forum. https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/

Koen, J., Klehe, U.-C., Van Vianen, A. E., Zikic, J., & Nauta, A. (2010). Job-search strategies and reemployment quality: The impact of career adaptability. *Journal of Vocational Behavior*, *77*(1), 126–139.

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.

Kroon, D. P., & Noorderhaven, N. G. (2018). The role of occupational identification during post-merger integration. *Group & Organization Management*, *43*(2), 207–244.

Lee, K., Carswell, J. J., & Allen, N. J. (2000). A Meta-Analytic Review of Occupational Commitment: Relations With Person- and Work-Related Variables. *Journal of Applied Psychology*, *85*(5), 799–811. https://doi.org/10.1037/0021-9010.85.5.799

Leung, S. A. (2022). New frontiers in computer-assisted career guidance systems (CACGS): Implications from career construction theory. *Frontiers in Psychology*, *13*, 292.

Loi, R., Hang-yue, N., & Foley, S. (2004). The effect of professional identification on job attitudes: A study of lawyers in Hong Kong. *Organizational Analysis*, *12*(2), 109–128.

Madinga, N., Lappeman, J., & Nel, D. (2022). Coping with Crisis: A Regional Study on the Impact of the COVID-19 Pandemic on Consumer-Facing Businesses in South Africa. *African Journal of Inter/Multidisciplinary Studies*, *4*(1), 15–29. https://doi.org/10.51415/ajims.v4i1.940

Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, *13*(2), 103–123.

Maggiori, 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.

Martela, F., & Sheldon, K. M. (2019). Clarifying the Concept of Well-Being: Psychological Need Satisfaction as the Common Core Connecting Eudaimonic and Subjective Well-Being. *Review of General Psychology*, *23*(4), 458–474. https://doi.org/10.1177/1089268019880886

Matli, W. (2020). The changing work landscape as a result of the Covid-19 pandemic: Insights from remote workers life situations in South Africa. *International Journal of Sociology and Social Policy*.

McIlveen, P., & Patton, W. (2007). Narrative career counselling: Theory and exemplars of practice. *Australian Psychologist*, *42*(3), 226–235.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, *78*(4), 538–551. https://doi.org/10.1037/0021-9010.78.4.538

Millward, L. J., & Haslam, S. A. (2013). Who are we made to think we are? Contextual variation in organizational, workgroup and career foci of identification. *Journal of Occupational and Organizational Psychology*, *86*(1), 50–66. https://doi.org/10.1111/j.2044-8325.2012.02065.x

Nakra, N., & Kashyap, V. (2023). Linking Career Adaptability and Psychological Well-Being: A Test of Moderated Mediation Model Among Indian Employees. *Journal of Career Development*, 08948453231157763.

Nota, L., & Rossier, J. (2015). Handbook of Life Design. From Practice to Theory and from Theory to Practice. *NICE Newsletter*, *1*, 11–11.

Odeku, K. (2021). Socio-economic Implications of Covid-19 Pandemic in South Africa. *Academy of Entrepreneurship Journal*. https://www.semanticscholar.org/paper/Socio-economic-Implications-of-Covid-19-Pandemic-in-Odeku/f601765699d97b14e3be009f5a8b961087e1f4f6

Overview. (n.d.). [Text/HTML]. World Bank. Retrieved May 12, 2023, from https://www.worldbank.org/en/country/southafrica/overview

P02111stQuarter2021.pdf. (n.d.). Retrieved May 12, 2023, from https://www.statssa.gov.za/publications/P0211/P02111stQuarter2021.pdf

Parasuraman, S., Greenhaus, J., & Linnehan, F. (2000). Time, person-career fit, and the boundaryless career. *Trends in Organizational Behavior*, *7*, 63–78.

Ranchhod, V., & Daniels, R. C. (2020). *Labour market dynamics in South Africa in the time of COVID-19: Evidence from wave 1 of the NIDS-CRAM survey*.

Riley, R. D., Snell, K. I., Ensor, J., Burke, D. L., Harrell Jr, F. E., Moons, K. G., & Collins, G. S. (2019). Minimum sample size for developing a multivariable prediction model: PART II - binary and time-to-event outcomes. *Statistics in Medicine*, *38*(7), 1276–1296. https://doi.org/10.1002/sim.7992

Rossier, J., Zecca, G., Stauffer, S. D., Maggiori, C., & Dauwalder, J.-P. (2012). Career Adapt-Abilities Scale in a French-speaking Swiss sample: Psychometric properties and relationships to personality and work engagement. *Journal of Vocational Behavior*, *80*(3), 734–743.

Rudolph, C. W., Zacher, H., & Hirschi, A. (2019). Empirical developments in career construction theory. In *Journal of Vocational Behavior* (Vol. 111, pp. 1–6). Elsevier.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, *57*(6), 1069.

Ryff, C. D. (2018). Well-being with soul: Science in pursuit of human potential. *Perspectives on Psychological Science*, *13*(2), 242–248.

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, *69*(4), 719.

Ryff, C. D., Keyes, C. L. M., & Hughes, D. L. (2003). Status Inequalities, Perceived Discrimination, and Eudaimonic Well-Being: Do the Challenges of Minority Life Hone Purpose and Growth? *Journal of Health and Social Behavior*, *44*(3), 275–291. https://doi.org/10.2307/1519779

Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, *9*(1), 1–28.

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. (2002). Career construction. *Career Choice and Development*, *149*(205), 14–38.

Savickas, M. L. (2005). Toward a comprehensive theory of career development: Dispositions, concerns, and narratives. In *Contemporary models in vocational psychology* (pp. 303–328). Routledge.

Savickas, M. L. (2011). New Questions for Vocational Psychology: Premises, Paradigms, and Practices. *Journal of Career Assessment*, *19*(3), 251–258. https://doi.org/10.1177/1069072710395532

Savickas, M. L. (2013). Career construction theory and practice. *Career Development and Counseling: Putting Theory and Research to Work*, *2*, 144–180.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & Van Vianen, A. E. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, *75*(3), 239–250.

Savickas, M. L., & Porfeli, E. J. (2011). Revision of the Career Maturity Inventory: The Adaptability Form. *Journal of Career Assessment*, *19*(4), 355–374. https://doi.org/10.1177/1069072711409342

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.

Šverko, I., & Babarović, T. (2019). Applying career construction model of adaptation to career transition in adolescence: A two-study paper. *Journal of Vocational Behavior*, *111*, 59–73.

Tipton, E., Hallberg, K., Hedges, L. V., & Chan, W. (2017). Implications of Small Samples for Generalization: Adjustments and Rules of Thumb. *Evaluation Review*, *41*(5), 472–505. https://doi.org/10.1177/0193841X16655665

Tokar, D. M., Savickas, M. L., & Kaut, K. P. (2020). A test of the career construction theory model of adaptation in adult workers with Chiari malformation. *Journal of Career Assessment*, *28*(3), 381–401.

Tolentino, L. R., Garcia, P. R. J. M., Lu, V. N., Restubog, S. L. D., Bordia, P., & Plewa, C. (2014). Career adaptation: The relation of adaptability to goal orientation, proactive personality, and career optimism. *Journal of Vocational Behavior*, *84*(1), 39–48.

Unruh, A. M. (2004). Reflections on: "So… What Do You Do?" Occupation and the Construction of Identity. *Canadian Journal of Occupational Therapy*, *71*(5), 290–295. https://doi.org/10.1177/000841740407100508

Unruh, A. M., Versnel, J., & Kerr, N. (2002). Spirituality unplugged: A review of commonalities and contentions, and a resolution. *Canadian Journal of Occupational Therapy. Revue Canadienne D'ergotherapie*, *69*(1), 5–19. https://doi.org/10.1177/000841740206900101

Urbanaviciute, I., Udayar, S., & Rossier, J. (2019). Career adaptability and employee well-being over a two-year period: Investigating cross-lagged effects and their boundary conditions. *Journal of Vocational Behavior*, *111*, 74–90.

Wcms_794452.pdf. (n.d.). Retrieved May 12, 2023, from https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_794452.pdf

Wright, T. A., & Bonett, D. G. (2007). Job satisfaction and psychological well-being as nonadditive predictors of workplace turnover. *Journal of Management*, *33*(2), 141–160.

Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, *5*(1), 84.

Yulia, E., Haryanto, B., & Handayati, R. (2022). How Does Career Shock Moderate the Employee Career Establishment Process? *Journal of International Conference Proceedings*, *5*(1). https://doi.org/10.32535/jicp.v5i1.1489

Zacher, H. (2014). Individual difference predictors of change in career adaptability over time. *Journal of Vocational Behavior*, *84*(2), 188–198.

APPENDICES

Appendix A -Ethics Certificate

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG

SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: MAORG/23/04**
PROJECT TITLE:	Career adaptability, occupational identity and psychological well-being after a career change precipitated by the Covid-19 pandemic.
INVESTIGATOR	Kutu Siyamthanda (2102804)
SCHOOL/DEPARTMENT OF INVESTIGATOR	SHCD/Psychology
DATE CONSIDERED	14 June 2023
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	Low Risk
EXPIRY DATE	31 December 2025
ISSUE DATE OF CERTIFICATE 05 July 2023	**CHAIRPERSON** _____ (Dr Aline Ferreira Correia)

cc: Prof. Fiona Donald (Supervisor)

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure as approved, I/we undertake to submit an amendment of the protocol to the Committee.

_____ **Signature**

11 / 08 / 2023 **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B -Access Request Letter

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

University of the Witwatersrand,
Human and Community Development
[Date]

Dear Sir/Madam,
Permission to conduct research: Career adaptability, occupational identity and psychological well-being after a career change precipitated by the Covid-19 pandemic.

My name is Siyamthanda Kutu. I am studying for a MA (Organisational Psychology) degree in the School of Human and Community Development at the University of the Witwatersrand. As part of my degree, I am required to conduct research under supervision and would like to request permission to conduct research amongst your employees who started work or new positions in your organisation since the start of the Covid-19 pandemic. My study focuses on the psychological well-being of these employees. This includes information about adapting to the new position and how identifying with one's previous position is related to one's current well-being.

I am conducting research on the moderating role of occupational identity in the relationship between career adaptability and psychological well-being for the employees who experienced career/occupation changes during the Covid-19 pandemic. The research will entail collecting data from employees who experienced job or position changes during the pandemic. Participation will involve completing an anonymous 15-minute online questionnaire.

If you provide permission to conduct the study in your organisation, will ask you to refer me to a person who can assist with identifying employees who changed positions or joined your organisation since March 2020 and to email them a letter requesting their participation. Potential participants will be told that participation is voluntary, and they will be asked to click on a link that will take them to the questionnaire. The landing page will give them more information about the study and will require them to click on an item to provide consent to participate. They will then be directed to the questionnaire. The questionnaire does not ask for personal details that could identify them or your organisation. All responses will be anonymous and responses will be treated confidentially. Only trends and no individual results will be reported. The results will be presented in a research report and possibly in journal articles, a book or conferences.

The research participants will not be advantaged or disadvantaged in any way. They will be assured that they can withdraw their permission until the point of submitting their completed questionnaire without any penalty. There are no foreseeable risks in participating in this study.

If you are willing to allow relevant employees to participate in the study, please could you send me a letter to that effect on your organisation's letterhead, signed and dated, and specifically referring to myself by name and the title of my study. I would be happy to send you an executive summary of the study on completion of the research.

Please let me know if you require any further information. I look forward to your response as soon as is convenient. If you have any queries regarding the ethics of this study, please contact the Human Research Ethics Committee (Shaun.Schoeman@wits.ac.za).

Yours sincerely,
S Kutu

Student: Siyamthanda Kutu
Email: 2102804@students.wits.ac.za
Supervisor: Prof. Fiona Donald
Email: Fiona.donald@wits.ac.za

Appendix C -Participant Information Sheet

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 · Tel: 011 717 4541 · Fax: 011 717 4559 · E-mail: psych.SHCD@wits.ac.za

University of the Witwatersrand

Dear Sir / Madam

Research Invitation: Career adaptability, occupational identity, and psychological well-being after a career change during the Covid-19 pandemic.

My name is Siyamthanda Kutu. I am a Masters student in Organisational Psychology at the University of the Witwatersrand, Johannesburg. My supervisor is Prof. Donald. I am conducting a research study about the moderating role of occupational identity in the relationship between career adaptability and psychological well-being of employees who experienced career/occupation changes during Covid-19. This includes information about adapting to the new occupation, how you identify with your occupation and your well-being.

I am inviting you to participate in the study by answering an online questionnaire. If you decide to take part, it should take about 10 minutes of your time. The study is voluntary, confidential, and anonymous. This means that when I share the results of the research study, I will not include your name or anything else that could identify you. With your permission, other researchers may use the data collected from this research study, but your name and any personal information will not be used or passed on.

The risks for this research study are no more than what happens in everyday work life and the questions one may ask themselves about their career path. This research study will be written up as a research report. The report will be available on the university library website. If you would like to receive a summary of this report, I will be happy to send it to you on request.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
S Kutu

Researcher:
Siyamthanda Kutu, 2102804@students.wits.ac.za

Supervisor:
Prof. Fiona Donald, Fiona.donald@wits.ac.za

Appendix D –Biographical Items

I know and understand the purpose of this study.

Yes	No

I give consent for my participation in this study.

Yes	No

What is your age?

20-29	30-39	40-49	50-59	60+

What is your gender?

Woman	Men	Non-binary	Prefer not to say

What is your highest level of education completed?

Primary School	High School	Post-school Diploma	Bachelor's Degree	Post-graduate Degree

Which racial group do you belong to?

Black	White	Indian	Coloured	Other

If you have changed jobs/positions since March 2020, do you still work at the same company/organisation as before? (Position Change)

Yes	No

If you have changed jobs/positions since March 2020, are you working in the same industry as before? (Occupation Change)

Yes	No

If you have changed jobs/positions since March 2020, do you still perform the same tasks/duties you performed before? (Task Change)

Yes	No

Did you have to obtain different qualifications in order to get your current position?

Yes	No

Did you change jobs, positions or careers as a result of the COVID-19 pandemic?

Yes	Changed job for reasons unrelated to the pandemic

If you have changed jobs/positions since March 2020, how does your remuneration compare with your previous position?

	Better
	Equal
	Worse

Appendix E -Career Adapt-Abilities Inventory — International Version 2.0

Different people use different strength to build their careers. No one is good at everything, each of us emphasises some strengths more than others. Please rate on a scale of 1-5 how strongly you have developed each of the following abilities in your career using the scale below.

Strengths	1.Not Strong	2.Somewhat strong	3.Strong	4.Very Strong	5.Strongest
1. Thinking about what my future will be like					
2. Realizing that today's choices shape my future					
3. Preparing for the future					
4. Becoming aware of the educational and vocational choices that I must make					
5. Planning how to achieve my goals					
6. Concerned about my career					
7. Keeping upbeat					
8. Making decisions by myself					

9. Taking responsibility for my actions					
10. Sticking up for my beliefs					
11. Counting on myself					
12. Doing what's right for me					
13. Exploring my surroundings					
14. Looking for opportunities to grow as a person					
15. Investigating options before making a choice					
16. Observing different ways of doing things					
17. Probing deeply into questions I have					
18. Becoming curious about new opportunities					
19. Performing tasks efficiently					
20. Taking care to do things well					
21. Learning new skills					
22. Working up to my ability					
23. Overcoming obstacles					
24. Solving problems					

Appendix F -Occupational Identity Scale

To an extent we can define ourselves in terms of the work we do. Please rate the extent to which you identify with your current occupation on a scale of 1-6 using the scale below.

	1.Strongly disagree	2.Disagree	3.Slightly disagree	4.Slightly agree	5. Agree	6.Strongly agree
1. When I talk about my occupation, I would usually say 'we' rather than 'they'						

2. I consider successes within my occupation to be my successes as well						
3. I am very interested in what others think about my current occupation						
4. When someone praises my occupation, it feels like a personal compliment						
5. If a story in the media criticized my current occupation, I would feel embarrassed						

Appendix G -Psychological well-being at work

The following describes how people may feel at work. Considering your work during the last 4 weeks, please indicate to what extent you agree with each item.

	1.Strongly disagree	2.Disagree	3.Neutral	4.Agree	5.Strongly agree
1. I value the people I work with.					
2. I find my job exciting.					
3. I know I am capable of doing my job.					
4. I feel that my work is recognized.					
5. I want to take initiative in my work.					
6. I enjoy working with the people at my job.					
7. I like my job.					
8. I feel confident at work.					
9. I feel that my work efforts are appreciated.					
10. I care about the good functioning of my organisation.					
11. I get along well with the people at my job.					

12. I am proud of the job I have.					
13. I feel effective and competent in my work.					
14. I know that people believe in the projects I work on.					
15. I like to take on challenges in my work.					
16. I have a relationship of trust with the people at my job.					
17. I find meaning in my work.					
18. I feel that I know what to do in my job.					
19. I feel that the people I work with recognize my abilities.					
20. I want to contribute to achieving the goals of my organisation.					
21. I feel that I am accepted as I am by the people I work with.					
22. I have a great sense of fulfillment at work.					
23. I know my value as a worker.					
24.I feel that I am a full member of my organisation.					
25. I want to be involved in my organisation beyond my work duties.					

Correction Key

Interpersonal Fit at Work: Items 1, 6, 11, 16, 21

Thriving at Work: Items 2, 7, 12, 17, 22

Feeling of Competency at Work: Items 3, 8, 13, 18, 23

Perceived Recognition at Work: Items 4, 9, 14, 19, 24

Desire for Involvement at Work: Items 5, 10, 15, 20, 25