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Attitudes Towards New Career Approaches among Working Students: A Comparative Analysis with Nonstudent Employees

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Abstract: This research sought to explore the new career approaches of employed students. A comparative analysis was conducted with nonstudent employees to comprehensively grasp the novel career attitudes of working students. The neoliberal era has profoundly reshaped various disciplines, including economics, human resource management, and employment structures. Among these changes, career management has undergone a significant transformation. Conventional organisational careers have been supplanted by new approaches such as boundaryless, protean, subjective career success and kaleidoscope careers. These emerging career paradigms align with the emergence of novel forms of employment. Moreover, in an increasingly liberalised world, the rising costs of education and the growing prevalence of paid education are prompting students to enter the workforce while continuing their studies. The proliferation of companies offering part-time employment, such as private employment agencies, corresponds to an increase in students seeking part-time work. In other words, supply and demand within the part-time labour market intersect more robustly. Furthermore, working students gain valuable experience while employed, shaping the future supply of the labour market. Our research aims to assess the suitability of new career approaches for future workers and contributes to unravelling their complexities. The study also investigates whether employees are students and whether this affects their career approaches. To analyse this research, boundaryless career attitude and professional career attitude scales were utilised as assessment tools. These new career approaches represent innovation in careers. The research dataset comprised responses from 521 working students and 374 nonstudent employees, all of whom were actively employed in Istanbul, the most populous city in Turkey and home to many universities. The data analysis employed a quantitative research methodology using descriptive statistics, factor analysis, correlation analysis, and independent t tests. The findings revealed that working students exhibited significantly greater boundaryless career orientation, organisational mobility, boundaryless mindset, and value-driven career attitudes than did their nonstudent counterparts. The outcomes of this study will make a valuable contribution to the existing body of literature concerning employed students. Furthermore, the findings are anticipated to provide valuable insights into formulating and implementing human resources policies within organisations that engage in student employment practices. By shedding light on the experiences, challenges, and potential areas for improvement in this context, this research aims to inform and enhance the effectiveness of human resource strategies tailored toward working students.

Keywords: career; students; career intentions; employment; education; career development.

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1. Introduction. In the past century, the primary emphasis of career development endeavours has been to aid individuals in making well-informed decisions regarding their occupation or profession (Chan et al., 2015). However, in recent years, the employment landscape has experienced dynamic shifts due to technological advancements, global competition, and evolving social norms, heightening uncertainty concerning employees' desires and expectations from organisations (Kaspi-Baruch, 2015). Furthermore, the increase in unemployment rates, the proliferation of flexible employment contracts, and changes in professional domains have become more prevalent in contemporary society. These transformations in the employment sphere necessitate individuals to adapt to multiple roles, navigate through career transitions, align their lives with specific goals, and enhance their efficacy and self-beliefs (Savickas, 2013; Sidiropoulou-Dimakakou et al., 2014, as cited in Sidiropoulou-Dimakakou et al., 2016). Recent scholarly investigations have highlighted the significance of flexibility as a crucial attribute supporting career development and fostering success (Arthur, 2014; Hamtiaux et al., 2013; Lent & Brown, 2013). On the other hand, maintaining work-life balance is a significant concern for working students, as it plays a crucial role in preserving the continuity of their education without any detrimental disruptions. Effective work-life balance management is known to have implications for organisational citizenship behaviours within the business context (Seman et al., 2022).

Due to these circumstances, the traditional concept of a linear and predictable career has significantly diminished (Akkermans et al., 2013; Balaban & Ozsoy, 2019). An individual with a career-oriented mindset tends to prioritise his or her interests over the interests of the organisation (Aryee & Chen, 2004). In a study conducted by Feldman & Weitz (1991), it was discovered that this career orientation exhibited negative associations with work engagement, organisational commitment, and job satisfaction but was positively correlated with organisational mobility (Chay & Aryee, 1999). Organisations increasingly recognise the value of employee mobility within their respective industries, emphasising the need for a flexible and adaptable workforce (Gubler, 2011). This transformation within the job market aligns with individuals' intrinsic traits of individuality, self-preservation, and the pursuit of career autonomy. Consequently, it becomes imperative to identify the common factors that integrate the labour market and individuals within the overarching concept of a career. Since the 1970s, scholars specialising in career development have recognised a significant departure from the traditional objective and linear career framework, leading to protean careers (Hall, 1976, 1996, 2002) and boundaryless careers (Arthur, 1994; Arthur & Rousseau, 1996). Protean careers are marked by two distinct dimensions: self-directed career management and a value-driven orientation. Similarly, boundaryless careers encompass two primary dimensions: boundaryless mindset and organisational mobility preference (Briscoe et al., 2006). The rise of career-focused studies in recent decades is evident from the proliferation of publications on career theory (Baruch et al., 2015; Lee et al., 2014; Balaban, 2019). Additionally, Gubler et al. (2014) suggest that the concepts of protean careers (Hall, 1976, 2004) and boundaryless careers (Arthur & Rousseau, 1996) have garnered widespread acceptance as leading contemporary approaches to career development. These novel career paradigms have been embraced and scrutinised in various studies (Briscoe & Finkelstein, 2009; Cakmak-Otluoglu, 2012; Gubler et al., 2014; Redondo et al., 2021; Segers et al., 2008; Verbruggen, 2012), positioning protean and boundaryless careers as emblematic concepts within the domain of new career models. In a globalised, technologically advanced, and knowledge-based economy, protean and boundaryless careers have gained increasing prominence (Donald et al., 2017). These two concepts, commonly referred to as new careers, encapsulate the essence of career innovation as well.

The participation of university students in work activities can yield significant benefits. Research indicates that 78% of students who work during their educational tenure successfully transition to full-time employment. In contrast, only 67% of students who do not engage in work activities manage to secure full-time jobs. Consequently, the unemployment rates for these two groups are 3% and 10%, respectively (Marks, 2006). Moreover, there has been a consistent increase in the number of high school students engaging in work activities in the United States (Mortimer et al., 1990; Mortimer et al., 1994). Notably, further research on identity development during the transition from school to work is needed, as indicated by the literature (Greene & Saridakis, 2008). Furthermore, limited research has explored boundaryless and protean career orientations regarding anticipated employment and career prospects during the early stages of studentship (Donald et al., 2017). Significantly, the Review of Career Guidance Policies has highlighted a need for more clarity among many university students regarding their academic pursuits (OECD, 2002). In light of the evolving labour market and uncertainties in career management, this study investigates university students' attitudes towards new career approaches, thereby contributing to the literature and enhancing the understanding of human resources policies and their practical implementation. The study aims to answer the following questions:

- Is there a relationship between being a student and one's attitude towards new career approaches?
- Does being a student influence attitudes towards new career approaches?

The study's objectives are to delineate disparities between working students and nonstudent employees in adopting new career approaches. Furthermore, the research findings bridge a gap in the literature by scrutinising attitudes towards new career approaches among working students. This original inquiry examines the role of student status in the workforce concerning new career paradigms. The study's outcomes contribute to addressing the deficiency in part-time employment and career management theories. Additionally, in practical terms, the study has implications for career management policies for companies employing students, including businesses and private employment agencies providing student opportunities. The paper's structure comprises an introduction providing an overview, a literature review in the second section, the elucidation of the methodology and research methods in the third section, the empirical findings in the fourth section, the discussion in section 5, and the conclusion in section 6.

2. Literature Review. The current business landscape is experiencing rapid transformations, prompting the exploration of new frameworks for conceptualising career development and decision-making processes (Savickas, 1997, 2005). Within this context, career flexibility closely aligns with career adaptability, as both constructs assist individuals in navigating an uncertain job market (Bimrose et al., 2008). Additionally, employability is a logically related concept encompassing the pursuit of suitable employment opportunities and the ability to transition between jobs when necessary. Furthermore, employability is intertwined with inner satisfaction, self-esteem, and competence in assuming job responsibilities (Bennett, 2012). Given the prominence of contemporary career approaches in the modern business environment, it is imperative for university students who are yet to embark on their professional journeys to acquire a comprehensive understanding of these concepts and develop a vision for their future career trajectories. In addition to the traditional linear career paradigm, university students should familiarise themselves with career development, flexibility, and adaptability. By comprehending the interplay between employability and other career constructs and formulating personalised career plans in line with emerging career approaches, individuals can proactively strive for a more controlled career success trajectory. The prevalence of student borrowing places significant pressure on university graduates to achieve a satisfactory return on their educational investments (Esson et al., 2013). As a result, graduates often pursue employment opportunities in cities that offer promising job prospects, necessitating intercity or intercountry mobility (Donald et al., 2017). In some cases, students may experience compelled mobility, driven by the dynamics of the education economy and the obligations incurred through borrowing. Consequently, graduates may be engaged in boundaryless mobility without the freedom to exercise their preferred choices. Given the increasingly competitive and unpredictable labour market, embracing a flexible mindset aligned with contemporary career paradigms becomes imperative (Jackson & Wilton, 2016). Specifically, fostering such flexibility among university students is crucial for enhancing their adaptability to emerging career models, such as protean and boundaryless career approaches. An analysis of students' career interests offers valuable insights. Approximately half of the students are in the exploratory phase of their careers, still discovering their vocational paths. Only 11% of students actively seek employment opportunities, while 10% concentrate on advancing their careers. Notably, 24% of the students were involved in general career exploration, with one-third of this cohort expressing a desire for concrete career plans. Worryingly, only 6% of the students claimed to have a well-defined career plan for the next 5-10 years. These statistics highlight the need for students to adopt a more future-oriented approach, as they currently need more specific goals for their professional lives and often postpone making career decisions. This situation is exacerbated by limited access to relevant information for making informed career choices and a need for decision-making tools (Crisan et al., 2015).

Empirical evidence suggests that individuals' sense of identity and drive to meet professional aspirations significantly enhance work behaviors and competencies, contributing to intrinsic success (Bennett, 2012). Recent research findings further indicate that embracing a protean career orientation positively impacts the career outcomes of graduates in the creative industry. Consequently, universities should actively foster students' internal career motivation and support their development in career self-management (Bridgstock, 2011). Given the challenges posed by digitisation, globalisation, and the deregulation of the job market, individuals must possess diverse skills, actively nurture their careers and competencies, and cultivate the ability to self-manage to effectively navigate the evolving career landscape (Bridgstock, 2009). The extant academic literature concerning university students needs more studies on this subject. Previous studies have investigated the protean and boundaryless career attitudes of French-speaking university students (Stauffer et al., 2019), native English-speaking university students in Singapore (Chan et al., 2015), Israeli university

students (Kaspi-Baruch, 2015), and those in the United Kingdom and Australia (Creed et al., 2010). In addition to these nation-specific investigations, our research was conducted in Istanbul, Turkey, thereby contributing to the scholarly discourse in this area. Furthermore, our study entailed a comparative analysis between working university students and nonstudent employees, a significant endeavour that enriches the existing knowledge base regarding concurrently employed university students.

As shown in Figure 1, differences in the attitudes of boundaryless career, organisational mobility, and boundaryless mindset among employees, based on whether they are students, are represented as H1, H1a, and H1b. Similarly, as depicted in Figure 1, differences in the attitudes toward professional career self-directed careers and value-driven careers among employees, based on whether they are students, are represented as H2, H2a, and H2b, respectively. The background for the development of these hypotheses is provided below.

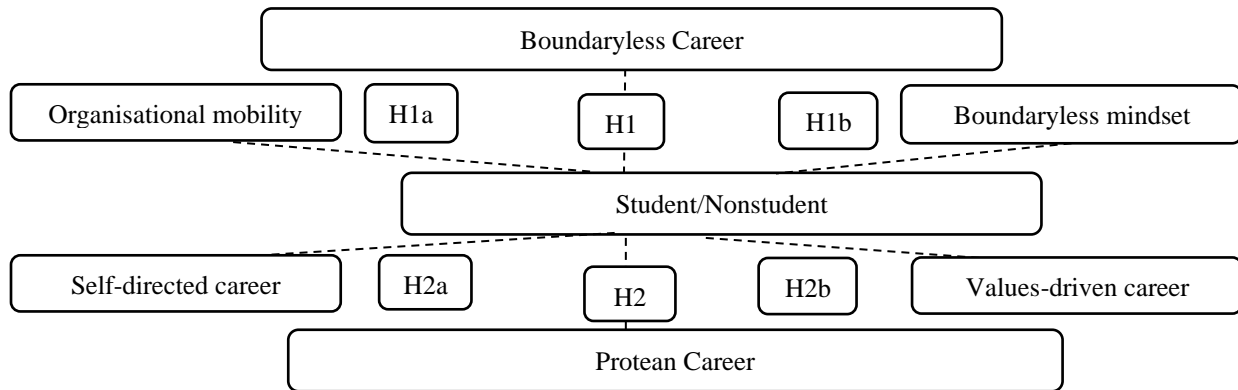


Figure 1. Research Model

Sources: developed by the authors.

Our research examined the differences between employed and nonstudent employees. Following graduation, a student's initial inclination may be toward pursuing a traditional career path aligned with his or her field of study. Individuals with a boundaryless and protean career attitude may exhibit more proactive and adaptable behaviors (Wiernik & Kostal, 2019). A boundaryless career can positively and negatively affect an individual's professional success and may depend on individual and contextual factors (Guan et al., 2019). Employees are not as eager to change the physical locations of their employees. A boundaryless career allows individuals more professional development and opportunities, such as re-entry into the workforce (Bednarska-Wnuk, 2020). This advantage of working during student years allows them to be present in the workplace and establish connections across organisations (Stauffer et al., 2019). However, a boundaryless career approach may become necessary when job opportunities are scarce in desired fields. Newly entered employees in the job market, such as students who are eager to learn new things and gain experience, can take on a new role against unemployment (Bednarska-Wnuk, 2020). This situation can yield positive results in terms of employability, the ability to adapt to professional development and the flexibility of the job market. This phenomenon can indicate market dynamics pushing graduates towards embracing a boundaryless career (Donald et al., 2017). While some previous research has argued that there is no significant relationship between organisational mobility and a boundaryless mindset among students (Jackson & Wilton, 2016), research on university students has identified the presence of boundaryless career tendencies (Creed et al., 2010). It is claimed that young graduates now adopt boundaryless careers within themselves to focus on expanding their careers in areas of external employability (Santos et al., 2020). Employed students may differ significantly from nonstudent employees in their career prospects because they belong to a younger and more innovative generation.

H1: Working students have significantly greater boundaryless career attitudes than nonstudent employees.

The emergence of new forms of organisational structures and employee mobility supports increased flexibility. Notably, one-fifth of employees aged 18 to 34 years spend less than a year in their initial job, according to the Job Satisfaction Survey 2014, as cited by Donald et al. (2017). These statistics indicate a trend of organisational mobility among workers in advanced economies. While previous research has emphasised a negative relationship between age and physical mobility (Segers et al., 2008), the dynamics of the job market may compel new graduates to be flexible and pursue job opportunities wherever possible. Such

circumstances for graduates may hinder the development of similar mobility preferences among students. In addition, research on employed students in the United Kingdom revealed more positive responses regarding boundaryless and protean career orientations (Jackson & Wilton, 2016). In Australia, young graduates may be inclined towards organisational mobility, working in different organisations, transcending institutional boundaries, and seeking employment elsewhere due to a dwindling full-time job market and insecurity caused by unemployment (Carney & Stanford, 2018; Jackson, 2018). Conversely, optimistic students will likely possess high self-efficacy and career adaptability in their future career choices or decisions (Silalahi et al., 2023). Therefore, students need to be equipped with career adaptability to prepare themselves for their desired future careers (Ahmad & Nasir, 2023; Park & Park, 2020; Kost et al., 2020). Since students still engage in educational activities, intercity organisational mobility may be rare. However, perceptions of organisational mobility can vary when considering unemployment, the transformation of employment structures towards part-time work, and new career approaches. Furthermore, the participation of students in activities across two distinct institutions signifies their adoption of a boundaryless career mindset. In conclusion

H1a: Working students have a significantly greater organisational mobility preference than nonstudent workers.

A career should be pursued not only through promotion but also through other forms of mobility, shaping it subjectively and pursuing it with a sense of limitlessness (Bednarska-Wnuk, 2020). Employees outside of the sole current organisation may aim to search for career opportunities, proactively shape, and pursue them through external connections (Pocztowski, 2018). Being a student or an employee implies a dynamic mindset, such as a boundaryless mindset (Bednarska-Wnuk, 2020). Individuals with this mindset enjoy working on projects with people from various organisations and feel excited and eager to participate in new experiences (Volmer & Spurk, 2010). When individuals are imbued with a boundaryless career attitude, they are directed towards actively engaging with individuals outside their current organisation (Nilawati et al., 2023). Employed students who are involved with both educational institutions and the organisations they work for may exhibit more boundaryless mindsets. Conversely, nonstudent employees may be less inclined to prioritise a mobility attitude because they are not actively engaged in educational and training efforts.

H1b: Working students have a significantly stronger boundaryless mindset than nonstudent employees.

A protean career is managed not by an organisation but by an individual (Fryczyńska, 2021) and is highly individualistic (Haenggli et al., 2021). Furthermore, a protean career is associated with career adaptability (Bernardo & Salanga, 2019). In this context, the duration of attending college or university holds excellent importance in career development for young individuals. During this critical developmental stage, students begin to shape career trajectories that can positively or negatively impact their capacity to formulate and sustain career-related goals (Sung et al., 2013). Young adults are guided towards embracing new career orientations in protean, uncertain career environments (Bennett & Lemoine, 2014). Notably, there has been an increase in precarious employment among young people entering the workforce for the first time (Bessant et al., 2017), and students are vulnerable to this situation (Gilfillan, 2018; Creed et al., 2020). According to current research, individuals with high protean attitudes in student samples may have lower boundaryless career attitudes (Rojewski et al., 2017). Some research findings suggest that while protean career attitudes are associated with future employability, educational performance, and university commitment, these relationships are often explained through protean career processes. Additionally, forming a vocational identity facilitates the development of adaptability skills (Kim, 2022). Individuals with high protean career attitudes are more likely to develop employability skills and achieve a more sustainable career (De Vos et al., 2020; Clarke, 2017). A study conducted by Chui et al. (2020) previously showed how protean careers influence undergraduate students' career plans. Assisting students in developing their career decisions is a critical way to enhance professional career attitudes (Haenggli & Hirschi, 2020). Individuals with stronger protean career attitudes about their student status prioritise their employability after graduation; thus, these relationships are consistent with theory (Hall et al., 2018). According to Herrmann et al. (2015), in addition to proactive tendencies, professional career attitudes are a significant predictor of proactive career behaviors such as career commitment. A powerful career is the foundation for responding to change, making choices, and creating meaning, leading to subjective career success (Haenggli et al., 2021). Employed students who prefer studying and working may have high protean career attitudes due to their development-based goals, such as career adaptability and employability.

H2: Working students have significantly more protean career attitudes than nonstudent employees.

As time progresses, the relative importance of criteria directed by organisations will continue to diminish. Individuals will increasingly be responsible for their career development and adaptation as they take on

different roles across multiple employment contexts (Purohit & Jayswal, 2022). The development of employability skills, considered an essential factor in subjective career success, offers significant advantages for employed students (Gbadamosi et al., 2015). When a seamless transition from education to work is impossible, managing one's career becomes crucial, as highlighted by the protean career concept (Creed et al., 2010). Students with high levels of self-awareness are likely to choose and succeed in their own developmental paths (Kim, 2022). Career orientation towards protean and boundaryless careers is based on self-management and values management (Pshembayeva et al., 2022). Universities can assist students in enhancing career decision self-efficacy and adaptability skills by providing activities and courses to develop these skills (Silalahi et al., 2023). Moreover, this finding is consistent with recent evidence suggesting that individuals with better-developed career competencies, including personal awareness and adaptability, are more employable (Cortellazzo et al., 2020). Individuals who have control over their careers can decide (Pshembayeva et al., 2022), implying a potential link between deciding to work while studying and directing one's career. These findings suggest that encouraging young people to develop protean career values can contribute to their progress and yield long-term benefits (Kim, 2022). Working while studying allows individuals to prepare for entry into the labour market and achieve career goals within the employability framework. On the other hand, nonstudent employees can adhere to a career plan aligned with the organisation's objectives as they develop their competencies and skills within the institution.

H2a: Working students have significantly more self-directed career management attitudes than nonstudent employees.

Each individual may have different values based on their generation's unique status. Individuals' values can also evolve based on temporal and situational factors (Katz & Kahn, 1978). Additionally, an individual's values can vary depending on their profession, income level, and organisational position (Kale & Ozer, 2012). Younger ages are essential for developing career-related values (Kim, 2022). Young people with high protean career attitudes tend to be more proactive in managing careers that align with their personally meaningful values (Briscoe et al., 2012). Research on protean careers indicates that individuals with strong protean careers autonomously direct and manage their careers to achieve personally valued goals (Hall et al., 2018). Sung et al. (2019) found different career values among high school students, discovering self-realisation and positive social motivation values, in addition to those found in previous literature. Generally, the most commonly identified values of protean careers are professional development, autonomy, and diversity (Kim, 2022). However, due to the unpredictable and unstable nature of the modern career environment, young people may be less optimistic about their future careers (Chui et al., 2020). The awareness of career values among university students can vary in terms of career adaptability and career planning (Kim, 2022). Individuals who are solely employed may have different values than those who are both working and engaged in education. Consequently, considering that students may work to pursue specific values, the value orientations of employed students may differ from those solely employed in a single institution.

H2b: Working students have significantly more value-driven career management attitudes than nonstudent employees.

3. Methodology and research methods. This study employed a questionnaire-based approach to examine the relationships between demographic variables. The questionnaire was custom-designed for this research, with Turkish adaptations utilised and pretests conducted. Two distinct scales, alongside demographic factors, were employed to assess the hypotheses. The boundaryless career and protean career scales were initially developed by Briscoe et al. (2006), with the version adapted by Cakmak (2011) utilised for the boundaryless and protean career orientation scale. Responses to questionnaire statements were recorded using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The research was carried out in Istanbul, Turkey's most populous city. A survey was administered to a sample comprising 521 students and 374 nonstudent employees employed by businesses operating within the city.

The survey data were analysed using the SPSS software package. Descriptive statistical analyses and t tests were conducted to test the research hypotheses. The reliability of the scales was assessed using Cronbach's alpha, with values of 0.731 for boundaryless careers and 0.733 for protean careers. These outcomes suggest that the scales are reliable, given that all Cronbach's α values exceed the recommended threshold of 0.7, as proposed by Pallant (2020).

Furthermore, exploratory factor analysis (EFA) was performed to scrutinise the underlying factor structure of the scale. The direct oblimin rotation method was applied to all the scales. The Kaiser–Meyer–Olkin (KMO) measure and significance (sig) results for the protean career attitudes scale were KMO = 0.805 and sig =

0.000, respectively. For the boundaryless career attitudes scale, KMO = 0.821 and sig = 0.000 indicated that the correlation matrices were suitable for factor analysis.

The factor analysis of the boundaryless career scale revealed explicit loading on two distinct factors (boundaryless mindset and organisational mobility), which accounted for 49.93% of the total variance. Concerning the protean career attitudes scale, the eigenvalues of the three factors exceeded one. When the solution was constrained to two factors, the items loaded onto two separate factors (self-directed career management and value-oriented orientation), explaining 44.45% of the total variance. The outcomes of the exploratory factor analysis demonstrated that the translated scales performed as anticipated and produced satisfactory results.

4. Results. Among the respondents, 521 were working students, while 374 were nonstudent working participants. Comprehensive details regarding other demographic variables are presented in Table 1.

Table 1. Demographic Characteristics of the Students and Nonstudents Participants

Variable	Student		Nonstudent	
	Frequency (n)	Percent (%)	Frequency (n)	Percent (%)
Age				
18-22	339	65.1	80	21.4
23-28	152	29.2	169	45.2
29-35	29	5.6	86	23
36-42	1	0.2	33	8.8
43-50	0	0	6	1.6
Gender				
Female	266	51.1	238	63.6
Male	255	48.9	136	36.4
Marital Status				
Single	507	97.3	313	83.7
Married	14	2.7	61	16.3
Education Level				
Primary School	0	0	1	0.3
Secondary School	2	0.4	6	1.6
High School	89	17.1	135	36.1
Vocational School	153	29.4	108	28.9
Bachelor Degree	272	52.2	117	31.3
Graduate	5	1.0	7	1.9
How Many Years in Your Company				
Less than 1 Year	418	80.2	241	64.4
1-2 year	68	13.1	53	14.2
3-5 year	28	5.4	33	8.8
6-8 year	5	1.0	39	10.4
9-10 year	2	0.4	4	1.1
More than 10 year	0	0	4	1.1
Income ₺				
Less than 1500	233	42.8	32	8.6
1501-3000	99	19.0	29	7.8
3001-4253	34	6.5	39	10.4
4254-5000	118	22.6	159	42.5
5001-6000	16	3.1	28	7.5
6001-7000	18	3.5	39	10.4
7001-8000	8	1.5	13	3.5
More than 8000	5	1.0	35	9.4

Sources: developed by the authors.

Table 1 presents an overview of the demographic features of the participants. The study included 521 participants who were working students, of whom 51.1% (n=266) were female and 48.9% (n=255) were male. The majority of the participants were single. Among the participants, 65.1% were aged 18-22 years, 29.2% were aged 23-28 years, and 5.6% were aged 29-35 years. Notably, most of the students' employees had a working tenure of fewer than one year in the same company. The present study revealed that a significant

proportion of participants, 42.8%, received wages below 1500 TL. Furthermore, a notable subset of participants, 22.6%, reported receiving wages at the minimum wage level.

The sample comprised 374 nonstudent working participants, 238 females (63.6%) and 136 males (36.4%). In terms of marital status, the majority of the participants were single (83.7%, $n=313$), whereas a minority were married (16.3%, $n=61$). Regarding the duration of employment, 64.4% of the nonstudent working participants ($n=241$) had worked for less than one year, whereas 14.2% ($n=53$), 8.8% ($n=33$), and 10.4% ($n=39$) of the participants had worked for 1-2 years, 3-5 years, and 6-8 years, respectively. Concerning income level, the study revealed that 8.6% ($n=32$) of the nonstudent working participants worked below 1500 TL, and 42.5% ($n=159$) worked at the minimum wage level. A Pearson correlation analysis was conducted to examine the potential relationships between the variables, given the normal distribution of the data. The analysis was performed using the SPSS statistical software package. The findings of the analysis are presented in Table 2.

Table 2. Correlation Analysis of the Variables

	1	2	3	4	5	6	7
Student-Nonstudent	1						
Boundaryless	-0.219**	1					
Organisational Mobility	-0.209**	0.646**	1				
Boundaryless Mindset	-0.109**	0.761**	-0.003	1			
Protean	-0.056	0.213**	-0.024	0.299**	1		
Self-Directed	0.034	0.135**	-0.153**	0.307**	0.833**	1	
Values-Driven	-0.131**	0.217**	0.123	0.179**	0.807**	0.346	1

Note. N = 889. ** $p < 0.001$; 1 – Student-Nonstudent; 2 – Boundaryless; 3 – Organisational Mobility; 4 – Boundaryless Mindset; 5 – Protean; 6 – Self-Directed; 7 – Values-Driven.

Sources: developed by the authors.

Significant negative correlations were observed between individuals who were students and variables such as boundaryless career ($r=-0.219$, $p<.01$), organisational mobility ($r=-0.209$, $p<.01$), and boundaryless mindset ($r=-0.109$, $p<.01$). These findings indicate a significant relationship between the status of being a student and the constructs mentioned above. In contrast, there was no significant relationship between the status of employees as students and professional careers or self-directed careers. A negative relationship exists between student status and a values-driven career ($r = -0.131$, $p < 0.01$). The status of being a student in the workforce is associated with an individual's value-driven career. These relationships are statistically significant at the 5% level.

Based on the data presented in Table 3, it is evident that working students ($m=3.34$) exhibit a significantly greater level ($p=0.000<0.05$) of boundaryless career attitudes than nonstudent employees ($m=3.12$).

Table 3. Independent T Test Table of Boundaryless Career and Its Subdimensions

Boundaryless Career and Subdimension	Student / Nonstudent	N	Means	S.D.	t	sig (2-tailed)
Boundaryless Career	Student	571	3.3406	0.46171	6.603	0.000
	Nonstudent	374	3.1216	0.50849		
Organisational Mobility	Student	571	2.4764	0.79271	6.398	0.000
	Nonstudent	374	2.1235	0.88422		
Boundaryless Mindset	Student	571	3.8808	0.61518	3.281	0.001
	Nonstudent	374	3.7453	0.60040		

Note. N – Sample Size; Means – Average Value; S.D. – Standard Deviation; t – t value; Sig. (2-tailed) – Significance Value.

Sources: developed by the authors.

Furthermore, working students ($m=2.47$) demonstrate a significantly greater ($p=0.000<0.05$) level of organisational mobility attitudes than their nonstudent counterparts ($m=2.12$). Moreover, working students ($m=3.88$) exhibited a significantly greater ($p=0.001<0.05$) level of boundaryless mindset attitudes than nonstudent employees ($m=3.74$). Furthermore, there is a difference between individuals who are students in the workforce and those who are not in terms of boundaryless careers, organisational mobility attitudes and boundaryless mindset attitudes. These differences are statistically significant at the 5% level. The direction of this difference lies in the greater mobility mindset and physical mobility among students.

Based on the findings in Table 4, no statistically significant difference was observed between working students and nonstudents in terms of professional careers and self-directed career attitudes. However, it is worth noting that working students ($m=3.74$) exhibit a significantly greater ($p=0.000<0.05$) value-driven career attitude than nonstudent employees ($m=3.57$). This difference is statistically significant at the 5% level. Despite no difference in professional career attitudes due to being a student in the workforce, the means are high in both groups. In other words, both groups aspire to self-direct their careers.

Table 4. Independent T Test Table of Protean Career and Its Subdimensions

Protean Career and Subdimension	Student / Nonstudent	N	Means	S.D.	t	sig (2-tailed)
Protean Career	Student	571	3.8788	0.46849	1.478	0.094
	Nonstudent	374	3.8260	0.45819		
Self-Directed	Student	571	3.9767	0.51267	-1.009	0.313
	Nonstudent	374	4.0117	0.50970		
Values-Driven	Student	571	3.7482	0.63246	3.951	0.000
	Nonstudent	374	3.5784	0.63668		

Note. N – Sample Size; Means – Average Value; S.D. – Standard Deviation; t – t value; Sig. (2-tailed) – Significance Value.

Sources: developed by the authors.

According to Table 5, the hypotheses (H1, H1a, H1b) stating that being a student has a significantly greater impact on attitudes toward boundaryless careers, organisational mobility, and boundaryless mindsets were accepted. H2b, which suggests that student status significantly correlates with value-driven career attitudes, is also supported. H2 and H2a are rejected.

Table 5. Results of the research model and hypothesis tests

H1	H1a	H1b	H2	H2a	H2b
Accept	Accept	Accept	Reject	Reject	Accept

Sources: developed by the authors.

5. Discussion. As the modern world evolves, investigating careers has become increasingly important. Three forces that effectively reshape contemporary careers are the changing self-paradigm, psychological contracts, and the externalisation of employment (Bednarska-Wnuk, 2020). In addition to this transformation, students who can overcome academic challenges may develop positive attitudes toward the academic process, which every student will later require on their career journey, thus enabling them to remain optimistic about career success (Silalahi et al., 2023). Students possess specific values for both academic and career success. Moreover, evidence suggests that values during education may differ from those held when experiencing the labour market postgraduation (Kim, 2022). Value discrepancies can exist among statuses in the job market and individuals, highlighting the significance of identifying these values in the workforce. In this context, Fernandez & Enache (2008) demonstrated that university students with stronger protean career attitudes exhibit a stronger sense of attachment to the workplace. Sinclair et al. (2005) showed that commitment among working university students is associated with task and organisational citizenship behaviours (Kim et al., 2023).

Comparing our research findings with those of recent studies is essential for our research. Individuals with highly boundaryless and protean career attitudes demonstrate adaptability to differences (Wiernik & Kostal, 2019). The preference of individuals for working in external employability also indicates their alignment with the concept of boundaryless careers (Santos et al., 2020). Professional development is another characteristic of boundaryless careers (Bednarska-Wnuk, 2020) and can be associated with university and organisational contexts. These relationships, facilitated by connections between multiple institutions (Stauffer et al., 2019), indicate a greater inclination towards a boundaryless career mindset during student employment. In this context, the literature supports the research outcome. The structure of the job market and the risk of unemployment lead individuals to expend energy simultaneously with different organisations (Carney & Stanford, 2018; Jackson, 2018) or to prepare themselves for future careers (Ahmad & Nasir, 2023; Park & Park, 2020; Kost et al., 2020), increasing their attitude towards organisational mobility and thus supporting the greater organisational mobility of working students. Being both a student and part of the workforce implies a boundaryless mindset (Bednarska-Wnuk, 2020), and an individual with a boundaryless mindset actively

interacts with individuals in other organisations (Nilawati et al., 2023), explaining the greater boundaryless mindset attitudes of students.

Young workers are guided to embrace new career orientations in variable and uncertain work environments (Bennett & Lemoine, 2014). It has also been suggested that professional career attitudes influence the career plans of undergraduate students (Chui et al., 2020). Students in the workforce prioritise their employability (Hall et al., 2018). Other research indicates that employability, enhanced academic performance, and university commitment are explained by protean careers (Kim, 2022). Furthermore, the relationship between a protean career and career adaptability (Bernardo & Salanga, 2019) suggests the surprising absence of protean career differences between students and nonstudent workers. Students with high self-awareness are likely to know their paths for self-development (Kim, 2022). Additionally, universities contribute to their development by engaging in activities that foster improvement (Silalahi et al., 2023), offering advantages in terms of employability (Gbadamosi et al., 2015). In light of these data, the need for more differentiation between working students and nonstudent workers in directing their careers contradicts the literature. A young age is crucial for developing career-related values (Kim, 2022). In addition to the literature, there are different career values among students (Sung et al., 2019). University students are also aware of career values (Kim, 2022). In this context, the greater value-driven career attitude among working students than among nonstudent workers is a consistent finding.

6. Conclusions. Amidst a swiftly changing socioeconomic milieu, the involvement of students in employment alongside their academic pursuits has become increasingly commonplace. Notably, there is a substantial presence of students within the labour force, meeting the growing demand for part-time work opportunities. This mutually beneficial arrangement between supply and demand in the part-time job market enables students to fund their education while garnering invaluable work experience. Students actively prepare themselves for future employment prospects with their ongoing educational endeavors, reflecting a broader societal trend towards evolving career management practices. In emerging career ideologies, boundaryless and protean careers have garnered attention, symbolising a departure from traditional norms and alignment with contemporary labour market dynamics. These novel career paradigms underscore individuality and autonomy, signalling a shift towards a more personalised approach to career progression. A notable proportion of university students need a comprehensive grasp of career-related topics. Research suggests that the prevalence of career-related considerations such as job hunting, career advancement, exploring various career paths, and engaging in career planning remains relatively low among students (Crisan et al., 2015). Consequently, most university students exhibit minimal interest in shaping their future career trajectories. Moreover, findings indicate that approximately one-fifth of young individuals transition from their initial job within a year (Job Satisfaction Survey, 2014), leaning towards a boundaryless career mindset within this demographic. Protean career values and boundaryless career mobility are significant for young individuals, particularly those who have not deeply reflected on their future careers. Cultivating an awareness of new career approaches becomes pivotal for their future career development.

University graduates frequently participate in geographical mobility, relocating to areas that offer employment opportunities or the potential for enhanced career prospects (Donald et al., 2017). This trend highlights that boundaryless mobility extends beyond voluntary decisions, incorporating individual inclination and practical necessity. It is an indisputable aspect of contemporary times that many students will inevitably encounter mobility within the context of a boundaryless career throughout their professional journeys. In investigating the interaction between boundaryless careers and protean career orientations among employed students and nonstudent workers, student status within the workforce showed a notable correlation with boundaryless career aspects, including boundaryless careers, organisational mobility, boundaryless mindsets, and value-driven career attitudes. Conversely, no significant correlation was detected between the protean career and its distinct subdimension, namely, self-directed career attitude, irrespective of individuals' status as students in the working environment. Based on the research findings, working students are more inclined towards boundaryless career attitudes than nonstudent employees are. This observation aligns with prior literature suggesting that students naturally gravitate toward individually oriented, boundaryless career pursuits (Creed et al., 2010; Donald et al., 2017). Furthermore, job market dynamics often necessitate students and recent graduates to adopt a boundaryless career trajectory in their quest for employment opportunities (Jackson & Wilton, 2016). The research results indicate that working students exhibit greater organisational mobility and boundaryless mindset attitudes than nonstudents. This finding is consistent with previous research, which suggests a link between the duration of work experience in initial job placements among young individuals (Donald et al., 2017), the correlation between age and physical mobility (Segers et al.,

2008), and the expansion of career possibilities for young entrants into the labour market (Chan et al., 2012). Additionally, given that students often work part-time while pursuing full-time studies, the heightened perception of boundaryless careers aligns with research findings. In conclusion, our study's findings corroborate the literature and establish a coherent relationship with previous scientific research.

The research identified no significant discrepancy concerning protean career and self-directed career attitudes between students and nonstudent employees. Engagement in employment during student life contributes to employability within the realm of subjective career success (Gbadamosi et al., 2015). Our study indicates that educational status does not exert a discernible impact on employability. However, a notable contrast emerges in values-driven career attitudes between working students and nonstudent employees. This distinction implies that working students exhibit higher levels of value-directed career attitudes. The uncertainty among students regarding future aspirations and their propensity to defer career decisions (Crisan et al., 2015) may be attributed to the heightened significance of personal values for students. Individual values may vary based on temporal and situational factors (Katz & Kahn, 1978), professional domain, income level, and organisational position (Kale & Ozer, 2012). Additionally, the research findings suggest that beyond these distinctions, student status may influence individuals' career attitudes based on their values.

The decision of university students to participate in employment may stem from the need to gain practical experience and alleviate the financial pressures associated with their education. As a result, the importance of engaging in work while pursuing higher education has increased. Further research incorporating qualitative and quantitative methodologies is essential to fully understand the protean implications of employment for working student demographics.

The research findings have significant implications for private employment agencies hiring part-time personnel and offer recommendations for businesses' human resource policies. The student status of individuals in the workforce enhances their physical mobility attitudes. Therefore, businesses employing students may find it beneficial to consider this aspect in their organisational policies and career planning initiatives. Furthermore, such research can provide valuable insights into the various positive and negative effects of working during university studies. Additionally, other practice recommendations include the importance of individuals, particularly during the early stages of their careers, having a clear understanding of the career landscape they will later enter and explore, thus necessitating strong career adaptability. Strengthening students' vocational identities can instil confidence in pursuing their chosen career paths. The research outcomes can assist students in better preparing for and navigating their professional futures amidst changing and dynamic career conditions. Moreover, the findings can guide policymakers and practitioners in effectively assisting students in their career development and advancement. Given the current socioeconomic conditions, young people are expected to pursue their career goals with positive outcomes confidently. Therefore, in terms of career awareness, new career models and outcomes can be integrated into educational programmes. Theoretically, evaluating new career models across different samples has contributed to the literature on flexible workers and working students.

The sample of this study is limited to employees affiliated with private employment agencies in Istanbul. Additionally, the assessment has been confined to boundaryless and protean career scales, which symbolise new career methodologies. In future research, different studies could be conducted with samples of university students living and studying in cities with lower or higher living standards than Istanbul. These samples could provide insights into individuals from diverse cultures and with varying educational expenditures. Exploratory studies could also be recommended to map out the values of young students for their careers more clearly. Additionally, research proposals could be made regarding the relationship between academic achievement and new career approaches.

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Нові підходи в організації праці та відношення до них серед працевлаштованих студентів: порівняльний аналіз зі співробітниками, які не є студентами

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Це дослідження спрямоване на вивчення нових підходів в організації праці серед студентів, які поєднують навчання та роботу. Був проведений порівняльний аналіз зі співробітниками, які не навчаються, щоб всебічно зрозуміти новітні кар'єрні пріоритети студентів-працівників. Неоліберальна епоха трансформувала традиційні підходи до організації праці. Відповідно з'явилися нові форми та підходи в організації праці такі як без кордонний, багатогранний, суб'єктивний успіх та калейдоскопічний. Ці нові парадигми відповідають новим формам зайнятості, що з'явилися внаслідок соціально-економічних трансформацій. Окрім того, в усе більш лібералізованому світі зростання вартості освіти та збільшення частки платної освіти спонукають студентів поєднувати навчання та роботу. Слід зазначити, що студенти, які поєднують навчання та роботу набувають цінного практичного досвіду, формуючи майбутню пропозицію на ринку праці. Це дослідження мало на меті оцінити ефективність нових підходів в організації праці для майбутніх працівників. Для аналізу дослідження використовувалися шкали відношення до без кордонної та професійної форми організації праці. Набір даних дослідження згенеровано на основі опитування 521 студента-працівника та 374 співробітників, які не навчаються. Опитування було проведено в Стамбулі – найбільшому місті Туреччини у якому навчається найбільша кількість студентів. Для аналізу даних використано кількісні методи дослідження: описова статистика, факторний аналіз, кореляційний аналіз та незалежні t-тести. Результати показали, що студенти-працівники продемонстрували значно більшу орієнтованість на без кордонну кар'єру, організаційну мобільність, без кордонний менталітет та ціннісно орієнтовані ставлення до кар'єрного зростання, ніж їхні колеги, які не є студентами. Висновки цього дослідження можуть стати цінним доповненням до існуючої теоретичного ландшафту з теорії управління трудовими ресурсами. Результати дослідження можуть бути використані при формулюванні та впровадженні політик управління людськими ресурсами в компаніях, які залучають студентів до роботи. Висвітлюючи досвід, виклики та потенційні напрями вдосконалення в цьому контексті, дослідження прагне інформувати та підвищити ефективність стратегій управління людськими ресурсами, орієнтованих на студентів-працівників.

Ключові слова: кар'єра; студенти; наміри щодо кар'єри; зайнятість; освіта; розвиток кар'єри.