Influence of Job-Readiness Competencies on Career Adaptability (A Study of the Performance of Food Trading Companies in Aden)

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Article History	Abstract
  	This study investigates the impact of job-readiness skills on career adaptability in the context of a rapidly changing labor market. Job-readiness skills, including communication, problem-solving, teamwork, self-management, and digital competence, are examined as key factors supporting successful career transitions. Career adaptability is viewed through four dimensions: concern, control, curiosity, and confidence. *Adopting a quantitative research approach, data were collected using a structured questionnaire and analyzed through descriptive and inferential statistical methods. The results indicate a significant positive relationship between job-readiness skills and career adaptability, showing that individuals with stronger job-readiness skills are better equipped to manage career changes, uncertainty, and future workplace challenges.* *The study emphasizes the need to incorporate job-readiness skill development into educational and training programs to enhance career adaptability. Its findings offer useful implications for educators, policymakers, and organizations aiming to strengthen workforce preparedness and promote sustainable career development.* ***Keywords:** Job readiness, career adaptability, Trading companies, Skill development.*

INTRODUCTION

In an era characterized by rapid technological advancement, globalization, and continuous labor market transformation, the nature of work and career development has changed fundamentally. Traditional linear career paths are increasingly replaced by dynamic and non-linear trajectories that require individuals to continuously adjust to changing job requirements, organizational structures, and employment conditions. Within this context, the ability of individuals to adapt to career-related changes has emerged as a critical determinant of sustainable employability and long-term career success. This ability is commonly conceptualized as career adaptability, a psychosocial construct that reflects individuals' readiness and resources for coping with current and anticipated career tasks, transitions, and challenges.

Career adaptability has gained significant attention in contemporary career development and human resource literature, particularly through the framework of Career Construction Theory. It encompasses key dimensions such as concern for the future, control over career decisions, curiosity about possible career options, and confidence in one's ability to pursue career goals. Individuals who demonstrate high levels of career adaptability are better positioned to navigate uncertainty, respond proactively to labor market changes, and maintain employability in volatile and competitive environments.

Parallel to the growing importance of career adaptability is the concept of job-readiness competencies, which represent the set of knowledge, skills, attitudes, and personal attributes that enable individuals to perform effectively in the workplace. Job-readiness competencies extend beyond technical or occupational skills to include transferable and soft skills such as communication, problem-solving, teamwork, adaptability, self-management, digital literacy,

and work ethics. These competencies are increasingly viewed by employers as essential prerequisites for successful entry into, and progression within, the labor market.

The relationship between job-readiness competencies and career adaptability is particularly salient in today's employment landscape. As organizations seek agile and resilient employees capable of responding to change, individuals with strong job-readiness competencies are more likely to demonstrate adaptive career behaviors. Such competencies equip individuals with the cognitive, behavioral, and emotional resources needed to explore career options, make informed decisions, manage transitions, and cope with career-related uncertainty. Consequently, job-readiness competencies can be seen as foundational inputs that foster and strengthen career adaptability.

Despite the growing recognition of both constructs, empirical research examining the direct influence of job-readiness competencies on career adaptability remains limited, particularly in developing and transitional labor markets. Many studies have examined employability, job performance, or employment outcomes in isolation, without adequately addressing how job-readiness competencies translate into adaptive career capacities over time. This gap is especially evident among students, graduates, and early-career employees who face heightened challenges in transitioning from education to work and in sustaining their careers amid economic and technological disruption.

Therefore, understanding the influence of job-readiness competencies on career adaptability is of both theoretical and practical importance. Theoretically, it contributes to the integration of employability and career development literature by clarifying how individual competencies shape adaptive career resources. Practically, it offers valuable insights for educators, policymakers, career counselors, and organizations seeking to design competency-based curricula, training programs, and career development interventions that enhance individuals' adaptability and long-term employability.

Against this backdrop, the present study seeks to examine the influence of job-readiness competencies on career adaptability. By exploring how different dimensions of job-readiness competencies contribute to individuals' adaptive career capacities, the study aims to provide evidence-based recommendations for strengthening workforce preparedness and supporting sustainable career development in an increasingly uncertain world of work.

Problem Statement

Job adaptability is a major issue in any organization especially for the food-trading sector. Food trading sector main purpose is to achieve high performance and higher volume of sales. Unless employees can adapt their job duties , food trading commercial companies can't achieve their main goals (Wang et al., 2022).

The main problem that faces food-trading companies is the ability of their employees to adapt changes in their jobs surrounding environment.

The inability of employees to achieved high level of ability create several problems. Employees with low levels of adaptability causes tremendous conflict with to the other employees in the organization or the company (Rastgar et al., 2022). Low level of adaptability reduces the amount of communication between employees. The low level of communication results usually in low level of understanding to the tasks to be achieved. Thus, the performance of the employee is affected severely. Low level of adaptability results in low level of job satisfaction. Low level of job satisfaction enforces employees to leave their jobs (Ghorbani et al., 2023). This would result in high cost for the companies because of the cost of losing talents in their working places.

Food trading sector suffers from significant job inflexibility problem comparing the public sector (Afolabi et al., 2022). Food trading sector tries to enforce their employees to adapt their jobs duties as soon as possible. This happen because the commercial sector doesn't have the available resources to wait for their employees to adapt their jobs. In addition to that, food trading sector in several occasions gives the employees additional roles and responsibilities (Kula, 2022). Thus, this study tries to investigate this problem and discuss the effect of Job-readiness on job adaptability.

Research Questions

To examine the impact of Job-readiness skills on job adaptability at the food trading companies in Yemen, this study aims to answer the following main question:

- **Do Job-readiness skills have a significant impact on job adaptability at the food trading companies in Yemen?**

This study aims to answer the following sub-questions:

1. Do interactive skills have a significant influence on job adaptability at the food trading companies in Yemen?

2. Do problem solving skills have a significant influence on job adaptability at the food trading companies in Yemen?

3. Does self-esteem have a significant influence on job adaptability at the food trading companies in Yemen?

4. Do abilities and willingness to learn have a significant influence on job adaptability at the food trading companies in Yemen?

Research Objectives

This study aims to achieve the following objectives:

Main objective

- **To determine the influence of skills, have a significant impact on job adaptability at the food trading companies in Yemen?**

This study aims to answer the following sub-objectives:

1. To determine the influence of job adaptability at the food trading companies in Yemen.

2. To determine the influence of solving skills have a significant impact on job adaptability at the food trading companies in Yemen.

3. To determine the influence of self-esteem, have a significant impact on job adaptability at the food trading companies in Yemen.

4. To determine the influence of abilities and wiliness to learn have a significant impact on job adaptability at the food trading companies in Yemen.

Significance of the study

The significance of the study lies in many important issues. The importance of tackling the career adaptability problem in the food trading companies in Aden. This study identified the most influential causes behind career adaptability problem in the food trading companies in Aden. It introduces the Job-readiness skills as the main source of career adaptability.

This thesis can bring huge benefits to the food training sector in Aden. This sector can understand the benefits of improving the Job-readiness skills of their employees after getting the findings of this study.

Scope of the study

The scope of this research was limited to examining the relationship between Job-readiness skills and career adaptability in the context of the food trading companies in Aden. This study is aims at covering only the food trading companies in the city of Aden. This study is restricted to the food trading sector and will not cover any other sector in the city of Aden.

Definitions of Terms used in the study

Job-readiness skills: is defined as the essential transferable skills, behaviors, and attitudes that enable individuals to enter the workforce, perform effectively, and

adapt to workplace demands.

Career adaptability: is defined as the ability of an individual to anticipate, manage, and respond effectively to career-related tasks, transitions, and changes in a dynamic work environment.

Employability skills: are the transferable skills, knowledge, and personal attributes that enable individuals to obtain employment, perform effectively, and sustain long-term career success.

Interactive skills: are the abilities that enable individuals to communicate effectively, collaborate with others, and build positive interpersonal relationships in social and work settings.

Problem-solving skills are the abilities to identify problems, analyze situations, and develop effective solutions in a logical and systematic manner.

Self-esteem is an individual's overall sense of self-worth and confidence in their own abilities and value.

Ability to learn is the capacity to acquire, understand, and apply new knowledge or skills effectively through experience and instruction.

Research Organizing: This study paper is organized in the following manner:

The first part presents the introduction of the study. It discusses the research background, the problem statement of the study. It also presents the study questions, the objectives, the definitions of terms, and the scope of this study.

The second part covers the relevant literature review about career adaptability and Job-readiness skills. It also covers the review of the previous studies that discussed the connections between career adaptability and Job-readiness skills. It summarizes the most relevant literature: the highlights of the gaps and pitfalls of previous literature. Additionally, it explains the research arguments of the current study, which helps in constructing a good literature background.

The third part discusses the methodology of the current study, the research design, the population of the study, the selected sample of the study, the data collection methods, the research hypotheses, and the statistical techniques that were used to test the research hypotheses.

LITERATURE REVIEW

Career Adaptability

Career adaptability is the ability of employees to deal effectively with their work or job duties and stress (Wang et al., 2022). Career adaptability is about how employees deal psychologically with their tasks and job duties.

Psychological readiness of the employee to deal with his or her job duties prepares to accept the difficulties of these duties (Wang et al., 2022). In addition to that, career adaptability assesses more control of the employee over their job's duties. Employees can manage to control the activities invested in their job duties. Career adaptability can trigger what can we call it career eagerness and career curiosity (Wang et al., 2022). This would encourage the employees to find the most suitable jobs that can be adopted according to their standards. Career adaptability is the most important characteristic that can help employees properly adapt their job duties.

Importance of Career adaptability

Career adaptability is very essential for any employee. It can determine the stability of the employee in his or her current position (Wang et al., 2022). Employee turnover is a critical factor for any companies. Companies don't want to lose an employee after spending money on their training and qualifications. Employee turnover is crucial and should be avoided at any cost. Career adaptability is one of the main factors that can solve the problem of the employees' turnover.

Models for Career Adaptability

Career adaptability is not just a static concept. Previous literature differentiates two types of career adaptability the individual and the group career adaptability (Hamtiaux et al., 2013). Both types are important, yet this study concentrates on the individual type of adaptability.

Previous literature introduced several models to represent career adaptability. One the models represents career adaptability as a latent variable with eight different sub-dimensions (Hamtiaux et al., 2013). The first sub dimension is the crisis. In crisis time adaptability can be affected severely. Employees in organizations can behave extremely differently during crisis comparing to their usual and normal behaviors. The second sub dimension is the culture. Culture can affect how people or employees behave. It can be considered as a motivating or discouraging factor. The third dimension is the work stress. Work stress is one of the main and major concepts in career adaptability. Stress can determine how employee intact his or her career adaptability behavior (Hamtiaux et al., 2013).

Job-readiness skills

Job-readiness skills are part of the individual skills. They are the most basic and fundamental skills that would help employees to do their jobs in a way would be consistent with their employes (Rosenberg et al., 2012). Job-readiness skills could be categorized as personal traits, individual skills, employees' attributes and behaviors, or employees' actions. Job-readiness characteristics can be evaluated by the employees' supervisors (Rosenberg et al., 2012). Usually, supervisors are the ones who can recognize these types of characteristics. In addition to that, Job-readiness skills can be described as a general characteristic.

Importance of Job-readiness skills

Job-readiness characteristics are very important from the point of view of employers. Employers treat enthusiasm to learn as the most important Job-readiness characteristic (Saunders & Zuzel, 2010). This indicates the desire of employer to get an employee who is not necessary having good knowledge, yet he or she should have the desire to acquire knowledge (Knight & Yorke, 2003). This could be found a significant issue from the employers' perspective because they want the employee to acquire some specific knowledge. This specific knowledge could be directly related to their work and not general (Saunders & Zuzel, 2010).

Job-readiness skills Dimensions

Job-readiness skills is a concept that describes several groups of skills. It is not just a one concept that would describe a single dimension, it is a very complicated and wide concept that contains several sub dimensions. Most of the previous literature shows that Job-readiness skills have eight distinguishable sub dimensions. These eight dimensions could be considered as the basic dimensions of Job-readiness (Fugate et al., 2004).

One of the job-readiness skills is the literacy of employees. Literacy was defined sometimes as the ability of the employees to read and write. In some other situations it was defined as the

ability of the employee to do basic mathematical operations. Both directions are just basically describing the technical skills of the employee of learning. This dimension is very basic, yet it can cover more sophisticated aspects of literacy (Fugate & Ashforth, 2003). These skills could now be covering digital literacy. It is now important for employees to read, write , and understand procedures that would be created by using new technologies such as computers and the internet. This also covers the ability of the employees to communicate with their peers, management staff, and customers through using these skills. Literacy can also cover the ability of the employee to use literacy skills to tackle and solve job problems. Thus, critical thinking could be treated as an important factor to join this dimension. Literacy is an essential Job-readiness skill dimension (Fugate & Ashforth, 2003).
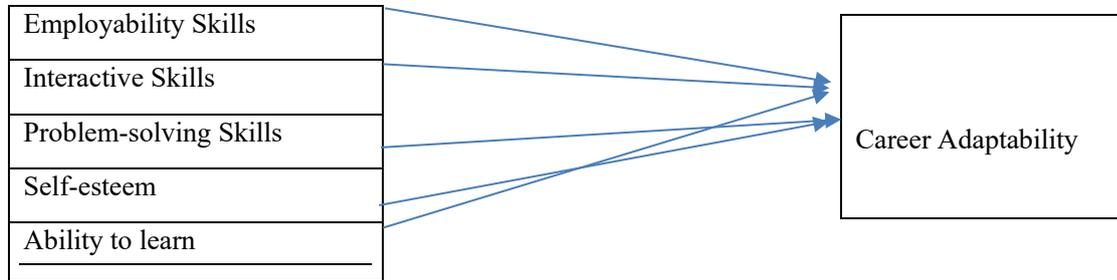
Conceptual Framework

The conceptual framework here shows the relationship between Independent variable Job-readiness competencies and the dependent variable career adaptability. It shows

also the sub relationships between various dimensions such as employability skills, interactive skills, problem solving skills, self-esteem, ability to learn and career adaptability.

Independent variables   **Dependent variable**

Job-Readiness Competencies

| Employability Skills |
| Interactive Skills |
| Problem-solving Skills |
| Self-esteem |
| Ability to learn |

Career Adaptability

Figure 1 Conceptual Framework

Research Hypotheses

- ➤ H1 : Job-readiness competencies skills has a significant impact on job adaptability at the food trading companies in Yemen.

- ➤ H1a : Interactive skills have a significant influence on job adaptability at the food trading companies in Yemen.

- ➤ H1b: Problem solving skills have a significant influence on job adaptability at the food trading companies in Yemen.

- ➤ H1c: Self-esteem has a significant influence on job adaptability at the food trading companies in Yemen.

- ➤ H1d: Abilities to learn have a significant influence on job adaptability at the food trading companies in Yemen.

RESEARCH METHODLOGY

Research Design

The goal of any study is to find the best way to answer its questions and to test its hypotheses. Many research designs are available for researchers such as exploratory design, explanatory design, descriptive design, and causal design (Sekaran & Bougie, 2016). These types of research designs are categorized under wider umbrellas of inductive vs deductive research

designs. The selection of the most suitable design for any study depends on the nature of the research questions, the nature of the data collected, and the goals of the research. Many research designs are available, yet the most suitable one should be selected (Marczyk, DeMatteo, & Festinger, 2005). Accordingly, the purpose of the study could be

answering one of the main types of questions the exploratory, the explanatory, and the causal type (Sekaran & Bougie, 2016). In the case of the exploratory questions, the researcher has no previous knowledge about the research problem, or he/she found that no previous study had solved something similar (Sekaran & Bougie, 2016). Descriptive questions try to describe the features of the study's variables without paying any attention to derive any relationships between these variables. In contrast, the causal question types establish causal relationship between the study's variables to understand the interaction between these variables (Sekaran & Bougie, 2016).

Population and Sampling

Study Population

The research population is the total number of individuals, organizations, or things that a researcher targets to be the area of the research. This study population is the companies that belong to the food trading companies' sector. The food trading companies' sector is divided into two main sections, the wholesalers and retailers. This study concentrated on the wholesaling companies

because they have decent number of employees in these companies. According to the chamber of commerce in Aden, the total number of companies in this sector is 87 companies. The total number of employees are around 2400 employees.

Study Sample

The sample size table by Krejcie and Morgan (1970) determined the sample size. Although, the sample size should be 331 respondents. The researcher will select 331 employees from this sector. The most viable option to

select these employees is using the convenience sampling technique.

Instrumentation in the study

A research instrument is a tool that is used by researcher to collect data and uses this data in testing her or his hypotheses (Sekaran & Bougie, 2016). The instrument of this thesis is a self- administered questionnaire. One advantage of using a questionnaire is the cost. Questionnaire is the most cost-effective instrument to be used by researchers. Questionnaires is very easy to be distributed. Questionnaires are very easy to be answered and consumes the minimum amount of time. Self-administered questionnaire could be distributed in different ways. It could be distributed through email, through social media platforms, google forms platform, or manually. The questionnaire used in this research has six main sections, demographic information. After demographic questions, there are 23 questions to measure career adaptability, 15 questions to measure interactive skills, 8 questions to problem solving skills, and 10 question to measure self-esteem characteristics, and 7 questions to measure abilities and wiliness to learn skills. The scores for the two main variables is based on a Likert scale with five options for all survey questions. The Likert ranges include 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Interactive Skills Measurement

Interactive skills measured through four items adopted from Coetzee. (2014) as shown in the following Table.

Table 3.1 Interactive Skills Measurement.

No.	Items
1	"I can communicate my viewpoints with clarity and fluency"
2	"I find it easy to listen to and understand what others are saying"
3	"I find it easy to confront people's problems to resolve conflicts"
4	"I can use technology effectively to communicate with others"
5	"I take care to use appropriate vocabulary and grammar when communicating with others"
6	"I can gain support from others for recommendations and ideas"
7	"I find it easy to persuade, convince or influence others"
8	"I find it easy to quickly gain respect from others"
9	"I usually show respect for the views and contributions of other team members"
10	"I usually make a favorable first impression"
11	"I find it easy to make clear, concise presentations to others"
12	"I find it easy to communicate effectively with people from different cultures, backgrounds and authority levels"
13	"I find it easy to get cooperation and support from others when working in a team"
14	"I consult others and share my expertise and information"
15	"I am able to build wide and effective networks of contacts to achieve my goals"
16	"I seek to progress to roles of increased responsibility and influence"

Problem Solving skills Measurement.

Interactive skills was measured through four items adopted from Coetzee. (2014) as shown in the following Table.

Table 3.2 Problem Solving Measurement.

No.	Items
1	"I make quick but clear decisions that spur others on towards action"
2	"I can probe for further information to enhance my understanding of a problem"
3	"I can structure information in a way that meets the needs of my audience"
4	"I can initiate changes to make my work or life more satisfying and developmental"
5	"I consider the complexities of the larger cultural, business and economic reality when approaching a problem or situation"
6	"I offer unique and novel ideas that add new knowledge and insights to a problem or situation"
7	"I am creative in achieving my goals by anticipating problems before they happen"
8	"I usually set priorities with a proper sense of urgency and importance"

Self-esteem Skills Measurement

Self-esteem was measure through ten items based on the most famous scale of Rosenberg (Rosenberg, 1965)

Table 3.3 Self-esteem Measurement.

No.	Items
1	"On the whole, I am satisfied with myself"
2	"At times I think I am no good at all."
3	"I feel that I have a number of good qualities."
4	"I am able to do things as well as most other people."
5	"I feel I do not have much to be proud of."
6	" I certainly feel useless at times."
7	"I feel that I'm a person of worth, at least on an equal plane with others."
8	"I wish I could have more respect for myself."
9	"All in all, I am inclined to feel that I am a failure"
10	"I take a positive attitude toward myself."

Abilities and Willingness to Learn Skills Measurement

Abilities and willingness to learn skills was measured through seven items adopted from Coetzee. (2014) as shown in the following Table.

Table 3.4 Abilities and Willingness to Learn Measurement

No.	Items
1	"I follow up on goals, tasks and assignments to ensure successful completion"
2	"I monitor my performance against deadlines and milestones"
3	"I make sure that I keep myself up to date on technical knowledge and new developments in my field"
4	"I am always on the lookout for ways to improve my knowledge and skills, and develop myself as a person"
5	"I know how to ask the right questions to get needed information and to properly size up a situation"
6	"I accept and tackle demanding goals with enthusiasm"
7	"I make use of developmental or training opportunities to enhance my competencies, knowledge and skills"

Career Adaptability Measurement

Career Adaptability was measure through twenty three items adopted from (Savickas & Porfeli, 2012).

Table 3.5 Career Adaptability Measurement.

No.	Items
1	"I think about what my future will be like"
2	"I realize that today's choices shape my future"
3	"I'm prepared for the future"
4	"I'm aware of the educational and vocational choices that I must make"
5	"I plan how to achieve my goals"
6	"I concern about my career"
7	"I keep upbeat"
8	"I make decisions by myself"
9	"I take responsibility for my actions"
10	"I stick up for my beliefs"
11	"I count on myself"
12	"I do what's right for me"
13	"I explore my surroundings"
14	"I look for opportunities to grow as a person"
15	"I investigate options before making a choice"

16	"I observe different ways of doing things"
17	"I probe deeply into questions I have"
18	"I'm curious about new opportunities"
19	"I perform my tasks efficiently"
20	"I take care to do things well"
21	"I keep learning new skills"
22	"I keep Working up to my ability"
23	"I Overcome obstacles"

Data Collection

The data collection process is the most important part in any research. There are two main types of data, the primary type of data and the secondary type of data. Primary data is a type of data that doesn't exist before conducting the study. This type of data is generated by the research or group of researchers to fit well their research questions and objectives. Primary data collection need time and effort from researchers. Primary data collection need researchers to invest labor such as surveyors or interviewers, time such as the time to collect the data from respondents, and a budget to conduct data collection activities. There are different types of techniques to collect primary data. The most common method is surveys. In addition to surveys primary data could be collected through interviews, direct observation and measurement, group interviews, and focus groups (Flaherty et al., 2015).

Secondary data is a type of data that could exist before conducting specific research. This type of data could exist as results of previous research, regular data collection such as public statistics, published reports, magazine reports, food trading companies reports and analysis, and government official statistics. There are several advantages of using secondary data. It is easier to reach. It is less expensive compared to primary data. It comes usually from reliable and trustful sources. Secondary data can save researchers time and money (Johnston, 2017).

Secondary data also has some disadvantages. Sometimes it is difficult to reach. Secondary data doesn't perfectly fit the research model. In some cases, secondary data is not reliable. Although secondary data has some advantages, it has also several disadvantages (Johnston, 2017).

The questionnaire is one data collection tool that consists of a list of questions related to one or more topics. It is defined as "a systematic compilation of questions that are submitted to a

sampling of population from which information is desired" (Saunders & Kulchitsky, 2021, p. 718). Questionnaires are the most used for data gathering. They are easy to prepare and also to administer because they are simply distributed to respondents, who then fill in the information themselves.

They are useful for collecting data from widely scattered sources. Additionally, questionnaires are used when researchers cannot personally meet with all the people from whom they desire responses.

One limitation of interviews and questionnaires is that people may express thoughts and predict behaviors that differ from what they actually think and do. By contrast, observations examine actual behaviors in a way that the formality and artificiality of interviews and questionnaires cannot replicate (Guha et al., 2021).

This study used a structured questionnaire to collect the primary data of this study.

Administration of Questionnaire

The questionnaire was distributed manually to the food trading companies in Aden.

Scale Validity and Reliability

Content validity refers to the extent to which a test or assessment accurately represents the domain or construct it is intended to measure (Sireci & Faulkner-Bond, 2014). It is established by

a panel of experts who evaluate the items or questions on the test based on their relevance, representativeness, and clarity. The goal of content validity is to ensure that the test is measuring what it is intended to measure. The instrument of this study is valid because it was adopted from previously published literature.

Reliability

Internal consistent reliability is a type of reliability that assesses the consistency of the results of a test or assessment across its items or questions (Nunnally, 1978). It measures the degree to which the items or questions on a test are measuring the same construct or concept. Internal consistent reliability is typically assessed using statistical methods, such as Cronbach's alpha, which calculates the degree to which the items on a test are interrelated or correlated.

Cronbach alpha is used to test the reliability of the study's instruments as follows.

Cronbach's alpha	Reliability
Cronbach's alpha >= .9	Excellent
.9 > Cronbach's alpha >= .8	Very Good
.8 > Cronbach's alpha >= .7	Good
.7 > Cronbach's alpha >= .6	Acceptable
.6 > Cronbach's alpha >= .5	Poor
Cronbach's alpha < .5	Unacceptable
.7 > Cronbach's alpha >= .6	
.6 > Cronbach's alpha >= .5	
Cronbach's alpha < .5	

The test of instrument reliability carried out for every construct in the study's instrument. Table 3.7 shows the Cronbach's alpha test scores.

Table 3.7 Cronbach's Alpha Score for the Instrument's Constructs.

Construct	No. Items	Cronbach's alpha
Interactive skills	15	
Problem solving skills	8	
Self-esteem skills	10	
Abilities and wiliness to learn	7	
Career adaptability	23	

The instrument used in this study has no problem with its reliability scores. All of the constructs used in this instrument scored higher than 0.6 with a range of .76 and .91.

Data Analysis

In this study, the main analytical tool that is used is the frequency analysis, descriptive analysis, correlation, and regression analyses.

Frequency analysis is an essential step in the data analysis process. Frequency analysis gives the basic description of the study's variables. It showed the main direction of the respondents.

Do they agree or disagree with the questions of the study. It is used to analyze the demographic variables descriptive analysis will be used to determine the mean and the standard deviation of the other questions. The data analysis starts with frequency analysis and descriptive analysis to give simple and clear overview of the study's variables (Ott & Longnecker, 2015).

The second analytical technique is correlation analysis. Correlation analysis is a preliminary analysis, which is used to discover if there is an association between two variables. If the correlation analysis shows any association, then regression analysis should confirm the causal relationship between these two variables. Correlation analysis measures the association between variables and does entail any causal relationships (Ott & Longnecker, 2015).

The main analytical tool in this thesis will be the multiple linear regression analysis technique. The hypotheses of the study is tested using multiple linear regression analysis. Linear regression assumes linear causal relationship between the independent variables and the dependent variable (Ott & Longnecker, 2015).

The SPSS software is used to conduct frequency analysis, regression, and correlation analysis. SPSS software is used because it is one of the most popular software in social science research. It provides a variety of analyses which give researchers the freedom to use what suits their research well.

CONCLUSIONS

This study examined the influence of job-readiness competencies on career adaptability and found that job-readiness competencies play a significant and positive role in enhancing individuals' ability to adapt to changing career demands. The findings indicate that competencies such as communication skills, problem-solving ability, teamwork, self-management, and digital literacy contribute meaningfully to the four dimensions of career adaptability: concern, control, curiosity, and confidence.

Individuals who possess higher levels of job-readiness competencies are better prepared to anticipate career challenges, take responsibility for career decisions, explore alternative career opportunities, and respond effectively to labor market changes. The results highlight that career adaptability is not merely an inherent trait but a developable capacity shaped by acquired skills and competencies.

Therefore, strengthening job-readiness competencies can improve employability, resilience, and long-term career sustainability, particularly in dynamic and competitive work environments.

Overall, the study underscores the importance of integrating job-readiness competency development into educational, training, and workforce development programs as a strategic approach to enhancing career adaptability.

RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations are proposed:

1. **Educational institutions** should integrate job-readiness competencies into curricula through experiential learning, internships, project-based learning, and soft-skills training to better prepare students for career adaptability.

2. **Training and development programs** should place greater emphasis on developing transferable skills such as communication, critical thinking, adaptability, and digital competencies to enhance individuals' readiness for changing career demands.

3. **Employers and organizations** are encouraged to support continuous skill development by providing mentoring, career development opportunities, and upskilling initiatives that strengthen employees' career adaptability.

4. **Students and job seekers** should proactively develop job-readiness competencies through self-learning, professional certifications, volunteering, and work-based experiences to improve their adaptability in the labor market.

5. **Policymakers and workforce planners** should promote national strategies that align education and training systems with labor-market needs, ensuring graduates possess competencies that enhance long-term career adaptability.

6. **Future researchers** are advised to examine additional variables such as emotional intelligence, career resilience, and organizational support, and to apply longitudinal or mixed-method approaches to better understand the long-term impact of job-readiness competencies on career adaptability.

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