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Article

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Mediating Role of Learning Goal Orientation Between Organizational Career Management and Career Adaptability: Moderating Role of Generation X and Generation Y

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Abstract

Career adaptability exerts a positive impact on both employees and organizations. Therefore, organizations should promote and cultivate career adaptability among their employees. There are few studies on the factors influencing career adaptability in Thailand. Additionally, there is a dearth of research addressing the moderating role of generation. The purpose of this paper is to bridge a research gap in the career adaptability literature by investigating the causal relationships between organizational career management and learning goal orientation on career adaptability and the moderating role of generation X and Y in this relationship. This research is based on a survey methodology. Data were collected using questionnaires from a sample group consisting of 303 human resource officers working in private sector organizations in Thailand. Confirmatory factor analysis and structural equation modeling were employed using AMOS software. In the findings, 1) Learning goal orientation completely mediated the relationship between organizational career management and career adaptability. 2) Generation moderated the relationship between organizational career management and career adaptability. The findings expand knowledge of career construction theory and make valuable contributions for organizations to enhance career adaptability. Organizations can enhance career adaptability for generation X through career management, while for generation Y, prioritizing individuals with a learning goal orientation may better foster career adaptability. The research outcomes will offer guidance for fostering career adaptability tailored to generational and Thai contextual nuances. This research is the first to investigate these aspects in Thailand.

Keywords: Organizational career management, career adaptability, learning goal orientation, generation X, generation Y, human resource officers, Thailand.

1. Introduction

Career adaptability refers to the psychosocial resources that enable individuals to effectively manage and navigate the challenges, changes, and transitions within their careers (Savickas, 2013). It is increasingly important in today's fast-changing business environment, as it helps organizations maintain their competitiveness (Othman et al., 2022), increases task performance and organization-directed citizenship behavior (Lan & Chen, 2020), and reduces employee turnover intentions (Rasheed, Okumus, Weng, Hameed, & Nawaz, 2020).

Findings from a survey conducted on 636 private organizations across 15 industries in Thailand revealed that the intention to resign among employees stood at 11.9%, indicating a notable increase compared to the previous year (Mercer LLC, 2022). High employee turnover diminishes an organization's competitiveness, underscoring the need for proactive measures to retain talent and foster employee loyalty. Therefore, organizations should actively promote and cultivate career adaptability among their employees, particularly human resource officers, as they play a pivotal role in adding value to the organization. They do so by acting as strategic stakeholders, demonstrating administrative expertise, fostering employee commitment (as employee champions), and serving as change agents (Winch, 2021). Human resource officers with career adaptability are likely to recognize the value of organizational career management in advancing their own careers. As a result, they will advocate for the inclusion of employee career adaptability in organizational strategic plans, drawing on their own experiences to drive this initiative.

There are two main factors that foster career adaptability, organizational factor and personal factors. Organizational factors that promote career adaptability encompass welfare and compensation arrangements, training and counseling, work environment, performance evaluation, perceived organizational support, and organizational career management (Chaikit, Yongyuang, Musikapan, & Saeree, 2019; Ma, Chen, & Ruangkanjanases, 2020; Purba, Carissa, & Efendi, 2018). Organizational career management involves employee development, performance evaluation, career planning, and tracking programs that assist employees in managing their careers, ultimately leading to career satisfaction. It serves as a guarantee that employees will acquire long-term skills and abilities (Uchejeso, Cotton Baguma, & Egodi, 2020).

Employees in Thailand place high value on opportunities for career advancement and continuous learning to foster personal and professional growth in the workplace (PwC, 2023). Organizational career management may promote career adaptability among Thai employees. However, few studies have explored the relationship between organizational career management and career adaptability within the context of private organizations in Thailand. Previous research has primarily focused on welfare, training, workplace dynamics, and performance evaluation (Chaikit, Yongyuang, Musikapan, & Saeree, 2019),

while neglecting career planning and succession planning, which are key elements of organizational career management. Furthermore, this research was limited to a single factory.

Besides organizational factors that foster career adaptability, personal factors are equally crucial and should not be underestimated. These personal factors include conscientiousness, proactive personality, deliberate practice (which involves self-regulation, effort, and repeated activities), emotional intelligence, self-esteem, and learning goal orientation (Pajic, Keszler, Kismihók, Mol, & Den Hartog, 2018; Hamzah, Kai Le, & Musa, 2021; Eunjee Kim & Sooyoung Kim, 2018). These factors may mutually reinforce one another in cultivating career adaptability. Previous studies have indicated that learning goal orientation, identified as a personal factor, is positively influenced by organizational career management (Runhaar, Bouwmans, & Vermeulen, 2019), and individuals exhibiting learning goal orientation often demonstrate higher levels of career adaptability (Faadhilah, 2019). Confirming these relationships within the context of Thailand could be advantageous for applying this knowledge.

Generation is a factor frequently mentioned in social science research because it influences the behaviors, attitudes, and values of individuals across different age groups. Previous studies have identified distinctions in the behaviors and values of generation X and generation Y (Jiang, 2019). In Thailand, generation X and generation Y constitute the first and second-largest segments, respectively, within the working-age population (Thai Public Broadcasting Service, 2022). No studies have explored the role of generation in the connection between organizational career management and career adaptability. Closing this gap could help organizations customize career management strategies to better align with the needs of different generational groups.

Our study aims to investigate: 1) the relationship between organizational career management and career adaptability, 2) the relationship between organizational career management and learning goal orientation, 3) the relationship between learning goal orientation and career adaptability, 4) the mediating effect of learning goal orientation on the relationship between organizational career management and career adaptability, and 5) the moderating effect of generation on the relationship between organizational career management and career adaptability. The findings will provide a clearer understanding of the relationships among career adaptability, learning goal orientation, and organizational career management within the context of private organizations in Thailand. Understanding these relationships will contribute theoretically to the field of career construction Theory. Exploring the role of generation in the relationship between organizational career management and career adaptability in private organizations in Thailand will assist organizations in tailoring career management strategies to suit different generations. Moreover, the research outcomes will offer guidance for fostering career adaptability

tailored to generational and Thai contextual nuances. This research is the first to investigate these aspects in Thailand.

2. Literature Review

2.1 Career Adaptability (CA)

Career adaptability refers to psychosocial resources that enable individuals to effectively manage and navigate the challenges, changes, and transitions within their careers. Career adaptability comprises of four dimensions, each is detailed as follows (Savickas, 2013):

1) Concern: This involves an awareness of future career paths, including planning and preparing for tasks in both the near and distant future. Individuals who are mindful of their career trajectory strategically plan for their future professional paths, establish career goals, and actively prepare themselves to attain those objectives. For instance, aspiring to a managerial role involves formulating a plan to cultivate leadership skills as a crucial step towards advancement in that position.

2) Control: This dimension is characterized by discipline, determination, self-reliance, and a proactive approach to managing tasks and challenges rather than avoiding them. Individuals capable of self-control gain a deeper understanding of themselves and exercise discipline by consistently completing assigned tasks within designated timelines without abandoning their work.

3) Curiosity: This pertains to an inquisitive nature, involving the active search for various work-related information, learning, and gaining experience to accumulate knowledge and options for handling work appropriately in diverse situations. Enthusiastic individuals engage in learning new things and observing diverse approaches to tasks.

4) Confidence: This dimension encompasses the belief in one's ability to successfully complete tasks. It includes the capacity to select a suitable career path and effectively resolve work-related challenges. A confident individual believes in their ability to successfully complete tasks, anticipates potential promotions, and transforms that belief into proactive actions.

Individual factors that positively influence career adaptability include conscientiousness and proactive personality (Pajic et al., 2018), entrepreneurial self-efficacy (Qiao & Hua, 2019), deliberate practice (Mei, Yang, & Tang, 2021), emotional intelligence, self-esteem (Hamzah, Kai Le, & Musa, 2021), grit (Çarkıt, 2024), as well as learning goal orientation (Eunjee Kim & Sooyoung Kim, 2018).

Career adaptability acts as a mediator between individual characteristics such as proactive personality and career motivation. It enhances the ability to transition into careers effectively, thereby increasing motivation among recent graduates (Lin et al., 2024). In the context of young adults, the study found that accommodation was positively associated with career goal disengagement, but career adaptability did not mediate this relationship. This suggests that the way individuals adapt to their careers does not influence how

accommodation affects their disengagement from career goals. The findings indicate that while career adaptability is an important factor in career development, its role may vary depending on the specific goal management strategy being utilized, such as accommodation in this case (Chiesa et al., 2024).

Organizational factors that positively impact career adaptability encompass a feedback environment (Cheng Gek & Ling, 2020), transformational leadership (Lan & Chen, 2020), and high-performance work practices, including employee selection, rewards, training, and opportunities for advancement in career paths, teamwork, empowerment, and job security (Safavi & Karatepe, 2018). Additionally, organizational career management positively influences career adaptability (Purba, Carissa, & Efendi, 2018).

Employees in Thailand highly value opportunities for career advancement and continuous learning to foster personal and professional growth in the workplace (PwC, 2023). Organizational career management may promote career adaptability in Thai employees. Furthermore, organizational career management positively influences learning goal orientation (Runhaar, Bouwmans, & Vermeulen, 2019). Thus, these two variables hold particular interest. In the subsequent section, we will explore the intricacies of organizational career management and learning goal orientation separately.

2.2 Organizational Career Management (OCM)

Organizational career management refers to the process of facilitating and promoting the development of career paths for employees within an organization. This includes various programs such as individual assessments, training courses, mentoring, job rotation, succession planning, establishing career ladders and paths, job postings, and offering individual counseling (Guan, Zhou, Ye, Jiang, & Zhou, 2015). Organizations play a crucial role in career management, serving as a vital source of resources (Noor, Suherli, & Sutisna, 2020). Organizational career management not only enhances employee competence, but it also increases employability. Furthermore, it ensures that employees possess the skills and abilities necessary in the long term to achieve organizational goals (Uchejeso, Cotton Baguma, & Egodi, 2020).

Runhaar, Bouwmans, & Vermeulen (2019) divide organizational career management into two parts. 1) Organizational career management through administration, which implies that the organization has policies or regulations governing career advancement. 2) Organizational career management through supervision, which means that supervisors utilize the policies set by the organization to support employees in their career advancement. This can include discussions about work performance, as well as the development and establishment of career paths for employees.

Organizational career management has a positive influence on career adaptability (Purba, Carissa, & Efendi, 2018). Organizations that provide training courses, job rotation, succession planning, establish clear career paths, and offer individual counseling contribute

to employees having well-defined goals. This support enables them to identify opportunities within their career paths and fosters enthusiasm for self-development toward higher positions.

The research conducted by Chaikit, Yongyuang, Musikapan, and Saeree (2019) on private organizations in Thailand revealed that organizational career management has a positive impact on career adaptability. Employees who perceived that the organization provided high-level management of benefits and compensation, training and counseling, a conducive work environment, societal support, and performance evaluations exhibited a greater capacity to adapt in their careers. However, previous studies have neglected attention towards career planning and succession plans. Furthermore, the research exclusively surveyed a single factory. Examining the relationship between organizational career management and career adaptability within private organizations in Thailand could contribute to elucidating more definitive conclusions. This leads to the first hypothesis in this study:

- H1: Organizational career management has a positive influence on career adaptability.

2.3 Learning Goal Orientation (LGO)

Goal orientation is a psychological variable that pertains to the way individuals set and pursue their goals to attain a particular outcome. It also reflects how people approach challenging tasks or problems (VandeWalle, 2001). According to Dweck (1986), Goal orientation can be categorized into two groups: 1) Mastery or Learning goal orientation: This occurs when individuals aim to enhance their abilities, seek to new knowledge, and master new concepts. 2) Performance goal orientation: This manifests when individuals seek acknowledgment or aim to evade negative assessments of their work.

Goal orientation has been shown to have a positive effect on motivation (Ata & Abdelwahid, 2019) and innovative work behavior (Frislia & Handoyo, 2020). Different goal orientations lead individuals to respond in distinct ways to situations. For instance, research by VandeWalle (2001) discovered that individuals with a high learning goal orientation perceive feedback as valuable information that fosters improvement and aids in rectifying mistakes. Conversely, individuals with a high-performance goal orientation view feedback as an evaluation of their personal worth and a judgment of their level of performance. Negative feedback, in particular, is viewed unfavorably by this group.

Learning goal orientation is a critical factor influencing various aspects of personal and professional development. It serves as an antecedent to several outcomes, including learning satisfaction, knowledge acquisition, skill enhancement (Li & Tsai, 2020), and self-efficacy (VandeWalle, 2001). Learning goal orientation is positively related to collective learning efficacy. In addition, collective learning efficacy acts as a crucial link between a team's learning goal orientation and its performance. A team's focus on learning cultivates

a shared belief in its collective capability to acquire and utilize new knowledge, ultimately leading to improved performance outcomes (Chen et al., 2024).

Past research has demonstrated that learning goal orientation serves as a mediating factor. For example, Matsuo et al. (2020) identified that learning goal orientation mediates the link between managerial coaching and critical reflection. Similarly, Jia and Yuan-Cheng (2023) discovered that learning goal orientation partially mediates the relationship between perceived organizational support and innovation behavior.

Previous studies have indicated that learning goal orientation is positively influenced by organizational career management (Runhaar, Bouwmans, & Vermeulen, 2019), and individuals exhibiting learning goal orientation often demonstrate higher levels of career adaptability (Faadhilah, 2019). These individuals exert effort in developing their abilities and persist in the face of obstacles, leading to increased motivation for future preparation, self-discipline, and responsibility, as well as a propensity to continually seek opportunities and possess confidence in problem-solving. However, these studies often focus on educational environments, which may limit their applicability to the private sector. Furthermore, much of the research emphasizes direct effects while overlooking the mediating role of learning goal orientation. Examining this mediating role in the context of the private sector in Thailand could be advantageous for extending and applying this knowledge effectively. This leads to the second through fourth hypotheses in this study:

- H2: Organizational career management has a positive influence on learning goal orientation.
- H3: Learning goal orientation has a positive influence on career adaptability.
- H4: Learning goal orientation mediates the relationship between organizational career management and career adaptability.

2.4 Moderating Effects of Generation

Past research has identified differences in behaviors and values between generation X and generation Y. Jiang (2019) asserted that generation X highly values collaboration, self-reliance, diligence, problem-solving ability, and adaptability to changes at the workplace. They tend to demonstrate loyalty to companies that offer opportunities for growth and development. On the other hand, generation Y places a premium on diversity, flexibility, and exploration in their work. They aspire to be an integral part of a company. These disparities between the two groups can lead to distinct responses to organizational arrangements and result in different behaviors. For instance, a study by Weerarathne, Walpola, Piyasiri, Jayamal, Wijenayaka, and Pathirana (2022) in the service industry found that generation Y exhibits a higher intention to quit their job compared to generation X. Additionally, Çarkıt (2024) found that age moderates the effect of career adaptability on life satisfaction, with the relationship between career adaptability and life satisfaction being stronger among relatively younger university students.

Disparities in behaviors and values between generations X and Y may lead to varied responses to organizational career management, resulting in differing levels of career adaptability. Members of generation X, who prioritize structured opportunities for continuous professional growth (Santos & Cox, 2000), tend to exhibit higher levels of career adaptability when they perceive effective organizational career management. On the other hand, generation Y employees in private companies in Bangkok perceive the organization's career path development process as lacking motivation. They find that the activities supported by the organization do not significantly contribute to their career advancement. Today, employees have the capability to pursue self-directed learning without having to rely on the organization to provide it (Tatiyaphat Pitisatetapan, 2021). Consequently, this diminishes the relationship between organizational career management and career adaptability. This leads to the fifth hypothesis in this study:

- H5: Generation moderates the relationship between organizational career management and career adaptability.

Figure 1 depicts the conceptual framework that explains the relationships between organizational career management, learning goal orientation, and career adaptability, with a focus on the mediating role of learning goal orientation and the moderating role of generational differences.

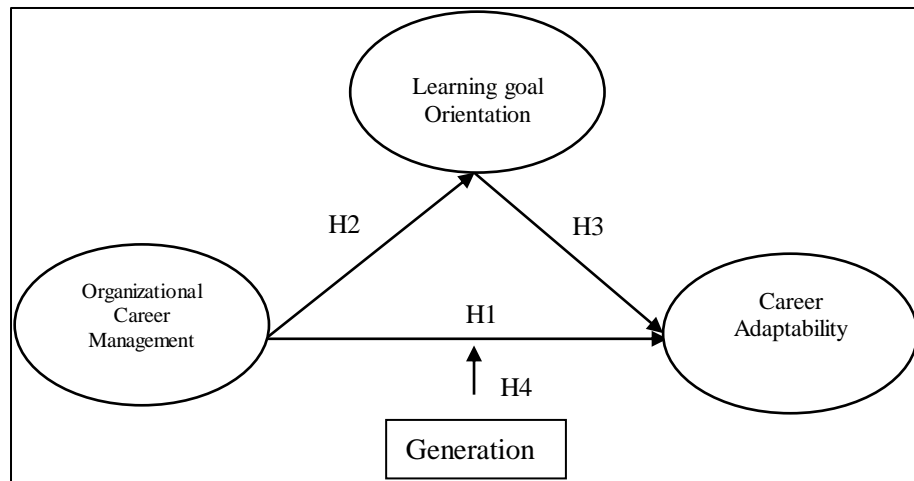


Figure 1: Research Framework

3. Research Methodology

3.1 Data Collection and Samples

The target population of this research comprises of human resource officers working in private sector organizations in Thailand. The sample size was determined using the appropriate criteria for structural equation modeling (SEM) analysis, which recommends a

sample size that is more than 10 times the number of parameters to be estimated (Bollen, 1989). Given that this research involved 30 parameters, the appropriate sample size was 300. Convenience sampling was employed due to time and resource limitations. This approach allowed the researchers to obtain a sample size that was crucial for performing structural equation modeling (SEM) analysis. The online questionnaire was distributed through the human resource management community and directly to the human resource departments. We utilize a questionnaire for sample screening that includes questions such as 'Do you work in the human resources department?' 'Do you work for a private organization?' and 'What is your age?'. Data was collected from March to August 2023.

3.2 Research Measurements

The instrument used for data collection was a questionnaire employing a 5-level rating scale. The measurement items for organizational career management (career path, performance evaluation and employee's development) were adapted from Furman (2018) and Runhaar, Bouwmans, and Vermeulen (2019). The measurement items for learning goal orientation were adapted from VandeWalle (1997). The measurement items for career adaptability, consisting of four dimensions (concern, control, curiosity, and confidence), were adapted from Savickas and Porfeli (2012). The moderating variable, generation, is determined by the respondent's age, where generation Y encompasses individuals aged 26-41 years old, while generation X includes those aged 42-57 years old (Dimock, 2019)

All measurement items were assessed for content validity using Item-Objective Congruence (IOC) by three experts. All measurement items scored greater than 0.5. The reliability of the variables was determined using the alpha coefficient. The alpha coefficients for organizational career management, learning goal orientation, and career adaptability were 0.84, 0.86, and 0.90, respectively. These values indicate that the internal consistency of all items is acceptable (Churchill, 1979).

Convergent Validity is assessed through Composite Reliability (CR) and Average Variance Extracted (AVE). An acceptable CR value should not be less than 0.60, and an acceptable AVE value should not be less than 0.50 (Hair et al., 2010). However, an AVE value lower than 0.50 can be accepted if the CR value is greater than 0.60 (Lam, 2012). The analysis revealed that Organizational career management: CR = 0.87, AVE = 0.50, Learning goal orientation: CR = 0.88, AVE = 0.60, Career adaptability: CR = 0.91, AVE = 0.48. It can be concluded that the measurements were adequately reliable. Details are shown in Table 1.

Table 1: Convergent Validity

Construct	Items	Loadings	CR	AVE
Organizational Career Management	OCM1	0.81	0.87	0.50
	OCM2	0.72		
	OCM3	0.80		
	OCM4	0.74		
	OCM5	0.42		
	OCM6	0.54		
	OCM7	0.79		
Learning Goal Orientation	LGO1	0.85	0.88	0.60
	LGO2	0.79		
	LGO3	0.74		
	LGO4	0.83		
	LGO5	0.65		
Career Adaptability	CA1	0.43	0.91	0.48
	CA2	0.37		
	CA3	0.38		
	CA4	0.24		
	CA5	0.36		
	CA6	0.48		
	CA7	0.65		
	CA8	0.81		
	CA9	0.81		
	CA10	0.83		
	CA11	0.75		
	CA12	0.67		

3.3 Ethical Consideration

This research project has been approved by the Human Research Ethics Committee. Ubon Ratchathani University on October 3, 2022, certification number UBU-REC 146/2022.

3.4 Data Analysis

Analysis of the demographic data sample was conducted using descriptive statistics, including frequency, percentage, mean, and standard deviation. Testing of the hypotheses was completed using Structural Equation Modeling (SEM). The justification of covariance-based SEM (CB-SEM) for using higher order constructs requires the minimum of 3 items per construct (Hair et al., 2014). The current study has three constructs, which all consist of at least 5 items.

4. Results and Discussion

4.1 Demographic and Descriptive Statistics

The sample group consisted of 303 people, with the majority being female (78.20%), single (70.30%), 67.30% held a Bachelor's degree, 56.40% worked in the manufacturing industry. Additionally, the respondents belong to generation Y (71.29%) and generation X (28.71%). Furthermore, 82.20% were employed in organizations with 100 or more employees.

4.2 Confirmatory Factor Analysis: CFA

Model fit was evaluated using several indices. The chi-square (χ^2) test is considered significant if the p-value is below 0.05 for research samples larger than 250 cases (Hair et al., 2010). A chi-square / df ratio below 5.0 indicates an acceptable fit, while a ratio below 3.0 is considered a good fit. Additionally, the comparative fit index (CFI) should exceed 0.90, the root mean squared residuals (RMR) should be below 0.80, and the root mean square error of approximation (RMSEA) should be below 0.07, indicating an acceptable model fit (Hair et al., 2010).

The results of the summary of fit statistics for the measurement model are as follows: $\chi^2 = 225.73$, $df = 91$, $\chi^2/df = 2.48$, $RMSEA = 0.07$, $RMR = 0.03$, and $CFI = 0.93$, which were above the criteria of the model fit indices (Hair et al., 2010).

4.3 Structural Equation Modeling (SEM)

Learning goal orientation and organization management can predict career adaptability with the total coefficient of determination of 73.50 percent ($R^2 = .735$). The results of the path analysis in the construct model are shown in figure 2. Organizational career management does not influence career adaptability. Organizational career management positively influences learning goal orientation (Path coefficient = 0.179). Learning goal orientation positively influences career adaptability (Path coefficient = 0.865). Thus, the results support H2 and H3.

Table 2: Hypotheses Results

Hypotheses	Path Coefficient	p-value	Results
H1: OCM \rightarrow CA	-.050	.102	Not supported
H2: OCM \rightarrow LGO	.179	.000	Supported
H3: LGO \rightarrow CA	.865	.000	supported

Note: a Composite Reliability (CR); b Average Variance Extracted (AVE)

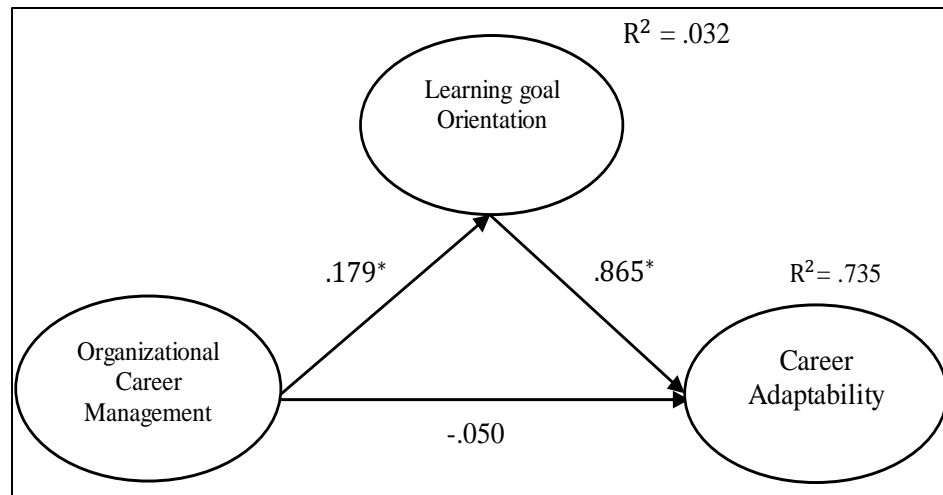


Figure 2: Result of Path Analysis

The results for Hypothesis 1 indicate that organizational career management does not influence career adaptability. This can be explained by the fact that although organizations provide career paths, succession planning, performance evaluation, feedback, and competency development, these do not directly impact employees' readiness for future work, their enthusiasm for work, their self-control in task completion, or their confidence in their abilities. This is because learning goal orientation serves as a complete mediating variable between organizational career management and career adaptability. When an organization provides career management, it enhances the learning goal orientation of employee, which in turn leads to career adaptability. This finding aligns with the study by Runhaar, Bouwmans, and Vermeulen (2019), who found that organizational career management by administration had no effect on occupational self-efficacy. This discrepancy may arise from organizations having policies and regulations for career management that are not consistently implemented by supervisors who play a crucial role in succession planning, performance evaluation, and providing feedback to employees. Having policies alone, without practical application, does not foster employees' career adaptability. This finding contradicts the study by Purba, Carissa, and Efendi (2018), who discovered that organizational career management has a positive impact on career adaptability. Additionally, the study by Ma et al. (2022) found a direct relationship between perceived organizational support and career-related exploration, mediated by career adaptability. This suggests that when individuals perceive that the organization provides support to help them achieve their personal and professional goals, they are more likely to engage in career exploration activities through enhanced career adaptability.

The results for Hypothesis 2 indicate that organizational career management positively influences learning goal orientation. This can be explained by the fact that organizations

provide career paths, succession planning, performance evaluation, feedback, and competency development. These factors enable employees to gauge their own abilities, instilling a belief in self-development and motivating them to practice new skills to enhance their capabilities. This leads them to set higher goals, striving to achieve the level of performance expected by the organization. This finding aligns with the study conducted by Jia and Yuan-Cheng (2023) among teachers in China, where they discovered that perceived organizational support had a positive effect on learning goal orientation. It also resonates with the research by Runhaar, Bouwmans & Vermeulen (2019), who found that organizational career management through supervisors positively impacted learning goal orientation.

The results for Hypothesis 3 indicate that learning goal orientation positively influences career adaptability. This can be explained by the fact that employees who actively seek to understand and practice new skills, set higher goals than before, and focus on career advancement tend to develop a keen awareness of their career progression. They create work plans that align with their future career paths, approach their tasks with enthusiasm, exercise self-discipline, and have confidence in their problem-solving abilities. This finding aligns with the research by Faadhilah (2019), who discovered that learning goal orientation positively impacts career adaptability. Individuals who consciously strive to develop their abilities and persist in the face of obstacles are more motivated to plan for the future, exhibit self-discipline, take responsibility, actively seek opportunities, and have confidence in their problem-solving skills. Additionally, the study conducted in China by Du, Wang, Qian, and Cheng (2024) found that skilled goal orientation has a positive influence on career adaptation. Similarly, a study by Eunjee Kim & Sooyoung Kim (2018) supports this finding, showing that employees at a large chemical company in South Korea with a high learning goal orientation are more likely to be prepared to adapt to their work environment. However, in a different context in South Korea, the results varied. Research by Park & Park (2020) showed that mastery goal orientation does not directly affect career adaptability. Instead, it influences career adaptability indirectly by enhancing career decision-making self-efficacy. This means that students who focus on mastering their skills tend to develop greater confidence in their career decision-making abilities, which, in turn, improves their adaptability in their careers.

4.4 Mediating Effects of Learning goal orientation Results

The study used structural equation modeling to conduct a mediating effects test to compare the impact of organizational career management on career adaptability. Results revealed that initially, organizational career management exerted a statistically significant positive influence on career adaptability. However, upon introducing learning goal orientation into the model, the impact of organizational career management on career adaptability diminished to a statistically insignificant level. This suggests that organizational career management has no direct influence on career adaptability. The findings indicate that

learning goal orientation serves as a complete mediating variable. Detailed statistical values can be found in Table 3. This finding is consistent with the research by Runhaar, Bouwmans, and Vermeulen (2019), which demonstrated that learning goal orientation mediates the connection between organizational career management and career self-management. It indicates that when schools implement career management initiatives, they can improve teachers' learning goal orientation, which subsequently positively impacts their efforts to manage their career development, including seeking opportunities, networking, and obtaining supervisory support for career advancement.

Table 3: Results for Mediating Effects

Independent Variable	Dependent Variable					
	Learning Goal Orientation			Career Adaptability		
	DE	IE	TE	DE	IE	TE
Organizational Career Management	.179***	-	.179***	-.052	.155**	.103**
Learning Goal Orientation	-	-	-	.865**	-	.865**
R²		.032			.735	

Note: * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$

4.5 Moderating Effects of Age Results

This research employs SEM multigroup analysis to test research hypothesis 5, which posits that generation moderates the relationship between organizational career management and career adaptability. The study divides the sample into two groups: Generation Y (aged 26-41) and Generation X (aged 42-57). The entire collected dataset was divided into 216 and 87 cases, respectively. The statistical values are displayed in table 4.

Table 7: Results for Moderating Effects

Hypotheses	Generation X		Generation Y	
	β	p-value	β	p-value
H1: OCM \rightarrow CA	.109*	.006	-.061	.128
H2: OCM \rightarrow LGO	-.023	.826	.269*	.000
H3: LGO \rightarrow CA	1.041*	.000	.828*	.000

Note: * $p = 0.05$ Rejects the Null Hypothesis

Table 4 illustrates that generation moderates the relationship between organizational career management and career adaptability. In generation X, organizational career management and learning goal orientation have a positive influence on career adaptability. This suggests that in this group, both individual and environmental factors influence employees in adapting to cope with changing work situations. This is consistent with the research by Hamzah, Kai Le, and Musa (2021), which found that individual factors such as emotional intelligence and self-esteem influence career adaptability. Additionally, the study by Safavi and Karatepe (2018) found that environmental factors, such as a set of approaches and human resource techniques designed to maximize the productivity and effectiveness of employees (high-performance work practices) influence career adaptability.

In generation Y, organizational career management did not influence career adaptability, but learning goal orientation did influence career adaptability. This indicates that in this group, only individual factors directly influence employees to adapt to changing work situations. This finding can be explained by the study conducted by Kudtho, Robkit, Vock-Wannewitz, Feldmeier, van Haren, and Sriyanyong (2022), which found that generation Y employees in Thailand perceive traditional hierarchical structures based on seniority within organizations. These hierarchies significantly affect career advancement and may lead to interference in performance evaluations due to organizational politics and structure. This aligns with the observations of Tatiyaphat Pitisatetapan (2021), who noted that some human resources officers among generation Y in private companies in Bangkok do not find the organization's career path development process motivating. They perceive unfairness and discrimination from their bosses and believe that activities supported by the organization do not effectively contribute to career growth. Furthermore, there is a recognition of the changing dynamics of learning, as employees no longer need to wait for the organization to provide learning opportunities but can pursue self-directed learning. This finding is inconsistent with career construction theory (Savickas, 2013), which posits that career adaptability arises from environmental influences rather than individual factors. However, the results of this research are consistent with the findings of Othman, Kamal, Alias, Ismail, and Sahiq (2018), who found that positive psychological traits such as resilience, optimism, and hope influence career adaptability in generation Y.

5. Research Implications and Limitations

5.1 Theoretical Implications

This research highlights the differences between generations X and Y, an area that has not been extensively studied in relation to career adaptability. For generation X, both organizational career management and learning goal orientation positively affect career adaptability. These findings are consistent with career construction theory (Savickas, 2013), which posits that career adaptability is influenced by both individual and environmental factors. Additionally, the results confirm the recent study by Safavi and Karatepe (2018), who suggested that environmental factors, such as high-performance

work practices aimed at boosting employee productivity and effectiveness, impact career adaptability. They also align with the study by Du, Wang, Qian, and Cheng (2024), which demonstrated that a strong goal orientation positively influences career adaptability.

In contrast, for generation Y, organizational career management does not influence career adaptability, while learning goal orientation does. This finding diverges from career construction theory. The research expands our theoretical understanding by emphasizing that individual factors, rather than environmental ones, are crucial in shaping career adaptability for generation Y.

This study validates the correlation between organizational career management and career adaptability in Thai private organizations, as explored by Chaikit, Yongyuan, Musikapan, and Saeree (2019). Furthermore, the measurement tools employed in this research for organizational career management encompass career planning, succession plans, and feedback, aspects previously overlooked in prior studies.

5.2 Practical Implications

Business organizations can apply the research findings to their human resource management strategies to enhance career adaptability, tailored to generation X and generation Y as follows:

Generation X Implementation:

- 1) Performance Evaluation: Organizations should involve employees in setting performance indicators that are both flexible and challenging.
- 2) Personnel Development: Organizations should implement policies that allow employees to choose their own development topics and approaches. This ensures that development aligns with both organizational needs and individual preferences.
- 3) Career Paths: Organizations should define both a management track and a specialized track, giving employees the option to select their own career path.

Generation Y Implementation:

- 1) Recruitment: Organizations should focus on recruiting individuals with a learning goal orientation-those who prefer challenging work, set higher goals, and value self-development.
- 2) Culture: Organizations should foster a culture that supports personal growth and continuous learning.

5.3 Research Limitations and Future Study

Convenience sampling can produce a sample that is not representative of the broader population, limiting the generalizability of the findings due to a lack of diversity. Future research could employ more rigorous sampling methods, such as stratified or random sampling, to enhance the representativeness and generalizability of the findings.

Future research could incorporate additional constructs, such as leadership style and perceived organizational support to provide a more comprehensive understanding of career adaptability. These constructs could help in exploring how personal beliefs and organizational support systems influence career adaptability. Qualitative research could explore the alternative career management practices that resonate with generation Y employees, using focus groups to identify specific preferences for more adaptive and personalized career development programs.

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