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The Mediating Role of Digital Skills in the Impact of Career Adapt-Ability on Career Sustainability in Sports Centers

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Abstract

This study aimed to examine the impact of career adaptability on the career sustainability of personnel working in sports centers and to reveal the mediating role of digital skills in this relationship. The study employed the relational survey model, one of the quantitative research methods. The sample of the study consists of personnel working at a sports center located in the province of Kayseri. The data collection tool was a questionnaire comprising four sections. The first section includes questions regarding demographic information, the second section features the "Career Adapt-Abilities Scale," the third section contains the "Career Sustainability Scale," and the final section includes the "Digital Skills Scale.". The SPSS 26 and AMOS software were utilized for data analysis; following descriptive statistics, the Hayes Process Macro analysis was employed to examine the mediating role of digital skills in the effect of the independent variable on the dependent variable. The results of the research determined that the career adaptability of sports center employees has a significant and positive effect on career sustainability. Additionally, it was identified that career adaptability significantly increases digital skills, and digital skills, in turn, positively affect career sustainability. The findings of the Hayes Process analysis demonstrated that digital skills play a partial mediating role in the relationship between career adaptability and career sustainability. These results reveal that not only psychosocial adaptability skills, but also digital competencies are essential for strengthening the career sustainability of employees.

1. Introduction

The digitalization process that began in the 21st century has led to significant changes both economically and socially. These changes have caused a fundamental transformation in many areas, from the way business is conducted and processes are carried out to the ways in which people are employed (Garcia Romanos & Martínez-Ros, 2023: 695). Furthermore, while creating new employment opportunities, this process has made continuous learning and digital skills a necessity for employees. Therefore, educational programs also need to change to increase digital literacy at the societal level (Nazarova et al., 2024). The sports industry is also keeping pace with this development, paving the way for the emergence of the digital sports industry. Therefore, digital skills emerge as an important factor in the development of the digital sports industry. Today, supporting digital sports development alongside educational improvements has become a necessity (Liu, Wei, She & Qiujing, 2024: 629). In this regard, the concept of career adaptation skills, which encompasses employees' ability to adapt to new situations and develop themselves, has gained importance. Individuals encounter new job roles and career transitions at different times in their careers. This situation has necessitated that individuals reorganize their goals, attitudes, personality, and job characteristics. Career Adapt-abilities emerge as an effective factor in enabling these necessary adjustments (Klehe et al., 2011: 218). Career adapt-ability is a critical skill that individuals must possess both in performing their duties and in making career decisions in their professional lives (Dufy, 2010: 420). Career adapt-ability is a psychosocial construct that refers to the resources individuals use to cope with expectations, transitions, and traumas they experience while performing their duties in their professional lives (Savickas, 1997: 255). These resources are dimensioned as anxiety, control, curiosity, and confidence (Savickas and Porfeli, 2012:

663). Due to its evolving and changing nature, the sports industry presents both opportunities and threats in terms of career. Therefore, the career adaptation skills of individuals within the sports industry are becoming increasingly important (Uyar, Uyar, & Erdeveciler, 2024). It is believed that the digital skills individuals will acquire by using their career adaptation skills to keep up with developing technology will be important for career sustainability. Career sustainability is critically important in terms of individuals' personal success, organizational performance, and the healthy functioning of labor markets (De Vos & Van der Heijden, 2017: 42). The digitalizing business world is transforming both the structure and processes of work; this situation also changes the competencies expected from human resources. Today, employees who stand out thanks to their digital skills are preferred more, and this directly affects career sustainability (Rogers, 2016: 14; Oğan and Çetiner, 2024: 120). Therefore, ensuring sustainability for both businesses and employees requires the development of career management processes that also encompass digital competencies. (Oğan and Çetiner, 2024: 120). Sophie and Crispus (2024: 412) mention in their work that digital skills are of vital importance in the employment of individuals in the developing and globalizing business world. They also found that high digital skills have a positive relationship with high employment rates and job satisfaction. Oğan and Çetiner (2024: 117) determined in their study that there is a positive relationship between digital skills and career sustainability among executive assistants. GhaviPanjeh, Hosseini Asgarabadi, and Piri (2025) emphasized that specialized skills, technology integration, job flexibility, continuous professional development, and the alignment of individual competencies with job requirements are critical for building a sustainable career path in sports organizations. While studies revealing the impact of career fit on digital competencies (Anwar, Djudiyah, Hasanati, & Sulaiman, 2023) and career sustainability (Rudolph, Lavigne, & Zacher, 2017) exist in the literature, no study modeling the mediating effect of digital competencies on the impact of career fit on career sustainability has been found. The absence of a study tailored to this model, particularly in the context of sports centers, creates a significant gap in the field. This research aims to fill this gap. Therefore, the purpose of this study is to examine the effect of career adapt-ability of employees in sports centers on career sustainability and to test the mediating role of digital skills in this relationship. In this way, it is aimed to contribute to the literature on career psychology, digital transformation, and sports facility management at both theoretical and practical levels. This study offers three unique contributions: Conceptual contribution: By integrating career adapt-ability and digital skills, it provides a new perspective on sustainable career understanding. Contextual contribution: Given the limited research conducted specifically on sports centers, this study provides a unique sectoral context. Applied contribution: It provides guidance to managers at sports centers on developing strategic human resources policies that support employee career development in the age of digital transformation. In conclusion, because we are in the age of digitalization, individuals' career sustainability depends not only on their psychosocial adaptation skills but also on their ability to effectively use digital skills. In this context, the model created by the research presents an important research topic both academically and in the field of application. The findings of the study are expected to shed light on the human resources dimension of digital transformation strategies in sports centers and to form the basis for practices that will support the long-term career success of employees.

2. Conceptual Framework and Hypothesis Development

2.1. Career Adapt-Abilities

Before defining career adapt-ability, it is necessary to mention the career construction theory that forms the theoretical basis of this concept. Career construction theory (Savickas, 2005) defines individual development as a process guided by adaptation to a social environment to achieve environmental integration. This model focuses solely on the job role because it addresses social expectations for individuals to prepare for and participate in job roles and then cope with career transitions between professional positions (Savickas and Porfeli, 2012: 661). Career adapt-ability is a psychosocial construct that refers to the resources individuals use to cope with expectations, transitions, and traumas experienced in their professional lives (Savickas, 1997: 255). "This construct consists of four dimensions: anxiety, control, curiosity, and confidence. These resources also form the self-regulation skill in career development (Savickas and Porfeli, 2012: 663). Chen, Fang, Liu, Pang, Wen, Chen, and Gu (2020) stated in their study that career adapt-abilities may benefit skills related to career sustainability, such as adapting to changes, balancing career roles, and maintaining skills while coping with career roles. Considering studies showing that career adapt-ability may affect career sustainability, the following hypothesis was formulated.

H1. The career adapt-abilities of sports center employees have a positive effect on their career sustainability.

2.2. Career Sustainability

Career sustainability is a dynamic structure that involves protecting and developing the resources individuals possess and adapting to changes, ensuring the long-term continuity of the job roles they experience throughout their working lives in terms of health, meaning/happiness, and productivity. (Van der Heijden & De Vos, 2015; De Vos, Van der Heijden & Akkermans, 2020). The foundation of a sustainable career lies in the preservation and enhancement of individual resources (Hobfoll, 2001), the fulfillment of psychological needs (Ryan & Deci, 2000), and lifelong adaptation strategies (Baltes et al., 1999; Carstensen, 2006). When examining individuals' career development processes, it is seen that they develop in a dynamic and unpredictable economic environment. Therefore, the importance of career sustainability has increased even more for individuals, institutions, and society (Lawrence et al., 2015; Chin, Jawahar, & LI, 2021: 1). Today, with the rapid development of technology, economic fluctuations, and the impact of globalization, work environments have become even more dynamic; this situation has made it necessary for individuals, institutions, and states to place greater importance on career transformation and career adaptation processes (Aşkun, 2023: 533). In this context, it is considered that possessing digital skills and career adaptation to adapt to technological developments may have an impact on career sustainability.

2.3. Digital Skills

Today, organizations in the workplace need employees who can generate knowledge, transmit this knowledge through digital channels, and possess high-level digital skills more than ever before. In the 21st century, employees' digital skills, such as information, communication, collaboration, critical thinking, creativity, and problem solving, have become a critical factor that directly affects their job performance, career development, and career sustainability (Van Laar, Van Deursen, Van Dijk & De Haan, 2017). Audrin, Audrin & Salamin (2024) identified eight dimensions related to digital skills in their work to dimension digital skills in the workplace and develop a validated scale. These dimensions are Technology use, Cybersecurity, Content management, Communication and collaboration, Critical inquiry, Responsibility, Well-being, and Identity and development. As in many sectors, the sports industry has also been affected by digital developments. Digitalization has brought a dynamic structure to the sports industry, causing change and development in all areas related to sports. In sports, digitalization has improved and increased the performance of sports stakeholders (Demir, 2023,). These changes have affected many areas such as training, competition management, interaction with fans, and performance analysis (Ak, 2021). The era of digitalization has also begun in human resources management in sports, with core activities in this field moving to digital environments (Taştan, 2021). The ability of those working in the sports industry to effectively use digital platforms, data analysis tools, and communication technologies is now considered a fundamental professional competency. (Ratten, 2019). Therefore, it has become important for employees who will be employed in this field and those who are already employed to have digital skills in order to continue their careers. A review of the literature reveals that digital skills are associated with career sustainability (Bouwmans, Nguyen, and Lub, 2022, Oğan and Çetiner, 2024) and career adaptability skills (Omar, Romli, Azeem, and Zakaria, 2023, Denizli and Taçkın, 2018), but it has been determined that this is not often seen in the field of sports. Furthermore, no study has been found that models the mediating role of digital skills in the effect of career adapt-abilities on career sustainability specifically in sports centers. Therefore, the following hypotheses have been formulated.

H2. The career adapt-abilities of sports center employees have a positive effect on their digital abilities.

H3. The digital skills of sports center employees have a positive effect on their career sustainability.

H4. Digital skills play a mediating role in the effect of career adapt-abilities on career sustainability among sports center employees.

3. Results

Research Model

A model was designed using correlational analysis methods from quantitative research designs to determine the effect of the mediating role in the study.

Research Group

The population for this study was defined as 400 personnel employed at a public owned sports centre in Kayseri province. The sample consisted of 226 personnel selected using simple random sampling. According to the Roasoft (2025) sample size calculation software, it was determined that the sample size representing this population should be at least 197 personnel with a 5% margin of error.

Data Collection Tools

A questionnaire consisting of four sections was used as the data collection tool in this research. The first section contained personal information form, the second section contained the “Career Adapt-ability Scale”, the third section contained the “Career Sustainability Scale”, and the last section contained the “Digital Skills Scale”.

Personal Information Form

Personal information was gathered through six questions regarding gender, age, marital status, education level, Position in the Institution, and years of work experience.

Career Adaptabilities Scale

The Career Adaptabilities Scale, developed by Savickas and Profeli (2012) and adapted into Turkish by Kanten (2012), consisted of 19 items. The scale had four dimensions: anxiety, control, curiosity, and confidence. The scale was a 5-point Likert type, with statements ranging from strongly agree to strongly disagree. The Cronbach's Alpha values for the scale were found to be 0.61 for the anxiety dimension, 0.77 for the control dimension, 0.79 for the curiosity dimension, and 0.81 for the confidence dimension. These values indicate that the scale can be used in scientific research in the field of social sciences.

Career Sustainability Scale

The Career Sustainability Scale, developed by Chin, Jawahar and Li (2021) and adapted into Turkish by Arar and Çetiner (2023), consisted of 12 items and 2 subscales (professionalism and adaptation, complementarity). The scale was a 6-point Likert type, with statements ranging from 1. Strongly agree to 6. Strongly disagree. The Cronbach's Alpha value for the professionalism and adaptation dimension of the scale was 0.94, while that for the complementarity sub-dimension was 0.92. Based on these results, it was decided that the scale could be used in the research.

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Digital Skills Scale

The "Digital Skills Scale," developed by Oğan and Çetiner, consisted of 16 items and four sub-dimensions: digital business intelligence, digital flexibility, digital agility, and digital collaboration. The scale was a 5-point Likert-type scale, ranging from 1 (Never) to 5 (Always). The Cronbach’s Alpha coefficient for the scale was found to be 0.88. This result indicated that the scale was suitable for use in scientific studies.

Statistical Analysis

SPSS 26 and AMOS software were utilized for the analysis of the data obtained within the scope of the study. The normality distribution of the variables was analyzed by examining the skewness and kurtosis values. It was determined that these values were between ± 1.5; therefore, the data exhibited a normal distribution. Tabachnick and Fidell (2013) stated that data would display a normal distribution if skewness and kurtosis values fell between − 1.5 and + 1.5. Additionally, it was observed that there was no multicollinearity problem (VIF < 10). The fact that VIF values were below 10 served as an indicator that there was no multicollinearity issue. Descriptive statistics (frequency and percentage) were utilized for the analysis of personal information questions. Regarding the research model, confirmatory factor analyses (CFA) of the variables were performed first. Subsequently, descriptive statistics such as mean and standard deviation were calculated, and Pearson correlation and Cronbach’s Alpha tests were applied to these variables. To determine the mediating role in the research model, the Hayes Process Macro was employed. Version 4.2 of this test, which was developed by Hayes (2018) as a plug-in for the SPSS software, was used with Model 4, as it was appropriate for the research design. Coefficients were

calculated using the bootstrapping technique with 5,000 resamples at a 95% confidence interval (ensuring that the BootLLCI lower limit and BootULCI upper limit did not include the value of zero).

4. Discussion

Discussions The test of the first hypothesis of the study found that career adapt-abilities have a positive effect on career sustainability among sports center employees. In a meta-analysis conducted by Rudolph, Lavigne, and Zacher (2017), it was observed that career adapt-abilities are positively related to adjustment responses associated with career sustainability, such as career identity, career satisfaction, organizational commitment, employability, promotion potential, and self-reported job performance. De Vos and Van Der Heijden (2017) define career sustainability as an individual's ability to maintain long-term employability. In this context, it can be said that career adapt-abilities are an important personal resource that increases the career sustainability of individuals working in sports organizations. Furthermore, Hall (2004) has demonstrated that adapt-abilities supports individuals in maintaining their validity in the changing conditions of modern working life. In this regard, it can be said that career adapt-abilities are an important personal resource that increases the career sustainability of individuals working in sports organizations. Similarly, Hartman, Fuqua, and Jenkins (1988) stated that individuals with a high internal locus of control have more sustainable careers, while Haenggli and Hirschi (2020) revealed that career adapt-abilities are a decisive factor in career success. However, there are also examples in the literature where the relationship between career adapt-abilities and career sustainability is not consistent across studies. For example, Ashton and Green (1996) reported that career adapt-abilities have a limited effect on employment sustainability in certain sectors. Similarly, Grubb and Lazerson (2005) indicated that educational level is a factor that strengthens this relationship, emphasizing that the effect of career adapt-abilities alone on sustainability may vary contextually. Therefore, the current findings are consistent with the general trend in the literature but also indicate that some context-specific differences may emerge.

These results in the literature support the first hypothesis of the study.

Testing the second hypothesis of the study revealed that the career adapt-abilities of sports center employees have a positive effect on their digital abilities. Today's societies, organizations, and jobs are undergoing a process of digitalization that is transforming them. Individuals who make up society generally focus on digital competencies in order to adapt to the technological revolution, increase their competitiveness and career skills, and reduce social exclusion. Even jobs where digital skills are not fundamental elements change significantly when digital objects and processes are integrated. This change forces employees and professionals to perform traditional tasks in very different ways (Piero and Martinez, 2022). Anwar, Djudiyah, Hasanati, and Sulaiman (2023) demonstrated through their experimental research that equipping bachelor's degree graduates with academic digital literacy skills has a positive effect on their career adaptability. Omar, Romli, Azeem, and Zakaria (2023) investigated the relationship between career adaptability skills and employability in their study and found a positive relationship between career adaptability skills and the sub-dimension of technology use and

development in employability. Denizli and Taçkın (2018) also identified a positive relationship between attitudes toward information and communication technologies and career adapt-abilities. These findings show that career adaptabilities is an important personal capacity that supports the development of digital skills. On the other hand, some studies have revealed that the increase in digital skills does not necessarily have a positive effect on career adaptabilities, and that factors such as individual motivation, educational opportunities, and professional support are also decisive. For example, van Laar et al. (2017) stated that factors such as education and organizational support play a mediating role in the relationship between digital competence and professional adjustment. This result shows that the effect of digital skills on career adaptabilities can be strengthened by contextual factors.

These evaluations of the literature support the result of the study's second hypothesis.

The study found that the digital skills of sports organization employees have a positive impact on their career sustainability when testing the third hypothesis. In their study on human resource management and the development of digital skills to enable organizations to achieve economic sustainability, Zervas and Stiakakis (2024) stated that by developing their digital skills, employees can exist in the business world, advance, and improve themselves. In a meta-analysis conducted by Rudolph, Lavigne, and Zacher (2017), it was observed that career adapt-abilities are positively related to adjustment responses associated with career sustainability, such as career identity, career satisfaction, and employability. Similarly, De Vos and Van der Heijden (2017) define career sustainability as an individual's ability to maintain long-term employability. In this context, it can be said that career adaptabilities are an important personal resource that increases the career sustainability of individuals working in sports organizations. Furthermore, Hall (2004) revealed that career adaptabilities supports individuals in maintaining their validity in the changing conditions of modern working life. This finding shows that developing digital skills in employees increases career sustainability. Duică, Florea, Duică, and Tănăsescu (2020) emphasized the importance of digital skills for sustainable organizations in the new digital world. They stated that individuals who specialize in this way can develop their skills, minimize risks, increase the likelihood of making the right decisions, and improve their performance. Based on these results, it can be said that developing digital skills is important for organizational and career sustainability in sports organizations. Bouwmans, Nguyen, and Lub (2022) conducted a literature review and stated that developing digital skills is important for sustainable employment from the perspective of employees. However, while some studies find this relationship strong in every study, different results are also found in the literature. For example, Caroline et al. (2025) emphasize that the relationship between digital skills and career outcomes is sensitive to contextual factors in the literature. In this regard, systematic literature reviews reveal that the relationship between digital literacy and skills and employability and innovative work behavior can vary according to educational level, organizational context, and sector characteristics. Furthermore, Schwab (2016) noted that the impact of digital skills is more closely related to professional agility and learning culture. Oğan and Çetiner (2024) found a positive relationship between the digital skills of executive assistants in the workplace and their career sustainability. In his review study, Çınar (2025) stated that digitalization and digital skills play an

important role in the future, transformation, and sustainability of the sports industry. These findings in the literature support the third hypothesis of the study.

Analyses related to the final hypothesis of the study reveal that digital skills play a partial mediating role in the effect of career adaptabilities on career sustainability among sports organization employees. The fact that no study in the literature addresses these three variables within the same model strengthens the originality of the research. Therefore, the discussion section is structured in light of studies examining similar mediating relationships, even if they do not directly correspond to the model. Şen and Torlak (2025) found that digitalization plays a mediating role in the relationship between organizational culture and organizational agility. Sarı and Yahya (2024) observed a strong mediating effect of digitalization on the impact of a company's competitive strategy on its performance. Uğur (2024) found that digital transformation plays a mediating role between human-centered design approaches and business model innovation. In contrast, some studies have found the mediating role of digital skills on career development to be limited. For example, Kane and colleagues (2015) stated that the effect of digital competencies on individual and organizational outcomes largely depends on contextual factors such as organizational culture, learning opportunities, and managerial support. Such studies show that the mediating effect of digital competencies is shaped not only by itself but also by the organizational context in which it exists. These studies indirectly inform our work regarding the use of different variables to examine the mediating role of digitalization. Schweitzer, Lyons, and Smith (2023) argue that career adaptabilities, a dynamic process in achieving future career goals, enhances career sustainability. While Anwar et al. (2025) emphasize the importance of acquiring digital skills in the career adaptabilities of bachelor's degree graduates, Zhang and Chin (2024) reveal in their study that innovative work behaviors have a positive relationship with all dimensions of career sustainability in terms of digital skill acquisition. These three studies provide evidence that could support the mediating relationship presented in our model.

In conclusion, the findings of this study clearly demonstrate that digital skills play a partial mediating role in the effect of career adapt-abilities on career sustainability in sports centers. It is recommended that measures be taken to develop the career adapt-abilities and digital skills of personnel employed in sports centers for the construction of a sustainable career. Furthermore, it is recommended that future studies include the sub-dimensions of the variables in the model and test it in different sports organizations. Academically, conducting different studies using a larger sample size and including the sub-dimensions of the variables in the model will contribute more to this field.

5. Conclusion

In conclusion, the findings of this study clearly demonstrate that digital skills play a partial mediating role in the effect of career adapt-abilities on career sustainability in sports centers. It is recommended that measures be taken to develop the career adapt-abilities and digital skills of personnel employed in sports centers for the construction of a sustainable career. Furthermore, it is recommended that future studies include the sub-dimensions of the variables in the model and test it in different sports

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Declarations

Funding

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Conflict of interest / Competing interests

The authors declare that they have no conflict of interest.

Ethics approval and consent to participate

This study was conducted in accordance with ethical standards. Ethical approval was obtained from the relevant institutional ethics committee, and informed consent was obtained from all participants prior to data collection.

Consent for publication

Not applicable.

Data availability

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

Materials availability

Not applicable.

Code availability

Not applicable.

Author contribution

All authors contributed equally to the conception and design of the study, data collection, analysis, and interpretation of the results. All authors read and approved of the final manuscript.

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Tables

Table 1
Distribution of Skewness, Kurtosis, and VIF Values for the Variables of the Study

Variables	Skewness	s	Kurtosis	s	VIF
Career Adapt-Abilities	-0,58	0,16	1,05	0,32	2,22
Career Sustainability	-0,99	0,16	1,03	0,32	2,22
Digital Skills	-0,47	0,16	-0,05	0,32	2,22

When Table 1 was examined, it was observed that the skewness and kurtosis values of the variables under study were between + 1.5 and − 1.5, indicating that the data follow a normal distribution. Furthermore, the VIF values for all variables were 2.22, indicating that there was no multicollinearity problem (VIF < 10).

When Table 2 was examined, it was determined that the majority of the participants consisted of individuals who were male (66.4%, n = 150), 36 years of age and older (50.4%, n = 114), and single (53.1%, n = 120). Additionally, it was found that the majority had an education level of bachelor's degree and above (57.5%, n = 130), held other positions (45.6%, n = 103) within the institution, and had a tenure of 3 years and above (66.8%, n = 151).

Table 2
Distribution of demographic variables

Variables		f	%
Gender	Female	76	33.6
	Male	150	66.4
	Total	226	100.0
Age	Aged 35 and under	112	49.6
	Aged 36 and older	114	50.4
	Total	226	100.0
Marital Status	Married	106	46.9
	Single	120	53.1
	Total	226	100.0
Educational Status	Undergraduate degree and below	96	42.5
	Bachelor's degree and above	130	57.5
	Total	226	100.0
Position in the Institution	Administrative Staff	50	22.1
	Coach/Instructor	73	32.3
	Other	103	45.6
	Total	226	100.0
Years of Work Experience	2 years and below	75	33.2
	3 years and above	151	66.8
	Total	226	100.0

As a result of the confirmatory factor analysis conducted in Table 3, it was determined that the scales of career adapt-abilities, career sustainability, and digital abilities were valid in terms of application, as their goodness-of-fit values met the acceptance criteria.

Table 3. Confirmatory factor analysis results of the scales

	(χ2/sd)	GFI	NFI	TLI	CFI	RMSEA
Career Adapt-Abilities	4693.90	0.878	0.934	0.946	0.960	0.079
Career Sustainability	3210.25	0.935	0.970	0.969	0.982	0.080
Digital Skills	3358.759	0.913	0.946	0.946	0.967	0.080
Acceptance criteria	≤ 5.000	≥ 0.850	≥ 0.900	≥ 0.900	≥ 0.900	≤ 0.080

As a result of the confirmatory factor analysis conducted in Table 3, it was determined that the scales of career adapt-abilities, career sustainability, and digital abilities were valid in terms of application, as their goodness-of-fit values met the acceptance criteria.

Table 4
Reliability values of the scales

Scales	Items	Cronbach Alpha (a)
Career Adapt-Abilities	19	0.96
Career Sustainability	12	0.96
Digital Skills	16	0.95

When examining Model 1 in Table 6, it was found that career adaptabilities in sports centres had a significant and positive effect on career sustainability (95% CI [0.1042; 1.1594], ß=1.045, t = 18.06, p = 0.00). This model was found to be significant, with 59.3% of the variation in the dependent variable explained by the independent variable (R^2 = 0.593, F = 326.33, p = 0.00). This result confirms H_1 hypothesis.

Table 5
Descriptive statistics and correlation analyses

1	Variables	$\bar{x}$	sd	1	2	3
	Career Adapt-Abilities	**4.17**	**0.58**	**1**		
2	**Career Sustainability**	4.95	0.78	0.770**	1	
3	**Digital Skills**	4.15	0.60	0.742**	0.722**	1

**p < 0.01

When Table 5 was examined, it was determined that the means of the variables, namely career adapt-abilities ($\bar{x}$=4.17 ± 0.58), career sustainability ($\bar{x}$=4.95 ± 0.78), and digital skills ($\bar{x}$=4.15 ± 0.60) showed a high trend. Furthermore, it was found that the relationships between the variables were significant (p < 0.01) and positive."

Table 6
Bootstrap regression analyses of the research via PROCESS macro.

The Impact of Career Adapt-Ability Skills on Career Sustainability									
Regression					**BootCI**		**Model Summary**		
Model 1	**ß**	**SE**	**t**	**p**	**BootLLCI**	**BootULCI**	**R^2**	**F**	**p**
Constant	0.585	0.24	2.39	0.01	0.1042	1.0664	0.593	326.33	0.00
(X)→(Y)	1.045	0.05	18.06	0.00	0.9313	1.1594			
The Impact of Career Adapt-Abilities on Digital Skills									
Regression					**BootCI**		**Model Summary**		
Model 2	**ß**	**SE**	**t**	**p**	**BootLLCI**	**BootULCI**	**R^2**	**F**	**p**
Constant	0.951	0.19	4.87	0.00	0.5672	1.3364	0.550	274.58	0.00
(X)→(M)	0.766	0.04	16.57	0.00	0.6753	0.8576			
The Impact of Career Adapt-Abilities and Digital Skills on Career Sustainability									
Regression					**BootCI**		**Model Summary**		
Model 3	**ß**	**SE**	**t**	**p**	**BootLLCI**	**BootULCI**	**R^2**	**F**	**p**
Constant	0.165	0.24	0.68	0.49	-03094	0.6397	0.643	201.38	0.00
(X)→(Y)	0.707	0.08	8.73	0.00	0.5475	0.8666			
(M)→(Y)	0.441	0.07	5.63	0.00	0.2869	0.5959			

When Model 2 was examined, it was found that career adaptabilities in sports centres had a significant and positive effect on digital abilities (95% CI [0.6753; 0.8576], ß=0.766, t = 16.57, p = 0.00). This model was found to be significant, with 55% of the variation in the dependent variable explained by the independent variable (R^2 = 0.550, F = 274.58, p = 0.00). This result confirms H_2 hypothesis.

When Model 3 was examined, it was observed that when digital adaptability (%95 CI [0.2869; 0.5959], ß=0.441, t = 5.63, p = 0.00) was included in the model, the impact of career adapt-abilities on career sustainability decreased (%95 CI [0.5475; 0.8666], ß=0.707, t = 8.73, p = 0.00) but remained significant. This situation indicates that digital skills (M) may have a partial mediation effect on the relationship between career adapt-abilities (X) and career sustainability (Y). It was determined that this model was significant and that 64.3% of the variance in the dependent variable was explained by the independent variables (R^2 = 0.643, F = 201.38, p = 0.00). While these results supported the H3 hypothesis, they also provided information regarding the validity of the H4 hypothesis.

Table 7
Mediation effect analysis of the research via PROCESS macro.

Carreer Adapt-Abilities (X) → Carreer Sustainability(Y)	Effect	BootSE	t	p	BootCI BootLLCI	BootCI BootULCI
Total Effect	1.045	0.05	18.06	0.00	0.9313	1.1594
Direct Effect	0.707	0.08	8.73	0.00	0.5475	0.8666
Carreer Adapt-Abilities (X) → Digital Skills → Carreer Sustainability (Y)	**Effect**	**BootSE**	**BootCI BootLLCI**	**BootCI BootULCI**	**Mediation Model**	
Indirect Effect	0.338	0.09	0.1255	0.3859	Partial Mediation	

When Table 7 was examined, it was determined that the indirect effect (ß=0.338), which was the difference between the total effect (ß=1.045) and the direct effect (ß=0.707), was significant (95% CI [0.1255; 0.3859]) and high (33.8%). These results indicate that digital skills play a partial mediating role in the effect of career adaptability on career sustainability in sports centres. Therefore, H4 hypothesis was confirmed.

Figures

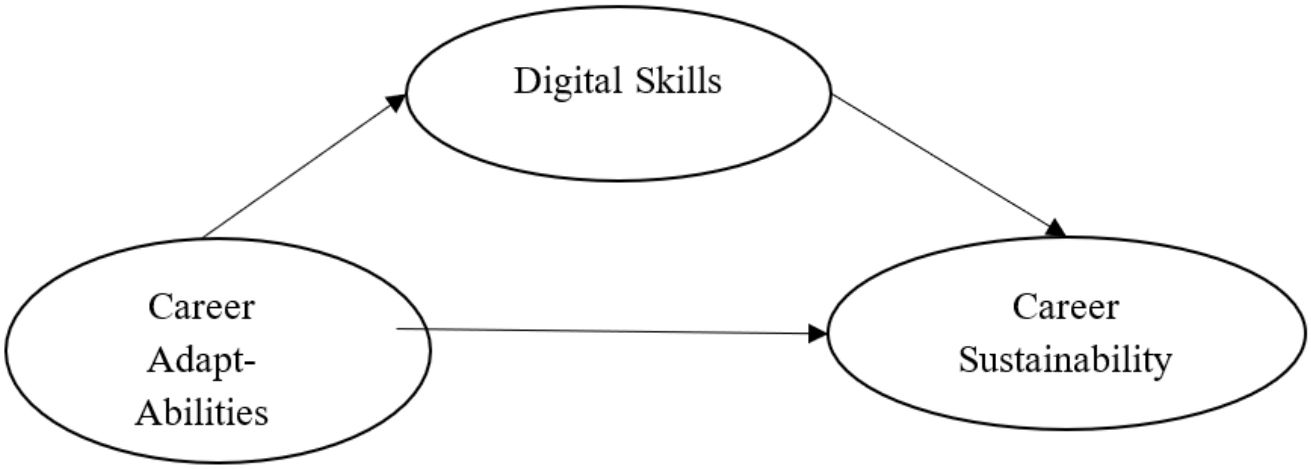


Figure 1

Research Model

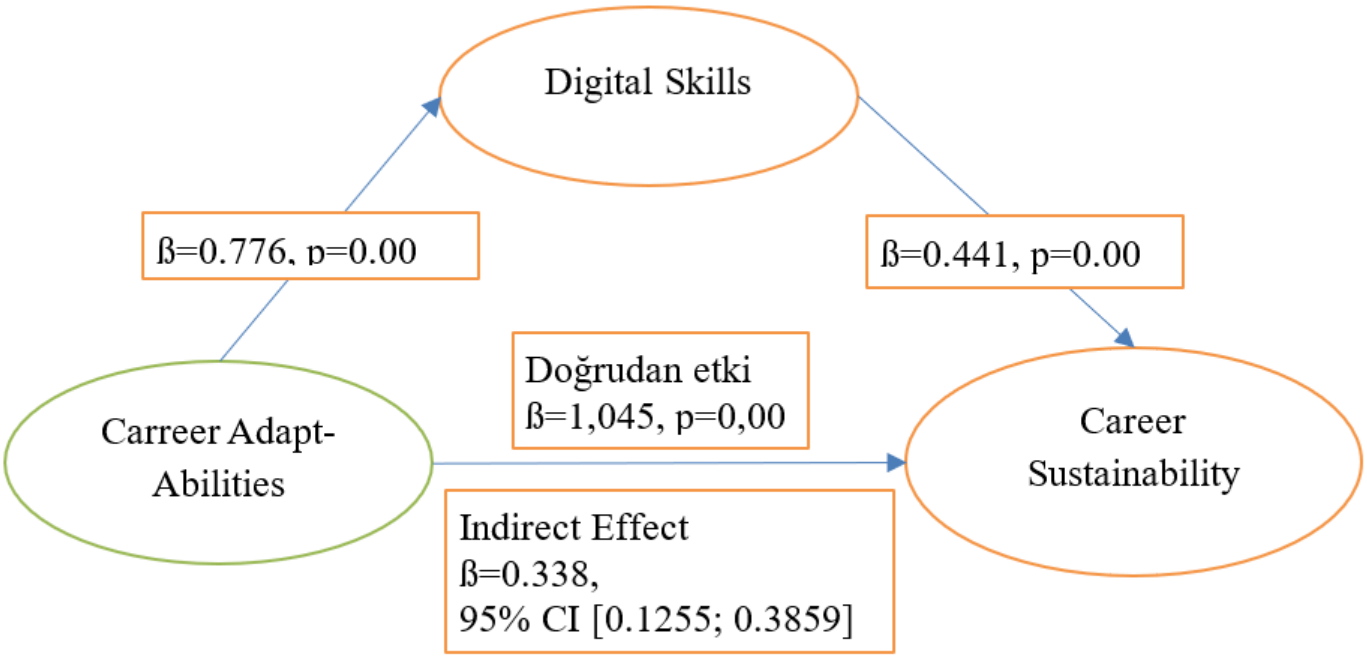


Figure 2

The mediating role of digital skills in the effect of career adapt-ability on career sustainability in sports centres