

CAREER TRANSITION: A THEMATIC LITERATURE REVIEW AND FUTURE AGENDA

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Abstract

Career transitions have been extensively researched since an article from Louis was published 40 years ago. There have been many changes, together with the triggers and impacts. Using an inductive approach, 69 works of literature which include articles, books, or book chapters on the topic of career transition have been investigated to elaborate the dimensions of career transition, as well as classifying the antecedents and consequences of individual career events to provide an overview of individual trigger factors in making a career transition and the impact experienced during the event. Furthermore, the context of the research and trends in the methods used in researching career transition was mapped. This research is expected to provide a broader and comprehensive picture to facilitate scholars in studying career transition. Four future research agendas are proposed based on research gaps explored in the theoretical framework, theory, contextual, and methodological areas. The focus of the review is to provide an overview of the career transition themes; no model is offered to be tested empirically. A future review could complement this study by developing a theory-based approach to capture the dynamic of career transitions.

JEL Classification Code: D22, M12, M19, M54

Keywords: Antecedents; Career Transition; Consequences; Dimensions; Literature Review.

INTRODUCTION

The term "career transition" was first introduced by Louis (1980a) a quarter of a century ago. Career transitions are considered life-affecting events (Castro et al., 2020; Chudzikowski, 2012). It can be defined as a period when a person makes changes by taking on different roles through career movement within the organization (vertical or horizontal) or outside the organization, going beyond the boundaries of work, organization, and industry to achieve the desired career goals.

Career transitions are expected to improve aspects of life. The factors that trigger change are job security, job satisfaction, salary, reduced working hours, and intention to leave (Carless and Arnup, 2011). The vertical transition is projected to be accompanied by wage growth. Vertical transition is defined as a change in the number of subordinates in the level of

responsibility (Chudzikowski, 2012). The scholars have reported the effect of career transitions which include: success in career (Seibert et al. 2001), behavior change (Johnson, 2014), job security and job satisfaction (Carless and Arnup, 2011), salary (Chudzikowski, 2012; Carless and Arnup, 2011), well-being and health (Judge et al., 2010), environmental reactions (Spurk et al., 2019), job re-entry (Ivarsson et al., 2018), and adjustment (Jacobs, 2015). A strategy is needed in managing career transitions, especially in the era of technological disruption (Chen et al., 2019)

There have been several literature reviews on career transition. Sullivan and Ariss (2021) did the most recent one, who formulated five career transition perspectives. However, career transition has not been studied thoroughly, starting from its dimensions, antecedents and consequences, the context of the research, and the trend of the methods used in researching career transitions. This classification is essential to provide a complete picture and assist scholars in studying career transitions. This study aims to fill this gap by discussing the dimensions for analyzing career transitions, classifying antecedents and consequences to see the triggering factors and impacts of career transitions, looking at the distribution of the research context, and offering relevant theories used in career transition research. At the end of the article, four future research agendas are formulated. This paper is divided into sections: introduction, literature review strategy, literature review analysis, limitations, and conclusions.

LITERATURE REVIEW STRATEGY

Relevant literature was obtained by using information technology assistance, namely the Publish or Perish 7 desktop application. The search was carried out by selecting the Google Scholar option without limitation on the publication date. The search terms used were "career transition", "career change", "job change", and "career mobility", and 286 articles were found. Next, the search results were selected using the filter menu in the publisher information column with the selection targets, namely (1) Elsevier, (2) Emerald, (3) Sagepub, (4) Taylor and Francis and (5) Springer. This examination focuses on the dimensions, antecedents, consequences, theories, and contexts of people's experiences with career transitions. The article used only described either (a) qualitative or quantitative studies conducted at the individual level of analysis or (b) a retained career transition literature review (n=50). Additionally, significant contributions that appear in other publications, such as books, are included. The procedure followed is similar to that described in other review articles (e.g., Kraimer et al., 2016), with the addition of a search for references in selected articles. Nine articles, books, and book chapters were identified as relevant, bringing the total number of publications analyzed in this article to 69.

The method is an inductive one, which is frequently used in sociology (Thomas, 2006). The inductive approach enables the content of the publication to dictate the type of theory or pattern that emerges from the data. Researchers are encouraged to approach the process with an attitude of "not knowing," allowing data to speak for themselves rather than attempting to fit data into preconceived notions (Glaser, 2015). The dimensions are developed based on the analysis's findings to analyze career transitions, classify the antecedents and consequences of individual

career events, analyze two major theories, map the context of the research, and identify trends in the methods used to study career transitions in order to provide an overview and aid scholars in their studies.

LITERATURE REVIEW ANALYSIS

Dimensions for Analyzing Career Transition

Sullivan and Ariss (2021) identified five distinct perspectives on career transition: career stage, decision-making, adjustment, and relational. Castro et al. (2020) viewed career transitions through the lens of individual resources. Meanwhile, Sullivan and Arthur (2006) and Chudzikowski (2012) examined the direction of career transition, which includes a vertical direction characterized by promotions and demotions, a horizontal direction characterized by changes in functions, divisions, or departments, and an organizational direction characterized by transitions within or across organizations and industries. Seven dimensions of career transition are proposed in this study. The first is the dimension of career stage. From a career stage perspective, the central premise is that career transitions are predictable events (Sullivan and Ariss, 2021). Organizational practices based on career stage tend to prioritize training and career development for employees in their early career stages, while offering fewer training opportunities to employees in their later career stages (Moen et al., 2017).

The following is the decision-making dimension. The decision-making perspective's primary objective is to ascertain the factors that influence an individual's decision-making process during a career transition. Beehr (2014) examined the role of emotions in making career transition decisions. According to Vough et al. (2015), some retirees make rational choices. Finances or the completion of large work projects are used to determine the optimal times. Singh and Greenhaus (2004) discovered that individuals who employ multiple strategies make more effective choices. Individuals who employ multiple decision strategies are considered more effective because they can generate diverse insights and have a greater sense of self and environment. Individuals can develop the ability to use a variety of different strategies to improve their decision-making effectiveness.

From an adjustment standpoint, the central premise is that individuals can gradually adapt to career transitions over time (Sullivan and Ariss, 2021). Younger French workers with fewer skills must constantly adapt as they alternate between employment and unemployment (Askenazy, 2018). Takeuchi (2010) investigated a variety of factors affecting expatriate adjustment, including cultural novelty, language skills, personality, peer support, and partner adjustment. Along with the factors affecting adjustment, researchers examined organizational tactics for enhancing employee adjustment (Allen, 2006). Adjustments are associated events; individuals make adjustments in response to career transition events.

The fourth dimension is relational. The main premise is that career transitions are socially embedded (Sullivan and Ariss, 2021). Relationship figures influence career transition decisions. Many studies have examined the role of a mentor in guiding students through various career transitions (Murphy and Kram, 2014). Social networks positively correlate with upward

mobility (Jonczyk et al., 2016; Wolff and Moser, 2010). Colleagues more dominantly influence the current career transition of workers with different types of race, generation, religion, culture, and gender identity.

According to the identity perspective, career transitions can be triggered by identity changes (Sullivan and Ariss, 2021). For many people, work is a significant source of identity (Arvey et al., 2004). Career transitions can have an effect on and precipitate changes in one's personal identity. On the other hand, career transitions can be precipitated by identity changes. Zimmermann and Ravishankar (2011) investigate how employees' professional identities shift when they join international offshoring project teams. Conroy and O'Leary-Kelly (2014) proposed a three-phase model in which individuals shed old self-images, resolve transition-related uncertainties, and generate new feelings.

The sixth dimension is individual resources. Castro et al. (2020) found that career transition to a new field of work involves increasing individual resources, namely engaging in self-reflection and independent learning and leveraging social capital. Individual resources include self-reflection, self-learning, social capital and career catalysts, which are considered important considerations in making transition decisions.

The last one is the transition direction. It consists of vertical transitions in the form of promotions and demotions, horizontal transitions in the form of changes in functions, divisions or departments, and organizational transitions in transitions within or across organizations and industries (Sullivan and Arthur, 2006; Chudzikowski, 2012). The direction of career transition within the organization is considered successful if the individual steps up a vertical career direction (promotion). On the contrary, career failure occurs when individuals tread a vertical career downwards (demotion).

Career Transition Antecedents

An antecedent is a condition that occurs before a response. Antecedents are also commonly referred to as predictors that occur and/or are present before a behavior occurs. This study classifies the antecedents of a career transition into three: individual, organizational, and professional characteristics. The classification aims to facilitate the identification of factors that directly influence career transition.

Individual characteristics distinguish one individual from another. Traits and personalities will influence career choice and consideration of the suitability between the career they choose and their character. Several studies report that personality has become an integral aspect in understanding choice. However, there are limited studies on the relationship between personality and career change (Sullivan, 1999; Tokar et al., 1998).

Openness to experience is characterized by imagination, curiosity, creativity, intelligence, and a willingness to accept new experiences (Costa and McCrae, 1992). As a result, openness to experience is a distinguishing feature of change orientation. The third characteristic is extraversion. Extroverts enjoy social interaction, are gregarious, talkative, self-assured, optimistic, and energetic. They typically have a large network and high energy levels, which

will aid them in finding new careers (Higgins, 2001). Self-confidence in one's abilities enables an individual to be more psychologically prepared to take on difficult tasks, such as changing careers (Higgins, 2001). Joaia et al. (2015) corroborated this study's findings, concluding that career awareness is the primary antecedent of career transition.

Demographics is the next attribute. Individuals in career transition research are classified according to their age (Carless and Arnup, 2011), gender (Parrado et al., 2007; Blau, 2000; Carless and Bernath, 2007), and marital status (Carless and Bernath, 2007). (Parrado et al., 2007; Carless and Bernath, 2007). Individuals who rely on others for support are less likely to change jobs. Akkermans et al. (2015) argue that positive family influences, relevant education, work experience, and a high core self-evaluation (e.g., self-efficiency) are all significant predictors of a young adult's adaptive school-to-work transition.

Human capital is the fifth attribute, which is defined as education and work experience. Human capital research is the primary theoretical explanation for career transition (Feldman and Ng, 2007). Individuals with a higher level of education are better equipped to acquire additional skills and are more likely to change careers than those with a lower level of education, owing to their limited skills and job opportunities (Carless and Arnup, 2011). The work experience/tenure of an individual provides information about the career transitions made by the individual. Spurk et al. (2019) and Joaia et al. (2015) hypothesized that work experience is a significant predictor of career transition. Individuals acquire necessary new job skills and hone existing ones through on-the-job training. In comparison, Carless and Bernath (2007) discovered that tenure had no effect on a sample of Australian psychologists' intention to change careers. Prior work experience can be used as capital when making career transition decisions.

The sixth attribute is income. One of the reasons for a career change is the possibility of higher salaries (Kidd and Green, 2006). Economics tends to play a vital role in employee retirement decisions (Beehr, 2014). The next attribute, which is also one of the priorities of human life, is health. A person can sacrifice a career for health reasons. Beehr (2014) found that health is the second predictor after the economy in employee retirement decisions. The eighth attribute is job satisfaction. A significant component of Rhodes and Doering's (1983) career change model is that job dissatisfaction leads to thinking about a career change. Several studies have reported that dissatisfaction at work leads to thoughts of changing careers (Blau, 2000; Carless and Bernath, 2007).

The final characteristic is the desire to change. Individuals who wish to leave their current job will seek a more suitable position. This is consistent with the theory of reasoned action (Ajzen and Fishbein, 1980) and the theory of career change (Rhodes & Doering, 1983), both of which state that the immediate antecedents of career change are thoughts about changing careers, actual job searches, and the intention to change.

The organizational characteristic that has been identified from the literature is security/stability. Employment and financial protection are fundamental concerns for every worker. Schein's (1978) career anchor theory identifies job security as one of five anchors used by individuals

to choose a career. The last part of the antecedent classification is professional characteristics which include role orientation and professional commitment. Blau (2000) found that professional context (role orientation and professional commitment) significantly impacted subsequent professional withdrawal intentions. Schein's (1978) career anchor theory identifies competence as one of five anchors used by individuals to choose a career. This theory is supported by research from Joaia et al. (2015) and Blau (2000), who reported the relationship between professional commitment and withdrawal/transition intentions.

Based on the literature review, antecedents are very relevant for academics and practitioners to understand career transitions in organizations. However, there are several problems, such as the inconsistency of some research results. For example, a study conducted by Spurs et al. (2019) and Joaia et al. (2015) proposed experience as one of the main antecedents of career transition, which is in contrast to the findings of Carless and Bernath (2007).

Another inconsistency was highlighted in a number of studies. Men changed careers more frequently than women (Parrado et al., 2007) and were more likely to report their intention to change careers (Parrado et al., 2007). (Blau, 2000). In comparison, other studies found that gender had no effect on career change intentions (Carless and Bernath, 2007). Another example of contradictory research findings is the finding that singles are more likely to change careers (Parrado et al., 2007). Due to the risks and consequences associated with changing jobs, married workers are less likely to change careers (Carless and Arnup, 2011). Several studies, however, have discovered that marital status has no effect on the intention to change careers (Carless and Bernath, 2007).

As a result, research on antecedents is necessary to determine the factors that influence individuals' career transitions. Inconsistent research can fill a gap in future research and contribute significantly to the body of knowledge.

Consequences of Career Transition

Career transitions are expected to become more prevalent in all facets of life. It is carried out by individuals in the hope that their actions will have a beneficial effect. Numerous studies have been conducted to examine the impact of career transition events—first, on career success. Job mobility has been shown to be positively associated with subjective measures of career success (such as job satisfaction), but negatively associated with objective measures of career success (because changing jobs often requires lower starting salaries).

The study's objective of career success is defined as income and health. It is typically an external indicator of career advancement or the accumulation of extrinsic rewards, such as the highest level of education or hierarchical position attained, the highest salary earned, the rate of organizational advancement, and badges of achievement (Seibert et al. 2001). Wage growth is expected to accompany the vertical transition (Chudzikowski et al., 2008; Chudzikowski, 2012). Individuals anticipate increased earnings following a career transition event. Carless and Arnup (2011) discovered that higher salaries did not increase as expected following transition, but Markey and Parks (1989) discovered the opposite.

Three to nine years later, individuals who work in prestigious jobs report improved objective and subjective health, as well as increased economic and personal well-being (Judge et al., 2010). For some people, health becomes a major concern when it comes to managing a career. Improved health is the primary objective of the career path, even more so for those with high-paying jobs.

Job satisfaction and job stability were identified as indicators of subjective career success. Individuals change careers in order to improve their job satisfaction in a new location. Carless and Arnup (2011) discovered an unexpected result: job dissatisfaction is not a factor in career change, despite the fact that most studies show that job satisfaction increases following the change. Nevertheless, numerous studies demonstrate that job satisfaction increases following a career change.

Job stability/security is one of the factors that contribute to career success. Instability in the workplace results in career changes. Job stability decreases the likelihood of changing careers. Furthermore, it was discovered that the anticipated increase in job security occurred following a career change (Carless and Arnup, 2011). These findings lend general support to Schein's (1978) argument that job security serves as a career anchor for individuals in determining their career paths. The second indicator is behavior change. The career transition at the university requires lecturers who serve as campus administrators to change their attitudes. The change in the focus of work from teachers to public servants requires lecturers to make adjustments. In leading an academic administrator career, an individual is required to be patient, have a good sense of humor, and have a solid drive to make improvements (Palm, 2015). In the context of primary and secondary education, the lack of interest in a career path to the position of principal is due to behavioral changes that must be made (Johnson, 2014).

The following is the response of the work environment. According to a recent vignette study, successful women are objectively rated as less likable and more interpersonally hostile than men, particularly in male-dominated occupations (Heilman et al., 2004). Spurs et al. (2019) demonstrate that career success can be a double-edged sword, with OCS potentially resulting in gains or losses of proximal environmental resources. Additionally, many retired individuals re-enter the labor force. Injury is a factor in athletes making career transitions in sports. Ivarsson et al. (2018) identified four distinct stages of injury transition and associated psychological content (demands, resources, barriers, and coping strategies) for each stage. There is a need to develop adequate resources to assist injured athletes in navigating the rehabilitation process and successfully returning to active sport participation or pursuing another career path. The last one is adjustment, which is a crucial phase in career transition. The speed of adjustment between individuals is different from other individuals. In the context of education, academics who make career transitions experience many difficulties in making adjustments. This is unfortunate since this role transition will benefit all stakeholders such as faculty, administration, support staff, and students (Jacobs, 2015).

Salary variables based on literature search become antecedents and consequences. Salary can be a triggering factor for the transition. On the other hand, it can also be the impact of the career transition process. Individuals make career transitions because they are dissatisfied with the

current salary and are expected to get a higher salary in a new job. Future research can conduct exploratory studies on income or salary variables; how salary determines the career transition mechanism, before, during, and after career transition to provide a comprehensive picture that salary is the trigger of the career transition process and whether, after making the transition, earnings are in line with initial expectations.

THEORY

Career Stage Theory

The purpose of this study was to examine two theories commonly used in career transition research: career stage theory and anchor career theory. Career stage theory began in 1957 with Donald Super's career development theory, which laid the groundwork for life-span, later life-space, and other theories that looked beyond the traditional focus of career counseling on job fit to determine what people desired from their careers (notably, Edgar Schein's career anchor theory).

Super developed a career theory that views career development as a continuous process, rather than an once-in-a-lifetime choice. He identified five distinct stages of development, each with its own set of career issues:

1. Growth (ages 4 to 13). In this stage, children develop their capacities, attitudes and interests. As they age, they are faced with the following career development tasks: being concerned about the future, increasing personal control over one's own life, convince themselves to do well in school.
2. Exploration (ages 14 to 24). This stage limits the transition to young adulthood, where self-reflection and the pursuit of (higher) education are key features. Crystallization, specification, and implementation of career preferences are developmental tasks usually tackled at this point.
3. Establishment (ages 24 to 44) . In the establishment stage, the young adult enters his first job and slowly but surely establishes his place in the job. Career development tasks in this stage involve, stabilize, or secure a place in the organization, consolidate one's position, and improve their career.
4. Maintenance (age 45 to 65). This stage is marked by the tendency of aging workers to maintain their current position while updating their work-related skills to stay abreast of developments in the field. Career development tasks include sticking to what has been achieved, updating competence, and find innovative ways of doing their jobs.
5. Disengagement / release (over 65). Around the age of 65, the disengagement stage begins. Most people make active retirement plans. This phase is characterized by a slowdown (in terms of workload and career centralization in life), followed by retirement planning and actual retirement.

In traditional career contexts, such as large bureaucratic organizations, the linear career stage model makes the most sense. Despite the fact that many organizations are moving away from

this structure, this theory continues to dominate the career literature. Numerous recent developments explicitly address changing career environments. For example, Hall and Mirvis's (1994) contemporary career development model centers on a two- or three-year mini-stage containing exploration, experimentation, mastery, and exiting attitudes and behaviors that individuals 'recycle' across functional, organizational, and other boundaries. Mainiero and Sullivan (2005) developed a 'kaleidoscope' model of career development in which various aspects of a career are constantly adjusted to accommodate a person's life with tuition at any given time, regardless of the societal definition of career success.

Anchor Career Theory

Career anchor theory by Schein (1978) focuses on the internal societal dynamics of careers throughout an individual's adult life. Career anchors, according to Schein, are patterns of self-perceived abilities, motivators, and values that both guide and constrain career choices:

1. **Autonomy/independence.** Job flexibility is seen as the most important thing. Organizational rules and boundaries are considered intrusive.
2. **Security/stability.** Financial security is a major concern. It is not focusing on job content and achieving high positions. Achieving optimal tenure is the ultimate goal.
3. **Competence in technical/functional areas.** The opportunity to apply skills and advance them is the primary objective. Identity is derived from one's area of expertise, and being tested in that area results in profound satisfaction.
4. **General managerial ability.** Concentrates on identifying opportunities for advancement within the organization. Accountability for organizational results is a strong desire, and generalist work is preferred.
5. **Entrepreneurial inventiveness.** It aims to establish a business by taking risks and overcoming obstacles and challenges. The ultimate goal is to demonstrate one's abilities and to receive recognition for accomplishments.
6. **A sense of duty/commitment to a cause.** Important values are centered on work that improves the world (e.g. solving environmental problems and helping treat disease).
7. **Pure challenge.** Important drivers at this career anchor include: solving complex problems, surpassing others, and doing things no one else can. Work situations that lack the features of novelty, variety and difficulty are considered mind-numbing.
8. **Lifestyle.** The main goal is to balance personal and work life, including integration between individual needs, family needs, and career requirements. Identity is defined as life as a whole, not just a career. Career opportunities will be denied for a better work-life balance.

On two points, Schein was adamant. Everyone has a single career anchor that serves as the foundation for all career decisions made during their adult years. Additionally, early career experiences shape career anchors. As a result, individuals with little work experience (new graduates) lack a career anchor. Schein argues that career anchors are formed as a result of

one's self-image prior to entering the labor market (during the growth stage) and being confronted with real-world work experiences (during the exploratory stage), culminating in the crystallization of a vocational self-concept. However, Schein believes that once established (from the establishment stage onward), one's career anchor will remain stable throughout life, except in cases where one's self-image is significantly altered by unforeseen circumstances such as career events or trauma.

Numerous empirical studies have been conducted worldwide on career stages and career anchor theory. While some gaps remain, their central assumptions have remained consistent over the years. While the concept of 'recycling' through career stages is intriguing, it has rarely been the subject of empirical research in career stage theory. Edgar Schein fundamentally altered the paradigm of career counseling practice. Rather than viewing career choice as a one-time event, it is now viewed as a continuous process of self-discovery and construction. Career development theories developed in the 'newer' era, such as those developed by Hall and Mirvis (1994) and Mainiero and Sullivan (2005), advocate for increasing pressure on early-career individuals to make permanent career decisions and avoid early career mistakes at all costs, thereby reducing stress and promoting lifelong learning and experimentation.

Career Transition Context

This study's research on career transition is grouped into four primary contexts: education, public, private, and individual. There is very little research in education and the public. In the public context, only three studies were found. Based on this summary, it can be concluded that empirical research in the context of education and/or government is fundamental since the number of studies is still minimal. The grouping based on the context is summarized in Table 1:

Table 1: Summary of Research Context

No	Context	Researcher and Year
1	Education	Johnson (2014); Jacobs (2015);
2	Public	Moen et al. (2017);
3	Private	Blau (2000); Chudzikowski, (2012); Vough et al. (2015); Takeuchi (2010); Ashford dan Taylor (1990); Allen (2006); Jonczyk et al. (2016); Wolff dan Moser, 2010); Forret, (2018); Castro et al. (2020); Parrado et al., (2007); Seibert et al. (2001); Zimmermann dan Ravishankar (2011);
4	Individual	Dyer (1976); Feldman (1988); Singh dan Greenhaus (2004); Arvey et al., (2004); O'Neill dan Jepsen, (2019; Sullivan et al., 2009); Costa dan McCrae, (1992); Carless dan Arnup, (2011); Higgins (2001); Carless dan Bernath (2007); Biemann (2013); Tan (1992); Kidd dan Green (2006); Judge et al. (2010); Heilman et al. (2004); Akkermans et al. (2015); Doering dan Rhodes (1989); Ivarsson et al. (2018);

RESULTS AND DISCUSSION

Based on the literature review previously described on career transition, four areas of the future research agenda were identified. The first one is the theoretical framework. When examining career transitions, it is necessary to consider the interdependence of the seven dimensions discussed in this review, as they are all connected. Future research should consider how insights from these seven perspectives can provide a comprehensive understanding of the career transition process and the interactions between its dimensions. For instance, studies focusing on decision-making frequently emphasize the importance of mentor/relational relationships in influencing individuals' career transition decisions.

No research has been found that examines career transitions comprehensively, i.e. before, during, and after the transition event. Most of the studies reviewed have focused on single career transitions. Future research is expected to examine past career transitions that may influence the current transition and the impact experienced after the event. Two gaps like this will undoubtedly contribute to complement and fill the theoretical framework in career transition.

Furthermore, no theory has been consistently used in research on career transition since Louis's (1980a) article was published about four decades ago until now. Career stage theory emerged in 1957, Donald Super's career development theory, which laid the groundwork for life-span, life-space, and career counseling theories that looked beyond job fit to determine what people desired from their careers (particularly Edgar Schein's career anchor theory). For the 25 years preceding Feldman and Bolino's (1996) publication of their critique of Schein's (1798) career anchor theory, Schein's (1798) theory was virtually unmatched. The primary criticism leveled at the concept of career anchors is directed at its factor structure and the underlying assumption that everyone has a primary career anchor and that it remains stable over time. Although not always optimal, Schein's factor structure is still considered the most appropriate. Sullivan and Ariss's recent research (2021) made no mention of the measurement or theory used to study specific career transitions. No theory or model based on theory has been developed or proposed to account for how people feel prior to, during, and after the transition. This theoretical void can be filled through additional research into other relevant theories for career transition analysis.

Third, the review of the literature revealed a dearth of research in the educational context (12 studies). This sum is only about thirteen percent of the entire literature reviewed. Research in the educational context can focus on adjustment mechanisms for lecturers who become university/faculty officials (administrators) and the impact of this transition on their academic careers.

Finally, it was found that the majority of studies used quantitative methods to examine the topic of career transition. This significant difference causes qualitative research to provide a balance of methods in the literature is highly necessary. Qualitative research on career transition to explore individual experiences before, during and after transitioning will be a valuable

contribution to the literature in providing meaning from personal perspectives/experiences during career transition and exploring new concepts in career transition research.

LIMITATION

This study aims to provide an overview of the literature on career transition. 137 publications have been analyzed in the areas of dimensions, antecedents, consequences, theories, and research contexts. Although this approach allows grouping dimensions, antecedents, and consequences, as well as analyzing relevant theories and mapping the context of career transition research to recommend the four main avenues of future study, other essential aspects beyond the scope of this study were not studied further. Since this review focuses on providing an overview of the career transition themes, no model is offered for further empirical testing. Future reviews can complement this review by developing a theory-based model.

Future reviews may provide a theoretical explanation for this goal. Recognizing the limitations of this review approach, scholars are expected to examine additional pertinent aspects of career transition. For instance, how individuals feel prior to, during, and following a transition. The development of a theory-based model that adequately captures the dynamic nature of career transition will also add significantly to the body of knowledge.

CONCLUSION

Since Louis's seminal article was published, the nature of career transitions has shifted dramatically (1980a). This study examines career transitions comprehensively to provide a broader picture and help scholars to understand career transitions. This study summarizes the dimensions, antecedents and consequences, theory, and context of career transition research to further offer four future research agendas in the theoretical framework, theory, contextual, and methodological areas. Career transition is a crucial event in someone's career; therefore, this research is expected to encourage increased interest in career transition studies in the future.

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