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# A Comprehensive Review on Understanding Career Development and Career Success in Emerging Adults

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**ABSTRACT:** Emerging adulthood refers to a chronological range from the young adolescent's teenage years to the middle to late twenties (approximately 18-25) (Arnett, 2007). The critical stage of emerging adulthood is characterised by exploring one's identity, experiencing instability, pursuing independence, and exploring transitional and possible futures. This research provides an understanding of how emerging adults develop their sense of identity and develop their careers during this exploration stage. Also, this systematic review provides an insight into the Career success of Emerging Adults after developing their career during their crucial life period, looking into the subjective (like contentment, significance, and motives) and objective (like earnings, position, and career & financial security) aspects. The research paper incorporates career theories with conceptual foundations to clarify how biological, behavioural, and social components combine to shape professional achievements.

**KEYWORDS:** Emerging Adulthood, Identity, Career Development, Career Success,

## I. INTRODUCTION

In the present contemporary, fast-changing and demanding job and educational system, career development is very important for both educational bodies and companies. As young adults get ready to start working, it's very important that they can show that they have the information, abilities, and mindsets they need to do well in their first job. A person's long-term productivity and psychological health depend on the transition through teenagers to young adulthood, which today takes a variety of unique courses (Schulenberg et al., 2004; Shanahan, 2000). Arnett (2024) referred to the chronological range of eighteen to twenty-five as young adulthood. People at this point in life are neither adolescents nor youngsters anymore; rather, teenagers have entered a unique evolutionary period marked by a variety of career, educational, unique, and interpersonal trajectories. Emerging adulthood involves exploring romantic connections (searching for greater dedication to lifetime or romantic matches compared to teenage years), employment (attempting apprenticeships or educational opportunities with a focus on upcoming jobs), and perspectives (acquiring knowledge, developing ambitions, establishing an identity, approach to existence, or moral structure, usually in the framework of university studies). Young individuals in that period encounter personal discovery, uncertainty (in fields such as employment, relationships, and home), independence, a feeling of belonging in the middle (in changes), and possibilities to pursue their goals and aspirations (Arnett, 2004). A fundamental tenet of Arnett's concept stipulates that young adulthood is a unique phase of growth that separates the previous phase of puberty and the later phase of young adulthood. Young Adults frequently experience a great deal of confusion and disorientation when making plans for the next phase because numerous life-altering choices take place throughout their crucial phase of adulthood, particularly with respect to professional advancement.

## II. THEORETICAL FRAMEWORK OF CAREER DEVELOPMENT IN EMERGING ADULTS

Adolescents typically transition from schooling alone to a mixture of employment and education to a number of careers, each for little pay, throughout young adulthood. The rise in academic achievement caused individuals to finish their schooling far into their 20s as a greater number of students pursued higher courses. The most significant transition among the numerous transitions that youngsters experience throughout becoming adults is the move from schooling to the workforce (Arnett, 2004). There are two of the five primary characteristics of young adulthood are particularly pertinent to the shift through college to the workforce (Arnett, 2004). Firstly, evolving adults have the opportunity to experiment with several careers throughout and following their time in college: Through a moment youngsters graduate from college, many teenagers have their first employment exposure or are working temporary employment while attending college (Arnett, 2004). Instead of building a basis for the years to come, the objective at this time is frequently restricted to making wealth (Arnett, 2004). If their first efforts at joining the workforce are unsuccessful, this

prolongs the move towards a secure career and provides possibilities for a fresh start (Hartmann & Swartz, 2006). Despite the likelihood of landing employment being greater in late young adults, many evolving individuals ultimately discover a fulfilling career (Arnett, 2004). Young individuals in a shift into employment often experience a period of identity searching. According to Arnett (2004), during such stage, evolving people discover who they are by investigating various career options. Although the development of identity begins in teenage years, it intensifies in young adulthood. According to Arnett (2004), for individuals, discovering the ideal employment that complements their traits is a true identity search. Young adults learn about their options through attempting various careers, because the pursuit towards the ideal fit for their sense of self informs how they make career decisions (Arnett, 2004).

The exploration of the way the profession choices for individuals who are usually growing throughout time constitutes the primary focus for multiple different approaches. The way that typical career progression is treated theoretically appears to be straightforward among the several broad perspectives. Vocational choices are essentially described by means of generic conceptions of growth in people by different theoretical frameworks of career development. Super (1955), in his Late Developmental Phase of Adolescents' Career Development, likewise captures the focus on exploring and experimenting. People investigate different jobs and possibilities throughout the exploratory phase, which spans between the years of eighteen to twenty-five. People define their goals at the next phase of crystallisation, which may involve trying to gain a deeper understanding of various professions. After that, individuals list what they want and come up with job options. Lastly, they put their judgments into practice by making selections to achieve their professional objectives.

Super (1959) highlights the formation of the perception of oneself. Super contends that every stage of life places a unique focus on social conduct, particularly professional conduct. As a result, it is feasible to map out, broadly speaking, the kinds of job responsibilities that people in Western societies are supposed to engage in. Like Super, the Ginzberg model views career growth as a succession of predetermined occurrences. Every element of the process poses a unique set of issues for the person to resolve. Therefore, the Ginzberg (1957) concept aims to forecast the behavioural pattern that is important when determining career decisions. Ginzberg's method enables someone to forecast a person's professionally significant conduct rather than their place of employment. The psychoanalytic perspective to career behaviour likewise heavily emphasises the growing flavour. The analytical method heavily emphasises the notion that personality growth is tightly linked to the preschool year's incidents despite although the stages of growth of the analytical concept aren't similarly associated with professional behaviour.

According to Roe (1957), people are born with different physiological and mental characteristics. The influences of parenting mindsets and behavioural patterns, which cause the developing adolescent to favour among several social behavioural approaches, further contribute to such variations. Overall occupational conduct is predicted by combining biological traits with parental tendencies. Roe's concept focuses mostly on forecasting the individual's career preference; however, it reveals very little regarding how a particular individual's career develops after that decision. The idea that professional attitudes are situation-specific is emphasised by both the Holland and social structure perspectives. According to the societal perspective, typical career growth needs to be considered in light of its contextual factors, which include socioeconomic status, financial prospects, and the structure of the workplace. According to Holland, a person's arrangement of his opinions about the workplace and the ways someone could effectively engage with it.

The SCCT, or Social Cognitive Career Theory (Lent, Brown, & Hackett, 2002; Lent, 2005), presented a framework with 3 professional progression phases that explain professional effectiveness and longevity, decision-making, and occupational curiosity. Individual objectives, belief in oneself, and desired outcomes were highlighted in each of these areas. According to Lent (2005), individual objectives are the deliberate pursuit of a certain action or the creation of a specific result. According to Lent (2005), confidence is a continuous collection of perspectives that relate to specific success in areas and actions. According to Lent et al. (2002), desired results refer to individual ideas regarding the effects of specific behaviours. According to this SCCT framework, curiosity, confidence in oneself, and result expectancies interact continuously to shape vocational objectives and preferences.

### **III. CAREER SUCCESS DEVELOPMENT IN EMERGING ADULTS**

The organization of the workplace has drastically altered as a consequence of the shift to a worldwide and contemporary economy, making the situations in which professions are developed more intricate and flexible (Lent, 2013; Schlesinger & Daley, 2016). In this field, a young adult's academic history and other qualities that are part of their human resources begin to play a major role in building their profession, and having higher learning has become



increasingly valuable compared to how it was previously (Robinson, Murrells, & Clinton, 2006). Given whatever has been revealed, professional consulting and HR administration now consider beginning career success throughout a shift from college to the workplace to be crucial. Therefore, based on recent educated individuals, such socioeconomic conditions underscore the necessity for a deeper investigation into initial professional achievement.

According to Arthur, Khapova, & Wilderson (2005), career success is usually described as the culmination of favourable employment-related and mental consequences that are either inwardly viewed or outwardly confirmed. According to this conventional explanation, professional achievement might be separated into two categories: both subjective and objective. On the other side, objective professional accomplishment is readily apparent and provable since it is linked to how culture evaluates accomplishment according to external desired characteristics like salary, job advancement, and professional prestige. Subjective success, upon the opposite side, depends on individual assessments of achievement, encompasses views of both internal and external professional results, as well as is typically measured using job fulfilment or generic psychological metrics (Dries, 2011; Ng & Feldman, 2014). During the technological and contemporary communities, people's aspirations for their professions have changed, and this must be taken into account while doing investigations into career achievement (Dries, 2011). Alternative to simply depending on societal standards and outside requirements, people should construct perspectives based on unique personal events, professional choices, and perceptions of fulfilment in a changing workplace (Savickas, 2012).

Discovering an occupation that fits an individual's academic background and professional objectives, in addition to adjusting to their newly hired position, are typically regarded as initial professional achievements throughout the college-to-employment transformation (Wendlandt & Rochlen, 2008). Yet, because young adults now confront an array of duties and problems throughout their journey from education into the workplace, their comprehension of initial job achievement is restricted. Young adults must become highly knowledgeable regarding the task, comprehend the company environment and policies, evolve as specialists, hone their collaborative abilities, and pinpoint their future for future to succeed in this shift. Additionally, they must enhance interpersonal abilities like self-assurance, independence, and encouragement (Russell, 2005). Furthermore, prior research has shown that the standards and perspectives of recently educated young adults on employment and achievement are varied. Many believed that a standard postgraduate job involving sequential advancement within a single business could never be fulfilling or was impossible to realise right away (Robinson et al., 2006).

Job fulfilment and achievement can be greatly impacted by giving young adults freedom and opportunity to advance their professional lives (Barnett & Bradley, 2007). Professional growth is crucial as it allows young adults to continually expand and improve their expertise, abilities, and competencies, putting themselves in a position to accomplish their ambitious career objectives and adjust to changing work needs in the marketplace. It provides a feeling of guidance, satisfaction, and meaning while fostering Enrichment in young adults' careers and lives (Savickas, 1994).

#### **IV. IMPLICATIONS**

The observations point to many potential ramifications which could help emerging young students overcome the obstacles of the educational to professional journey, foster the growth of their professional optimism, and increase the likelihood of a smooth transformation. Educators and Employers can understand the career development process in emerging adults. This research could encourage managers as well as instructors at universities to exercise caution when interacting with emerging youngsters during their career development phase. Practical knowledge, involving job shadowing, practicums, and additional professional development, Opportunities for alternatives in the higher education syllabus might occur at different periods in an educational degree. Identifying adolescents who might want assistance could be made easier by extending tests outside educational analysis. Additionally, this technique could enable professors and educators to comprehend how they might support young adults from education to the career development process.

#### **V. CONCLUSION**

In conclusion, this systematic review adds to the body of knowledge on the career development process and career success choices in emerging adults. This study sheds light on how emerging individuals establish their occupations and their perception of self throughout this exploratory phase. Systematic reviews also help HR professionals and vocational counsellors for more prepared to organize their assistance and assist newly graduated young adult students

succeed in their job searches throughout the transition from college to the workplace if they are aware of how recent students view professional achievement.

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