

THE RELATIONSHIP BETWEEN VOCATIONAL MATURITY AND  
HOPELESSNESS AMONG FEMALE AND MALE TWELFTH GRADE  
STUDENTS

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## **ABSTRACT**

### **THE RELATIONSHIP BETWEEN VOCATIONAL MATURITY AND HOPELESSNESS AMONG FEMALE AND MALE TWELFTH GRADE STUDENTS**

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The main purpose of the present study was to examine the relationship between vocational maturity and hopelessness among female and male twelfth grade students.

The sample of the present study was composed of 523 (341 female, 182 male) twelfth grade students attending four high schools in Ankara and in İzmir. The data were gathered using the Vocational Maturity Scale, the Beck Hopelessness Scale and a demographic information form.

The overall mean and standard deviation were 145.68 and 18.44 for vocational maturity scale; 5.41 and 5.18 for hopelessness scale of 523 twelfth grade students. It was found that there was a negatively significant correlation between the hopelessness and vocational maturity. Moreover, findings related to correlation between vocational maturity and hopelessness separately in female and male students also indicated that there were negatively significant correlations between vocational maturity and hopelessness in females and males.

Keywords: Vocational maturity, twelfth grade students, gender, hopelessness.

## ÖZ

### 12. SINIFTA OKUYAN KIZ VE ERKEK ÖĞRENCİLERİN MESLEKİ OLGUNLUK VE UMUTSUZLUKLARI ARASINDAKİ İLİŞKİ

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Bu çalışmanın amacı 12. sınıfta okuyan kız ve erkek öğrencilerin mesleki olgunluk ve umutsuzlukları arasındaki ilişkiyi incelemektir.

Çalışmanın örneklemini, Ankara ve İzmir’de bulunan dört liseye devam etmekte olan 523 12. sınıf öğrencisi (341 kız, 182 erkek) oluşturmuştur. Bilgiler, Mesleki Olgunluk Ölçeği, Beck Umutsuzluk Ölçeği ve demografik bilgi formuyla toplanmıştır.

523 12. sınıf öğrencisinin Mesleki Olgunluk ölçeği için genel ortalama ve standart sapmaları 145.68 ve 18.44; umutsuzluk ölçeği için 5.14 ve 5.18’dir. Umutsuzluk ve mesleki olgunluk arasında olumsuz ve anlamlı bir ilişki olduğu bulunmuştur. Bunun yanısıra, kız ve erkek öğrenciler arasındaki mesleki olgunluk ve umutsuzluk ilişkisine ayrı ayrı bakıldığında mesleki olgunluk ve umutsuzluk arasında hem kızlarda hem de erkeklerde olumsuz ve anlamlı ilişkinin olduğu bulunmuştur.

Anahtar Kelimeler: Mesleki olgunluk, 12. sınıf öğrencileri, cinsiyet, umutsuzluk.

*to my family and my dearest one  
for their love and support*

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the study

Choices made by students define their future and occupational life and in order for healthy and appropriate decisions, students should have some knowledge on the world of work and their capabilities. Moreover, when students are expected to make healthy, suitable and realistic vocational choices, they are also in adolescence period (Super, 1990).

The term adolescence has often been identified as a period of turmoil because of many biological, psychological, and developmental changes. Many of these changes need to occur in order for the successful development and choices related to future to be realized (Seligman, 1994).

Super (1963) indicates that an individual's vocational choice reflects his "self-concept". Meanwhile, Super (1963) divided vocational development process into five periods. These periods: *growth stage* (birth to 14 years), *exploration stage* (15 to 24 years), *establishment stage* (25 to 44 years), *maintenance stage* (45 to 64 years), and *decline stage* (65 and over). All stages also have substages. Each substage and related term is formed by the developmental task needed to be coped with by the individual in the development process. According to Super, the success level which is acquired by overcoming expected developmental tasks by the individual shows vocational maturity level (Super & Overstreet, 1960). Vocational developmental tasks defined by Super are *crystallization of career preference* (14 to

18 years), *specification of career preference* (18 to 21 years), *implementation of career preference* (21 to 24 years), *stabilisation of a career* (24 to 35 years), and *consolidation of status and advancement* (35 and over). Super postulates that vocational maturity is an indicator of development process from the exploration stage to the decline stage (Super, 1980).

Construction of vocational maturity has been studied since the definition of Super in 1955 (Creed & Patton, 2002). This term is the most important point of the developmental theories. With the term vocational maturity, theoreticians try to find out the vocational behavior of the individual and evaluate the level of vocational development related to the vocational developmental tasks.

When vocational development stages of Super are considered, students attending high school education are in the exploration stage. In that stage, the expected vocational development task to make a healthy decision is to have a satisfactory vocational maturity level. According to Super's model, individuals who are ready to make important vocational decisions by objective and sufficient occupational information based on playful exploration are vocationally mature and ready to meaningfully discuss the content of their choices (Super, 1955).

Many theoreticians have described the term vocational maturity. The common point in their descriptions is "to make age-appropriate and well-informed vocational decisions" (King, 1989; Levinson, Ohler, Caswell, & Kiewra, 1998; Savickas, 1984; Super, 1957). Besides this common description, the vocational developmental tasks are required to be coped with to choose the right vocation.

The vocational maturity was identified by the Savickas (1984) as the level of readiness for coping with vocational developmental tasks, making age-appropriate decisions, having reliable information about world of work.

As in Super's Theory, Crites (1969) emphasized the vocational maturity term as the progress degree of the individual which has continued from the beginning of fantastic vocational choices in childhood to retirement.

According to Amadi, Joshua, and Asagwara (2007), vocational maturity can be described as the ability of an individual to choose a preferred vocation or an occupation. Denga (1986) provided a proof that if an individual is vocationally immature, she/he makes unreliable and baseless vocational choices. He concluded that students who overcome vocational developmental tasks are vocationally mature.

The assumption can be made that a vocationally mature person is more capable of making an appropriate and realistic career choice and decision. Vocationally mature individuals have the ability to identify specific occupational preferences and are successful for reaching their goals step by step (Westbrook, Sanford, & Donnelly, 1990).

Individuals who have mature vocational attitudes earlier are likely to have more successful careers in the future because they have more awareness about the vocational decision making process, think more about a variety of careers, possess higher levels of self-efficacy related to decision making, and are more committed to making vocational choices (Luzzo, 1993).

Super (1980) viewed the vocational maturity as a normative term that refers to the extent to which an individual's observed and expected vocational behavior is congruent. The vocational maturity consists of five dimensions: awareness of the

need to plan ahead, decision-making skills, knowledge of the self and the world of work and using of information resources, general career information, and reality orientation. These five dimensions were developed via five activities that he labeled the vocational developmental tasks (Super 1957; 1980). First of all is *crystallisation of career preference* (14-18) which includes developing and planning a tentative vocational goal. This is generally based on knowledge about the surroundings and role models. Early stages are very unrealistic and imaginative. The later years are more focused on a definite goal. Second is the *specification of career preference* (18-21) which consists of firming of the vocational goal and getting action steps in place. Third is the *implementation of career preference* (21-24). By developing this task, individual is in need of getting the necessary training and/or education to fulfill the goal and tries to obtain employment in the relevant field. Fourth is the *stabilisation of a career* (24-35), working and confirming/changing career choice are acquired. Fifth is the *consolidation of status and advancement* (35 and over) in which the individual tries to advance in his/her career.

Career Pattern Study of Super provided him to develop new aspects of the exploration stage of the vocational development and to test his ideas and identify the six dimensions that he thought comprised this construct about the exploration stage (Super & Overstreet, 1960).

The first of Super's (1974) six dimensions of the vocational maturity in the exploration stage is *orientation to vocational choice*, which he defined as attitudes that an individual may have related to making vocational choices about future.

The second dimension is *information and planning* which is the concern about future plans made by adolescent and the specific information about the

interested occupations. *Information* should be clear by having more specific world of work information about vocations. *Planning* should be clear with the knowledge of the adolescent regarding decisions of “what to do”, “when to do”, and “how to do it” as it refers to do vocational choice.

The third dimension is *consistency of vocational preferences*, which suggests that adolescents’ verbally expressed vocational preferences become more consistent across time.

The fourth of the six dimensions is *crystallization of traits* and is identified as the adolescent’s progress toward forming a self-concept. It is also described as the attitude of readiness to involve herself/himself in the required tasks of the vocational decision-making process.

The fifth dimension is *vocational independence*, which refers to the adolescent’s ability to develop independence through work experiences, which could include summer jobs, part-time jobs, or other extracurricular activities. Super’s idea underlying this dimension of vocational maturity is that those adolescents that have the opportunity to try on adult role can become acquainted with the knowledge on the world of work, become more independent, and engage in reality testing through these experiences (Jordaan & Heyde, 1979).

The final dimension of the vocational maturity during the period of adolescence is *wisdom of vocational preferences* and refers to the adolescent’s ability to state realistic preferences consistent with his or her personal characteristics such as vocational interests, abilities, skills, and work values. This dimension is evaluated by the adolescent’s consistency between expressed and measured interests. Moreover, Super (1957) suggested that the individuals’ expressed interests need to be consistent

not only with measured interests but also with ability level and socio-economic status.

Although the vocational developmental tasks seem sequential, Super (1990) later indicated that people can move between these stages as they adapt to changes in themselves as well as changes in the external world. Therefore, it can be stated that Super's theory focuses on vocational development as a process incorporating the life stages, roles and values of an individual.

While healthy, suitable for their characteristics, abilities and values, well informed, and realistic decisions are supposed to be made by senior students of high schools, the closest level for them is the university entrance exam. After all, these students would be able to choose the desired university programs. Nowadays, in Turkey, one million and five hundred thousand students prepare for this examination by maximum effort, and concurrently they perform in their schools. In a busy year as such, the most essential prerequisite for them is the "motivation" and the most important factor increasing the motivation is "hope". Hope is defined in Merriam-Webster Online Dictionary (2010) as "desire accompanied by expectation of or belief in fulfillment; and as the expectation of fulfillment or success, as well as someone or something on which hopes are centered, e.g., something hoped for. On the other hand, hopelessness is a loss of hopeful thinking, or lack of goals, or motivation.

Hopelessness is defined as negative expectations for the future, in other words, as pessimism (Beck, Steer, Kovacks & Garrison, 1985; Brenner, Krug & Simon, 2000; Kashani, Soltys, Dandoy, Vaidya & Reid, 1991). The negative thoughts of individuals about themselves, future and the world are seen as the most



important factors causing hopelessness (Abramson, Metalsky & Alloy, 1989; Ceyhan, 1993; Çuhadaroğlu, 1993).

Assumptions related to negative experiences increase possibilities developing hopelessness; thus, when an individual feels hopelessness, depression inevitably develops relating to hopelessness (Abela & Seligman, 2000). As a result of this, individuals may show negative symptoms in psychological and physical conditions. To illustrate, individuals in depression relating to hopelessness may feel reluctance, powerlessness, loss of motivation, pessimism, and experience untidiness in their lives (Ceyhan, 2004).

While having higher vocational maturity is most important for senior students of high schools, being vocationally immature may cause a stress factor and lack of motivation relating to hopelessness and this possible relationship threatens the preparation for the University Entrance Examination (ÖSS). Thus, some uncontrolled conditions make adolescents' lives more difficult. Besides, a vocationally immature adolescent can neither choose an appropriate and well informed vocation for herself/himself, nor fully motivate for exams. Because of thinking that the relationship between hopelessness and vocational maturity may be crucial for senior students of high schools and no research studies have been done related to that relationship, this present study is planned.

In present study, the most important concern is the correlation between vocational maturity and hopelessness, which can be defined as the pessimistic future expectations (Beck, Weissman, Lester, & Trexler, 1974). A negative view of the future is generally considered to be a central component of hopelessness (Abramson et al., 1989; O'Connor, Sheehy, & O'Connor, 2000; O'Connor, O'Connor,

O'Connor, Smallwood, & Miles, 2004). Hopelessness begins when people perceive or imagine that there will be no change or improvement for the good in their current circumstances. Besides, hopelessness includes negative feelings about future, loss of motivation, and also negative expectations related to future (Beck et al., 1974). When we consider that the most important motivator in the life is hope, we may conclude that the hopelessness not be in an individual life as in the critical time to make vocational decision. No work to date has been examined related to the relationship between hopelessness and vocational maturity. Thus, this aspect of the present study might be most significant for the literature.

In this present study, the correlation between vocational maturity and hopelessness in the total sample, in females, and in males were investigated separately.

## **1. 2. Purpose of the Study**

In present study, the correlation between vocational maturity and hopelessness among females and males was examined and gathered information about them by studying with twelfth grade students of two high schools in Ankara, and two high schools in İzmir.

## **1. 3. Problem Statements**

1. What is the relationship between vocational maturity and hopelessness of twelfth grade students?
2. What is the relationship between vocational maturity and hopelessness in female students?

3. What is the relationship between vocational maturity and hopelessness in male students?

#### **1. 4. Significance of the Study**

In our country, senior students of high schools have to make important decisions about their future. One of these essential decisions is to decide their higher education programs. Meanwhile, they specify their occupations via their choices. Healthy choices are possible by being vocationally mature. For this, those students should overcome the vocational developmental tasks. It is considered that their vocational maturity levels affect their choices being right and appropriate for them. On the other hand, students having lower vocational maturity level do not know exactly for what they are preparing for the university entrance exam, and meanwhile, they try to continue preparation with loss of motivation. While preparing for an examination, one of the most important motivator is hope, besides, imagines, expectations about future. Hence, hopelessness level of vocationally immature students who couldn't define their future and make a vocational decision is thought to be important in terms of university entrance exam. Therefore, it is considered that the relationship between the vocational maturity level and the hopelessness level should be investigated.

Also, providing a contribution to further study is one of the goals of present study. Besides, no researcher has examined the relationship between the hopelessness level and the vocational maturity level, thus there is a need to understand this relationship.

## **1.5. Definitions of Terms**

*Vocational development:* refers to the life-long process of development in which the total constellation of psychological, sociological, educational, physical, economic and chance factors are combined to shape the career of any given individual (Super, 1957, p.79).

*Vocational developmental task:* refers to a task encountered at or about a certain period in the life of an individual and differing from the expectation that the members of a sequence in preparing for and participating in the activity of work (Havinghurst, 1953, p.124).

*Vocational Guidance:* refers to the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, and to test this concept against reality, with satisfaction to himself and benefit to society (Kuzgun, 1999, p.275).

*Vocational Interest:* refers to the occupation which an individual persistently says he would like to enter (Crites, 1969, p.254).

*Vocational Preference:* refers to the occupation which an individual says he would like to enter, if reality conditions would permit (Crites, 1969, p.251).

*Vocational Maturity:* refers to the readiness of an individual to make informed, age-appropriate career decisions and cope with vocational development tasks (Super, 1963, p.80). In this study, vocational maturity was assessed by the Vocational Maturity Scale (Kuzgun & Bacanlı, 1996).

*Hopelessness:* Refers to the negative feelings and expectations related to future (Beck et al., 1974, p.862).

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter presents the literature related to the vocational development. Firstly, reviews of the literature related to the vocational development theories such as Ginzberg's and Super's theories are evaluated. Secondly, researches on vocational maturity and hopelessness are reviewed.

#### **2. 1. Ginzberg's Theory**

Ginzberg's theory is generally thought to be the first to approach to the theory of vocational choice from a developmental standpoint (Ginzberg, Ginsburg, Axelrad, & Herma, 1951).

While developing their theory, they conducted an empirical investigation with a carefully selected sample of individuals who were independent to choose the desired occupations. Their sample was combined by males from upper-middle-class, urban, Protestant or Catholic families of Anglo-Saxon origin, whose educational level ranged from sixth grade to graduate school. However, findings of the study had restricted application since Ginzberg and associates formed their sample which has a highly selective nature (Osipow, 1983).

According to Ginzberg and his colleagues, their study find that (a) vocational choice is a developmental process, (b) the process becomes increasingly irreversible, (c) the ultimate preference represents a compromise between what the individual would ideally choose and the available realistic possibilities, and (d) that long-term

process has three distinct periods entitled *fantasy*, *tentative*, and *realistic* (Zaccaria, 1970).

The major characteristic of the fantasy period was the arbitrary nature of the child's preferences and the lack of realism reflected in the vocational choices. The expression of occupational preference appeared to be in a dream and wish approach (Zunker, 2002).

The tentative period is divided into four stages. First is the *interest* stage, during that stage individual makes definite decisions concerning likes and dislikes. Second is the *capacity* stage, in this stage individual considers his/her skills and the congruency for an occupation. Third is the *value* stage, an individual recognizes the importance of the values and goals in choosing an occupation. During the final *transition* stage, an individual focuses on the subsequent responsibilities accompanying a vocational choice rather than the interests, skills and values. In this stage, preferences are tentative and experimental because of having an instable self-awareness (Zaccaria, 1970).

The *realistic* period is divided into three stages. During the *exploration* stage, an individual tries to have information and experience new things supporting occupational choice process. During the second stage, *crystallization*, an individual evaluates the intrapersonal and environmental factors and tries to decide a specific vocational choice. The final stage, *specification*, consists of a certain decision such as selecting a job or a professional training for a specific career (Zunker, 2002).

After reviewing his theory, Ginzberg (1984) postulates that the vocational choice is a lifelong process of decision-making for those who seek major satisfactions from their works.

## **2. 2. Super's Theory**

The vocational development theory of Super was developed by the synthesis of other formulations and he added new constructs of his own and recommended extensive general theory of the vocational development (Zaccaria, 1970).

According to Super, an individual will choose an occupation that will reflect the self-expression and improve the self-concept. He also believes that the behaviors a person exhibits while actualizing his/her self-concept through the vocational endeavors will be the function of their stage in life development. As a person matures, their self-concept becomes more stable. Super indicated that the concept of the vocational maturity denoted an individual's degree of development from the time of early fantasy choices in childhood to decisions about retirement from work in old age (Super, 1955).

Super (1990) generated fourteen propositions which should be cornerstones of his vocational developmental theory. According to Super (1990), individual differences exist and people choose their occupations according to these differences which are abilities, interests, and personalities, moreover, each of these occupations requires a characteristic pattern of abilities and personality traits. Vocational preferences change in time and related to experiences because of the situations in which people live and work, and hence their self-concepts, although self-concepts are increasingly stable from late adolescence until later maturity, providing some continuity in choice and adjustment. This process of change may be summed up in a series of life stage characterized as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into the fantasy, tentative, and realistic substages of the exploratory stage, and the trial and

stabilization substages of the establishment stage. A small cycle takes place in transitions from one stage to the next or each time an individual is destabilized by a reduction in force, changes in type of manpower needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple – trial careers involve new growth, re-explorations, and establishment (recycling). Career patterns are influenced by external factors such as individual's parental socioeconomic level, mental ability, education, skills, personality characteristics (needs, values, interests, and self-concepts), and the vocational maturity by the opportunities to which he or she is exposed. Readiness to deal with the demands of an occupation influences the types of job we will occupy. *Vocational maturity* is a constellation of physical, psychological, and social characteristics; psychologically, it is both cognitive and affective. It includes the degree of success in coping with the demands of earlier stages and substages of vocational development, especially with the most recent. Contrary to the impressions created by some writers, it does not increase monotonically, and it is not a unitary trait. Development through the life stages can be guided, partly by facilitating the maturing of abilities and interests, and partly by aiding in reality testing and in the development of self-concepts. Vocational development is the implementation of the occupational self-concept. It is a synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the extent to which the results of role-playing meets with the approval of superiors and fellows (interactive learning). The process of synthesis of or compromise between individual and social factors, between self-concept and reality, is realized by role playing and learning from feedback, whether



the role is played in fantasy, in the counseling interview, or in such real life activities such as school classes, clubs, part-time work, and entry jobs. Work satisfaction is dependent on numerous variables such as abilities, needs, values, interests, personality traits, and self-concepts. The greater reflection of self-concepts may provide the greater job satisfaction. Work provides a place for personality expression.

Super (1963) described the series of the vocational developmental tasks frequently related to stages and substages of the vocational development.

In the *growth stage*, children (Birth to 14 years) are interested in the basic information about world of work because of being confronted with the vocational development tasks related to developing a beginning self-concept. Initially, they observe their environment to acquire information about world of work and their interests just by using innate sense of curiosity. In progress of time, their curiosity provides them to develop competency to control over their environment and in their ability to make decisions. Besides, throughout this stage, they recognize the importance of the planning the future and choosing an occupation. They progress through the substages such as fantasy, interest, and capacity. In the *fantasy substage* (4 to 10 years), needs and role-playing in fantasy are important. In the *interest substage* (11 to 12 year), likes and dislikes are the major determinants of aspirations and activities. In the *capacity substage* (13 to 14 year), attention is given to their capabilities, and job requirements (including training) are considered (Super, 1963; Zaccaria, 1970; Zunker, 2002).

In the *exploration stage*, adolescents (14 to 24 years) plan their future by using self and occupational information. In this stage, adolescents know themselves

in respect to interests, abilities, and values. Developing self-understanding, essential to identify appropriate occupational preferences, leads adolescents to define reliable but tentative future goals. After crystallizing vocational preferences, adolescents specify their choice fields with the ability to make decisions by choosing among the suitable alternative occupations. Substages of the exploration stage are tentative, transition, and trial. In the *tentative substage* (15 to 17 years), needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy. In the *transition substage* (18 to 21 years), attention is given to reality considerations as an adolescent enters the labor market or professional training and attempts to actualize the self-concept. In the *trial substage* (22 to 24 years), an appropriate field which is the first job of an individual is found and tried out as a life work.

In the *establishment stage* (25 to 44 years), an individual finds an appropriate field, and tries to make permanent place in it. There are two substages, trial and stabilization. *Trial substage* (25 to 30 years) includes some vocational changes since the field of work presumed to be suitable may prove unsatisfactory. In the *stabilization substage* (31 to 44 years), as the career pattern becomes clear, an individual makes an effort to stabilize and desires a secure place in his/her work. For most people, they are the creative years.

In the *maintenance stage* (45 to 64 years), an individual is concerned with holding his own against younger people, keeping up with the new developments. In the last stage, *decline* (65 and over), because of declining physical and mental powers, work activity changes. Substages of this stage are deceleration and retirement. *Deceleration substage* (65 to 70 years) concerns of the pace of the work

slakens, changing nature of the work and the declining capacities. In the *retirement substage* (71 and over), all activities about the world of work are completed in due course (Super, 1963; Zaccaria, 1970; Zunker, 2002).

### **2. 3. Research related to Vocational Maturity**

The educational, psychological and social correlates of vocational maturity were investigated by Khan and Alvi (1983) in an Ontario high school. Their sample included 272 students. Educational level of parents, educational and occupational aspirations hold by parents for their children, educational and occupational aspirations of students and self-estimates of their general ability and performance in classroom were examined. The findings of study revealed that the students' vocational maturity scores were generally correlated with their educational and occupational aspirations, self-estimates of their general ability and classroom performance, their parents' educational level, and educational and occupational aspirations parents held for them. It was found moreover that higher vocational maturity scores were associated with higher self-esteem, more internal locus of control, and more intrinsic work values.

Healy and his colleagues (1985) examined the relation of career attitudes to age and career progress during college years. Their sample was combined by 103 female and 55 male liberal art college students, aged between 18 and 30. The Attitude Scale and the Career Maturity Inventory were used. According to findings, students that have high general point averages report higher levels of vocational maturity than those students that have relatively low general point averages. Onyejiaku (1985) investigated the gender differences on the vocational maturity

levels of Nigerian adolescents and reported that mean scores of male and female students were similar with each other and gender was not an indicator of the vocational maturity.

Kelly and Colangelo (1990) investigated the relationship between academic ability and the vocational maturity. Their sample included 59 gifted students, 182 students not requiring any special academic programs, and 24 special needs students representing the low academic or at-risk group. Results indicated that gifted students had higher vocational maturity scores than those not identified as gifted. Similarly, those students not identified as gifted had higher vocational maturity scores than at-risk group.

A study conducted by Westbrook, Sanford, and Donnelly (1990) investigated the relationship between appropriateness of vocational choices and vocational maturity test scores in rural 112 ninth grade students by using Goal Selection scale of Career Maturity Inventory Competence Test and American College Testing Program. Career Planning Program showed evidence that students' intellectual capacity was associated with higher scores on the Career Maturity Inventory Competence Test.

Luzzo (1993) examined that whether age, gender, grade level, academic achievement, locus of control and vocational suitability were predictors of the vocational maturity or not. Findings of his study indicated that sequentially vocational suitability, academic achievement, grade level, locus of control, age, and gender were in a relationship with the vocational maturity. By their study, Patton, Creed and Muller (2002) supported the previous findings and reported that there was a significant relationship between vocational maturity and self-reported school achievement.

Luzzo (1995) found that gender have an effect on the vocational maturity. In their study, Career Maturity Inventory was completed by 401 college undergraduates. Individual interviews were also conducted with 128 of the participants (78 female, 50 male) in order to obtain additional information on gender differences on the vocational maturity. According to study, female students scored higher levels of vocational maturity. This finding was consistent with the Akbalik (1996) study's finding which indicated that female students had higher vocational maturity scores than male students. Qualitative analysis determined that females were also more likely than males to report barriers and role conflicts related to overall vocational development.

Çakar (1997) examined the relationship between vocational maturity level and locus of control. In that study, the significant relationship between vocational maturity scores and locus of control scores was found. According to study, having higher locus of control scores increases the external control, having lower locus of control scores increases the internal control. Moreover, while vocational maturity scores were increasing, locus of control scores decreased, thus, internal control of students increased. In this study, vocational maturity levels of females were higher than males'. Besides, there were statistically significant relationships between having vocational guidance services, parental educational levels, attended departments, attitudes of parents, socioeconomic status and vocational maturity levels. Furthermore, the significant relationships between age, occupations of parents, whether working or not and vocational maturity were not found. Similarly, Vondracek, Lerner, and Schulenberg (1984) indicated that socio-economic status were one of the most impressive and relevant environmental determinant of an

individual's vocational ideas and achievements. On the other hand, Similarly, Naidoo (1993) studied with African – American college students and he did not find a significant relationship between socio-economic status and vocational maturity.

When differences in the vocational maturity and personality orientations between ninth-grade Mexican Americans and ninth-grade Anglo Americans were investigated, it was figured out that there was not any significant difference (Lundberg, Osborne, & Miner, 1997). However, there were significant differences on decision making and world of work information. They posited that Mexican Americans preferred more Sensing and Thinking than Anglo Americans.

Yazar (1997) investigated the relationships between parental attitudes, school type, gender, grade level, socioeconomic status and vocational maturity levels of public high school students and vocational high school students. According to findings, there were statistically significant relationships between democratic parental attitude, gender in favor of female students, scores of vocational high school students and vocational maturity levels. Besides, there was significant relationship between vocational maturity scores and lower socioeconomic status.

Bal (1998) investigated the relationships between vocational decision making maturity and self-perception, academic achievement, grade level, parental educational level, whether having vocational guidance services in the schools or not, and attending to the private or public schools. Moreover, the increasing effect of the Vocational Decision-making Education Program on the vocational decision-making maturity was explored. According to the findings, there was a significant relationship between vocational maturity scores and self concept scores. While increasing the unity and togetherness relations in the family, vocational maturity levels of students

increase; on the other hand, while parental control increases, vocational maturity levels of students decrease. Furthermore, there were significant relationships between academic achievement, parental educational level, grade level, and the vocational maturity level. There were significant differences between the vocational maturity level and gender in favor of female, and school type in favor of private school. Also, a positive effect of the Vocational Decision-making Education Program on the vocational maturity level was observed.

Study related to whether the vocational maturity level and vocational point of view in future may change in terms of gender and school type in the perspective of specificity, hopefulness, attainability features was examined by Kalafat (1998). According to consequences of the study, 39.25% of the twelfth grade students were vocationally mature. There were significant relationships between public high school, gender in favor of female students, and the vocational maturity. Moreover, there was an effect on the vocational point of view in the future of the students in terms of attainability, specificity, and hopefulness. The significant difference was found between school type and students' vocational standpoints in the future. Also, there was a significant difference between female and male students in terms of hopefulness.

Powell and Luzzo (1998) conducted a study about the vocational maturity and vocational decision-making attributional style of high school students in an ethnically diverse, southeastern urban school system. While administering the instruments which are the Assessment of Attributions for Career Decision Making and revised Career Maturity Inventory, some demographic information were provided by the participants such as gender, age, current class standing, ethnic

background, type of diploma sought, career goal, and grade point average. According to findings, there was significant relationship between career maturity and an optimistic attributional style. High school grade point average is not an indicative of vocational maturity level. Moreover, young men perceived more control over their career decision making in comparison to young women.

Because of inadequate information about the relevance of culture and historical context to the concept of vocational maturity, Schmitt-Rodermund and Silbereisen (1998) investigated this subject. They formed two samples of German adolescents, ages 16 to 19 years. After reunification, the first group was examined 1 year; on the other hand, the second group was explored 6 years after unification. As a result, it was found that vocational development and the vocational maturity were influenced by the specific cultural context.

Farrell and Horvath (1999) investigated the components related to vocational choice certainty of undergraduate students. Results indicated that there was a statistically significant relationship between the vocational maturity and internal motivation as well as vocational choice certainty. Vocational maturity and internal motivation were the significant indicators of vocational choice certainty. The statistically significant relationship between the external motivation and vocational choice certainty as well as vocational decision-making was not found.

Kağnıcı (1999) examined the vocational maturity levels of 272 Preparatory School students in METU and the relationships between the vocational maturity levels and gender, age, parental educational levels, students' satisfaction levels with their departments. At the end of the study, findings indicated that there was a statistically significant difference between educational level of father and students'



self-appraisal scores. Besides, the significant relationships between educational level of mother and vocational maturity and between gender and vocational maturity were not found.

Acculturation level, socio-economic status of parents, occupational interest and vocational self-efficiency were studied by Tang, Fouad and Smith (1999) with 187 Asian American college students. Findings indicated that in choosing occupations family background influenced the Asian American students.

In his study, vocational maturity levels of ninth grade students and its relationships with constant anxiety level, gender, perceived academic achievement, educational levels of parents, socio-economic status, and perceived parental attitudes were investigated (Sekmenli, 2000). The findings of Sekmenli's study showed that, there was a negative relationship between constant anxiety levels of students and their vocational maturity levels. Female students' vocational maturity levels were higher than males'; students who had higher academic achievement and whose parents had higher educational levels had higher vocational maturity levels; and students who perceived parents' attitudes as democratic had higher vocational maturity levels. On the other hand, there was not a significant relationship between socio-economic status and the vocational maturity.

Wu (2000) examined the relationships among vocational interests, the vocational maturity, academic performance, and academic interests of male senior high school students talented in math and science in 2000. 170 gifted students and 170 regular students completed the instruments which were the Vocational Interest Inventory, the Career Development Inventory, and the Academic Performance and Interest Scale. In result of the investigation, the major findings were that two groups

differed in four selected variables; the gifted group showed particularly higher levels of investigative vocational interest and vocational maturity, and there were significant relationships between vocational variables and academic attributes.

Creed and Patton (2001) investigated the effects of age and gender on the vocational maturity and vocational decision status. 1971 participants who were Australian adolescents in grades 8-12 completed the Career Decision Scale. The results of this study indicated that gender was an indicator of the vocational maturity. In this study, females reported higher vocational maturity scores (Creed & Patton, 2003).

Creed and Patton (2002) also examined the relationship between the vocational maturity and work commitment with 377 Australian students who were enrolled in grades 9 through 12. Two levels of work commitment (high/low), four levels of age (14-17) and gender were determined as the independent variables and the Australian version of Career Development Inventory was conducted. According to findings, gender differences were predictors on work commitment and the vocational maturity. Moreover, a strongest finding was the relationship between work commitment and the knowledge component of vocational maturity for females. In another study of them (Patton, Creed, & Muller, 2002), they posited that vocational maturity was in a relationship with successful post school transition. Students who continue to college education after the high school can be characterized while at school as having higher levels of self-reported school achievement, higher levels of well-being, and higher levels of vocational development knowledge.

In another research of Creed and Patton (2003), they studied levels of the vocational maturity (attitude and knowledge), work commitment, work value, career decidedness (indecision and certainty), career decision-making self-efficacy and self-esteem. Their sample was composed by 367 secondary school students across five year levels (8-12). By using two multiple regression analyses, the predictor variables were able to account for 52% of the variance of career maturity attitude, and account for 41% of the variance of career maturity knowledge. According to the results of their study, self-efficacy, age, career decidedness (certainty) and work commitment were the main predictors of career maturity attitude. Age, gender, career decidedness (certainty), work commitment and career decidedness (indecision) were the main predictors of career maturity knowledge.

Coertse and Schepers (2004) examined the some personality and cognitive correlates of the vocational maturity. Their research sample was combined by 1476 first-year students from different faculties at a South-African University. The Career Development Questionnaire was used, and according to the results of questionnaire, research sample was divided into three groups, such as a career mature, a career immature, and a middle group. In their study, Coertse and Schepers found lots of statistically significant relationships. According to findings, vocationally mature students are more outgoing, self-confident, more conscientious and venturesome, display higher levels of intelligence and self-esteem, are emotionally stable, have higher levels of assertiveness. Moreover, the findings indicated that vocationally mature students are practically minded rather than imaginative, astute, self-assured, generally more controlled, relaxed, and less nervous, experience generally good

health, have a high regard for family influences in their lives, and enjoy personal freedom than vocationally immature students.

Recent study in Turkey investigated the vocational maturity level of twelfth grade students and its predictors were performed by Çoban (2005). In her study, locus of control, gender, age, parental educational level, vocational choice, and number of siblings were independent variables. Besides, she tried to indicate the differences between the vocational maturity levels of the students in terms of whether they got help from school counselor or not, and whether they needed to have knowledge about vocational choice or not. It was figured out that locus of control, gender and vocational choice variables were strong predictors of vocational maturity level. Results indicated that there was a significant difference between the vocational maturity levels of the students in regard to whether they got help from school counselor or not, and whether they needed to have knowledge for vocational choice or not.

In another study, perceived social support from parents, friends, teachers, and all other people and its relation with the vocational maturity were investigated by Sürücü (2005). This study suggests that there is a significant relationship between students' vocational maturity levels and their perceived social support scores. Gender and socio-economic status do not influence the vocational maturity.

Some researchers investigated the vocational maturity and occupational preferences of adolescent students in Nigeria. The instrument, developed by researchers, was 40-item questionnaire and completed by 600 senior secondary three students. According to findings of the study, students were vocationally mature in four dimensions of vocational maturity namely: self knowledge, occupational

information, involvement in decision making and independence in decision making. Moreover, gender had no significant influence on three out of four and the overall dimensions of vocational maturity; on the other hand, gender had influence on the level of independence in decision making of adolescents (Amadi et al., 2007).

Salami (2008) investigated the relationship between identity status and the vocational maturity with the sample of 581 senior secondary school adolescents. Findings showed that the identity statuses significantly affected vocational maturity of the adolescents. For instance, the higher scores on moratorium and achieved status, the higher scores on the vocational maturity; and the higher scores on diffused status, the lower scores on the vocational maturity. Moreover, there was not found a statistically significant difference between gender and the vocational maturity.

Wu (2009) has investigated the relationship between parenting styles and acculturation on the vocational development of Asian American college students. The Parental Authority Questionnaire, the Career Decision Making Self-Efficacy – Short Form, the Career Maturity Inventory – Revised Attitude Scale, and the Asian American Multidimensional Acculturation Scale were completed by 312 Asian American undergraduate students. Some of the findings of this study were related to the relationship between parenting style and the vocational maturity. According to Wu's study, while authoritative and authoritarian parenting styles were not correlated with the vocational maturity, permissive parenting style was found to be significantly correlated with lower levels of the vocational maturity. In other words, permissive parenting style was found to be the most significant predictor variable for lower scores on the vocational maturity.

#### **2. 4. Research related to Hopelessness**

Vocational choice is a level of the vocational development and made by knowing oneself and one's features, occupational alternatives and their basic priorities, and successfully overcoming the vocational development tasks. Adolescent in high school years progresses towards making the vocational decision. In Turkey, people can enter into the vocational life by several patterns such as by learning a workmanship in early ages, by attending Vocational High Schools, and after high school by attending a 2-year college or 4-year university education. In order to have a right to start university education, one million and five hundreds students enter the university admission exam in every year and only three hundred thousand of them can enroll a university program.

Johnson and McCutcheon (1981) investigated the relationship between self-reported physical health and hopelessness in the adolescent population and they did not find any significant relationship. On the other hand, authors' demonstrated hopelessness was significantly correlated with general maladjustment, depression, and external locus of orientation.

In transition to university, nearly all students experience similar things. For instance, they not only continue their schools and prepare exams in schools but also attend university preparation courses intensely. While they overcome all must-conditions, mostly they feel stress and hopelessness. Hill and Wigfield (1984) investigated the effects of the anxiety state and found that exams increase the anxiety of students which in turn leads to stress and hopelessness. Besides, many research studies carried out on anxiety show that while performance, success and problem-solving skills decrease, the levels of anxiety increase (Chang, 2006; Keogh, Bond,

French, Richards & Davis, 2004; Moran & Hughes, 2006; Zeidner, 1998). Because of a busy year as such, motivation and hope is most important for the students to prepare for choosing right and appropriate occupation by firstly coping with vocational developmental tasks and secondly the university admission exam,

Alcoholic and heroin-addicted women were observed in terms of their hopelessness levels (Beck, Steer, & Shaw, 1984). In their study, it was found out that alcoholic women believed they might be happier and successful in the future than heroin-addicted women. Although both groups expressed comparable levels of overall hopelessness, alcoholic women anticipated more success and better lives in the next 10 years than did the heroin-addicted women.

Beck, Brown, and Steer (1989) observed 141 patients hospitalized with suicidal ideation from 5 to 10 years so as to explore the relationship between hopelessness level and committing to suicide prediction. The mean hopelessness rating for the patients committing suicide was significantly higher than that for the patients not committing suicide. Also another finding was that hopelessness was a predictor of suicidality.

The subject related to how negative and positive life events affect the hopelessness was examined by Haatainen and his colleagues (2003b) on 1431 participants in the central-eastern part of Finland. It was found that hopelessness was persistent in general population. Until their study, there was no research examining the course of hopelessness in general population. They claimed that a notable worsening of the subjective financial situation was significantly associated not only with becoming hopeless but also with experiencing continued hopelessness, and also hindered recovery from hopelessness. In their other study, having interpersonal

conflicts at work was described as a risk factor for becoming hopeless. Differently from other definitions, hopelessness was described as a result of one's inability to overcome the high levels of life stress related to result of their study. It was found that adverse childhood experiences (poor relationship between parents, unhappiness of childhood home, hard parenting, physical punishment, domestic violence, alcohol abuse in primary family) increase the risk of hopelessness in adulthood, especially in women (Haatainen et al., 2003a).

O'Connor and his colleagues (2004) investigated the effects of positive future thinking on hopelessness, stress and perfectionism with 102 undergraduate students from a Scottish university. In their study, positive correlation was found between hopelessness and impaired positive future thinking. Also, there was a direct relationship between hopelessness and socially prescribed and other-oriented perfectionism. Negative future thinking is associated with hopelessness most strongly when levels of self-oriented perfectionism is low.

Beck, Wenzel, Riskind, Brown and Steer (2006) examined specificity of hopelessness about resolving life problems with outpatients with major depression (n = 64), outpatients with anxiety disorder (n = 29), and outpatients with other psychiatric disorders (n = 56). They completed the Imagined Outcome Test, in which they described the personal problem that was most distressing to them, imagined the worst and best possible outcomes, and rated the likelihood that these outcomes would actually occur. According to outcomes, depressed outpatients rated worst outcomes as being more likely and best outcomes as being less likely than outpatients in the other two groups. Moreover, hopelessness about the outcomes of specific life events



was unique to depression rather than to other psychiatric disorders. In the other words, hopelessness is a cognitive marker that is specific to depression.

Hopelessness is negatively correlated with being active in any sports branch (Taliaferro, Rienzo, Pigg, Miller, & Dodd, 2009). According to results, men and women who engaged in some physical activity each week demonstrated a reduced risk of hopelessness, depression, and suicidal behavior compared with their inactive counterparts.

In Turkey, first study to identify the hopelessness levels of high school students and factors affecting the hopelessness levels was done by Özmen and her colleagues (2008) in Manisa. They studied with 1185 ninth grade students. Beck Hopelessness Scale, Rosenberg Self-esteem Scale, Depression Scale for children and demographic information form were administered to participants. According to findings, male students had higher scores than females. Students, whose parents' educational levels were lower than others, living in rural areas, having lower SES, perceiving their families as poor, in depression, having lower self-esteem levels, unsatisfied for health conditions, had high hopelessness scores.

Among 180 Turkish university students (110 women, 70 men) from the Middle East Technical University in Ankara, the relationships between suicidality, problem solving skills, attachment style and hopelessness were investigated by Zeyrek, Gençöz, Bergman and Lester (2009). Highly strong prediction was found between the probability of suicide and both hopelessness and deficiencies in problem solving. Moreover, unhealthy attachment styles predicted suicidality for women. Besides, by that study, previous finding about hopelessness predicting suicide was again reported. Also another finding was that hopelessness was one of the strongest

predictors of suicidality. Combined with adolescents' impulsive nature, the presence of hopelessness could be quite dangerous (Hollander, 2000). Rutter and Behrendt (2004) demonstrated that hopelessness was important for overall suicide risk.

## **CHAPTER III**

### **METHOD**

This chapter details the methodology used in this study. Sample description, data collection instruments, data collection procedure, data analysis procedures, and limitations are presented in this study.

#### **3. 1. Description of the Participants of the Present Study**

The participants of present study were combined by 523 twelfth grade high school students who were chosen by convenience sampling procedure in two high schools in Ankara and two high schools in İzmir during the first term of 2009 – 2010 academic year. These four high schools were selected in based to regional socio-economic status map developed by the Turkish Statistics Institute. According to this map, high schools founded in Çankaya in Ankara and Konak – Karataş in İzmir were accepted as having high socio-economic status; on the other hand, high schools founded in Mamak in Ankara and Buca – Gürcesme in İzmir were accepted as having low socio-economic status. Demographic characteristics of participants were presented in Table 3.1.

Table 3.1

*Demographic characteristics of participants*

Demographic Characteristics		n	%
Gender	Female	341	65.2
	Male	182	34.8
Educational Levels of Mothers	Primary Education	306	58.5
	High School Education	142	27.2
	2-year College Education	9	1.7
	University Education	66	12.6
Educational Levels of Fathers	Primary Education	249	47.6
	High School Education	146	27.9
	2-year College Education	19	3.6
	University Education	109	20.8
General Point Average	0 – 44	7	1.3
	45 – 100	516	98.7
Montly income	0 – 1000 TL	185	35.4
	1001 – 2000 TL	195	37.3
	2001 – 3000 TL	62	11.9
	3000 – upper	81	15.5
Total		523	100.0

In this study group, 341 students (65.2%) were female and 182 students (34.8%) were male. When the educational level of mothers' of students are considered, 306 (58.5%) of the subjects reached the up to high school education, 142 (27.2%) completed the high school education, 9 (1.7%) completed 2-year college education, 66 (12.6%) completed the university education. When the educational level of fathers' of students are considered, 249 (47.6%) of the subjects reached the up to high school education, 146 (27.9%) completed the high school education, 19 (3.6%) completed 2-year college education, 109 (20.8%) completed the university

education. When the general point averages of students are considered, 7 students (1.3%) had between 0 - 44, 516 students (98.7%) had between 45 – 100. When the monthly incomes of students' families are considered, 185 families (35.4%) had income between 0 – 1000 TL, 195 families (37.3%) had income between 1001 – 2000 TL, 62 families (11.9%) had income between 2001 – 3000 TL, 81 families (15.5%) had income 3001 TL and upper.

Means, standard deviations, minimum and maximum values of the vocational maturity scores of schools were evaluated separately. The values were presented in Table 3.2.

Table 3.2

*Vocational maturity means, standart deviations, minimum and maximum scores of participant schools*

School	N	Mean	SD	Min	Max
School in Gürçeşme – İzmir	123	147.76	18.24	98	200
School in Konak – İzmir	207	145.82	18.81	93	186
School in Çankaya – Ankara	72	144.43	21.02	93	196
School in Mamak – Ankara	121	144.05	16.22	110	180

As can be seen in table 3.2, the highest mean of the group is the mean of one high school in Gürçeşme - İzmir ( $M = 147.76$ ;  $SD = 18.24$ ). The other schools following it are second high school in Konak – İzmir ( $M = 145.82$ ;  $SD = 18.81$ ), third high school in Çankaya - Ankara ( $M = 144.43$ ;  $SD = 21.02$ ), and the fourth high school in Mamak – Ankara ( $M = 144.05$ ;  $SD = 16.22$ ).

Moreover, hopelessness scores of schools were evaluated separately and means, standard deviations, minimum and maximum values were computed. The values were presented in Table 3.3.

Table 3.3

*Hopelessness means, standart deviations, minimum and maximum scores of participant schools*

School	N	Mean	SD	Min.	Max.
School in Gürçeşme – İzmir	123	4.72	4.36	0	20
School in Konak – İzmir	207	5.54	5.08	0	20
School in Çankaya – Ankara	72	4.10	4.84	0	19
School in Mamak – Ankara	121	6.68	6.09	0	20

According to findings, sequentially, the highest mean of hopelessness scores belonging to fourth high school in Mamak – Ankara, was found 6.68 as with a standard deviation of 6.09. The other schools following it, second high school in Konak – İzmir ( $M = 5.54$ ;  $SD = 5.08$ ), third high school in Gürçeşme - İzmir ( $M = 4.72$ ;  $SD = 4.36$ ), and the fourth high school in Çankaya – Ankara ( $M = 4.10$ ;  $SD = 4.84$ ).

### 3. 2. Data Collection Instruments

The instruments that were used to obtain the data for this study were the Vocational Maturity Scale (VMS) (Kuzgun & Bacanlı, 1996), Beck Hopelessness Scale (BHS) (Beck *et al.*, 1974), and a Demographic Information Questionnaire.

### **3. 2. 1. Vocational Maturity Scale:**

Vocational Maturity Scale (VMS) developed by Kuzgun and Bacanlı (1996) is a 40-item, five-point, likert-type scale. Scale is combined by options such as “Strongly Disagree = 1”, “Disagree = 2”, “Neither Agree or Disagree = 3”, “Agree = 4”, “Strongly Agree = 5”. The higher acquired scores from Vocational Maturity Scale, the higher vocational maturity level. 142 and below raw score indicates that student is vocationally immature. According to norms of Vocational Maturity Scale (Kuzgun & Bacanlı, 1996), the raw score, between 143 and 154, means that student needs to develop their vocational maturity. Students who reached 155 and passed it are acknowledged as vocationally mature. Vocational Maturity Scale has one factor. Cronbach alfa coefficient of Vocational Maturity Scale is .89. Correlation coefficient computed by using test-retest method is .82. This result indicates that Vocational Maturity Scale is decisive to evaluate desirable variable.

In this present study, internal consistency (Cronbach Alpha) for twelfth grade students (n = 523) was calculated. Internal reliability for the Vocational Maturity Scale was .83.

### **3. 2. 2. Beck Hopelessness Scale (Beck et al. 1974):**

Beck Hopelessness Scale is a 20-item screening instrument developed by Beck and his colleagues (1974). The scale was designed to measure three major aspects of hopelessness; feelings related to future, loss of motivation, and expectations about future. The scale is designed for age 17 – 80. The scale consists of nine “false” and 11 “true” skewed statements, which attract a score of “1” and “0”, resulting in final scores ranging from 1 to 20. In the scale, feelings related to future are

identified in 1, 6, 13, 15, 19 items; loss of motivation is defined in 2, 3, 9, 11, 12, 16, 17, 20 items; and the expectations about future are identified in 4, 7, 14, 18 items (Beck & Steer, 1988).

According to the original cut-off points, scores of 0–3 indicate no hopelessness, 4–8 mild hopelessness, 9–14 moderate hopelessness, and scores of 15–20 indicate severe hopelessness (Beck & Steer, 1988).

According to reliability and validity study done by Seber et al. (1993), Cronbach alfa coefficient is .86. Validity study of scale was tested based on Beck Depression Scale, finding coefficients between two scales are .68 - .71 ( $p < .001$ ) (Durak & Palabıyıkoglu, 1993).

As indicated by the manual (Beck & Steer, 1988), internal reliability coefficients range between .82 and .93 among seven distinct normative populations. Although test – retest reliability is lower (.69 after one week; .66 after six weeks) this may reflect the sensitivity of the instrument relative to this labile construct (Dowd, 1992).

In the present study, internal consistency (Cronbach Alpha) for twelfth grade students was obtained .90.

### **3. 2. 3. Demographic Information Questionnaire**

Demographic Information Questionnaire was administered to students in order to collect information about demographic characteristics such as gender, school, educational levels of parents, general point average, and montly income of family.



### **3. 3. Data Collection Procedure**

Firstly, approval for the study was obtained from the Research Ethics Committee of Middle East Technical University.

In order to administer the measurements to the students, the necessary permissions for administration of the Vocational Maturity Scale and the Beck Hopelessness Scale was taken from both the İzmir Director of National Education (İzmir İl Milli Eğitim Müdürlüğü) for two high schools in Konak and Gürçeşme, and Ankara Director of National education (Ankara İl Milli Eğitim Müdürlüğü) for two high schools in Mamak and Çankaya.

After taking necessary permissions, the Vocational Maturity Scale, the Beck Hopelessness Scale and demographic information form were administered to twelfth grade students in classroom setting, in December, 2009.

The purpose of this study was explained and anonymity was guaranteed. Administration of the instruments took approximately 30 minutes.

### **3. 4. Data Analysis Procedures**

Descriptive statistics and Pearson Product Moment Correlation Coefficient were conducted to analyze and identify the data.

Type of vocational maturity and hopelessness scales is interval scale which is ordered, constant and not having a natural zero.

For data analysis, correlation is significant at the .05, in order to analyze the correlations between the vocational maturity and hopelessness among females and males, Pearson Product Moment correlation coefficient was conducted.

All data were used in a computer area and entered SPSS for Windows 15.0 (a statistical software program for social sciences).

### **3. 5. Assumptions**

1. Instruments were administered under standard conditions.
2. Students answered test questions seriously.
3. Students did not interact with each other.

### **3. 6. Limitations**

All data were collected from twelfth grade students of only four high schools. Therefore, the generalizability of the results is limited to those students.

Many variables (personal characteristics, environmental conditions, parental characteristics) related to vocational maturity could not be considered in this present study.

This research is restricted with expressions of Vocational Maturity Scale and Beck Hopelessness Scale.

### **3. 7. Internal Validity**

Fraenkel and Wallen (1996) states that internal validity means that observed differences on the dependent variable are directly related to the independent variable, and not due to some unintended variable.

The possible threats on internal validity of the current study were subject characteristics, location, data collector characteristics, data collector bias, confidentiality. The way of controlling these threats were discussed.

In the present study, the students were at the same grade level thus the participants' ages were close to one another. From these points of view, there is no subject characteristic threat, but from the point of socio-economic status, there is subject characteristic threat. In the current study, students' socioeconomic status may affect the results of the study. Hence, those characteristics did not affect research results unintentionally.

Location threat was controlled. The testing locations were not different in terms of physical conditions.

Data collector characteristics and data collector bias would not be threats in this study because data collector followed the same procedure and there was one data collector.

Confidentiality was satisfied without taking account the names of the subjects.

### **3. 8. External Validity**

External validity is the extent to which the results of a study can be generalized (Fraenkel and Wallen, 1996).

#### **3. 8. 1. Population Validity**

In the present study, convenience sampling procedure was utilized. Therefore, generalizations of the findings of the study were limited. However, generalizations can be done on subjects having the same characteristics mentioned in chapter 3.

### **3. 8. 2. Ecological Validity**

Fraenkel and Wallen (1996) states that the ecological validity refers to the degree to which results of a study can be extended to other settings or conditions. Administration of instruments were utilized in regular classroom conditions. The results of the present study can be generalized to classroom settings similar to this study.

## CHAPTER IV

### RESULTS

The following chapter includes the statistical analyses that were conducted to investigate the relationship between vocational maturity and hopelessness among females and males and in the total sample.

#### 4. 1. Descriptive Statistics

Descriptive statistics about students' vocational maturity and hopelessness levels were examined. Values relating to means, standard deviations, minimum and maximum values of vocational maturity and hopelessness interms of all participants of the study, females and males were presented in Table 4. 1.

Table 4.1

*Means, Standard Deviations, Minumum and Maximum values of the Vocational Maturity and Hopelessness Scores with respect to all participants of study, females and males*

	Scale	N	Mean	SD	Min	Max
Total	Vocational Maturity	523	145.68	18.44	93	200
	Hopelessness		5.14	5.18	0	20
Female	Vocational Maturity	341	148.31	17.84	93	186
	Hopelessness		5.09	5.08	0	20
Male	Vocational Maturity	182	140.74	18.58	98	200
	Hopelessness		6.02	5.32	0	20

As can be seen in Table 4.1, the overall vocational maturity scale mean of 523 twelfth grade students was found as 145.68 with a standard deviation of 18.44 and the scores ranged between 93 and 200. According to norms of Vocational Maturity Scale, the overall mean indicated that students were in middle level of Vocational Maturity because mean value was between 143 and 154. Moreover, overall hopelessness scale mean of 523 twelfth grade students was found as 5.41 with a standard deviation of 5.18 and the scores ranged between 0 and 20. When the norms of Beck Hopelessness Scale are interpreted, the overall mean of hopelessness scores means that twelfth grade students are mild hopeless. In terms of females and males, mean and standard deviation of vocational maturity scale of females were 148.31 and 14.87 and for hopelessness scale, mean and standard deviation were 5.09 and 5.08. Besides, vocational maturity scale mean and standard deviation for males were 140.74 and 18.58, and 6.02 and 5.32 for hopelessness scale.

#### **4. 2. Assumption Check for Pearson Product Moment Correlation Coefficient**

The main assumptions underlying Pearson Product Moment Correlation coefficient analysis are independent random sampling, normality, metric variables, and bivariate normal distribution. Before conducting analysis, these assumptions were checked for all participants, females and males separately.

##### **4. 2. 1. Assumption Check for all participants**

Before performing Pearson Product Moment Correlation Coefficient, assumptions of the test, which are independent random sampling, normality, metric variables and bivariate normal distribution were checked (Cohen, 2008). At least one

of the assumptions must meet in order to use the Pearson Product Moment Correlation Coefficient.

First assumption was the independent random sampling. This present study's participants' schools were selected by utilizing convenience sampling procedure. However, all twelfth grade students attending four high schools were administered the instruments. Moreover, participants were belonging a large group. Thus, the first assumption was assumed.

Second assumption, normality, was tested by controlling the skewness and kurtosis values of vocational maturity scores, skewness and kurtosis were  $-.068$  and  $-.323$  relatively. These values remain in between the range of  $-1$  and  $+1$ , which is an acceptable range (Pallant, 2007) for the normality. On the other hand, for hopelessness scale scores, skewness and kurtosis were  $1.192$  and  $.567$ . Hopelessness scale scores were not in a normal distribution. It reveals that there is a violation of the assumption of normality, but this is quite common in larger samples (Pallant, 2007). In order not to violate normality assumption, at least one variable must follow a normal distribution.

Next assumption was "x and y are metric variables". Vocational maturity and hopelessness variables were measured on interval scales. Thus, third assumption was assumed.

Finally, fourth assumption, bivariate normal distribution, was checked. To figure out that there was a bivariate normal distribution, interaction line graph between hopelessness and vocational maturity was formed in SPSS, and it was found

that bivariate normal distribution was not found between two variables. Bivariate normal distribution becomes less important as sample size increases (Cohen, 2008).

#### **4. 2. 2. Assumption Check for Females**

First assumption was the independent random sampling. While administering the instruments, all twelfth grade female students from four high schools answered the scales. Thus, the first assumption was assumed.

Second assumption, normality, was tested by controlling the skewness and kurtosis values, -.332 and -.191 relatively for vocational maturity scale, and 1.35 and 1.01 for hopelessness scale. These values must remain in between the range of -1 and +1, which is an acceptable range (Pallant, 2007) for the normality. This is quite common in larger samples (Pallant, 2007) and at least one variable must follow a normal distribution. Normality assumption was not violated.

Next assumption was “x and y are metric variables”. Vocational maturity and hopelessness variables were measured on interval scales. Thus, third assumption was assumed.

Finally, fourth assumption, bivariate normal distribution, was checked. Interaction line graph between hopelessness and vocational maturity was formed in SPSS, and it was found that bivariate normal distribution was not found between two variables. Bivariate normal distribution becomes less important as sample size increases (Cohen, 2008).



#### **4. 2. 3. Assumption Check for Males**

Independent random sampling for analysis of Pearson correlation was assumed by administering to all male twelfth grade students in four high schools chosen for this present study.

To check normality assumption, the skewness and kurtosis values were computed in SPSS. Skewness, .437 and kurtosis, .024, for vocational maturity scale verified the existence of the normality assumption. For hopelessness scale, skewness and kurtosis were .95 and .19 relatively. These values were between the range of -1 and +1, which is an acceptable range (Pallant, 2007) for the normality.

Next assumption was “x and y are metric variables”. Vocational maturity and hopelessness variables were measured on interval scales. Thus, third assumption was assumed.

Finally, fourth assumption, bivariate normal distribution, was checked. Interaction line graph between hopelessness and vocational maturity was formed in SPSS, and it was found that bivariate normal distribution was found between two variables. Hence, the fourth assumption was assumed (Cohen, 2008).

#### **4. 3. Vocational Maturity and Hopelessness for all participants**

The most important problem statement in the present study was “What is the relationship between vocational maturity and hopelessness of twelfth grade students?” Hereof, Pearson Product Moment Correlation Coefficient was computed as the statistical analysis. Findings related to correlation analysis between vocational maturity and hopelessness in the total sample was presented in Table 4. 2.

Table 4.2

*Pearson Product Moment Correlation between Vocational Maturity and Hopelessness in the total sample*

	n	R	Sig.
Hopelessness & Vocational Maturity – Total	523	-.45*	.000

\* Correlation is significant at the 0.05 level (2-tailed).

According to findings, there was a negatively significant relationship between the hopelessness level and the vocational maturity level of twelfth grade students ( $r = -.45$ ,  $n = 523$ ,  $p < .05$ ), two-tailed. There was a medium degree of practical significance between vocational maturity and hopelessness in all participants because  $r$  value was between .30 and .50 (Cohen, 1977).

#### **4. 4. Vocational Maturity and Hopelessness in females**

The second problem statement in the present study was “What is the relationship between vocational maturity and hopelessness in female students?” In this regard, in order to analyse the relationship between vocational maturity and hopelessness in females, Pearson Product Moment Correlation Coefficient was computed as the statistical analysis. Finding related to the correlation between vocational maturity and hopelessness in females was presented in Table 4.3.

Table 4.3

*Pearson Product Moment Correlation between Vocational Maturity and Hopelessness in females*

	n	r	Sig.
Hopelessness & Vocational Maturity – Females	341	-.44*	.000

\* Correlation is significant at the 0.05 level (2-tailed)

As seen as Table 4.3, there was a negatively significant relationship between the hopelessness level and the vocational maturity level of twelfth grade students ( $r = -.44$ ,  $n = 523$ ,  $p < .05$ ), two-tailed. There was a medium degree of practical significance between vocational maturity and hopelessness in females.

#### **4. 5. Vocational Maturity and Hopelessness in males**

The third problem statement in the present study was “What is the relationship between vocational maturity and hopelessness in male students?” In this respect, Pearson Product Moment Correlation Coefficient was computed, to investigate the relationship between vocational maturity and hopelessness in males. Results related to correlation between vocational maturity and hopelessness in males were presented in Table 4.4.

Table 4.4

*Pearson Product Moment Correlation between Vocational Maturity and Hopelessness in males*

	n	r	Sig.
Hopelessness & Vocational Maturity – Males	182	-.46*	.000

\* Correlation is significant at the 0.05 level (2-tailed).

Findings indicated that there was a negatively significant relationship between the hopelessness level and the vocational maturity level of twelfth grade students ( $r = -.46$ ,  $n = 523$ ,  $p < .05$ ), two-tailed. There was a medium degree of practical significance between vocational maturity and hopelessness in males.

## **CHAPTER V**

### **DISCUSSION**

This chapter consists of discussions and the implications of the present research. Recommendations for further research will also be presented.

#### **5.1. Discussions**

In present study, when vocational maturity of twelfth grade students was evaluated, findings indicated that 219 of the students (41.9%) were vocationally immature, 132 of them (25.2%) were in medium level of vocational maturity, and 172 of the students (32.9%) were vocationally mature. These results mean that students are in need of developing their vocational maturity levels and can not overcome some vocational developmental tasks. This finding is consistent with the previously reported findings. Kağnıcı (1999) found that 26.1% of students were vocationally mature; conversely, 73.1 % of students were vocationally immature in her study examining the vocational maturity levels of METU Preparatory School students. Super (1957) emphasized that individual must be vocationally mature so as to make right and reasonable decision. In other study in Turkey, the same finding was found for the vocational maturity level of twelfth grade students (Çoban, 2005). 37.8 % of students were vocationally immature, 26.4 % needed to have more information about world of the work and know their own abilities, interests and features, and 35.8 % were vocationally mature in her study.

These findings might emphasize that Psychological Counseling and Guidance Services are not performing effectively and presented to students equally. Especially, twelfth grade students who are not only in adolescence term which includes psychological, biological and developmental changes, but also in exploration stage in which the adolescents are in need of enough knowledge about their personal characteristics such as abilities, interests, values and capabilities so as to make true and appropriate decisions, have a difficulty to overcome all issues. Because of this turmoil circumstances, Psychological Counseling and Guidance Services are seen most essential in order to make this process easier for the adolescents.

When the findings were evaluated, according to norms of Beck Hopelessness Scale, among 523 participants, 49.1% of them are not hopeless, 28.1% of them are mild hopeless, 13.4% of them are moderate hopeless, and 9.4% of them are severe hopeless. Moreover, female students' hopelessness scores were lower than males'. This result is consistent with the findings of Özmen et al. (2008). On the other hand, this finding contradicts with the results of previous studies that found higher hopelessness levels among females compared to males (Hugh, Judith, & Priscilla, 2006; Ullman & Brecklin, 2002). In Turkey, males are still grown up as a family head that have to make their families' living according to the classic gender roles although they receive education. And not being able to find a job prevents them to fulfill these responsibilities which in turn can be interpreted as the reason for their pessimistic feelings, dependency, and helplessness. This might be caused to develop a more hopeless point of view about their future. However, in order have specific evaluation, new studies have been needed.

An important aspect of this study is to investigate the relationship between the vocational maturity and the hopelessness. However, no information could be found in previous studies. Because of inadequate side of the literature and thought to be an important point for vocational maturity and vocational guidance, the interaction between hopelessness and vocational maturity was considered to be examined. In present study, Pearson Product Moment Correlation Coefficient was computed, and a negatively significant correlation between hopelessness and the vocational maturity was found. In other words, an individual who have higher vocational maturity level, have lower hopelessness level or is hopeful. Research done by Fuqua, Seaworth and Newman (1987) indicated that high levels of anxiety could have a negative influence on vocational decision-making and planning. They indicated that vocationally immature persons are generally more anxious and tense and do not give enough attention to career planning. The present study supports the findings of Fuqua, Seaworth and Newman (1987) indicating that vocationally mature individuals have lower anxiety levels. Hill and Wigfield (1984) investigated the effects of the anxiety state and found that exams increase the anxiety of the students which in turn leads to stress and hopelessness. Moreover, many other researches studied on anxiety and findings indicated that while performance, success and problem solving skills were decreasing, the levels of anxiety increased (Chang, 2006; Moran & Hughes, 2006; Zeidner, 1998).

## **5. 2. Implications**

Vocational choice is the most important for the individuals, especially for the adolescents. In last grade of high schools, all students have to think their future and

decide to what they want to be. And in a difficult term as such, they are in need of having more information about themselves, vocations, and opportunities related to interested occupational fields. School counselors are professional individuals to help them in this point. However, according to findings of present study, it is found that twelfth grade students are not have adequate skills and information to overcome vocational developmental tasks and to make appropriate vocational decisions. School counselors should pay more attention to the high school students and be aware of the importance of a strong comprehensive vocational guidance component as a part of the overall school counseling program.

In present study, it is figured out that hopelessness levels of the twelfth grade students are very high, nearly 10% of the sample are severe hopeless, and they reported that students who are hopeless are not vocationally mature. Also, students who have lower academic achievement, they are not only hopeless but also vocationally immature. School counselors and the other teachers should be educated in order to give information about world of work and their necessities and characteristics and be role model in terms of their vocational fields. Working as a team may be more influential than the power of only School Psychological Counselor.

Hopelessness percentage of students, 10% of the sample are severe hopeless, should be taken into consideration by educators and all mental health experts.

So as to support the development of the students and to make realistic and appropriate vocational decisions, individual counseling should have an importance in schools and hopelessness level and its reasons should be studied included in individual counseling sessions.



In order to serve more effectively vocational guidance in high school education, it is most important that in primary education, students should be provided to know their abilities, interest and values via individual, group and extracurricular activities to try themselves in new occupational fields. In all activities, the importance of the trained School Psychological Counselors should be taken into account.

Various activities and conferences about world of work should be prepared for the students to provide them to develop self-awareness related to their capabilities, interests and values during the school years.

### **5. 3. Recommendations**

New investigations related to the hopelessness levels of adolescents and its effects on vocational and personal development should be conducted to work effectively in school counseling services and contribute to further study.

The relationships between vocational maturity and test anxiety, and between hopelessness and test anxiety should be investigated in a similar sample which was composed of twelfth grade students preparing university entrance exam.

Hopelessness and vocational maturity levels of university candidates should be examined in terms of variables not handled in the present study such as relationships with friends, teachers and family members, environmental conditions, school types etc.

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## **APPENDICES**

## APPENDIX A

### Gönüllü Katılım Formu

Değerli Katılımcı,

Bu araştırma ODTÜ Eğitim Bilimleri Bölümü öğretim üyesi Prof. Dr. Ayhan Demir danışmanlığında yüksek lisans öğrencisi Nur Akbulut tarafından yapılmaktadır. Çalışmanın amacı, lise son sınıf öğrencilerinin mesleki olgunluk düzeylerine bir takım değişkenlerin etkisi olup olmadığını araştırmaktır. Çalışmaya katılmak gönüllülük esasına bağlı olup, elde edilecek bilgiler toplu olarak değerlendirilecek ve gizli tutularak bilimsel araştırma kapsamında kullanılacaktır. Sizden beklenen soruları samimiyetle ve eksiksiz olarak cevaplamanızdır. Anketi cevaplamanız yaklaşık olarak 15 - 20 dakika sürmektedir. Anket, genel olarak kişisel rahatsızlık verecek sorular içermediği halde her hangi bir sebepten dolayı rahatsızlık duyarsanız, anketi cevaplandırmayı sonlandırabilirsiniz. Çalışmanın sonuçları hakkında bilgi edinmek isterseniz Nur Akbulut (E-posta: [nurakbulut@yahoo.com](mailto:nurakbulut@yahoo.com)) ile iletişim kurabilirsiniz.

### Kişisel Bilgi Formu

1) Cinsiyetiniz:  K  E

2) Suanda okumakta olduğunuz okul: .....

3) Annenizin eğitim düzeyi:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Okuma-yazma bilmiyor | <input type="checkbox"/> Okur-yazar    | <input type="checkbox"/> İlkokul mezunu    |
| <input type="checkbox"/> Ortaokul mezunu      | <input type="checkbox"/> Lise mezunu   | <input type="checkbox"/> Yüksekokul mezunu |
| <input type="checkbox"/> Üniversite mezunu    | <input type="checkbox"/> Yüksek Lisans | <input type="checkbox"/> Doktora           |

4) Babanızın eğitim düzeyi:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Okuma-yazma bilmiyor | <input type="checkbox"/> Okur-yazar    | <input type="checkbox"/> İlkokul mezunu    |
| <input type="checkbox"/> Ortaokul mezunu      | <input type="checkbox"/> Lise mezunu   | <input type="checkbox"/> Yüksekokul mezunu |
| <input type="checkbox"/> Üniversite mezunu    | <input type="checkbox"/> Yüksek Lisans | <input type="checkbox"/> Doktora           |

5) Ailenizin aylık geliri ne kadardır?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> 0 – 1000 TL    | <input type="checkbox"/> 1501 – 2000 TL | <input type="checkbox"/> 2501 – 3000 TL  |
| <input type="checkbox"/> 1001 – 1500 TL | <input type="checkbox"/> 2001 – 2500 TL | <input type="checkbox"/> 3001 TL ve üstü |

6) Not ortalamanız hangi değerler arasındadır:

- |                                 |                                  |                                  |                                  |                                  |                                   |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> 0 – 24 | <input type="checkbox"/> 25 – 44 | <input type="checkbox"/> 45 – 54 | <input type="checkbox"/> 55 – 69 | <input type="checkbox"/> 70 – 84 | <input type="checkbox"/> 85 – 100 |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|

## APPENDIX B

### Mesleki Olgunluk Ölçeği

Aşağıda mesleki bakış açısıyla ilgili, çeşitli cümleler yazılmıştır. Her bir cümleyi okuyarak, bu fikre ne ölçüde katıldığınızı yan taraftaki ilgili paranteze (X) işareti koyarak belirtiniz. Cümlelerin tek bir doğru veya yanlış cevabı yoktur. Sizden beklenen kendi görüşlerinizi samimiyetle işaretlemenizdir.

	Tamamen Katılıyorum	Oldukça Katılıyorum	Kararsızım	Pek Katılmıyorum	Kesinlikle Katılmıyorum
1. Hangi mesleğin bana uygun olduğunu büyüklerimin daha iyi bilecekleri düşüncesindeyim.	( )	( )	( )	( )	( )
2. İnsan mesleğini tesadüfen seçer	( )	( )	( )	( )	( )
3. İstedğim mesleği seçemeyeceksem "bu konuyu düşünmenin ne gereği var" diyorum.	( )	( )	( )	( )	( )
4. İnsan hangi mesleği seçmesi gerektiği konusunda ailesinin tavsiyelerini dikkate alırsa hata yapmaz.	( )	( )	( )	( )	( )
5. Meslekleri daha iyi tanımak için, bu konuda yazılmış kaynak kitaplar olup olmadığını araştırırım.	( )	( )	( )	( )	( )
6. Girmek istediğim meslekler hakkında bilinmesi gereken her şeyi biliyorum.	( )	( )	( )	( )	( )
7. Öğretmenlerime, öğrettikleri konu alanlarıyla ilgili üniversite programlarının neler olduğu hakkında sorular sorar, onlardan bu konularda beni aydınlatmalarını rica ederim.	( )	( )	( )	( )	( )
8. Gelecekteki mesleğimi ben belirleyeceğime göre, bu konuda gerekli bilgiyi edinmek için benim harekete geçmem gerektiği düşüncesindeyim.	( )	( )	( )	( )	( )
9. Hangi mesleğe gireceğime ailemin karar vermesi iyi olacak. Böylece sonuçta bir hata olursa ben sorumlu olmam.	( )	( )	( )	( )	( )
10. Öğrencilik hayatımda daima hangi derslerin ya da ders dışı faaliyetlerin bana ne yönden yararlı olabileceğini, hangi hedefe erişmek için katkısı olabileceğini düşünürüm.	( )	( )	( )	( )	( )

11. Üniversitede program tercihimini belirlemeden önce, hangi alanlarda ne derece güçlü, hangi alanlarda ne derece zayıf olduğumu değerlendireceğim. ( ) ( ) ( ) ( ) ( )
12. Meslek tercihlerimde sık sık değişiklik yapıyorum. ( ) ( ) ( ) ( ) ( )
13. Bir meslek seçiminde dikkate alınacak o kadar çok faktör var ki, en iyisi işi olunma bırakmak diye düşünüyorum. ( ) ( ) ( ) ( ) ( )
14. Şimdiden meslek tercihleri üzerinde düşünmeyi gereksiz buluyorum. ( ) ( ) ( ) ( ) ( )
15. Ailemin seçtiği mesleğe girersem onların daha çok yardım ve desteğini sağlayabilirim diye düşünüyorum. ( ) ( ) ( ) ( ) ( )
16. İstedğim bir mesleğe giremeyeceksem meslek seçimi üzerinde düşünmenin ne yararı var diye düşünüyorum. ( ) ( ) ( ) ( ) ( )
17. Ne zaman meslek seçme konusu açılrsa içimi bir sıkıntı kaplar. ( ) ( ) ( ) ( ) ( )
18. Hiç kimsenin beni benden iyi tanıyamayacağını ve mesleğimi seçme sorumluluğunun bana ait olduğunu düşünürüm. ( ) ( ) ( ) ( ) ( )
19. Bana uygun hiçbir meslek bulamıyorum. ( ) ( ) ( ) ( ) ( )
20. Kendimi bildim bileli hangi mesleğe girmek istediğimi düşünürüm. ( ) ( ) ( ) ( ) ( )
21. Bazı insanların hangi mesleği seçmek istedikleri konusunda nasıl da emin ve kararlı olabildiklerine şaşırıyorum. ( ) ( ) ( ) ( ) ( )
22. Ne olmak, hangi mesleği seçmek istediğim konusunda zaman zaman hayallere dalarım, ama aslında henüz tercihlerimi belirlemiş değilim. ( ) ( ) ( ) ( ) ( )
23. Çok erken yaşlardan beri meslek yaşamımdan neler beklediğimi, ne gibi yeteneklere ve kişilik özelliklerine sahip olduğumu düşünürüm. ( ) ( ) ( ) ( ) ( )
24. Üniversite sınavında hangi alanla ilgili test alacağımı belirledim, ama o alanda hangi programlara girmek istediğime karar veremedim. ( ) ( ) ( ) ( ) ( )
25. Benim için önemli olan sınava hazırlanmaktır. Meslek tercihim zamanı gelince belirlerim. ( ) ( ) ( ) ( ) ( )



26. Şu ana kadar hangi programları tercih edeceğimi belirleyemedim. Çünkü her gün başka bir seçenek bana çekici geliyor. ( ) ( ) ( ) ( ) ( )
27. Şu anda belli bir meslek alam belirledim, ama kararımın memnun değilim. ( ) ( ) ( ) ( ) ( )
28. Televizyonda bir mesleğin özelliklerini ve ülke ekonomisindeki yerini tanıtan programları ilgi ile izlerim. ( ) ( ) ( ) ( ) ( )
29. Yeteneğime uygun olduğunu düşündüğüm meslekleri inceliyorum. ( ) ( ) ( ) ( ) ( )
30. Meslekleri tanıtan kaynak kitapları okurum. ( ) ( ) ( ) ( ) ( )
31. İlgilendiğim bir meslekteki insanların neleri yaptıklarını, hangi koşullarda çalıştıklarını öğrenmek için işyerlerine giderim. ( ) ( ) ( ) ( ) ( )
32. Meslek tercihlerimi belirlemeden önce, sadece ilgi duyduğum meslekleri değil, mümkün olduğu kadar başka birçok mesleği de incelemeye çalışıyorum. ( ) ( ) ( ) ( ) ( )
33. Meslek seçerken pek çok kişiden bilgi ve görüş almaya niyetlendim, ama sonuçta kargaşaya ve kararsızlığa düşünce bu işi olurlarına bıraktım. ( ) ( ) ( ) ( ) ( )
34. Yeni bir meslek adı duyduğumda hemen o mesleği incelemek için harekete geçerim. ( ) ( ) ( ) ( ) ( )
35. Benden önce liseyi bitirip yüksek öğretime devam eden arkadaşlarıma, bölümleri hakkında sorular sorarım. ( ) ( ) ( ) ( ) ( )
36. Birçok mesleğe heves ediyorum ve ilgi duyuyorum, ama hepsinin bir kusuru var. Bir türlü birine karar veremiyorum. ( ) ( ) ( ) ( ) ( )
37. Herhangi bir iş için bir iş yerine örneğin; banka, hastane, fabrika ve benzeri yerlere gitsem orada çalışanların yaptıklarını gözler, "Ben bu işleri yapabilir miyim, bunları yapmaktan zevk alır mıyım?" diye düşünürüm. ( ) ( ) ( ) ( ) ( )
38. Yeteneklerimi tanımam gerekiyor, ama bunu nasıl yapacağımı bilmiyorum. ( ) ( ) ( ) ( ) ( )
39. Tercih ettiğim meslekleri tanıtıcı toplantılara katılırım. ( ) ( ) ( ) ( ) ( )
40. Benimle ilgili yönergeleri, açıklamaları dikkatle okurum (ÖSS kılavuzu gibi). ( ) ( ) ( ) ( ) ( )

## APPENDIX C

### Beck Umutsuzluk Ölçeği

Aşağıda geleceğe dair planlarla ilgili bir takım ifadeler yer almaktadır. Her bir ifadeyi okuyarak, sizin için ne ifade ettiğini “evet” ya da “hayır” şeklinde, kutucukların içine “X” işaretini koyarak belirtiniz. Cümlelerin tek bir doğru veya yanlış cevabı yoktur. Sizden beklenen kendi görüşlerinizi samimiyetle işaretlemenizdir.

		EVET	HAYIR
1	Geleceğe coşku ve umut ile bakıyorum.		
2	Kendimle ilgili şeyleri düzeltemediğime göre çabalamayı bıraksam iyi olur.		
3	İşler kötü giderken bile her şeyin hep böyle kalmayacağını bilmek beni rahatlatıyor.		
4	Gelecek on yıl içinde hayatımın nasıl olacağını hayal bile edemiyorum.		
5	Yapmayı en çok istediğim şeyleri gerçekleştirmek için yeterli zamanım var.		
6	Benim için çok önemli konularda ileride başarılı olacağımı umuyorum.		
7	Geleceğimi karanlık görüyorum.		
8	Dünya nimetlerinden sıradan bir insandan daha çok yararlanacağımı umuyorum.		
9	İyi fırsatlar yakalayamıyorum. Gelecekte bu fırsatları bir daha yakalayacağıma da inanmıyorum.		
10	Geçmiş deneyimlerim beni geleceğe iyi hazırladı.		
11	Gelecek benim için hoş şeylerden çok tatsızlıklarla dolu görünüyor.		
12	Gerçekten özlediğim şeylere kavuşabileceğimi sanmıyorum.		
13	Geleceğe baktığımda şimdiye oranla daha mutlu olacağımı umuyorum.		
14	İşler bir türlü benim istediğim gibi gitmiyor.		
15	Geleceğe büyük inancım var.		
16	İstediğim şeyleri elde edemediğime göre bir şeyler istemek aptallık olur.		
17	Gelecekte gerçek doyuma ulaşmam olanaksız gözüküyor.		
18	Gelecek bana bulanık ve belirsiz görünüyor.		
19	Kötü günlerden çok iyi günler bekliyorum.		
20	İstediğim her şeyi elde etmek için çaba göstermenin gerçekten yararı yok, nasıl olsa onu elde edemeyeceğim.		