T.C.
ANKARA YILDIRIM BEYAZIT UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

THE ANTECEDENTS OF CAREER DECIDEDNESS AMONG STUDENTS MAJORING IN AVIATION: THE ROLE OF CAREER STRESSS AND CAREER FUTURES

MASTER'S THESIS

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CONFIRMATION PAGE

Prepared by Perihan AYKUT, titled **"THE ANTECEDENTS OF CAREER DECIDEDNESS AMONG STUDENTS MAJORING IN AVIATION: THE ROLE OF CAREER STRESSS AND CAREER FUTURES"** was unanimously approved by the following jury as Master's Thesis in the Department of Management and Organization at Ankara Yildirim Beyazıt University Institue of Social Sciences.

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ÖZET

Havacılık Alanında Eğitim Gören Üniversite Öğrencilerinin Kariyer Kararlığındaki Öncelikleri: Kariyer Stresi ve Kariyer Geleceğinin Rolü

Bu çalışma hem kariyer geleceğinin aracı etkisini hem de kariyer stresinin kariyer kararı verme öz-yeterliği ve kariyer kararı ile ilişkisi üzerindeki düzenleyici etkisini araştırmayı amaçlamaktadır. Türkiye genelindeki üniversitelerin altı farklı havacılık anabilim dalındaki bölümlerinden 233 (54,3%) kadın ve 196 (45,7%) erkek bu çalışmanın toplam örneklemini oluşturmaktadır. Veriler, Demografik Bilgi Formu, Kariyer Karar Verme Öz-yeterlik Ölçeği-Kısa Formu, Kariyer Geleceği Envanteri ve Kariyer Kararlılığı Ölçeği uygulanarak toplanmıştır. Katılımcılar, 85 (Havacılık Yönetimi), 17 (Pilotaj), 88 (Sivil Hava Ulaştırma İşletmeciliği), 117 (Sivil Havacılık Kabin Hizmetleri), 90 (Uçak Bakım ve Onarım), 29 (Uçak Teknolojisi), 3 (Uçuş Harekât Yöneticiliği). Yol analizi yöntemi, modelin uyumu için en iyi istatistikleri sağladı. Araştırma bulgularına göre, kariyer iyimserliğinin hedef seçimi, problem çözme, bilgi toplama, hedef takip yönetimi ve kariyer kararlılığı arasındaki ilişkiye yüksek düzeyde ve olumlu şekilde aracılık ederken, iş bulma baskısının bu ilişkiyi yüksek düzeyde ve olumsuz yönde etkilediğini ortaya koymuştur. Diğer bir deyişle, bireylerin gelecekteki kariyerleriyle ilgili iyimser beklentileri, öz-yeterliklerini ve kariyer gelişimi konusundaki kararlılıklarını olumlu yönde etkilemektedir. Bununla birlikte, bireylerin maruz kaldıkları iş bulma baskısının derecesi, gelecekteki kariyer planlarına ilişkin kararlılık derecelerini olumsuz yönde etkilemektedir.

Anahtar Kelimeler: Havacılık, Kariyer geleceği, Kariyer kararlılığı, Kariyer stresi, Öz yeterlilik.

ABSTRACT

The Antecedents of Career Decidedness Among College Students Majoring in Aviation: The Role of Career Stress and Career Futures

The present study intends exploring both the mediator effect of career futures and the moderator effect of career stress on the relationship with career decision making self-efficacy and career decidedness. 233 (54.3%) women and 196 (45.7%) men across six different aviation-majoring departments of universities throughout Türkiye constitutes the total sample of this study. The data was gathered via administering the Demographic Variables Form, the Career Decision Making Self-Efficacy Scale-Short Form, the Career Futures Inventory, and the Career Decidedness Scale. The respondents declared that they were registered to the following departments: 85 (Aviation Management), 17 (Pilot Training), 88 (Civil Aviation Transportation Management), 117 (Civil Aviation Cabin Services), 90 (Aircraft Maintenance and Repair), 29 (Aircraft Technology), 3 (Flight Dispatch Management). The path analysis method provided the best statistics for the goodness fit of the model. The study findings revealed that while career optimism highly mediated the relationship between goal selection, problem solving, self-appraisal, job information, planning, and career decidedness, employment pressure highly and negatively moderated this relationship. In other words, individuals' optimistic expectations about their future career have a positive impact on their self-efficacy and determinacy about career development. However, the degree of employment pressure under which individuals go through has a negative impact on their degree of decidedness regarding future career plans.

Keywords: Aviation, Career decision, Career futures, Career stress, Self-efficacy.

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1. INTRODUCTION

"Don't follow the path of just one person. Strive to find your own path."
Hayao Miyazaki

Decisions about a career are influenced by both past experiences and future goals. Individuals learn about themselves by their interactions with the outside world, including what they enjoy doing, what they are good at, and what matters most in life and at work. However, career path can be incredibly unpredictable for individuals. It is frequently challenging and occasionally impossible to anticipate the obstacles that may appear as individuals move through their professional careers especially in the new world order of twentieth century - the information age. As the rapid technological developments and newly emerging dynamics of business world of this new era also drive industries to adapt to changing environment and discuss their future human-resource plannings to gain competitive advantage.

Civil air transportation industry has become one of the industries all over the world which has made the most of opportunities offered by technological developments such as establishment of modern airports and advances in ground handling services and aviation infrastructure. Increases in passenger traffic, the number of airline companies, flight destinations and aircraft fleet investments caused the industry to be overimpressed by the challenges emerged with the information age. At this point, the most compelling circumstance that global aviation industry encountered has become manpower deficit as a result of the rapid growth of the industry. The current global statistics by Air Transportation Action Group in 2020 reveals the growing capacity of civil air transportation industry. Accordingly, the employments generated directly or indirectly by global aviation industry has run to 87.7 million jobs excluding the figures changing with the impacts of COVID-19 phase. In parallel with the current situation of global aviation industry, the employment figures of civil air transportation industry Turkey were announced nearly as 300 thousand employers in the 2020 Annual Report of Directorate General of Civil Aviation. In this

regard, a variety of sources such as establishment of aviation majoring departments in both secondary and higher education levels, design of company-based job-training programs or aviation-themed certificate programs were tapped to meet increased need for qualified human resource. Currently, 78 different higher education institutions in Turkey training in the field of aviation: aviation management, pilot training, civil aviation transportation management, civil aviation cabin services, aircraft maintenance and repair, aircraft technology intend to bridge the employment gap in the industry of civil air transportation with qualified graduates. From this point of view, this research aims to analyse the effects of career futures and career stress on career decidedness of Turkish college students studying at aviation-majoring departments. Thus, the importance of this research has emerged in terms of examining the situation in the face of rapidly increasing problems of civil air transportation industry in Turkey.

This study is divided into six sections. The study, which begins with the first section: introduction and continues with the second section: general information. Methodology and findings are presented in the third and fourth sections of the study. The fifth section addresses discussion part of the study. The last section of the study: the sixth section includes conclusion and suggestions for future research.

The first section introduces the general framework of the study. Theoretical basis of the study, intended outcome by which the study aims to reach and the importance of the study in the related field of research are the topics in which introduction part covers.

The second section: general information focuses on the conceptual framework of career choice and development studies from past to present. The new concepts offered by various scholars and the linkage of them with the present study were mentioned in general information part of the study. Moreover, the research model which was designed distinctively to examine the suggested relationships of career decision self-efficacy, career futures and career stress with career decidedness was submitted in the part of general information.

The third section, namely methodology, covers the topics such as the data collection procedures and answers the question of how the data was analyzed in the present study.

The fourth section: findings offer the test results regarding the hypothesized model of career decidedness of college students studying at aviation-majoring department which were obtained from the data analysis.

The fifth section: discussion explores the relevance of the present study with the existing career choice and development theories and includes interpretations and descriptions about the significance of the study findings.

The last section: conclusion and suggestions presents a clear overview of the study findings by synthesizing the key points. Also, suggestions for future research and practices regarding career choice and development field were provided in the last section of the study.

1.1. Background of the Study

The field of career choice and development has shifted throughout the last few decades with each new conceptual propositions concentrating on a different perspective of vocational behaviours, offering an inventive conceptual framework, or presenting related models from all other fields of study to the field of career choice and development.

Studies which aim to help individuals decide on available career paths date back to the fifteenth century and have been subject to sixty-five published books until the nineteenth century (Zytowski, 1972). Nevertheless, there was practically no theoretical framework which was a basis for constructing a model on career choice and development practices in spite of the fact that significant studies were performed in research and development centres of universities in the United States and Europe (Herr, 2001). However, around the beginning of the twentieth century, Parsons led the way in career choice and development studies with his three-step schema included in the classic book "*Choosing A Vocation*". Parsons presented his three-step model as the following:

> "In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts" (Parsons, 1909).

Parsons' formula pre-eminently dominated career choice and development studies as being the first conceptual work guiding the practices of vocational counselling. Numerous theoretical concepts regarding career choice and development have emerged concordantly after the tremendous impact of Parsons' work since the fifties. For more than 40 years, career choice and development theories have influenced vocational studies and practices of counselling services (Osipow, 1990).

One of these conceptual changes took place from emphasizing on behavioural analysis to emphasizing on cognitive processes which are supposed to serve a vital role in the mechanisms related with career choice and development when Albert Bandura developed his "triadic reciprocal causation model" in the book "*Social Foundations of Thought and Action: A Social Cognitive Theory"* published in 1986.

Albert Bandura (1986) recognizes the term "social cognitive" corresponding to the "social roots of human cognitive and behaviour" and the "prominent causative impact of cognitive processes to human motivation, affect, and action". Accordingly, a number of key factors that affects human behaviour is described in social cognitive theory. Firstly, self-efficacy is identified as the active agent associated with people's judgments of their capacity to carry out a certain task necessary to attain a specific goal. Secondly, outcome expectancies concerned with the individual's perceptions of the potential results of their behaviours are factors determining cognitive processes relevant to behaviour. Lastly, personal goals are described as a purpose to perform a certain activity or to impact a precise future outcome. Additionally, environmental events and personal history are defined as causal external agents referring to social influences that people experience on a daily basis (Conner & Norman, 2015).

Moreover, Heffernan (1988) interprets Bandura's triadic reciprocal causation as a model which ensures people have opportunities to take control over their fates while also establishing restrictions on self-direction.

Bandura's social cognitive theory had such a tremendous impact over the studies in career choice and development field that a variety of theories and research studies including the foundational theoretical framework of the field either has been developed or purified as well as the newly emerged theoretical approaches have been presented in the last two decades (Lent et al., 1994).

Henceforth, Borgen (1991) designated the process through which the concepts of career theories have passed as "the cognitive revolution" of the vocational psychology studies. During the process of this revolution, the core view of the governor theories of career development field like "social learning career theory" (Krumboltz et al., 1976), "developmental contextual approach" (Vondracek & Schulenberg, 1986), "work-adjustment person-environment correspondence theory" (Dawis & Lofquist, 1984), "theory of personality" (Holland, 1985) and "life span life-space theory" have been drawn to the perspective of career-specific cognitive mechanisms of human.

A number of key paradigmal shifts as a result of Bandura's work dominating the literature is needed to arise developing an understanding of cognitive mechanisms underlying individuals' career behaviour. This needs impelled Lent and his colleagues (1994) to offer a plain view of career choice and development processes. Lent et al. (1994) built a theoretical foundation termed as "social cognitive career theory" (SCCT) based on a "segmental" model that aims to capture the key dynamic processes and mechanisms by which vocational interests emerge, career selection is made, and outcome expectancies are obtained. Within this context, theoretical background of SCCT originated from the core constructs of Bandura's social cognitive theory provides an approach to integrate, develop, and enhance the two preceding theories of career choice and development field: "social learning theory of career decision" by Krumboltz et al. (1976) and "sociocognitive empirical model of women's career decision-making" by Hackett & Betz (1981). Broadly, SCCT focuses on the three aspects of Bandura's theory: "self-efficacy beliefs, outcome expectancies and goal setting" and their triadic bidirectional relations supposed to be most concerned in understanding of cognitive conditions underlying career choice behaviour (Lent et al., 1994).

When SCCT emerged into career choice and development literature in 1994 by Lent et al. (1994), it included three different "segmental" models since the evolution of vocational interests, the process of forming academic and occupational decisions, and the origin and outcomes of performance are contemplated as three conceptually independent but overlapping processes (Lent, 2005).

The most recent theoretical framework of SCCT, on the other hand, submits two more additional interconnecting models which also aim to response to the questions of how individuals acquire educational and occupational satisfaction under the influences of distinct

contextual variables (Lent & Brown, 2006) and how individuals meet their educational and career objectives in a dynamic interpersonal condition (Lent & Brown, 2013).

1.2. The Purpose of the Study

The study was established to evaluate a model of career decidedness concerning "Social Cognitive Career Theory" (Lent et al., 1994) to comprehend the aspects that affect to the level of career decidedness of Turkish college students who are studying at aviation majoring departments. The proposition "an individual's aviation-related career decidedness reflects her/his self-efficacy beliefs and perceptions of future career outcomes which are influenced by her/his career-related stress" was hypothesized for this study. Particularly, a research model suggesting investigating the role of career stress as moderating variable in the relationship among career decision self-efficacy, career future and career decidedness of university students studying in aviation-majoring departments in Turkey is presented below:

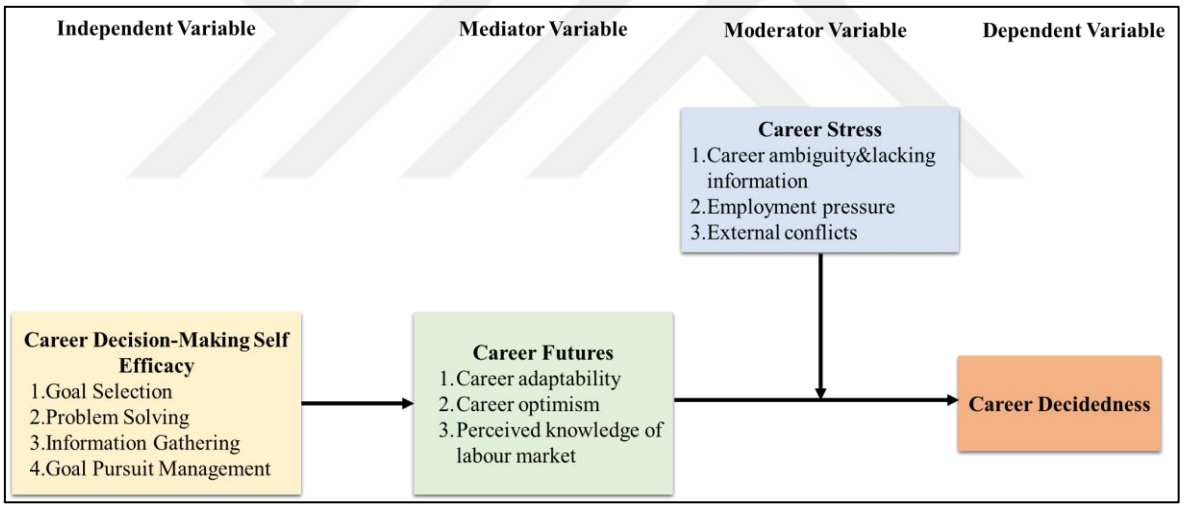

Figure 1. The Research Model

In the current study, the following hypotheses are offered:

Hypothesis 1: Career optimism will indirectly be related to career decidedness through employment pressure.

Hypothesis 2: Career decision self-efficacy will indirectly be related to career decidedness through career optimism.

Hypothesis 3: Career decision self-efficacy will be positively related to career futures.

Hypothesis 4: Goal selection will positively be related to career futures.

Hypothesis 5: Career optimism will positively be related to career decidedness.

Hypothesis 6: Career adaptability will positively be related to career decidedness.

Hypothesis 7: Information gathering will be positively related to career optimism.

Hypothesis 8: Goal selection will indirectly be related to career decidedness through career optimism.

Hypothesis 9: Employment pressure will negatively moderate the relationship between career optimism and career decidedness.

Hypothesis 10: The relationship between career adaptability and career decidedness will moderated by career ambiguity & lack of information.

Hypothesis 11: External conflict will negatively moderate the relationship between career adaptability and career decidedness.

Hypothesis 12: The relationship between career adaptability and career decidedness will negatively be moderated by employment pressure.

1.3. The Significance of the Study

Career decidedness plays a vital role in today's global marketplace on which rapid technological and economic changes are affected as well as in the individuals' life. Therefore, individuals must continually develop new skills and adjust to the changing requirements of environment (Yıldız-Akyol & Boyacı, 2020). According to the International

Labour Organization Report, younger employees are more likely than older ones to migrate from one job to another in both Europe and the United States (Gomis et al., 2020). Technological changes which have contributed to job polarization and individuals' finding new job opportunities matching their skills and interests better are presented as the possible causes of the high job-to-job transition rates in the report. However, these shifts in the business world are concerned with not only existing employers but also young adults who start building their future career. From this point of view, the current study which aims to explore the antecedents of career decidedness among college students majoring in aviation is expected to provide the following contributions:

This study targets providing a broader understanding about cognitive processes of young adults' career decision by proposing a distinctive research model comprising of the variables: career decision self-efficacy, career futures, career stress and career decidedness.

In addition, this study targets the gaps in the literature of career decision studies by analysing a sample of college students since the great majority of career-related research in Turkey focuses on adolescents (Doğan, 2010; Mutlu, 2011; Gök, 2018; Duru, 2019).

Furthermore, this study is considered to present a significant insight into the field of career decision studies in Turkey as the data of the study obtained from a specific occupational group: aviation which recruits professionals having qualifications such as personal motor skills, medical standards, and language proficiency.

2. GENERAL INFORMATION

The theoretical framework of the study was presented in next section.

2.1. Career Choice and Development Theories

When the twenty-first century came in sight, the field of career choice and development faced with a variety of challenges. Patton & McMahon (2014) identified three major issues as "the need for integration of theories", "the importance of including other fields in this integration" and "the influence of constructivism and social constructivism". In this regard, the forthcoming years were witness to several authors' attempts to classify and group the existing theories of career choice and development field. Patton & McMahon (2014) presented several different categories and groupings offered by the leading authors of some disciplines such as psychology and sociology in their book *"Career Development and Systems Theory: Connecting Theory and Practice"* as follows:

Table 1. Theories of Career Choice and Development

Authors	Categories
Crites (1969)	Psychological theories Non-psychological theories
Osipow (1968)	Trait-Factor approaches Sociology and career choice Self-concept theory Vocational choice and personality theories
Herr & Cramer (1992)	Trait-factor Actuarial or matching Decision Situational or sociological Psychological and developmental
Osipow & Fitzgerald (1996)	Trait-Factor Society and career choice Developmental/Self-conceptions Vocational Choice and personality Behavioural
Osipow (1990)	Developmental Trait oriented Reinforcement based Personality focused
Minor (1992)	Theories of content Theories of process
Patton & McMahon (1999)	Theories of content Theories of process Theories of Content and process Wider explanations

Despite those efforts in constructing an established structure of career theories from the perspective of theoretical integration, there is no agreement on a certain categorisation or grouping of the career theories. Herr & Cramer (1992) remarked upon this issue as "the categories described are not independent, but they attempt to present different career behaviour and choice from somewhat different vantage points".

The category including theory of content, theory of process and theory of content and process and wider explanations adapted by Patton & McMahon (1999) is a basis for the proposed research model of this study.

In the following section an overview of career theories belonging to the category entitled as theory of content, theory of process and theory of content and process is provided.

2.1.1. Content Theories

Content theories are concerned with the individuals' traits as well as the environment in which they live. Accordingly, career development of individuals comprises of either internal or contextual influences (Patton & McMahon, 2014). Abilities, values, interests, attributes, and personality represent the influences on individuals' career choice from the perspective of theories concerned with the content. Content theories of career development which are originated from the work of Parson have been remarked as the essential keystones in the history of the studies concerned with career development (Brown & Lent, 2013).

In the grand historical scheme of career theories, the following models focusing on the content drew more scholastic attention in the meaning of theoretical evolution of career theories. Therefore, the major theories concerned with the content are sorted by date as "Parsons' trait and factor theory" (Parsons, 1909), "Holland's theory of personality" (Holland, 1973), "Dawis and Lofquists' work adjustment theory" (Dawis & Lofquist, 1984), "Bordin's psychodynamic theory" (Bordin, 1990), "Brown's values based theory" (Brown, 1996), "McCrae and John's five factor theory" (McCrae & John, 1992).

2.1.2. Process Theories

Career choice and development models derived from career theories focusing on the content are designated with the term "matching" in the leading studies of the field of career.

The term “matching” used for the content models of career theories refers to linking individuals’ characteristics to occupations. On the other hand, career choice and development theories focusing on the process advocate that career decision is comprised of the various phases which individuals go through. Moreover, Sampson (2009) claims that “matching” should be considered as a method, not a result since career choice is a cyclical process of evolution wherein “matches” are created, analysed, and then rejected or maintained as an aspect of lifelong decisions.

“Developmental theory” (Ginzberg et al., 1951), “Life span life-space theory” (Super, 1953), “theory of circumscription and compromise” (Gottfredson, 1981) and “individualistic approach” (Miller-Tiedeman & Tiedeman, 1990) reflect the “developmental” approaches to career theories.

2.1.3. Content and Process Theories

Content and process theories arose in response to the requirement for a theory that integrated both of the “developmental” and the “matching” perspectives of career choice and development. Individual and contextual influences, as well as their evolution and interaction, are all addressed by theories of content and process. The theories representing the approaches of content and process theories take into account the influences of the dynamic society in which individuals live and the probable changes in career decisions through time and place. “Social learning career theory” (Mitchell & Krumboltz, 1990), “happenstance learning theory” (Krumboltz, 2009), “social cognitive career theory” (Lent et al., 2002a), “cognitive information processing approach” (Peterson et al., 1996), “developmental-contextual approach” (Vondracek & Schulenberg, 1986), “contextual approach to career” (Young et al., 1996) and “personality development and career choice” (Roe, 1956) are the most recent theories focused on both content and process aspects of career choice and development theories.

The next section presents the theoretical background of this study based on “social cognitive career theory” proposed by Lent, Brown and Hackett in 1994.

2.1.4. Interest and Choice Model of SCCT (ICM)

For years, vocational interests have been at the focus of studies in the field of career choice and development (Barak, 1981). Theories based on vocational interest which date back to the 1930s broadly met on a common ground of self-efficacy beliefs and outcome expectations about career-specific behaviours being as the foremost predictors of vocational interests. The most recent five theoretical models of SCCT of which the essential theoretical components inherited from Bandura's general social cognitive theory are offered with the terms: "interest, choice, performance, satisfaction, and self-management" by Lent & Brown (2019). In the process of time, the two early models of SCCT, interest and choice models, which are illustrated as a single graph.

The SCCT's conceptual framework ICM concentrating on clarifying the processes of individual's interest development and foreseeing their career-specific choices hypothesizes that both circumstantial and cognitive variables contribute to career-related interests, as well as the significance of interests in motivating decision behaviour and skill learning (Lent et al., 2002b).

The model illustrated below in Figure 2 administers the bidirectional relations between personal, contextual and cognitive variables of ICM influencing individual's career-specific choices.

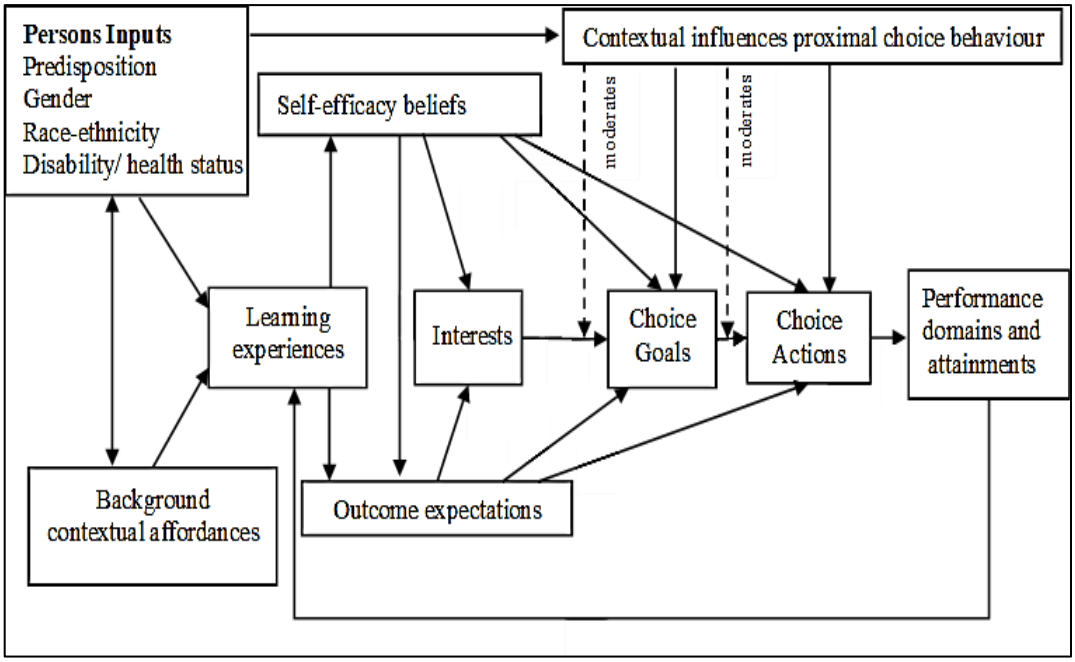

Figure 2. Interest & Choice Model (Lent & Brown, 2019)

Each path indicated on ICM attempts to describe the specific effects of the relations which has either moderating or mediating effect on each variable. As illustrated in Fig. 1, interests are formed by individual's joint perception of self-efficacy and outcome expectations (Path 1-Path 2). Consecutively, interests encourage individuals to think about their vocational objectives (Path 3), which increases the possibility of acting (Path 4). Actions which are taken regarding career related choice give rise to specific domains of performance and attainments (Path 5), which can either intensify or reduce efficacy beliefs and outcome perceptions (Path 6). Outcome expectancies have a direct impact on choice goals and actions (Path 8-Path 9) as well as influencing choice goals vicariously through interests (Path 2). In accordance with ICM of SCCT, it is asserted that self-efficacy beliefs influence directly choice goals and actions (Path 10-Path 11), and indirectly over outcome expectations (Path 7) and interests (Path 1).

In sum, outcome expectancies and self-efficacy beliefs generate interest. Interests (along with self-efficacy beliefs and outcome expectations) affect goals, which rise to activity in response to selecting and performing activities, which result in performance attainment (Fouad, 2014).

Accordingly, the SCCT's recently developed model of interest and choice operates as a theoretical model for analysing the antecedents of career decidedness among college students majoring in aviation with the moderating effect of career stress in this study.

2.2. Career Decision Self Efficacy

Career development comprises several interconnected responsibilities, one of which is career choice making, which is frequently viewed as a vital phase (Miller-Tiedeman et al., 1990). Frank Parson (1909) indicated that decisions made judiciously on the field of work, industry, career, or vocation to which individual's life is dedicated and actions taken to improve the performance in regarding to the choice have the utmost importance for both individual's themselves and the society to which she/he obliged. Within this context, the legacy of Parsons' triadic formula still forms a basis for vocational decision-making studies (Lent & Brown, 2020). In addition, Bandura (1977) proposed that individuals' self-confidence in their own abilities is likely to affect whether they attempt to deal with a particular circumstance in his conceptual framework: self-efficacy theory. Accordingly, the fact that the decision of behavioural settings is influenced by perceived self-efficacy at the

early stage is hypothesized as individuals avoid undesired circumstances which they consider outpacing their coping abilities, but they engage in activities and act confidently when they believe they are capable of handling situations that would otherwise be daunting (Bandura, 1977). In brief, Bandura's conceptual system of self-efficacy defends that expectations related self-efficacy are supposed to assist in understanding and predicting behaviour in vocational domains (Betz et. al., 1996).

Increased empirical evidence for the utilization of self-efficacy theory to understanding the complicated nature of career development engendered various scholars take self-efficacy as a crucial variable in the field of vocational decision making (Luzzo, 1993). Firstly, Hackett and Betz (1981) proposed that self-efficacy beliefs may have a major cognitive impact on career choice and vocational achievement by arguing that both male's and female's self- expectations influence professional decision-making processes and their motivation. However, the study, based on Bandura's (1977) "self-efficacy theory", in which career decision self-efficacy scale (CDMSE) was designed stands out amongst other variety of specific domains of career behaviour (Betz et al., 1996). Taylor and Betz (1983) grounded their theoretical basis for developing CDMSE on explaining how Bandura's (1977) theory may contribute to a better comprehension of females' professional growth.

Whereas the theory of self-expectations acts as the main theoretical foundation for the development of original CDMSE scale, the concept presented by Crites in 1978, theory of career maturity, supplied a guideline for determining how to classify and quantify the required skills in career choice processes (Betz et al., 1996). Consequently, the scale authors, Taylor & Betz (1983), aimed to create a tool which assesses self-efficacy expectations in vocational decision-making activities, investigate diagnostic and prescriptive aspects of the tool and explore the links between career decision making self-efficacy expectancies and vocational indecision by unifying theories of Bandura's (1977) and Crites's (1978) (Betz et al., 1996).

Following Taylor and Betz's (1983) formulation of the CD self-efficacy assessment, more research has revealed other expected linkages between CD self-efficacy and a variety of career development components.

Robbins (1985) studied the correlations between the scale of CDSE and the assessments of self-esteem, trait anxiety, occupational identity, and career decidedness. He

reported that the scale is more applicable investigating the expectancies regarding self-efficacy rather than measuring vocational decision-making activities.

The study by Taylor & Popma (1990) which explored the link between the scores of CDSE, career salience, and locus of control and found to be career decision self-efficacy as the major determinant of career indecision in college students.

Another use of the scale of CDSE in the research of Mathieu and his colleagues (1993) confirmed that women groups who have the non-traditional or gender-neutral occupational preference showed considerably higher levels of self-efficacy than undecided women about their occupational preference.

During the decade after the scale of CDSE was developed by Taylor and Betz (1983), it has been one of the most popular measurements applied into the different areas of career choice and development studies. However, the difficulties have been observed by numerous scholars and career counsellors in the application of the scale both for purposes of research studies and career counselling programs as result of the scale`s including 50 items. Starting from this point of view, in 1996, Betz et al. (1996) discussed the question of whether a more efficient short version of the scale could be useful in career choice and development studies and career counselling and suggested an empirically validated career decision self-efficacy-short form which consists of 25-items.

The findings presented in the article by Betz & Voyten (1997) supported the fact that career decision-making self-efficacy expectations were associated with career ambiguity, whereas career outcome expectations were associated with actions to investigate occupations.

In 1999, Gianakos used CDSE as an instrument of the research to reveal the relationship of career decision self-efficacy and Super's (1957) patterns of career choice.

Hargrove et al., (2002) found a link between achievement-oriented families and 210 career decision self-efficacy expectations of college students. The results imply that patterns of household interactions may play a minor but substantial influence in the establishment of clear and steady professional goals and the enhancement of self-confidence in executing individual career actions.

Moreover, the impact of personal differences on individuals' career decision processes has always been in great attention of psychology scholars. Rogers et al. (2008) emphasized the connection between personality and situational constraints in the career decision-making process. They developed the choice model of SCCT into the process of career decision-making in this study by examining 414 high school students' self-reported career decision preparedness actions.

Bozgeyikli et al. (2009) conducted their study with 756 Turkish respondents ranging in age between 14 and 15 from different socioeconomic backgrounds targeting to identify how social class impacts career decision self-efficacy and career maturity of participants. In this study, it is obtained that socioeconomic status is assumed as a vital element for the levels of both career maturity and self-efficacy perceptions.

Furthermore, in a wide range of studies based on the samples of Australian, South African, Chinese, Korean, Italian, French, Portuguese, and Turkish students: Creed et al. (2002); Chaney et al. (2007); Hampton (2005b); Nam et al., (2010); Presti et al. (2013); Gaudron (2011); Miguel et al. (2013); Buyukgoze-Kavas (2014); Duru et al. (2021), the scholars investigated the intercultural utility of CDMSE-SF.

In a meta-analysis study by Choi et al. (2011) intended to explain the contradicting results of previous research and gain a deeper understanding of career decision self-efficacy within the context of SCCT. The researchers concluded that the key variables: "self-esteem", "vocational identity", "peer support", "vocational outcome expectation", and "career indecision" strongly associated with career decision self-efficacy in the manner of choice model SCCT.

The most recent study hypothesized that self-efficacy would mediate the interactions between personality factors and degree of career decidedness. The researchers found evidence for the mediator roles of personal traits in which predicting career decidedness of 182 undergraduate students (Penn & Lent, 2018).

2.3. Career Futures

The dynamics of current global economy not only drive individuals to respond to the shifting work environments but also call for new cognitive strategies, mindsets, and tools (Rottinghaus et al., 2012).

In the Global Competitiveness Report of World Economic Forum in 2020 as special edition, it is revealed that shortage of employers' digital skills and the skills required by the future occupations become more apparent during the outbreak of COVID-19 (Schwab & Zahidi, 2020). In this connection, an emphasis on the development of the key competencies of individuals for both emerging and the future of existing jobs is projected to support individual career adaptability while empowering the markets to enhance their compliance with changing environment. Hall, (1996) states that this current shift in today's world of business directs individuals manage their own career paths in terms of personal and environmental changes and he suggests knowledge of self and career adaptability as individuals' key skills in his protean career model.

The keyword "adaptability" in career-related studies firstly suggested by Super & Knasel (1979) is conceptualized to understand adults' coping strategies with changing work environments emphasizing on a natural maturity cycle of human being. Later, Savickas, (1997) expanded the term "career adaptability", refraining from the growth process perspective to a behavioural domain which is indicated by an individual's competence and resources for responding to ongoing and upcoming tasks related to their career development, career transitions and personal experiences.

Additionally, Walsh & Savickas, (2005) explains the framework of career adaptability with the resources of career construction theory: concern, control, curiosity, and confidence. Accordingly, assessments developed for measuring these resources of career adaptability provide essential data for both the researchers, career counsellors and individuals (C. J. Park et al., 2019). Johnston, (2018) complies the eight questionnaires measuring the dimensions of career adaptability by categorizing depending on their structural design or target group in the literature of career adaptability studies are as follows; "the Career Adapt-Abilities Scale" (Savickas & Porfeli, 2011), "the Career Adapt-Abilities Scale–Short Form" (Maggiori et al., 2017), "the Career and Work Adaptability Questionnaire" (Nota et al., 2012), "the Career Maturity Inventory–Form C" (Savickas & Porfeli, 2011), "the Career Adaptability Inventory" (Ferreira et al., 2013), "the Student's Career Construction Inventory" (Savickas et al., 2018), "the Career Futures Inventory" (Rottinghaus et al., 2005), and "the I-Adapt Scale" (Ployhart & Bliese, 2006).

The Career Futures Inventory-CFI (Rottinghaus et al., 2005) stands out from the other measurements of career adaptability because of its inclusivity (C. J. Park et al., 2019).

Rottinghaus and his friends (2005) aimed to develop the scale of CFI to evaluate adaptability and optimism with regard to career in order to combine individual career management skills with occupational psychology as the personality traits are presumed to have an impact on college graduates' career choice and development processes. Particularly, the perceptions of individuals about their career futures are addressed with the CFI grounded theoretically on Savickas' (1997) extension of the concept of career adaptability (Super & Knasel, 1979) and dispositional optimism (Scheier & Carver, 1985). In this sense, career adaptability, career optimism and perceived knowledge of the job market are formed as the subfactors of the CFI (C. J. Park et al., 2019).

The CFI has been used as a tool in several career-related studies in the literature of vocational psychology.

First, McIlveen and his colleagues (2013) tested the efficacy and transnational applicability of the CFI on 1.566 Australian college students and they concluded that the data from a randomized half of the samples confirmed the sufficiency of the CFI in exploring the indicators of Australian students' attitudes toward employment.

Spurk and his friends (2013) aimed to design the CFI for German speaking employees and presented the validity of German version of the scale by analysing the data of two different samples in terms the factors referring to job performance and personality characteristics.

Buyukgoze-Kavas (2014) explored positive personality types as indicators of career adaptability with a sample of 415 young Turkish adults and found out that the higher scores in positive personality traits is the higher adapted individuals in career development process.

Furthermore, a conceptual model constructed by Humayon and his friends (2021) investigated the relationship between leadership styles and adaptability competences of the sample of 276 Pakistani higher education teachers and the results revealed that individuals' empowering leadership skills promote having optimistic attitudes to their perception of career development.

2.4. Career Stress

In his preliminary study, Hans Selye described the concept of “stress” as a universal reaction of human body occurring when a stimulus activates in his highly regarded book, “The Stress of Life” released in 1956. A decade later, Lazarus (1966) specified the definition of “stress” as a personal interaction between an individual and their environment that affects or exhausts coping mechanisms based on cognitive (Folkman, 2013). His conceptualization of stress which is based on particular cognitive processes of individuals is differently from Selye's (1956) physiological model. In the process of time, the fact that stress has been linked to several damaging and severe personal issues motivated researchers engaged in not only providing theoretical framework of stress but also measuring stress to figure out its causes and origins.

Multiple conceptual research studies were conducted primarily to estimate the degree of stress experienced by college students in the late 1990s.

Lustman et al. (1984) developed “Psychological Distress Inventory” as an experimental tool to reveal the level of stress, physical discomfort, and depression of college students.

A cross-cultural study was performed with a total sample of 272 Caucasian and Asian graduate students to compare their life stress experiences, physiological medical conditions and emotional disturbances (Leong et al., 1990).

Ross et al. (1999) investigated the main causes of stress experienced by university students with the participation of 100 students and listed the most frequently addressed stressors as irregular sleeping, holidays, changed dietary behaviours, a work overload, and additional responsibilities.

The new concept of stress proposed by Lazarus (1966) provided a practical perspective for comprehending earlier attempts to evaluate workplace stress and Stanton and his friends (2001) collected stress evaluations under the three broad approaches: reaction, stimulation and interaction between stimulation and reaction and also, they described that the structure of an applicable stress measure must report how individuals feel (reaction approach) when they experience stress (stimulation approach) in a particular circumstance (interaction approach).

Concordantly, a study performed with 427 Korean college students concentrated on the design of a self-report scale of career stress based on the interaction approach (Stanton et al., 2001) of stress assessment (Choi et al., 2011).

The study in which a sample of 185 Korean undergraduate students was analysed evaluated the role of career stress in the relationship between nonadaptive perfectionism and career maturity and the findings supported the mediator role of career stress which is proposed by the hypothesized model of the study (Park et al., 2011)

Gnilka et al. (2015) compared the levels of managing, stress, and well-being of Taiwanese university students with American students and concluded that while ethnical differences had no significant influence on the levels of defence mechanisms and perceived stress of both groups, the students from United States declared higher levels of life satisfaction.

The research investigating the relationship of life-related satisfaction and the perception of stress was addressed to 235 Turkish undergraduate students and the results suggested that there is a negative correlation between the variables of the model (Kaya et al., 2015).

The current research applied to 410 college students in Turkey and studied by Demirtaş & Ahmet (2022) proposed that the subscales of Career Stress Inventory had a mediator role on the influences of career adaptability on anxiety of unemployment.

2.5. Career Decidedness

A significant quantity of studies in the literature of career choice and development which has emerged with the dimension of "career indecision" contributed to the theoretical framework of "career decidedness" referring to the degree of certainty and comfort of an individual over vocational decisions (Restubog et al., 2010). However, the attempts for understanding the antecedents of individuals' career decision making processes date back to 1937 (Savickas, 1994). Williamson (1937) is considered to be the first scholar who focused on the effect of personal traits on career decision status of college students. The relation of causality between the concept of career decidedness and other variables has attracted extensive interest within research on the field of career choice and development (Arnold, 1989). By reviewing global literature, it is confirmed that there are correlations between

career decidedness and the following variables: demographic characteristics (Neice & Bradley, 1979), locus of control (Cellini & Kantorowski, 1984), career maturity (Rojewski, 1994), goal setting (Greenhaus et al., 1995), outcome expectations (Betz & Voyten, 1997a), personality characteristics (Lounsbury et al., 2005), job outcomes (Earl & Bright, 2007) and contextual support (Restubog et al., 2010), future attitudes (Ginevra et al., 2016), chance events (Hirschi & Valero, 2017), personal values (Fearon et al., 2018) and proactive personality (Yu et al., 2021). Though the studies focusing on career decision status of Turkish youngs arouse only in the first decade of 2000s, the research studies conducted to explore the relation of career decidedness with the current research topics of the field: planning (Sağdıç & Demirkaya, 2009), gender differences (Türkkahraman & Şahin, 2010), individualism (Seçer & Çinar, 2011), organizational culture (Meltem & Uğur, 2011), irrational beliefs (Bacanlı, 2012), motivation (Akdemir et al., 2015), artificial intelligence anxiety (Ak, 2022) and psychological well-being (Erhan et al., 2022). In this regard, several measurements which were fundamentally repose upon SCCT by Lent et al. (1994) was designed to use in the empirical studies evaluating the aspects of young individuals' career choice status: "Career Decision Scale" (Osipow et al., 1976); "Vocational Decision Scale" (Jones & Chenery, 1980); "A Taxonomy of Career Decision-Making Difficulties" (Gati et al., 1996) and "Career Decidedness Scale" (Lounsbury et al., 1999).

3. METHODOLOGY

3.1. Research Model

The proposed research model which was generated considering the conceptual relations of the variables: career decision self-efficacy, career futures, career stress and career decidedness was presented below:

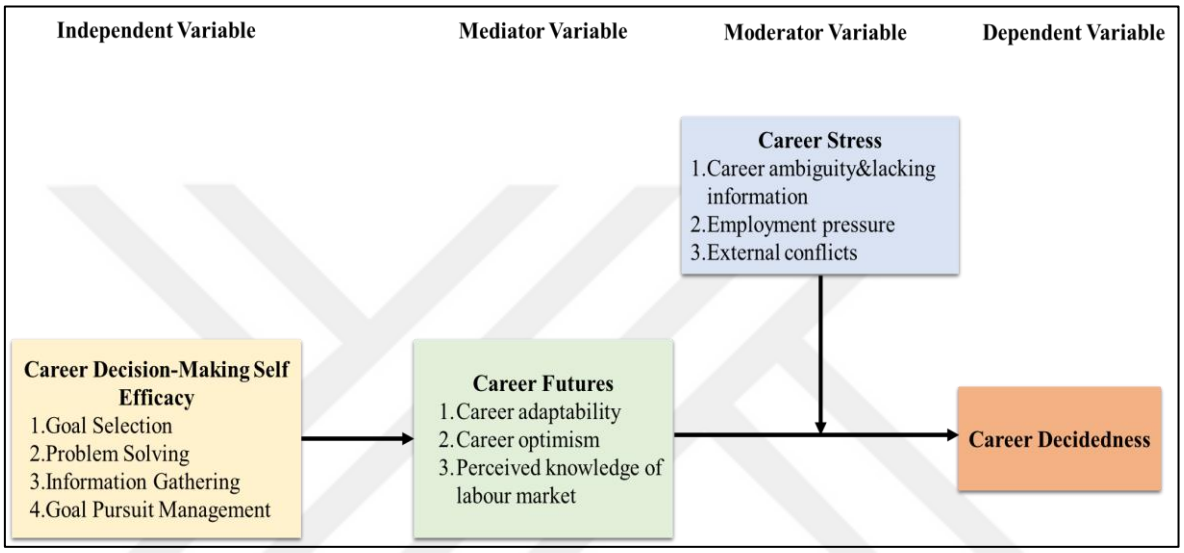

Figure 3. The Research Model

3.2. Research Model Variables

Considering an analysis of relevant literature, it is reasonable to draw the conclusion that a variety of factors slightly influence career decidedness. In order to explain career decidedness of undergraduate students who study at aviation-majoring departments of universities, career decision-making self-efficacy (independent variable), career futures (mediator variable), career stress (moderator variable) and career decidedness (dependent variable) were determined for inclusion in the proposed research model.

3.3. Sampling Procedure and Participants

Stratified random sampling technique which provides obtaining a more accurate depiction, split the population into more manageable, homogeneous subgroups (Best & Kahn, 2006) was applied for sampling procedure of the study. The departments that best

represent the study's population were chosen in the first step of the sampling procedure. Correspondingly, the list of the universities embodying aviation-majoring departments across Turkey and imported through the web site "https://yokatlas.yok.gov.tr/" constituted the population of the present study.

In the last step of sampling procedure, 6 different aviation-majoring departments selected from the established list including 78 different universities were collocated as follows: Aviation Management, Pilot Training, Civil Aviation Transportation Management, Civil Aviation Cabin Services, Aircraft Maintenance and Repair, Aircraft Technology.

Of the 429 respondents, 233 (54.3%) were women and 196 (45.7%) were men and the departments were distributed as 88 (20,5%) Aviation Management, 17 (4%) Pilot Training, 88 (20,5%) Civil Aviation Transportation Management, 117 (27,3%) Civil Aviation Cabin Services, 90 (21%) Aircraft Maintenance and Repair, 29 (6,8%) Aircraft Technology.

Table 2. Demographic Characteristics of The Participants

Demographic Variables		**n**	**%**
Gender	Men	233	54,3
	Women	196	45,7
Departments	Aviation Management	88	19,8
	Pilot Training	17	4,0
	Civil Aviation Transportation Management	88	20,5
	Civil Aviation Cabin Services	117	27,3
	Aircraft Maintenance and Repair	90	21,0
	Aircraft Technology	29	6,8

N = 429.

3.4. Data Collection Instruments

"Demographic Information Form", "Career Decision Self-Efficacy Short Form-Turkish Version" (Buyukgoze-Kavas, 2014), "Career Futures Inventory-Turkish Version" (Kalafat, 2012), "Career Stress Inventory-Turkish Version" (Özden & Sertel-Berk, 2017) and "Career Decidedness Scale-Turkish Version" (Akçakanat & Uzunbacak, 2019) were included to collect data of the current study.

3.4.1. Demographic Information Form

A brief questionnaire covering the information regarding gender and department of participants was applied to collect data about participants' demographic profiles.

3.4.2. Career Decision Self Efficacy Scale-Short Form (CDSE-SF)

The original Career Decision-Making Self Efficacy Scale (Taylor & Betz, 1983), which consists of 50 items and 10-point Likert-type, was developed to assess career related-self-efficacy via five factors namely: "self-appraisal", "occupational information", "goal selection", "planning" and "problem solving" on the grounds of career maturity framework proposed by Crites (1978). However, Betz et al., (1996) designed the short version of the original scale (CDMSE-SF) to overcome the difficulties in career counselling applications by excluding half of the items from each subfactors (Buyukgoze-Kavas, 2014). Later, Betz et al., (2005) investigated the reliability and validity of 5-level spectrum of response comparing with 10-level form of CDMSE response spectrum depending on a sample of 1,832 college students and suggested that 5-level version of the CDMSE-SF which is composed of 25 items is as accurate and effective as 10-level response spectrum.

Gaudron, (2011) purposed to explore cross-cultural validity of CDMSE-SF on a sample of 650 French undergraduates and he presented that the five-factor proposed model of CDMSE-SF remains inadequate to explain career choice and development processes of the French students' sample. On the other hand, Gaudron's (2011) model with 18 items which are loaded respective factors named as goal selection, problem solving, information gathering, and goal pursuit management displayed an acceptable match with the data of the study.

Furthermore, the construct validity of the short form of CDMSE was tested on the samples of Asian, Australian, Arab, Bahamas, Chinese, European American, South African, and Turkish students by several studies (Miller et al., 2009; Creed et al., 2002; Abdalla, 1995; Rowland, 2004; Hampton, 2005; Buyukgoze-Kavas, 2014). However, none of the findings provided evidence on the side of the original five-factor CDMSE-SF.

In this study, the CDSE-SF which was adapted on the grounds of the four-factor model: "Goal Selection, Problem Solving, Information Gathering and Goal Pursuit Management" in Turkish cultural context by Buyukgoze-Kavas (2014) is used as a data

collection instrument for the purpose of revealing the antecedents of career decidedness among undergraduate students majoring in aviation.

3.4.3. Career Futures Inventory (CFI)

The original Career Futures Inventory (Rottinghaus et al., 2005) which is most frequently used as a scale in the career adaptability-related studies composes of 25 five-point Likert-type items which addresses three factors measuring individuals' "career adaptability", "career optimism" and "perceived knowledge of labour market". The factor of "career adaptability" is specified as the way of an individuals' perception of his\her ability to adapt to changes occurred throughout career development process. A motivation to adhere to perfect achievable results or to focus on the best features of individual's career future and relief in conducting career management related duties constructs the factor of "career optimism". Moreover, the factor of "perceived knowledge of job market" measures the efficiency of individual's view of labour market and industrial dynamics.

Kalafat, (2012) aimed to test psychometric features of the CFI and construct a Turkish version of the CFI. Analyses of a sample of 555 Turkish university students validated its utility for application of the CFI on Turkish speaking individuals.

The Turkish version of the CFI: KARGEL, (Kalafat, 2012) is used as one of the instruments to collect the data in this study.

3.4.4. Career Stress Inventory (CSI)

The 20 item-Korean Career Stress Inventory (KCSI) is loaded on the four dimensions including "career ambiguity", "lacking information", "employment pressure" and "external conflict". Choi et al., (2011) explains the factors as follows: "career ambiguity" assess the amount of stress caused by students' lack of self-assurance, "lacking information" regards to the stress of being unable to reach required information or individuals who will help about their future career plans, "employment pressure" is a factor measuring the stress associated with career readiness and the labour market, and "external conflict" designed to estimate disagreements with prominent figures in individuals' lifetime.

The mediator role of the variable “career stress” in the proposed model of this study is assessed by Korean Career Stress Inventory (Choi et al., 2011) adapted to Turkish (KARGEL: Özden & Sertel-Berk, 2017). The items of the KCSI were loaded to 3 factors differently from the KCSI which was constituted on 4-factor 20 item-structure model. Özden & Sertel-Berk (2017) verified the validity and reliability of the 3-factor Turkish version of the inventory for Turkish speaking college students reporting coefficient alpha .94 and test-retest reliability coefficients .81. Accordingly, the factors in the original form “career ambiguity” and “lacking information” loaded as one factor without eliminating any items from both factors.

3.4.5. Career Decidedness Scale (CDS)

Career Decidedness Scale was designed as a 14-item with one dimension in the study named as “an investigation of career decidedness in relation to “Big Five personality constructs” and “life satisfaction” by Lounsbury et al. (1999) to examine how certain individuals feel about their vocational decisions in compliance with the theoretical assumptions presented by Gordon (1998) and Jones & Chenery (1980). On the other hand, Lounsbury and his friends (2005) transformed the scale into 6-item and 5-point Likert type form after applying additional construct validity tests.

The concept of career decidedness as the dependent variable of the proposed model in the study is measured with 6-item Turkish version of Career Decidedness Scale validated by Akçakanat & Uzunbacak (2019).

3.5. Procedure

The procedure regarding data collection of the present study included the following steps: The data collection instruments were uploaded to online survey portal “google forms” and the pilot study was performed with 15 diversified individuals to test the interface of the survey. The entire survey set, including all variables, lasted approximately 10-12 minutes to complete. The survey setting was regulated so as to preclude data loss errors because of multiple access or unanswered items. The generated survey link shared with the registered students of the selected departments after the approval of Ankara Yıldırım Beyazıt University Social Sciences and Humanities Scientific Research and Publication Ethics

Committee. The informed consent form was declared about the anonymity and privacy of the responses to protect the respondents' privacy and anonymity.

3.6. Data Analysis

The multiple procedures were implemented to analyse the data collected. Statistical Package for Social Sciences (SPSS) 26 was used and studied with 95% confidence level. Frequency (n) and percentage (%) statistics for categorical (qualitative) variables, mean (X) and standard deviation (SD) statistics for numerical (quantitative) variables and coefficient alpha (α) are given. Firstly, the data was analysed using descriptive statistics to examine the conformity of the scores obtained from the scales to the normal distribution. After demographic characteristics of the respondents was tested using parametric analysis methods: independent samples test (t test analysis) and one way ANOVA, Pearson correlation analysis was conducted to investigate the relationship of the variables. Lastly, the effect of moderator variable: career stress on the dependent variable: career decidedness was tested using process regression analysis and the direct, indirect, and total effect values of the variables presented within the proposed model were tested and interpreted via the findings obtained from bootstrap confidence interval.

3.7. Limitations of the Study

It should be considered that while interpreting the findings of this study, there are some limitations regarding the following reasons. First of all, as the data in the study were obtained by the survey method, the fact that the responses given to survey items may include subjective assessments with individual biases should be considered in the evaluation of the results. Secondly, as stated in the previous parts of the research, the fact that different factors other than the ones suggested in this study affecting the dependent variable (career decidedness) should be taken into consideration as a limitation of the study. Lastly, since the current study was a cross-sectional study including only the college students majoring in aviation related departments, should be considered as another limitation of the study.

4. FINDINGS

The findings obtained from the total data was presented in the following section. It begins with the analyses of demographic factors, descriptive statistics and correlation analyses were given. Lastly, the research model proposed in the study was tested to interpret direct, indirect, and total correlations between the variables.

4.1. Demographic Analysis

The demographic variables: gender and academic field were examined to reveal the differences in the scores regarding college students' career decision self-efficacy, career futures, career stress and career decidedness. One way ANOVA analysis was conducted for the variable: academic major as well as independent samples t-test was carried out for the variable: gender. The findings were presented below.

4.1.1. Gender

Table 3. Independent Samples t-Test results regarding gender

Variable Group		**n**	**Mean**	**SD**	**t**	**p**
Goal Selection	Male	233	3,96	0,78	-0,514	**0,607**
	Female	196	4,00	0,74		
Problem Solving	Male	233	3,70	0,95	-0,932	**0,352**
	Female	196	3,79	0,96		
Information Gathering	Male	233	4,02	0,71	-0,291	**0,771**
	Female	196	4,04	0,65		
Goal Pursuit Management	Male	233	3,93	0,79	-1,796	**0,073**
	Female	196	4,06	0,70		
CDSE	Male	233	3,93	0,70	-1,021	**0,308**
	Female	196	3,99	0,64		
Career Adaptability	Male	233	4,04	0,58	-2,116	**0,035***
	Female	196	4,17	0,62		
Career Optimism	Male	233	3,69	0,69	-3,914	**0,000***
	Female	196	3,96	0,72		
Perceived Knowledge of Labour Market	Male	233	3,39	0,80	-0,060	**0,952**
	Female	196	3,39	0,87		

Variable Group		n	Mean	SD	t	p
CF	Male	233	3,81	0,55	-3,019	**0,003***
	Female	196	3,98	0,62		
Career Ambiguity & Lacking Information	Male	233	2,58	1,21	2,500	**0,013***
	Female	196	2,30	1,13		
External Conflict	Male	233	2,48	1,26	3,582	**0,000***
	Female	196	2,07	1,09		
Employment Pressure	Male	233	3,11	1,13	-0,423	**0,673**
	Female	196	3,15	1,08		
CS	Male	233	2,72	1,12	2,086	**0,038***
	Female	196	2,51	0,97		
CD	Male	233	3,57	0,79	-2,064	**0,040***
	Female	196	3,74	0,92		

*N = 429. CDSE = Career Decision Self-Efficacy; CF = Career Futures; CS = Career Stress; CD = Career Decidedness; *p < 0,05*

As presented in Table 3, there was a significant difference between female and male participants in terms of career adaptability, career optimism, career futures, career ambiguity & lack of information, external conflict, career stress and career decidedness ($p<0,05$). It was discovered that female participants scored higher on career adaptability (M = 4,17), career optimism (M = 3,96), career futures (M = 3,98), career decidedness (M = 3,74) while male participants had significantly higher scores on career ambiguity & lack of information (M = 2,58), external conflict (M = 2,48) and career stress (M = 2,72). The scores on goal selection, problem solving, information gathering, goal pursuit management, perceived knowledge of labour market and employment pressure did not reflect any differences with respect to gender.

4.1.2. Academic Field

Table 4. One-way ANOVA Test results regarding academic field

Variables / Academic Major		n	M	SD	F	p
Goal Selection	Aviation Management	88	3,76	0,83	5,703	**0,000***
	Pilot Training	17	4,33	0,54		
	Civil Aviation Transportation Management	88	4,05	0,69		
	Civil Aviation Cabin Services	117	4,21	0,69		
	Aircraft Maintenance and Repair	90	3,84	0,78		
	Aircraft Technology	29	3,76	0,79		
Problem Solving	Aviation Management	88	3,66	1,05	1,841	**0,104**
	Pilot Training	17	3,75	1,07		
	Civil Aviation Transportation Management	88	3,82	0,88		
	Civil Aviation Cabin Services	117	3,91	0,90		
	Aircraft Maintenance and Repair	90	3,56	0,96		
	Aircraft Technology	29	3,57	0,92		
Information Gathering	Aviation Management	88	3,87	0,76	3,828	**0,002***
	Pilot Training	17	4,09	0,64		
	Civil Aviation Transportation Management	88	4,17	0,62		
	Civil Aviation Cabin Services	117	4,17	0,59		
	Aircraft Maintenance and Repair	90	3,92	0,71		
	Aircraft Technology	29	3,82	0,74		
Goal Pursuit Management	Aviation Management	88	3,91	0,85	4,011	**0,001***
	Pilot Training	17	4,11	0,73		
	Civil Aviation Transportation Management	88	4,03	0,68		
	Civil Aviation Cabin Services	117	4,20	0,65		
	Aircraft Maintenance and Repair	90	3,80	0,75		
	Aircraft Technology	29	3,77	0,82		
CDSE	Aviation Management	88	3,82	0,76	4,732	**0,000***
	Pilot Training	17	4,10	0,63		
	Civil Aviation Transportation Management	88	4,04	0,61		

Variables Academic Major		n	M	SD	F	p
	Civil Aviation Cabin Services	117	4,15	0,59		
	Aircraft Maintenance and Repair	90	3,81	0,68		
	Aircraft Technology	29	3,75	0,68		
Career Adaptability	Aviation Management	88	4,04	0,68	3,491	**0,004***
	Pilot Training	17	4,06	0,56		
	Civil Aviation Transportation Management	88	4,14	0,55		
	Civil Aviation Cabin Services	117	4,26	0,55		
	Aircraft Maintenance and Repair	90	3,92	0,64		
	Aircraft Technology	29	4,06	0,55		
Career Optimism	Aviation Management	88	3,74	0,70	5,780	**0,000***
	Pilot Training	17	3,77	0,60		
	Civil Aviation Transportation Management	88	3,74	0,75		
	Civil Aviation Cabin Services	117	4,10	0,67		
	Aircraft Maintenance and Repair	90	3,63	0,68		
	Aircraft Technology	29	3,76	0,66		
Perceived Knowledge of Labour Market	Aviation Management	88	3,27	0,87	4,539	**0,000***
	Pilot Training	17	2,73	0,93		
	Civil Aviation Transportation Management	88	3,45	0,81		
	Civil Aviation Cabin Services	117	3,52	0,82		
	Aircraft Maintenance and Repair	90	3,30	0,75		
	Aircraft Technology	29	3,71	0,74		
CF	Aviation Management	88	3,81	0,63	5,201	**0,000***
	Pilot Training	17	3,77	0,50		
	Civil Aviation Transportation Management	88	3,88	0,59		
	Civil Aviation Cabin Services	117	4,10	0,55		
	Aircraft Maintenance and Repair	90	3,72	0,56		
	Aircraft Technology	29	3,89	0,49		
Career Ambiguity & Lacking Information	Aviation Management	88	2,63	1,14	7,564	**0,000***
	Pilot Training	17	2,49	1,25		
	Civil Aviation Transportation Management	88	2,79	1,28		

Variables Academic Major		n	M	SD	F	p
	Civil Aviation Cabin Services	117	1,93	1,01		
	Aircraft Maintenance and Repair	90	2,65	1,17		
	Aircraft Technology	29	2,34	1,01		
External Conflict	Aviation Management	88	2,18	1,13	5,506	**0,000***
	Pilot Training	17	1,94	0,99		
	Civil Aviation Transportation Management	88	2,72	1,29		
	Civil Aviation Cabin Services	117	1,93	1,06		
	Aircraft Maintenance and Repair	90	2,44	1,28		
	Aircraft Technology	29	2,47	1,15		
Employment Pressure	Aviation Management	88	3,35	1,11	5,445	**0,000***
	Pilot Training	17	3,61	1,17		
	Civil Aviation Transportation Management	88	3,29	1,10		
	Civil Aviation Cabin Services	117	2,72	1,05		
	Aircraft Maintenance and Repair	90	3,23	1,07		
	Aircraft Technology	29	2,95	0,99		
CS	Aviation Management	88	2,75	0,99	7,051	**0,000***
	Pilot Training	17	2,72	1,04		
	Civil Aviation Transportation Management	88	2,93	1,15		
	Civil Aviation Cabin Services	117	2,17	0,91		
	Aircraft Maintenance and Repair	90	2,78	1,08		
	Aircraft Technology	29	2,55	0,95		
CD	Aviation Management	88	3,49	0,90	5,729	**0,000***
	Pilot Training	17	3,78	0,70		
	Civil Aviation Transportation Management	88	3,56	0,79		
	Civil Aviation Cabin Services	117	3,98	0,86		
	Aircraft Maintenance and Repair	90	3,46	0,81		
	Aircraft Technology	29	3,54	0,76		

*N = 429. CDSE = Career Decision Self-Efficacy; CF = Career Futures; CS = Career Stress; CD = Career Decidedness; *p < 0,05*

There was a significant difference among the scores of the students from different departments in regard to goal selection, information gathering, goal pursuit management, career decision making self-efficacy, career adaptability, career optimism, perceived knowledge of labour market, career futures, career ambiguity & lacking information, external conflict, employment pressure, career stress and career decidedness ($p < 0,05$). On the other hand, the level of problem solving did not differ among the participants from different academic fields. The participants registered to Pilot Training had the highest scores on goal selection (M = 4,33), employment pressure (M = 3,61); the participants registered to Civil Aviation Transportation Management had the highest scores on information gathering (M = 4,17), career ambiguity & lacking information (M = 2,79), external conflict (M = 2,72) and career stress (M = 2,93); the participants from Civil Aviation Cabin Services had the highest scores on goal pursuit management (M = 4,20), career decision making self-efficacy (M = 4,15), career adaptability (M = 4,26), career optimism (M = 4,10), perceived knowledge of labour market (M = 3,52), career futures (M = 4,10) and career decidedness (M = 3,98).

4.2. Descriptive Statistics

For each variable in the proposed research model, descriptive statistical analysis including standard deviations and mean values were calculated. In addition, the skewness and kurtosis values for each variable in the proposed model were analysed in order to evaluate normality distribution.

Table 5. Values of Normality for Model Variables

Variables	Min	Max	Mean	SD	Skewness	Kurtosis
Goal Selection	1	5	3,98	0,76	-0,78	0,48
Problem Solving	1	5	3,74	0,95	-0,57	-0,09
Information Gathering	1	5	4,03	0,69	-0,78	0,76
Goal Pursuit Management	1	5	3,99	0,75	-0,75	0,77
CDSE	1	5	3,96	0,67	-0,77	0,90
Career Adaptability	2	5	4,10	0,60	-0,63	0,27
Career Optimism	2	5	3,82	0,71	-0,16	-0,89
Perceived Knowledge of Labour Market	1	5	3,39	0,83	-0,23	-0,10
CF	2	5	3,89	0,59	-0,20	-0,51
Career Ambiguity & Lack of Information	1	5	2,45	1,18	0,54	-0,80
External Conflict	1	5	2,29	1,20	0,73	-0,59
Employment Pressure	1	5	3,13	1,11	-0,07	-0,89
CS	1	5	2,62	1,06	0,46	-0,71
CD	1	5	3,65	0,85	-0,21	-0,79

CDSE = Career Decision Self-Efficacy Short-Form; CF = Career Futures; CS = Career Stress; CD = Career Decidedness

The values for kurtosis and skewness that were determined from the scores should be within the range of +3 and -3 for the distribution to be declared normal (Groeneveld & Meeden, 1984; Hopkins & Weeks, 1990; DeCarlo, 1997). Consequently, it was accepted that the scale scores showed a normal distribution.

Table 6. The Results of Reliability Analysis for the Scales

Variables	Item	Cronbach Alpha
Goal Selection	5	0,789
Problem Solving	3	0,733
Information Gathering	5	0,713
Goal Pursuit Management	5	0,810
CDSE	**18**	**0,918**
Career Adaptability	11	0,831
Career Optimism	11	0,842
Perceived Knowledge of Labour Market	3	0,495
CF	**25**	**0,900**
Career Ambiguity & Lack of Information	10	0,956
External Conflict	4	0,860
Employment Pressure	6	0,880
CS	**20**	**0,960**
CD	**6**	**0,727**

CDSE = Career Decision Self-Efficacy; CF = Career Futures; CS = Career Stress; CD = Career Decidedness

As presented above, the internal consistency of the scales was reported by Cronbach's alpha coefficient values ranging from moderate to strong except the subscale of career futures: perceived knowledge of labour market. As the validity studies of the scales used as the data collection instruments of the current study were carried out by CDSES-SF: Buyukgoze-Kavas (2014); CF: Kalafat (2012); CS: Özden & Sertel-Berk (2017) and CD: Akçakanat & Uzunbacak (2019), no additional validity tests carried out in this study.

4.3. Correlations

Pearson correlation coefficients were computed in order to figure out the strength and direction of correlations between the variables: career decision-making self-efficacy (independent variable), career futures (mediator variable), career stress (moderator variable) and career decidedness (dependent variable) and the subscales of these variables. The five types of Pearson correlation coefficients are as follows: the coefficient (r) values between 0-0,259 are too weak, 0,260-0,499 are weak, 0,500-0,699 are moderate, 0,700-0,899 are strong, 0,900-0,999 are very strong.

Table 7. Pearson Correlation Coefficient Values for Career Decidedness

Variables		**CD**
Goal Selection	r	,568**
	p	**0,000**
Problem Solving	r	,328**
	p	**0,000**
Information Gathering	r	,411**
	p	**0,000**
Goal Pursuit Management	r	,478**
	p	**0,000**
CDSE	r	,521**
	p	**0,000**
Career Adaptability	r	,529**
	p	**0,000**
Career Optimism	r	,703**
	p	**0,000**
Information Gathering	r	,397**
	p	**0,000**
CF	r	,682**
	p	**0,000**
Career Ambiguity & Lack of Information	r	-,720**
	p	**0,000**
External Conflict	r	-,460**
	p	**0,000**
Employment Pressure	r	-,579**
	p	**0,000**
CS	r	-,689**
	p	**0,000**

*** 0<r<0,259 too weak, 0,260<r<0,499 weak, 0,500<r<0,699 moderate, 0,700<r<0,899 strong, 0,900<r<0,999 too strong.*

The dependent variable in the proposed research model of the study: career decidedness (CD) was found to be in a significant and positive relation with the subdimensions of career decision self-efficacy (CDSE) : goal selection (r = .568), problem solving (r = .328), information gathering (r = .411), goal pursuit management (r = .478) and the subdimensions of career futures (CF) : career adaptability (r = .529), career optimism (r = .703) and perceived knowledge of labour market (r = .397). On the other hand, the subdimensions of career stress (CF): career ambiguity & lack of information (r = -.720), external conflict (r = -.460), employment pressure (r = -.579) had a significant and negative relationship with the dependent variable of the study. Additionally, it was observed that career optimism (r = .703) had the strongest positive relationship while career ambiguity & lack of information (r = -.720) had the strongest negative relationship with career decidedness.

In brief, career decidedness was significantly and positively related to career decision self-efficacy (p<0,05) (r = .521) and career futures (p<0,05) (r = .682) at the same time there was a significant and negative relation to career stress (p<0,05) (r = -.689).

Table 8. Pearson Correlation Coefficient Values for Career Futures

Variables		Career Adaptability	Career Optimism	Perceived Knowledge of Labour Market	**CF***
Goal Selection	r	,595**	,522**	,399**	,616**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Problem Solving	r	,545**	,350**	,347**	,492**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Information Gathering	r	,558**	,382**	,364**	,519**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Goal Pursuit Management	r	,663**	,527**	,380**	,647**
	p	**0,000**	**0,000**	**0,000**	**0,000**
CDSE*	r	,680**	,519**	,429**	,658**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Career Ambiguity & Lack of Information	r	-,421**	-,693**	-,315**	-,614**
	p	**0,000**	**0,000**	**0,000**	**0,000**
External Conflict	r	-,273**	-,474**	-,204**	-,411**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Employment Pressure	r	-,362**	-,536**	-,361**	-,512**
	p	**0,000**	**0,000**	**0,000**	**0,000**
CS*	r	-,412**	-,664**	-,336**	-,598**
	p	**0,000**	**0,000**	**0,000**	**0,000**

*** 0<r<0,259 too weak, 0,260<r<0,499 weak, 0,500<r<0,699 moderate, 0,700<r<0,899 strong, 0,900<r<0,999 too strong.*

The results regarding the relationship of career futures with the subdimensions of both career decision self-efficacy (CDSE) and career stress (CS) showed that there was a statistically significant relationship (p<0,05). Moreover, it was seen that there were positive and moderate relationships of the subdimensions of career decision self-efficacy: goal selection (r = .616), problem solving (r = .492), information gathering (r = .519), goal pursuit management (r = .647) with career futures while there were negative and weak to moderate relationships of the subdimensions of career stress: career ambiguity & lack of information (r = -.614), external conflict (r = -.411), employment pressure (r = -.512).

To sum up, career futures was significantly and positively related to career decision self-efficacy (p<0,05) (r = .658) and significantly and negatively related to career stress (p<0,05) (r = -.598).

Table 9. Pearson Correlation Coefficient Values Career Decision Self-Efficacy

Variables		Career Ambiguity & Lack of Information	External Conflict	Employment Pressure	**CS***
Goal Selection	r	-,336**	-,168**	-,274**	-,312**
	p	**0,000**	**0,000**	**0,000**	**0,000**
Problem Solving	r	-,184**	-0,091	-,228**	-,196**
	p	**0,000**	**0,057**	**0,000**	**0,000**
Information Gathering	r	-,254**	-0,087	-,196**	-,224**
	p	**0,000**	**0,071**	**0,000**	**0,000**
Goal Pursuit Management	r	-,331**	-,185**	-,274**	-,313**
	p	**0,000**	**0,000**	**0,000**	**0,000**
CDSE*	r	-,324**	-,157**	-,281**	-,305**
	p	**0,000**	**0,001**	**0,000**	**0,000**

***0<r<0,259 too weak, 0,260<r<0,499 weak, 0,500<r<0,699 moderate, 0,700<r<0,899 strong, 0,900<r<0,999 too strong.*

According to the results of correlation analysis, the subdimensions of career decision self-efficacy (CDSE): goal selection (r = -.312), problem solving (r = -.196), information gathering (r = -.224), goal pursuit management (r = -.313) had a significant negative relationship with career stress (CS). Still, problem solving (p>0,05) and information gathering (p>0,05) did not significantly relate to external conflict.

4.4. Testing The Proposed Research Model

Series of analyses were conducted to illustrate mediation and moderation effects of independent variables on dependent variables of the research model of this study. Firstly, the mediator role of career futures on the relationship between career decision self-efficacy and career decidedness was performed with process regression mediation effect analysis. In the next step, moderation effect analysis was carried out to reveal the moderator role of career stress between the relationships of career futures and career decidedness.

4.4.1. Mediation Analysis

Table 10. The Results of Regression Analysis for Mediator Role of Career Futures on the Effect of Goal Selection on Career Decidedness

Predictor Variable	**Variables**		**Model**			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CDSE1→CF1	0,471	**0,000***	0,410	0,531	0,354	233,568*
CDSE1→CF2	0,486	**0,000***	0,411	0,562	0,273	160,069*
CDSE1→CF3	0,434	**0,000***	0,339	0,529	0,159	80,750*
CF1→CD	-0,058	**0,404**	-0,193	0,078	0,552	130,743*
CF2→CD	0,673	**0,000***	0,566	0,781		
CF3→CD	0,057	**0,149**	-0,020	0,133		
CDSE1→CD						
Total	0,636	**0,000***	0,548	0,724	0,323	203,783*
Direct	0,311	**0,000***	0,220	0,403	x	x
Indirect by CF1	-0,027	**x**	-0,094	0,040	x	x
Indirect by CF2	0,328	**x**	0,259	0,399	x	x
Indirect by CF3	0,025	**x**	-0,011	0,063	x	x

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The subdimension of career decision self-efficacy: goal selection (CDSE1) affected positively and significantly career adaptability (CF1; β=.471), career optimism (CF2; β=.486) and perceived knowledge of labour market (CF3; β=.434). Career optimism (CF2; β=.673) had a positive and significant large effect on career decidedness (CD; p<0,05) whereas career adaptability (CF1) and perceived knowledge of labour market (CF3) did not affect career decidedness significantly (p>0,05). The direct effect (β =.311; 95%CI [0,220-0,439]) and total effect (β =.636; 95%CI [0,548-0,724]) of goal selection (CDSE1) on career

decidedness (CD) was statistically significant. Goal selection (CDSE1) had the largest indirect effect (β =.328; 95%CI [0,259-0,399]) on career decidedness (CD) over career optimism (CF2). In accordance with the results reported above, career optimism had a mediator role on the effect of goal selection on career decidedness.

Table 11. The Results of Regression Analysis for Mediator Role of Career Futures on the Effect of Problem Solving on Career Decidedness

Predictor Variable	**Variables**		**Model**			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CDSE2→ CF1	0,345	**0,000***	0,295	0,396	0,297	179,992*
CDSE2→CF2	0,261	**0,000***	0,195	0,328	0,123	59,624*
CDSE3→CF3	0,303	**0,000***	0,225	0,380	0,120	58,372*
CF1→CD	0,055	**0,456**	-0,091	0,202	0,508	109,409*
CF2→CD	0,743	**0,000***	0,632	0,854		
CF3→CD	0,082	**0,046**	0,001	0,162		
CDSE2→CD						
Total	0,294	**0,000***	0,214	0,375	0,108	51,648*
Direct	0,056	**0,125**	-0,016	0,129	x	x
Indirect CF1	0,019	**x**	-0,028	0,071	x	x
Indirect CF2	0,194	**x**	0,136	0,254	x	x
Indirect CF3	0,025	**x**	-0,002	0,053	x	x

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The subdimension of career decision self-efficacy: problem solving (CDSE2) affected positively and significantly career adaptability (CF1; β=.345), career optimism (CF2; β=.261) and perceived knowledge of labour market (CF3; β=.303). Career optimism (CF2; β=.743) had a positive and significant large effect on career decidedness (CD; p<0,05) whereas career adaptability (CF1) and perceived knowledge of labour market (CF3) did not affect career decidedness significantly (CD; p>0,05). The direct effect (β =.056; 95%CI [-0,016-0,129]) of problem solving (CDSE2) was not statistically significant, however, total effect (β =.294; 95%CI [0,214-0,375]) on career decidedness (CD) was statistically significant. There was a significant medium indirect effect of problem solving (CDSE2) on career decidedness (CD) over career optimism (CF2; β =.194; 95%CI [0,136-0,254]). As it was determined in Table 11, career optimism mediated the relationship between problem solving and career decidedness.

Table 12. The Results of Regression Analysis for Mediator Role of Career Futures on the Effect of Information Gathering on Career Decidedness

Independent Variable	Variables		Model			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CDSE3→CF1	0,492	**0,000***	0,422	0,561	0,311	192,794*
CDSE3→CF2	0,397	**0,000***	0,306	0,488	0,146	73,117*
CDSE3→CF3	0,442	**0,000***	0,335	0,550	0,133	65,396*
CF1→CD	-0,007	**0,920**	-0,151	0,136	0,521	115,265*
CF2→CD	0,742	**0,000***	0,633	0,852		
CF3→CD	0,070	**0,087**	-0,010	0,149		
CDSE3>CD						
Total	0,512	**0,000***	0,404	0,620	0,169	86,584*
Direct	0,190	**0,000***	0,090	0,290	x	x
Indirect CF1	-0,004	**x**	-0,075	0,071	x	x
Indirect CF2	0,295	**x**	0,220	0,378	x	x
Indirect CF3	0,031	**x**	-0,008	0,071	x	x

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The subdimension of career decision self-efficacy: information gathering (CDSE3) affected positively and significantly career adaptability (CF1; β=.492), career optimism (CF2; β=.397) and perceived knowledge of labour market (CF3; β=.442). Career optimism (CF2; β=.742) had a positive and significant large effect on career decidedness (CD; p<0,05) whereas career adaptability (CF1) and perceived knowledge of labour market (CF3) did not affect career decidedness significantly (p>0,05). The direct effect (β =.190; 95%CI [0,090-0,290]) and total effect (β =.512; 95%CI [0,404-0,620]) of information gathering (CDSE3) on career decidedness (CD) was statistically significant. Information gathering (CDSE3) had the largest indirect effect (β =.295; 95%CI [0,220-0,378]) on career decidedness (CD) over career optimism (CF2). Considering the results indicated above, it was interpreted that career optimism had a mediator role on the effect of information gathering on career decidedness.

Table 13. The Results of Regression Analysis for Mediator Role of Career Futures on the Effect of Goal Pursuit Management on Career Decidedness

Independent Variable	**Variables**		**Model**			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CDSE4→ CF1	0,534	**0,000***	0,477	0,591	0,440	335,596*
CDSE4→CF2	0,500	**0,000***	0,423	0,576	0,278	164,621*
CDSE4→CF3	0,421	**0,000***	0,323	0,518	0,144	71,960*
CF1→CD	-0,001	**0,993**	-0,150	0,149	0,515	112,510*
CF2→CD	0,718	**0,000***	0,606	0,829		
CF3→ CD	0,082	**0,044***	0,002	0,161		
CDSE4→CD						
Total	0,544	**0,000***	0,449	0,640	0,229	126,735*
Direct	0,152	**0,004***	0,050	0,254	x	x
Indirect CF1	0,001	**x**	-0,084	0,087	x	x
Indirect CF2	0,359	**x**	0,281	0,441	x	x
Indirect CF3	0,034	**x**	-0,004	0,075	x	x

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The subdimension of career decision self-efficacy: goal pursuit management (CDSE4) affected positively and significantly career adaptability (CF1; β=.534), career optimism (CF2; β=.500) and perceived knowledge of labour market (CF3; β=.421). Career adaptability (CF1) did not affect career decidedness significantly (CD; p>0,05) while career optimism (CF2; β=.718) and perceived knowledge of labour market (CF3; β=.082) had a positive and significant effect on career decidedness (CD; p<0,05). The direct effect (β =.152; 95%CI [-0,050-0,254]) and total effect (β =.544; 95%CI [0,449-0,640]) of goal pursuit management (CDSE4) on career decidedness (CD) was statistically significant. There was a significant medium indirect effect of goal pursuit management (CDSE4) on career decidedness (CD) over career optimism (CF2; β =.359; 95%CI [0,281-0,441]). It was found out that career optimism mediated the relationship between goal pursuit management and career decidedness.

Table 14. The Test Results of Mediation Effect of Career Futures

Independent Variable	Variables		Model			
	β	p	Lower**	Upper**	R^2	F
CDSE→CF	0,574	**0,000***	0,511	0,636	0,433	325,905*
CF→CD	0,871	**0,000***	0,737	1,004	0,475	192,386*
CDSE→ CD						
Total	0,662	**0,000***	0,559	0,766	0,272	159,456*
Direct	0,163	**0,006***	0,046	0,279		
Indirect CF	0,500		0,410	0,599		

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

Career decision self-efficacy (CDSE) had a significant, positive, and large effect on career futures (CF; β=.574) (p<0,05) as well as career futures (β=.871) was significantly, positively, and largely effective on career decidedness (CD) (p<0,05). As it was estimated in the proposed research model, there was a significant indirect effect of career decision self-efficacy (CDSE) on career decidedness (CD) over career futures (CF; β =.500; 95%CI [0,410-0,599]).

In order to clarify in detail, it was discovered that career optimism (CF2) had a mediator role on the effect of career decision self-efficacy (CDSE) on career decidedness (CD).

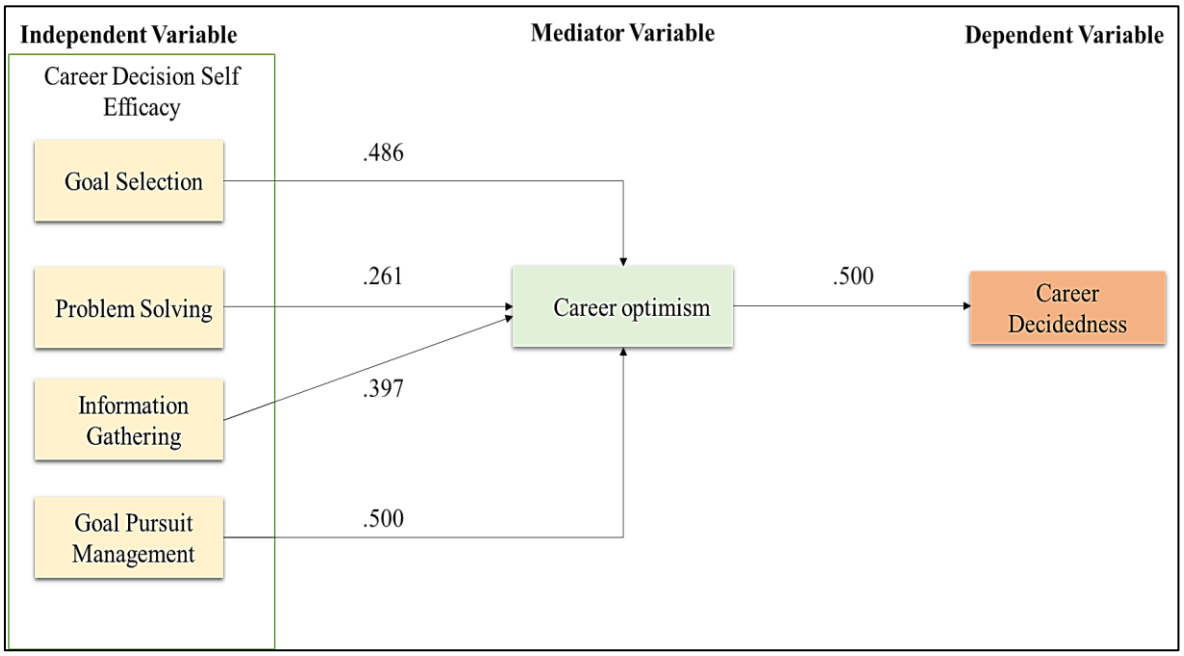

Figure 4. The Mediational Model

4.4.2. Moderation Analysis

When interaction term of the regression model, which is product of independent variable and moderator variable (a*b), significantly affects dependent variable (Sharma et al., 1981). Therefore, it is concluded that there is a moderator impact (variable) in the regression model if the effect is statistically significant in the interaction variable.

Table 15. The Results of Regression Analysis for Moderator Role of Career Ambiguity & Lack of Information on the Effect of Career Futures on Career Decidedness

Independent Variable	**Variables**		**Model**			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CF1	0,488	**0,000***	0,273	0,704	0,581	196,630*
KS1	-0,275	**0,088**	-0,591	0,041		
CF1*CS1	-0,039	**0,309**	-0,115	0,037		
CF2	0,557	**0,000***	0,369	0,744	0,599	211,795*
CS1	-0,190	**0,147**	-0,446	0,067		
CF2*CS1	-0,037	**0,291**	-0,107	0,032		
CF3	0,126	**0,108**	-0,028	0,279	0,551	174,005*
CS1	-0,570	**0,000***	-0,761	-0,378		
CF3*CS1	0,027	**0,328**	-0,027	0,081		

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The first model provided that there was a significantly positive medium effect of career adaptability (CF1; β =.488; p<0,05) on career decidedness (CD). The interaction term of career ambiguity & lack of information (CF1*CS1) had no significant effect on career decidedness (CD; p>0,05). Accordingly, career ambiguity & lack of information (CS1) did not moderate the relationship between career adaptability (CF1) and career decidedness (CD).

The second model presented that there was a significantly positive large effect of career optimism (CF2; β =.557; p<0,05) on career decidedness (CD). The interaction term of career ambiguity & lack of information (CF2*CS1) had no significant effect on career decidedness (CD; p>0,05). In other words, career ambiguity & lack of information (CS1) did not moderate the relationship between career optimism (CF2) and career decidedness (CD).

The third model verified that there was no significant effect of perceived knowledge of labour market (CF3; β =.126; p>0,05) on career decidedness (CD). The interaction term of career ambiguity & lack of information (CF3*CS1) had no significant effect on career decidedness (CD; p>0,05). In other words, career ambiguity & lack of information (CS1) did not moderate the relationship between perceived knowledge of labour market (CF3) and career decidedness (CD).

Table 16. The Results of Regression Analysis for Moderator Role of External Conflict on the Effect of Career Futures on Career Decidedness

Independent Variable	Variables		Model			
	β	**p**	**Lower****	**Upper****	**R^2**	**F**
CF1	0,797	**0,000***	0,557	1,037	0,392	91,220*
CS2	0,091	**0,652**	-0,305	0,488		
CF1*CS2	-0,081	**0,096**	-0,177	0,015		
CF2	0,861	**0,000***	0,677	1,046	0,517	151,672*
CS2	0,069	**0,621**	-0,206	0,344		
CF2*CS2	-0,051	**0,176**	-0,126	0,023		
CF3	0,349	**0,000***	0,175	0,524	0,308	62,997*
CS2	-0,243	**0,046***	-0,483	-0,004		
CF3*CS2	-0,011	**0,750**	-0,080	0,058		

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The first model provided that there was a significantly positive large effect of career adaptability (CF1; β =.797; p<0,05) on career decidedness (CD). The interaction term of external conflict (CF1*CS2) had no significant effect on career decidedness (CD; p>0,05). Accordingly, external conflict (CS2) did not moderate the relationship between career adaptability (CF1) and career decidedness (CD).

The second model presented that there was a significantly positive large effect of career optimism (CF2; β =.861; p<0,05) on career decidedness (CD). The interaction term of external conflict (CF2*CS1) had no significant effect on career decidedness (CD; p>0,05). In other words, external conflict (CS2) did not moderate the relationship between career optimism (CF2) and career decidedness (CD).

The third model verified that there was significant effect of perceived knowledge of labour market (CF3; β =.349; p<0,05; positive) and external conflict (CS2; β =.243; p<0,05;

negative) on career decidedness (CD). The interaction term of external conflict (CF3*CS2) had no significant effect on career decidedness (CD; p>0,05). In other words, external conflict (CS2) did not moderate the relationship between perceived knowledge of labour market (CF3) and career decidedness (CD).

Table 17. The Results of Regression Analysis for Moderator Role of Employment Pressure on the Effect of Career Futures on Career Decidedness

Independent Variable	Variables		Model			
	β	p	Lower**	Upper**	R^2	F
CF1	0,520	**0,001***	0,218	0,822	0,452	116,901*
CS3	-0,344	**0,075**	-0,722	0,034		
CF1*CS3	0,000	**0,998**	-0,089	0,089		
CF2	0,423	**0,001***	0,187	0,658	0,556	177,337*
CS2	-0,518	**0,000***	-0,796	-0,240		
CF2*CS3	0,079	**0,031***	0,007	0,151		
CF3	0,204	**0,088**	-0,030	0,439	0,375	85,077*
CS2	-0,406	**0,001***	-0,651	-0,160		
CF3*CS3	0,005	**0,877**	-0,062	0,072		

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

The first model provided that there was a significantly positive large effect of career adaptability (CF1; β =.520; p<0,05) on career decidedness (CD). The interaction term of employment pressure (CF1*CS3) had no significant effect on career decidedness (CD; p>0,05). Accordingly, employment pressure (CS3) did not moderate the relationship between career adaptability (CF1) and career decidedness (CD).

The second model presented that there was a significantly effect of career optimism (CF2; β =.423; p<0,05; positive) and employment pressure (CS3; β =.518; p<0,05; negative) on career decidedness (CD). The interaction term of employment pressure (CF2*CS3; β =.079; p<0,05) had significant effect on career decidedness (CD; p<0,05). In other words, employment pressure (CS3) moderated the relationship between career optimism (CF2) and career decidedness (CD) as presented in Figure 6.

The third model verified that there was significant negative effect of employment pressure (CS3; β =.615; p<0,05) on career decidedness (CD). The interaction term of perceived knowledge of labour market (CF3*CS3) had no significant effect on career

decidedness (CD; p>0,05). In other words, employment pressure (CS3) did not moderate the relationship between perceived knowledge of labour market (CF3) and career decidedness (CD).

Table 18. The Test Results of Moderation Effect of Career Stress

Independent Variable	Variables		Model			
	β	p	Lower**	Upper**	R^2	F
CF	0,615	**0,000***	0,361	0,870	0,589	202,694*
CS	-0,349	**0,053**	-0,701	0,004		
CF*CS	-0,002	**0,975**	-0,092	0,089		

*Variable: *p<0,05, Model: *p<0,05, n=2000 Bootstrap Process, 95% confidence interval, **Lowerbound=lower, Upperbound=upper*

Career futures (CF; β=.615) had a significant, positive, and large effect on career decidedness (CD) (p<0,05) while the interaction term of career stress (CF*CS) had no significant effect (p>0,05). Accordingly, career stress (CS) did not moderate the relationship between career futures (CF) and career decidedness (CD).

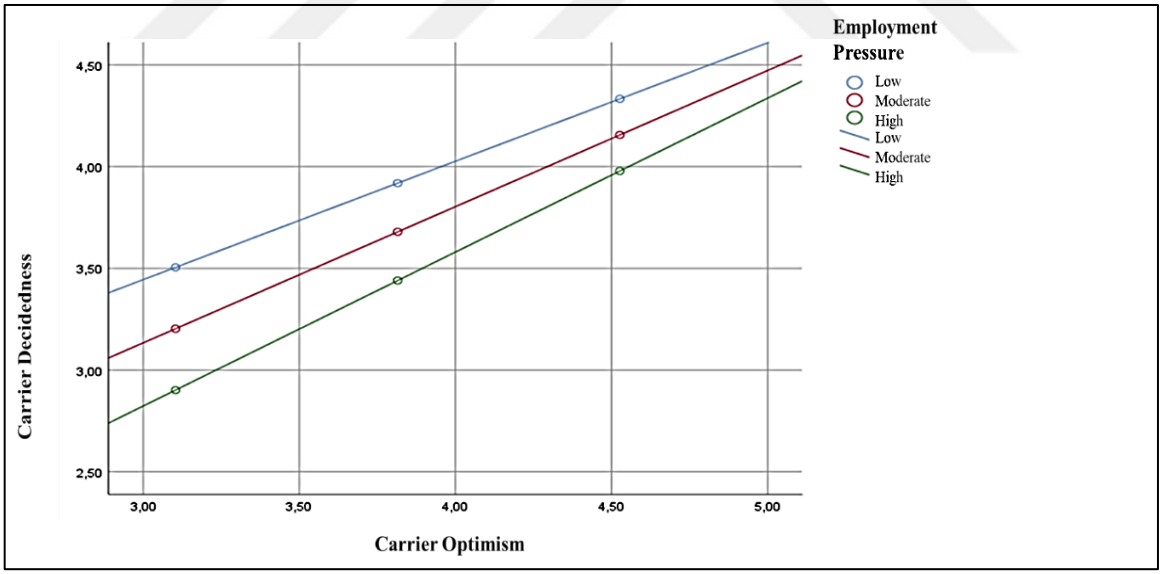

Figure 5. The Relationships of the Study Variables

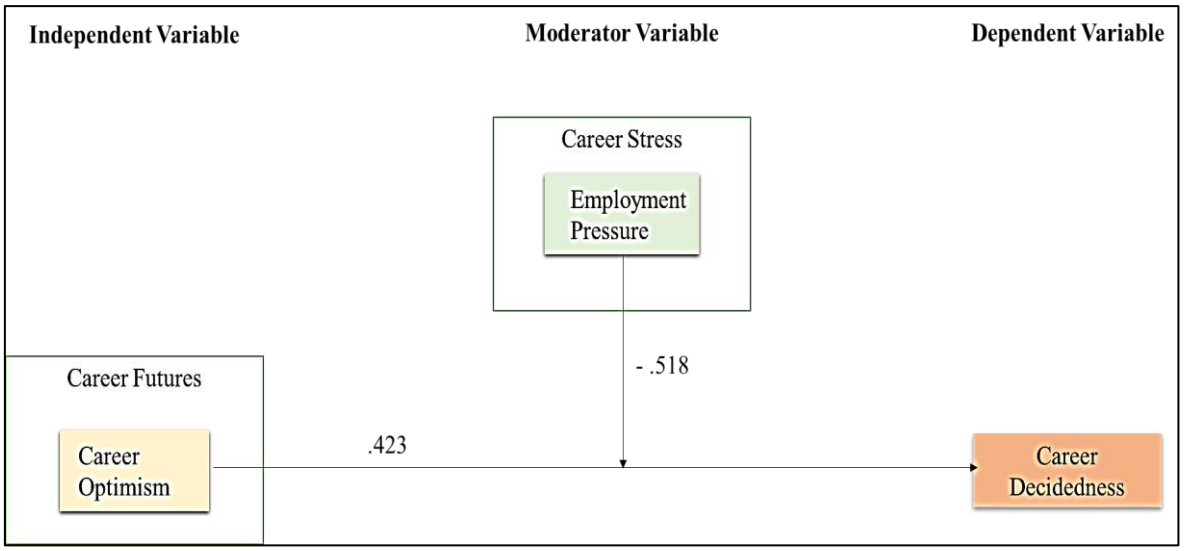

Figure 6. The Moderational Model

4.4.3. Testing Research Hypothesises

Hypothesis 1: Career optimism will indirectly be related to career decidedness through employment pressure. The results confirmed Hypothesis 1 that there was a significantly effect of career optimism (CF2; β =.423; p<0,05; positive) and employment pressure (CS3; β =.518; p<0,05; negative) on career decidedness (CD). The interaction term of employment pressure (CF2*CS3; β =.079; p<0,05) had significant effect on career decidedness (CD; p<0,05).

Hypothesis 2: Career decision self-efficacy will indirectly be related to career decidedness through career optimism. Hypothesis 2 was supported as career decision self-efficacy (CDSE) had a significant, positive, and large effect on career futures (CF; β=.574) (p<0,05) as well as career futures (β=.871) was significantly, positively, and largely effective on career decidedness (CD) (p<0,05). There was a significant indirect effect of career decision self-efficacy (CDSE) on career decidedness (CD) over career futures (CF; β =.500; 95%CI [0,410-0,599]).

Hypothesis 3: Career decision self-efficacy will be positively related to career futures. Hypothesis 3 was accepted according to the results of correlation analysis which indicated that there was a significant positive moderate relationship between career decision self-efficacy and career futures (r =.658; p<0,05).

Hypothesis 4: Goal selection will positively be related to career futures. The results proved Hypothesis 4 that there was a significant positive and moderate relationship of goal selection with career futures ($r = .616$; $p<0,05$).

Hypothesis 5: Career optimism will positively be related to career decidedness. Hypothesis 5 was accepted as the results suggested that there was a significant positive and strong relationship of career optimism between career decidedness ($r = .703$; $p<0,05$).

Hypothesis 6: Career adaptability will positively be related to career decidedness. Hypothesis 6 was confirmed as there was a significant positive and strong relationship of career adaptability between career decidedness ($r = .529$; $p<0,05$).

Hypothesis 7: Information gathering will be positively related to career optimism. Hypothesis 7 was approved as the results showed that there was significant and positive relationship between information gathering and career optimism ($r = .519$; $p<0,05$).

Hypothesis 8: Goal selection will indirectly be related to career decidedness through career optimism. Hypothesis 8 was acknowledged as goal selection had the largest indirect effect ($\beta = .328$; 95%CI [0,259-0,399]) on career decidedness over career optimism.

Hypothesis 9: Employment pressure will negatively moderate the relationship between career optimism and career decidedness. Hypothesis 9 was verified with the results presented that the interaction term of employment pressure (CF2*CS3; $\beta = .079$; $p<0,05$) had significant effect on career decidedness.

Hypothesis 10: The relationship between career adaptability and career decidedness will moderated by career ambiguity & lack of information. Hypothesis 10 was rejected as the results showed that the interaction term of career ambiguity & lack of information (CF1*CS1) had no significant effect on career decidedness ($p>0,05$).

Hypothesis 11: External conflict will negatively moderate the relationship between career adaptability and career decidedness. Hypothesis 11 was refused by the results reported that the interaction term of external conflict (CF1*CS2) had no significant effect on career decidedness ($p>0,05$).

Hypothesis 12: The relationship between career adaptability and career decidedness will negatively be moderated by employment pressure. Hypothesis 12 was declined as the interaction term of employment pressure (CF1*CS3) had no significant effect on career decidedness (p>0,05).

5. DISCUSSION

The aim of the current study was to investigate the antecedents of career decidedness through a research model based on the theory suggested by Lent et al., (1994). This study explored specifically the role of career futures and career stress on the relationship between career decision self-efficacy and career decidedness of Turkish college students studying at aviation majoring departments. Concordantly, a research model in which the relationship of career decision self-efficacy and career futures with career decidedness was moderated by career stress was established to reveal the antecedents of aviation majoring college students in Turkey.

Demographic characteristics of the participants were analysed along with gender and academic field. Accordingly, the degree of career futures, career stress and career decidedness of the participants reflected significant differences with respect to gender. It was discovered that female participants were more adapted, optimistic, and decided about their future career while the level of ambiguity, external conflict and career stress of male participants were significantly higher than female participants. The results regarding gender differences in this study adhered to the previous studies of the career related literature presented that gender differences significantly influence career decision process (Luzzo, 1995; Khan & Alvi, 1983; Larson et al., 1994; Gati et al., 1995).

The other demographic variable investigated in this study: academic field also revealed that there was a significant difference among students from different academic fields regarding career decision self-efficacy, career futures, career stress and career decidedness.

The high level of career stress, particularly, resulted from employment pressure among the participants who study at pilot training departments of universities were explained by the impact of COVID19 on the air transport industry. The report published by Geneva-based Air Transport Action Group in 2020 brought the devastating impact of coronavirus pandemic to light by announcing that aviation-related jobs reduced 43% compared to pre-Covid statistics. Additionally, Directorate General of Civil Aviation of Turkey informed that the employment rate declined 17% in 2020 while it increased 41% between the years 2018-2019 according to the annual action report. Furthermore, nationwide shutdowns due to the pandemic were resulted in being interrupted of educational services which led to delay of graduation. The highly expensive educational costs of flight training also were recognized as an influence on

the participants. Therefore, it was assumed that the current situation of aviation industry represented the casual relationship of the high level of employment rate and the low level of career optimism of the participants who were registered to pilot training departments of universities. As the correlations among these factors have not been studied in any research in Turkey yet, further implications are needed to investigate the various interactions.

On the other hand, the participants studying at civil aviation cabin services departments of the universities were the ones who scored highest on self-efficacy, adaptability, optimism, and decidedness about their coming career processes. In this study, the classes and the ages of the participants were not evaluated directly as a demographic variable, the results regarding civil aviation cabin services students were required to be compared with more associations.

The current study revealed that employment pressure had a moderator role on the effect of career optimism on career decidedness. Accordingly, the pressure to find a job plays an important role in the career decisions of the participants even who are optimistic about their future career plans. In the context of Turkey where double-digit numbered unemployment rates became permanent particularly after economic crisis in 2018 (Dinçsoy, 2022), employment pressure appeared to be an important factor in career decisions of Turkish college students.

In the study, goal selection as one of the sub-dimensions of career decision self-efficacy was revealed to have a positive and significant effect on career decidedness. Correspondingly, being confident about choosing a career helps developing an optimistic point of view about future career as well as affecting the degree of decidedness of individuals. The results are also consistent with the latest research in the literature (Agbaria & Abu Mokh, 2022; Chui et al., 2022; Hackett & Betz, 1995; Harman & Kırdök, 2017; Li & Lindo, 2022; Öztemel, 2012; Stead et al., 2022a).

One of the significant findings of the study suggested that career decision self-efficacy had a positive influence on career futures. Therefore, individual's feeling competent about deciding a career provides establishing positive attitudes to future. Furtherly, optimistic view about career decision of individuals may be counted as an indicator of career decision self-efficacy. In parallel with the obtained results, several investigations have identified possible advantages of optimism in both developing career objectives and achieving success in leadership roles in the future (Campbell, 1998; Creed, Patton, & Bartrum, 2002; Lucas et al., 1997; Savickas et al., 1984).

6. CONCLUSION AND SUGGESTIONS

6.1. Conclusion

In the last section of the study, an overall assessment was presented in accordance with the obtained findings from the data analysis. The purpose of the study was to investigate the antecedents of career decidedness which was proposed to be moderated by career stress. The sample was comprised of college students studying at aviation related departments. The research model of this study proposed that the influence of career decision self-efficacy on career decidedness was mediated by career optimism on which employment pressure had a negative moderator effect. Most of the research hypothesises was accepted despite there was no significant effect of the dimensions of career stress excluding employment pressure on career decidedness. Consequently, optimistic attitudes about an individual's future career such as hope, psychological well-being or positivism plays a vital role in career choice and development processes. In this sense, the negative effect of employment pressure is needed to be taken into consideration especially within the context of Turkey.

6.2. Suggestions for Research and Practice

In this study, the interactions of four variables were examined to reveal the influences of career futures and career stress on the relationship between career decision self-efficacy and career decidedness. There are both theoretical and experimental study designs in the literature evaluating the relationship between the variables: career decision self-efficacy, career decidedness, career stress and career futures separately, nonetheless no research study focused on the interactions of four variables was reviewed. It is recommended that experimental studies designed based on the proposed model of this study might increase accuracy and generalizability of the results.

The current study was a cross-sectional study including only the college students majoring in aviation related departments, more assessments might be carried out on various populations to reveal underlying facts of career decidedness.

Demographic variables of this study included only gender and academic field; adding other variables such as age, race or education level might enable researchers to predict the factors affecting career decision self-efficacy, career future, career stress and career decidedness.

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8. APPENDICES

APPENDIX A: ETHICS COMMITTEE APPROVAL

ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ (AYBÜ)
ETİK KURULU
PROJE ONAY BELGESİ

Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü Yönetim ve Organizasyon Bölümü öğrencilerinden Perihan Aykut'un, "The Antecedents of Career Decidedness among Undergraduate Students Majoring in Aviation: The Moderating Role of Career Stress" adlı araştırması değerlendirilmiştir.

Proje etik açısından uygun bulunmuştur. ☑

Proje etik açısından geliştirilmesi gerekmektedir. ☐

Proje etik açısından uygun bulunmamıştır. ☐

AYBÜ ETİK KURULU KARARI (Etik Kurul tarafından doldurulacaktır)	
Araştırma kodu (Yıl – Araştırma sıra no)	2021 – 343
Başvuru formunun Etik Kurula ulaştığı tarih	15.06.2021
Etik Kurul Karar toplantı tarihi ve karar no	30.07.2021 – 19
Yer	Yıldırım Beyazıt Üniversitesi, Esenboğa Külliyesi
Katılımcılar	Formda imzası bulunan üyelerimiz toplantıya katılmıştır.

KURUL BAŞKANI, BAŞKAN YARDIMCISI VE ÜYELER:

Prof. Dr. Cem Şafak ÇUKUR	**Üye**
Prof. Dr. Muharrem KILIÇ	**Üye**
Doç. Dr. Behlül TOKUR	**Üye**
Doç. Dr. Birgül ÖZKAN	**Üy**
Doç. Dr. Yüksel Akay UNVAN	**Üye**
Dr. Öğr. Üyesi Şule KAYA	**Üye**
Dr. Öğr. Üyesi Ertuğrul DEMİRDEL	**Üye**
Dr. Öğr. Üyesi Nimet YILDIRIM TİRGİL	**Üye**

APPENDIX B: QUESTINANAIRE

Kariyer stresinin üniversitelerin havacılık bölümlerinde okuyan öğrencilerin kariyer kararlılıkları üzerindeki etkisinin belirlenmesi

Değerli Katılımcı;
Bu çalışmada, kariyer stresinin üniversitelerin havacılık bölümlerinde okuyan öğrencilerin kariyer kararlılıkları üzerindeki etkisinin belirlenmesi amaçlanmaktadır.

- Bu araştırmaya sadece üniversitelerin havacılık alanında eğitim veren bölümlerine kayıtlı öğrencilerin katılması istenmektedir.
- Ankete katılımınız tamamen isteğinize bağlıdır.
- Ankete katıldığınız takdirde kimlik bilgileriniz sorulmayacaktır.
- Anket sorularına vereceğiniz cevaplar "gizli" tutulacak, yalnızca araştırmacı tarafından değerlendirilecek ve araştırma dışında başka bir amaçla kullanılmayacaktır.
- Ankete katılımınız araştırmaya katılım için onam verdiğiniz şeklinde yorumlanacaktır.
- Sorularla ilgili gerçek düşüncelerinizi belirtmeniz ve soruların tümünü cevaplamanız, araştırmanın sonuçlarının doğruluğu için büyük önem arz etmektedir.

Saygılarımla.

* Gerekli

Demografik Bilgiler

1. Cinsiyetiniz *

Yalnızca bir şıkkı işaretleyin.

- ◯ Kadın
- ◯ Erkek

2. Bölümünüz veya Programınız *

Yalnızca bir şıkkı işaretleyin.

- ◯ Havacılık Yönetimi
- ◯ Pilotaj
- ◯ Uçak Bakım ve Onarım
- ◯ Uçak Gövde ve Motor Bakımı
- ◯ Hava Lojistiği
- ◯ Sivil Hava Ulaştırma İşletmeciliği
- ◯ Sivil Havacılık Kabin Hizmetleri
- ◯ Uçak Teknolojisi
- ◯ Uçuş Harekat Yöneticiliği

3. Sınıfınız *

Yalnızca bir şıkkı işaretleyin.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4

Aşağıdaki maddelerde belirtilen her bir konuda kendinize ne kadar güveniyorsunuz?	1. Hiç güvenmiyorum 2. Çok az güveniyorum 3. Biraz güveniyorum 4. Çok güveniyorum 5. Tamamen güveniyorum

4. İlgilendiğiniz meslekler hakkında bilgi edinmek için interneti kullanma *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

5. Düşündüğünüz olası kariyer alanlardan birini seçme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

6. Gelecek beş yıl için hedeflerinizin bir planını yapma *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

7. Girdiğiniz bölümde akademik bir sorun yaşadığınızda, atacağınız adımları belirleme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

8. Yeteneklerinizi doğru değerlendirme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

9. Düşündüğünüz olası işler arasından birini seçme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

10. Girdiğiniz bölümü başarıyla tamamlamak için atmanız gereken adımları belirleme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

11. Hayal kırıklığına uğradığınızda bile bölümünüzdeki dersler ya da kariyer hedefleriniz üzerinde ısrarla çalışma *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

12. İdealinizdeki işin ne olduğunu belirleme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	⬭	⬭	⬭	⬭	⬭	Oldukça yeterliyim

13. Gelecek on yıl için mesleğinizdeki istihdam eğilimlerini görme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	⬭	⬭	⬭	⬭	⬭	Oldukça yeterliyim

14. Tercih ettiğiniz yaşam biçimine uyacak bir kariyer seçme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	⬭	⬭	⬭	⬭	⬭	Oldukça yeterliyim

15. İyi bir özgeçmiş hazırlama *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	⬭	⬭	⬭	⬭	⬭	Oldukça yeterliyim

16. Girdiğiniz bölümü sevmediğinizde onu değiştirme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

17. Bir meslekte en çok neye değer verdiğinize karar verme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

18. Bir mesleğin çalışanlarının yıllık ortalama kazançları hakkında bilgi sahibi olma *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

19. Bir kariyer seçimi yapmak ve ardından doğru olup olmadığı konusunda endişelenmeme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

20. Girdiğiniz iş sizi tatmin etmediğinde onu değiştirme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

21. Kariyer hedeflerinize ulaşmak için nelerden fedakârlık etmeye hazır olduğunuzu ya da olmadığınızı anlama *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

22. Sizin ilgilendiğiniz alanda çalışan birisi ile konuşma *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

23. Sizin ilgilerinize uyacak bir kariyer seçme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

24. Sürdürmek istediğiniz yaşam biçimini tanımlama *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

25. Lisansüstü veya mesleki eğitim veren kurumlar hakkında bilgi edinme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

26. İş görüşmesi sürecinin başarılı bir şekilde üstesinden gelme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

27. İlk tercih ettiğiniz kariyere ulaşamadığınızda, diğer uygun kariyer alternatiflerini belirleme *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Hiç yeterli değilim	◯	◯	◯	◯	◯	Oldukça yeterliyim

Aşağıda kariyer seçim becerilerinize ilişkin bazı ifadeler yer almaktadır. Verilen bu düşüncelerin size uygunluğunu her ifadenin karşısında 1 ve 5 arasında puanlayınız.

1. Kesinlikle katılmıyorum

2. Katılmıyorum

3. Emin değilim

4. Katılıyorum

5. Kesinlikle katılıyorum

28. Yeni iş ortamlarına alışmakta oldukça başarılıyım *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

29. Kariyer planlarımdaki değişikliklere kolayca uyum sağlayabilirim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

30. Kariyer hedeflerimi gerçekleştirmede önüme çıkabilecek engellerin üstesinden gelebilirim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

31. İşle ilgili yeni görevler almaktan keyif duyarım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum

32. İş dünyasındaki değişikliklere kolayca uyum sağlayabilirim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum

33. İş yaşamının artan taleplerine kolayca uyum sağlayabilirim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum

34. Diğer insanlar kariyer planlarımdaki değişikliklere kolayca alışabildiğimi söyler. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum

35. Kariyerimdeki başarımı benim çabalarım belirleyecektir. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

36. Kariyerimle ilişkili planlarım tam olarak gerçekleşmediğinde üzülmek yerine hemen kendimi toplama eğilimindeyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

37. Kariyerim üzerinde çok az kontrole sahibim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

38. Kariyerimdeki başarılar üzerinde çok az kontrole sahibim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

39. Kariyerim hakkında düşündüğümde heyecanlanırım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

40. Kariyerim hakkında düşünmek bana ilham verir. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

41. Kariyerim hakkında düşünmek canımı sıkar. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

42. Benim için kariyer hedefleri belirlemek çok zordur. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

43. Yeteneklerimi özel bir kariyer planıyla ilişkilendirmek zordur. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

44. Mesleki ilgilerimin farkındayım. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

45. Kariyer hayallerimi takip etme konusunda oldukça azimliyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

46. İleride mesleğimde başarılı olup olmayacağımdan emin değilim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

47. Doğru mesleği bulmak çok zordur. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

48. Kariyerimi planlamak son derece doğal bir iştir. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

49. Kariyerimle ilişkili doğru kararları alacağıma kesinlikle eminim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

50. İş piyasasındaki eğilimleri anlamakta çok iyiyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

51. İş piyasasındaki eğilimleri anlayamıyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

52. Gelecekte mesleklerde meydana gelecek değişimi tahmin etmek çok kolaydır. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

Aşağıda kariyer seçim becerilerinize ilişkin bazı ifadeler yer almaktadır. Verilen bu düşüncelerin size uygunluğunu her ifadenin karşısında 1 ve 5 arasında puanlayınız.

1. Kesinlikle katılmıyorum

2. Katılmıyorum

3. Emin değilim

4. Katılıyorum

5. Kesinlikle katılıyorum

53. Ailemle çatışma yaşıyorum çünkü ailem benim garantili bir işe girmemi istiyor ve benim neyi önemsediğimle ilgilenmiyor. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

54. Ben memnun olduğum halde, kariyer planımın bana yakın olan insanların beklentileriyle uyuşmamasından endişe duyuyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

55. Kariyerim için neyin gerekli olduğunu bilmediğim için kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

56. Başkalarının kariyer tercihim konusundaki olumsuz düşünceleri zihnimi meşgul ediyor. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

57. İstediğim iş hakkında yeterince bilgi sahibi olmadığıma dair endişelerim var. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

58. Kariyer alanımda yeteri kadar pozisyon olmadığı konusunda endişelerim var. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

59. İşe alım sınavını ilk defada geçemeyeceğim konusunda endişeliyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

60. İstediğim işin bana güvenceli bir gelir sağlamayacağı konusunda endişe duyuyorum *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

61. Aynı anda hem okul derslerine çalışmak hem de bir işe hazırlanmak zor olduğundan kendimi baskı altında hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

62. Bir iş bulmak için yapılması gereken çok fazla şey olduğundan kendimi stres altında hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

63. Gelecekte ne yapmak istediğimi bilmediğim için kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

64. İstediğim işe giremeyebileceğim konusunda endişeliyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

65. İstediğim kariyerin ne tür nitelikleri gerektirdiğini bilmediğim için kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

66. İstediğim iş için nasıl hazırlanmam gerektiği konusunda tam olarak emin olamadığımdan kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

67. Ailemle çatışma yaşıyorum, çünkü onların benden yapmamı istedikleri ile benim yapmak istediklerim farklı. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

68. Kariyerim için hazırlanmama yardımcı olan pek fazla kişi olmadığından kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

69. Nasıl bir kariyer istediğim konusunda kesin bir karara varmadığım için endişeli hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

70. Geleceğim için planladıklarımın gerçekten istediklerim olduğu konusunda şüphe duyduğum için kendimi engellenmiş hissediyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

71. Seçmiş olduğum meslek ile yeteneklerimin birbirine uygun olup olmadığı konusunda kaygılarım var. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

72. Neye yeteneğim olduğunu bilmediğim için endişeliyim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

Aşağıda kariyer seçim becerilerinize ilişkin bazı ifadeler yer almaktadır. Verilen bu düşüncelerin size uygunluğunu her ifadenin karşısında 1 ve 5 arasında puanlayınız.

1. Kesinlikle katılmıyorum

2. Katılmıyorum

3. Emin değilim

4. Katılıyorum

5. Kesinlikle katılıyorum

73. Kariyerim hakkında kesin bir karar verdim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

74. Farklı meslekler arasında seçim yapmakta zorlanıyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

75. Geçimimi sağlamak için hangi işi yapmak istediğime eminim. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

76. Günün birinde arzu ettiğim bir işe sahip olacağımı biliyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

77. Mezun olduğumda ne tür işler yapmak istediğimi bilmiyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum

78. Hangi kariyere yöneleceğime dair gel-gitler yaşıyorum. *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	
Kesinlikle katılmıyorum	⬭	⬭	⬭	⬭	⬭	Kesinlikle katılıyorum