The Effect of Career Anxiety on High School Students' Career Decision Making[1]

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Article Info	ABSTRACT
	This study aimed to examine the effect of career anxiety on high school students' career decision-making. The study group of the research consists of a total of 449 students, 146 boys (32.5%) and 303 girls (67%), who continue their education in different high schools in Konya center and districts. Research data was obtained using the "Personal Information Form" prepared by the researchers, the "Career Anxiety Scale" developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016) and the "Vocational Decision Making Inventory" developed by Çakır (2004). A relational screening model based on a descriptive method was used in the research. In the analysis of the data, parametric statistical techniques such as t test, one-way analysis of variance (ANOVA), Tukey test, correlation and regression analysis techniques were used according to the normality test. According to the research findings, there is a significant relationship between both career anxiety regarding family influence and career anxiety regarding career choice and all sub-dimensions of career decision-making. In addition, there is a low level positive relationship between students' career concerns related to family influence and the sub-dimensions of internal conflicts, not knowing oneself well enough, lack of profession and field knowledge, and irrational beliefs about career choice, and a moderate positive relationship between the students' career concerns and the external conflicts sub-dimension. It was found that there was a relationship.

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INTRODUCTION

With globalization in today's world, rapid developments and changes in issues such as technology, economy and education affect the lives of individuals in different ways. One of the important areas affected by this change process is career choice. Choosing a profession is of great importance in terms of giving meaning to individuals' lives, determining the path they will follow and constituting a significant portion of their time.

Profession is defined as an important tool that forms an important part of an individual's life, enables him to perform his vital roles, and determines his quality of life and social prestige (Coşgun, 2019; Turan & Kayıkçı, 2019). For this reason, career choice constitutes a critical process that determines an individual's vital career planning and should be emphasized. If the individual's career planning is not made in accordance with his/her life preferences, it is likely to arise by disturbing the individual in later periods and will directly affect his/her life career (Özmerkez, 2012).

The adolescence period, which coincides with high school age, constitutes a decisive period in terms of individuals' identity acquisition, as well as the formation of their professional identity and decision on the profession they will have in the future (Aydın, 2019; Gülbahçe, 2009). It is also important for the individual to plan his life and determine his living standards (Şeker & Kaya, 2019). During the high school years, when the individual carries out environmental research on professions, discovers his talents and interests, and finally decides on a profession, the adolescent tries to fulfill a critical developmental task such as choosing a profession (Rowland, 2004).

Career development during adolescence is related to many aspects of the adolescent's development process, such as cognitive development, identity development, educational goals and objectives (Staf, Messersmith & Schulenberg, 2009). In this process, which is a transition period according to Ginzberg's development theory, interests, abilities and values are realized and the responsibilities that will come with choosing a profession begin to be realized. In this period, which corresponds to the research phase of Super's (1983) developmental periods, the developmental task expected from the adolescent is to choose a profession by discovering the characteristics of the profession with his own interests and abilities. If students cannot fulfill their professional development duties during this period, it becomes difficult for them to make correct and rational decisions (Aydın-Orhan & Ültanır, 2014).

During the career selection period, it is observed that individuals experience difficulties in self-discovery, researching professions, determining suitable professions for themselves and deciding on a profession (Öksüz & Karalar, 2016; Çarkıt, 2022). During the career development process, while students are still deciding on their professional orientation and trying to dream and create ideals about the profession; Family expectations, frequently changing education system, curriculum changes, changes in the university entrance exam, academic success, interest, ability and desire to make a decision appropriate to personal characteristics and employment opportunities can lead to negative emotions in the decision-making processes (Çetin-Gündüz & Nalbantoğlu, 2016; Koçakoğlu & Yalçın, 2023). Anxiety constitutes one of these negative emotions.

Making a career decision can become a worrying situation for adolescents in this complex period they live in. Anxiety is the emotional response of an individual to environmental and psychological events. The individual may feel anxiety about situations or dangers that are likely to occur but that he sees as harmful (Günay, 2022). Career anxiety, as an extension of difficulties experienced in the process of career decision-making and career indecision, is defined as the worry of making a mistake in choosing a career, the fear of failure in academic field and career choice, and the fear of being unemployed as a result (Vignoli, 2015). Career anxiety emerges as a type of anxiety that can be observed physically, psychologically and cognitively at different levels and frequencies, resulting from the person's responsibility for developing the career process that creates his goals, meaning and

satisfaction (Pisarik, Rowell & Thompson, 2017).

When the literature is examined, it is seen that studies on career anxiety are generally conducted with university students, but there are also studies on adolescents. With their study, Agun, Işılay-Üçok and Aydın-Küçük (2021) revealed the factors and combat methods that cause career anxiety experienced by employees who are in the period of establishing and maintaining their careers. In another study, 11th and 12th grade students' career concerns regarding family influence and career choice were examined and it was determined that general career concerns and career concerns regarding family influence were low, and career concerns regarding career choice were moderate (Göncü-Akbaş & Okutan, 2020). . In their study on examining the relationship between high school students' career anxiety and five-factor personality traits, Kayadibi and Kırdök (2020) concluded that neuroticism and agreeable personality traits explained career anxiety by 19%. In a qualitative study examining the career concerns of sports high school students, as a result of the analysis made on four themes as Family, School, Environment and Education System, it was found that students with low career anxiety wanted to improve themselves in other areas, while students with high career anxiety saw their schools as inadequate in terms of self-improvement and It has been determined that they think they may have employment problems (Çalı & Doğar, 2021).

This research aims to examine the effect of career anxiety on high school students' career decision-making. For this purpose, whether there is a significant difference between demographic variables such as students' gender, school types, and grade levels and their vocational decision-making and career concerns, the relationship between career anxiety and vocational decision-making, and the predictive power of career anxiety in vocational decision-making were determined as sub-objectives. It is thought that this study is important in terms of contributing to the literature by trying to determine the effectiveness of career anxiety among the factors affecting the career choice of high school students, investigating the career concerns of students, revealing the relationship between the concepts and conducting the study with adolescents.

METHOD

Research Model

In this study, which aims to reveal the effect of career anxiety on high school students' career decision-making, a relational screening model based on a descriptive method was used. In the relational screening model, it is aimed to determine the existence or degree of change between two or more variables. Thanks to this model, it is tried to determine if there is a change, how it happened and whether the variables change together (Karasar, 2023).

Research Study Group

The research group consists of 449 students who continue their education in different high schools in Konya center and districts. Information about the demographic characteristics of the study group is given in Table 1.

Table 1. *Findings regarding the demographic characteristics of the study group of the research*

Variable		f	%
1. Gender	Female	303	67.5
	Male	146	32.5
2. School type	Science High School	26	5,8
	Anatolian High School	77	17,1
	Vocational High School	107	23,8
	Imam Hatip High School	239	53,2
3. Grade level	9th grade	160	35,6
	10th grade	108	24,1
	11th grade	97	21,6
	12th grade	84	18,7
4. Economical situation	Low	36	8,0
	Middle	380	84,6

High	33	7,3
Total	449	100

When Table 1 is examined, the distribution of the study group by gender consists of a total of 449 students, 303 (67.5%) of which are female and 146 (32.5%) are male. According to school type, it was seen that science high school consisted of 26 (5.8%) students, anatolian high school consisted of 77 (17.1%), vocational high school consisted of 107 (23.8%) and religious high school consisted of 239 (53.2%) students. According to the grade levels of the students, the distribution is as follows: 9th Grade 160 (35.6%), 10th Grade 108 (24.1%), 11th Grade 97 (21.6%) and 12th Grade 87 (18.7%). When the distribution according to socioeconomic levels was examined, it was determined that there were 36 (8.0%) people in low economic status, 380 (84.6%) people in medium economic status and 33 (7.3%) people in high economic status.

Researh Instruments and Processes

Vocational Decision Inventory, Career Anxiety Scale and Personal Information Form prepared by the researcher were used to collect data in the study. The prepared measurement tools were applied face to face to high school students.

Vocational Decision Inventory: The scale was developed by Çakır (2004) in order to identify high school students who are in vocational indecision, with a multi-dimensional approach, taking into account the 5 most common characteristics before the decision-making stage. The scale consisting of 30 items is a 5-point Likert type. The scale has 5 sub-dimensions: internal conflicts, not knowing oneself sufficiently, lack of profession and field knowledge, irrational beliefs regarding career choice, and external conflicts. The researcher found the Cronbach Alpha coefficient of the scale to be .85, and in this study, the Cronbach Alpha value of the scale was found to be .94.

Career Anxiety Scale: The scale, which aims to determine the career anxiety experienced by high school students during their professional development process, was developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016). The scale consisting of 14 items was prepared as a 5-point Likert type. It has two sub-dimensions: career anxiety regarding family influence and career anxiety regarding career choice. A minimum of 14 and a maximum of 70 points can be obtained from the scale. High scores indicate high career anxiety. Fit indices obtained as a result of confirmatory factor analysis of the scale

$\chi 2$/sd=2.518, RMSEA=0.067, CFI=0.95, NFI=0.92, NNFI=0.94, SRMR=0.055, GFI=0.92, AGFI=0.90. In addition, the researchers found the reliability of concerns about family influence to be .742 and the reliability of concerns about career choice to be .797 (Çetin-Gündüz and Nalbantoğlu-Yılmaz, 2016). In the study group data used for this research, the Cronbach Alpha value of the scale was found to be .90.

Personal Information Form: The personal information form prepared by the researchers contains demographic information about high school students (gender, grade level, school type, mother's education level, father's education level, socioeconomic status, future occupation and career planning and the influence of family and teachers in this planning). It consists of questions about your thoughts about.

Processes

In the second semester of the 2021-2022 academic year, data was collected from students who continued their education in different types of high schools in Konya and its districts, with voluntary participation. The data collection process was carried out by the second researcher, taking approximately 15 minutes, by giving information about the purpose of the research and the importance of honest and sincere answers in terms of affecting the result.

Data Analysis

SPSS 25 program was used to analyze the data. In Table 2 below, the findings obtained as a result of the analyzes regarding the normality of the distribution are given.

Table 2. *Findings regarding the mean, standard deviation, skewness and kurtosis values of the scores obtained from the career anxiety and career decision-making scales*

	n	X	Ss	Skewness	Kurtosis
Career anxiety due to family influence	449	10,44	4,82	.794	.013
Career anxiety regarding career choice	449	26,74	9,20	-.038	-.638
Career decision making	449	78,89	26,24	.044	-.602

When Table 2 is examined, the students' career anxiety score average regarding family influence was found to be 10.44, their career anxiety score average regarding career choice was 26.74, and their career decision making average score average was found to be 78.89. It is seen that skewness and kurtosis values are between -1 and +1 and the data in the distribution show a normal distribution (Hair vd, 2013) As a result of the normality test, T Test, One-Way Analysis of Variance (ANOVA), Tukey Test, Correlation and Regression Analysis techniques were used in independent groups from parametric tests.

Ethic

Permissions were obtained from the researchers for the "Career Anxiety Scale" developed by Çetin-Gündüz and Nalbantoğlu-Yılmaz (2016) and the "Professional Decision Making Inventory" developed by Çakır (2004), which were planned to be used before the research, and required approval from Necmettin Erbakan University Social and Humanities Ethics Committee. permission has been taken.

Ethics Committee Name: Necmettin Erbakan University Social and Humanities Ethics Committee

Approval Date: 11.02.2022

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FINDINGS

Table 3 includes the findings obtained as a result of the t test conducted to determine the professional decision-making levels of students according to the gender variable.

Table 3. *T-test results regarding students' career decision-making and career anxiety according to their gender*

Variables	Sub-Dimensions	Gender	N	X	ss	Levene Test (F; p)	t	p	Cohen's Impact Value
Vocational Decision Making	Internal Conflicts	Female	303	22.86	9.19	3.988 p<.05	3.666	.000**	.036183
		Male	146	19.69	8.28				
	Self Enough non-recognition	Female	303	20.31	7.21	.642 p>.05	2.973	.003*	.030138
		Male	146	18.19	6.89				
	Lack of vocational and Domain Knowledge	Female	303	20.56	7.02	.182 p>.05	3.897	.000**	.039126
		Male	146	17.80	7.09				
	Regarding Career Selection Irrational Beliefs	Female	303	8.70	3.64	5.131 p<.05	-2.442	.015*	.252035
		Male	146	9.69	4.23				
	External Conflicts	Female	303	8.46	3.81	1.110; p>.05	-2.737	.006*	.271422
		Male	146	9.54	4.12				

Career Anxiety			N						
Career Anxiety	Family Influence	Female	303	10.56	4.80	.004 p>.05	.808	.470	-
		Male	146	10.21	4.88				
	Career choice	Female	303	28.75	8.35	2.470 p>.05	7.036	.000**	.069155
		Male	146	22.58	9.49				

Not. **p<.05; **p<.01

The mean scores of all sub-dimensions of career decision-making of students studying in high school differ significantly according to the gender variable (p <.05). Female students' sub-dimension mean scores of career decision making, internal conflicts, not knowing themselves well enough, and lack of professional and field knowledge are significantly higher than male students' sub-dimension mean scores. In the irrational beliefs and external conflicts sub-dimensions of career decision-making, the mean scores of male students are significantly higher than the mean scores of female students. According to the Cohen's d value, which was calculated to reveal the magnitude of the effect of students' gender on the sub-dimensions of career decision-making, it can be said that the effect level of each sub-dimension is moderate.

It was found that the career choice dimension of students' career concerns (t=7.036; p=.000<.05) differed statistically significantly according to the gender variable, and the career anxiety score averages of female students regarding career choice were significantly higher than the male students' average scores. According to the Cohen's d value calculated to determine the effect of students' gender on their career concerns, it can be said that the effect level of the career choice dimension is low. It was found that the family influence sub-dimension of career anxiety did not show a significant difference according to the gender variable.

Table 4 shows the findings obtained as a result of ANOVA regarding the differentiation of students' career concerns according to the school type variable.

Table 4. *Anova test results regarding students' career concerns according to school types*

Career Anxiety	School Type	N	X	ss	Levene Test (F; p)	F	p	Groups Between Difference
School type	A. Science High School	26	12.03	4.84	.972; p>.05	.968	.408	
	B. Anatolian High School	80	10.46	5.20				
	C. Vocational High School	107	10.42	4.78				
	D Imam Hatip High School	239	10.34	4.73				
Family Influence	A. Science High School	26	28.53	8.89	3.521; p<.05	7.008	.000**	C>D
	B. Anatolian High School	80	26.06	10.38				
	C. Vocational high School	107	23.59	9.53				
	D Imam Hatip High School	239	28.23	8.28				

Not. **p<.05; **p<.01

When Table 4 is examined, it is seen that students' career concerns regarding career choice (F = 3.521; p <.05) differ significantly according to the school type variable. As a result of the Tukey test conducted to determine the source of the difference between groups, it was determined that there was a significant difference between vocational high school and religious high school students. According to this result, it can be said that Imam Hatip High School students have higher career concerns regarding career choice. It was found that there was no significant difference in students' career concerns regarding family influence according to school types.

Table 5 shows the findings obtained as a result of ANOVA regarding the differentiation of students' professional decision-making levels according to the school type variable.

Table 5. *Anova test results regarding students' career decision-making according to school types*

Vocational Decision Making	School Type	N	X	ss	Levene Test (F; p)	F	p	Groups Between Difference
Internal Conflicts	A. Science High School	26	24.76	8.62	1.475; p>.05	12,489	.071	
	B. Anatolian High School	80	21.27	9.30				
	C. Vocational high School	107	20.31	8.13				
	D Imam Hatip High School	239	22.39	9.26				
Self Enough non-recognition	A. Science High School	26	20.38	7.95	.932; p>.05	8,836	.154	
	B. Anatolian High School	80	18.53	7.26				
	C. Vocational high School	107	18.85	6.79				
	D Imam Hatip High School	239	20.26	7.19				
Lack of vocational and Domain Knowledge	A. Science High School	26	20.65	7.18	.708; p>.05	15,187	.008*	C>D
	B. Anatolian High School	80	18.91	7.78				
	C. Vocational high School	107	17.93	6.79				
	D Imam Hatip High School	239	20.59	6.95				
Regarding Career Selection Irrational Beliefs	A. Science High School	26	9.15	4.14	1.271; p>.05	6,630	.000**	B>C C>D
	B. Anatolian High School	80	8.20	3.68				
	C. Vocational high School	107	10.39	4.21				
	D Imam Hatip High School	239	8.67	3.59				
External Conflicts	A. Science High School	26	8.69	3.29	1.308; p>.05	7,490	.001*	B>C C>D
	B. Anatolian High School	80	8.54	3.93				
	C. Vocational high School	107	10.14	4.03				
	D Imam Hatip High School	239	8.31	3.85				

Not. **p<.05; **p<.01

When Table 5 is examined, students' mean scores on the sub-dimension of vocational decision-making and lack of professional and field knowledge according to school types; science high school students, 20.59 for religious high school students, 18.91 for anatolian high school students, and 17.93 for vocational high school students. As a result of pairwise comparisons (Tukey) made to determine the source of differentiation, it was found that the mean scores of Imam Hatip students on lack of professional and field knowledge were significantly higher than the scores of vocational high school students (p <.05). According to the students' school types, the irrational beliefs about career choice sub-dimension average scores are; It was determined that science high school students' score was 9.15, Anatolian high school students' score was 8.20, vocational high school students' score was 10.39, and religious high school students' score was 8.67. In terms of the source of differentiation, it was found that the irrational belief score averages of vocational high school students regarding career choice were significantly higher than the Imam Hatip and Anatolian high school students' average scores (p <.01). As a result of pairwise comparisons made according to students' external conflicts, it was similarly found that the external conflict average scores of vocational high school students were significantly higher than the average scores of imam hatip and anatolian high school students (p <.05). It was observed that students' internal conflicts and not knowing themselves well sub-dimensions did not

differ significantly according to school type.

The findings obtained as a result of the ANOVA test regarding the differentiation level of students' career concerns according to the grade level variable are given in Table 6 below.

Table 6. *ANOVA test results regarding students' career concerns according to their grade levels*

Career Anxiety	Grade Level	N	X	ss	Levene Test (F; p)	F	p	Groups Between Difference
Family Influence	A. 9th grade	160	9.84	4.24	4.851; p<.05	,660	.000**	A>B B>D C>D
	B. 10th grade	108	12.0	4.98				
	C. 11th grade	97	11.2	5.52				
	D. 12th grade	87	8.81	4.15				
Vocational choice	A. 9th grade	160	25.8	8.84	1.579; p>.05	49,512	.095	
	B. 10th grade	108	28.6	8.36				
	C. 11th grade	97	26.7	10.21				
	D. 12th grade	87	26.2	9.44				

Not. **p<.05; **p<.01

When Table 6 was examined, when the career concerns of high school students were examined according to their grade levels, it was determined that there was a significant difference between career anxiety regarding family influence and grade level. When we look at the subscale mean scores, it is 9.84 for 9th grade students, 12.02 for 10th grade students, 11.29 for 11th grade students and 8.81 for 12th grade students. As a result of pairwise comparisons made to determine the source of differentiation, it can be said that the career anxiety score averages of 10th grade students regarding family influence are higher than other grade levels. It was found that career anxiety regarding career choice did not show a significant difference according to grade level.

Table 7 shows the findings obtained as a result of ANOVA regarding the differentiation of students' professional decision-making levels according to the grade level variable.

Table 7. *Anova test results regarding students' career decisions according to their grade levels*

Mesleki Karar Verme	Grade Level	N	X	ss	Levene Test (F; p)	p	Groups Between Difference
Internal Conflicts	9th grade	160	22.53	8.94	.400; p>.05	.164	
	10th grade	108	22.37	8.69			
	11th grade	97	21.78	8.94			
	12th grade	87	19.96	9.51			
Self Enough non-recognition	9th grade	160	19.71	6.78	.976; p>.05	.071	
	10th grade	108	20.89	7.14			
	11th grade	97	19.38	7.61			
	12th grade	87	18.19	7.25			
Lack of vocational and Domain Knowledge	9th grade	160	20.13	6.82	1.339; p>.05	.085	
	10th grade	108	20.58	6.77			
	11th grade	97	19.22	7.69			
	12th grade	87	18.17	7.43			
Regarding vocational Selection Irrational Beliefs	9th grade	160	8.97	3.60	3.042; p<.05	.000**	A>D B>D C>D
	10th grade	108	9.25	3.94			
	11th grade	97	10.06	4.37			
	12th grade	87	7.66	3.24			

	9th grade	160	8.81	4.05			
	10th grade	108	9.06	3.72			A>D
External Conflicts	11th grade	97	9.85	4.23	2.513;	.000**	B>D
	12th grade	87	7.32	3.21	p>.05		C>D

Not. **p<.05; **p<.01

According to Table 7, when the significant differentiation between the sub-dimensions of career decision-making and grade levels is examined, it is seen that there is no significant difference in the sub-dimensions of internal conflicts, not knowing oneself sufficiently and lack of profession and field knowledge. It can be said that there is a significant difference in the sub-dimensions of irrational beliefs and external conflicts regarding career choice according to grade level, and this differentiation is in favor of 12th grade students.

The findings regarding the correlation results, which were conducted to determine the relationship between students' career decision-making and career concerns, are given in table 8 below.

Table 8. *Findings regarding the correlation between students' career decision-making and career concerns*

		Internal Conflicts	Self Enough non-recognition	Lack of vocational and Domain Knowledge	Regarding vocational Selection Irrational Beliefs	External Conflicts
Family Influence	r	.261**	.259**	.335**	.279**	.509**
Vocational choice	r	.552**	.533**	.517**	.392**	.325**

Not. **p<.05; **p<.01

When Table 8 is examined, there is a low positive relationship between high school students' career concerns regarding family influence and the sub-dimensions of internal conflicts, not knowing oneself well, lack of profession and field knowledge, and irrational beliefs about career choice, and a medium relationship between the sub-dimensions of external conflicts and external conflicts. It was found that there was a positive relationship at the level of It was determined that career anxiety regarding career choice had a moderate positive relationship with internal conflicts, not knowing oneself well, lack of profession and field knowledge, and a low positive relationship with the sub-dimensions of irrational beliefs and external conflicts regarding career choice.

Table 9 presents the findings obtained as a result of the regression analysis conducted to determine the degree to which students' career concerns predict the internal conflicts sub-dimension of career decision-making.

Table 9. *Regression analysis results regarding students' career anxiety predicting the internal conflicts sub-dimension of career decision-making*

Independent Variable	ß	t	p	F	Model (p)	r²	VIF	Durbin-Watson
Family Influence	.024	.557	.578	103.727	.000**	.313	1.225	1.902
Vocational choice	.551	12.763	.000					

Dependent Variable: Internal Conflicts

Not. **p<.05; **p<.01

The multiple regression analysis performed to determine the predictive value of students' career concerns on the sub-dimension of internal conflicts in career decision-making was found to be

statistically significant (F: 103.727; p<.05). While the career choice sub-dimension of high school students' career concerns significantly predicts the internal conflicts sub-dimension of their career decision-making (p<.05), the family influence sub-dimension of career concerns does not have a significant prediction (p>.05). The career choice sub-dimension of students' career concerns explains 31% of the variability in the internal conflicts sub-dimension of career decision-making.

Before testing the predictive power of students' career concerns in the internal conflicts dimension of career decision-making with regression analysis, the relationship between multicollinearity and error terms among the dimensions of career anxiety was examined. According to the obtained Durbin-Watson and VIF values, it is understood that there is no correlation and multicollinearity between the error terms.

Table 10 presents the findings obtained as a result of the regression analysis conducted to determine the level of students' career concerns predicting the self-awareness dimension of career decision-making.

Table 10. *Regression analysis results regarding students' career concerns predicting the self-awareness sub-dimension of career decision-making*

Independent Variable	ß	t	p	F	Model (p)	r^2	VIF	Durbin-Watson
Family Influence	.043	.962	.336					
Vocational choice	.503	11.309	.000	84.644	.000**	.271	1.225	1.827
Dependent Variable: Not Knowing Yourself Enough								

Not. **p<.05; **p<.01

Multiple regression analysis performed to determine the predictive value of students' career concerns on the sub-dimension of not knowing oneself sufficiently in career decision-making was found to be statistically significant (F: 84.644; p<.05). Students' career concerns regarding career choice explain 27% of the variability in the dimension of not knowing oneself sufficiently. However, career concerns regarding family influence do not have a significant predictive effect on the dimension of not knowing oneself sufficiently (p>.05).

Table 11 shows the findings obtained as a result of the regression analysis conducted to determine the extent to which students' career concerns predict the dimension of lack of professional and field knowledge in career decision-making.

Table 11. *Regression analysis results regarding students' career anxiety predicting the lack of professional and field knowledge sub-dimension of career decision-making*

Independent Variable	ß	t	p	F	Model (p)	r^2	VIF	Durbin-Watson
Family Influence	.139	3.137	.002					
				88.413	.000**	.279	1.225	1.780
Vocational choice	.457	10.328	.000					
Dependent Variable: Lack of Profession and Field Knowledge								

Not. **p<.05; **p<.01

According to Table 11, the multiple regression analysis performed to determine the predictive value of students' career concerns on the sub-dimension of lack of professional and field knowledge in career decision-making was found to be statistically significant (F: 88.413; p<.05). It was found that career anxiety regarding family influence and career anxiety regarding career choice explained 27% of

the variability in the dimension of lack of profession and field knowledge of career decision-making.

Table 12 presents the findings obtained as a result of the regression analysis conducted to determine the level of students' career concerns predicting the irrational beliefs regarding career choice sub-dimension of career decision-making.

Table 12. *Regression analysis results regarding students' career anxiety predicting the irrational beliefs about career choice sub-dimension of career decision-making*

Independent Variable	ß	t	p	F	Model (p)	r^2	VIF	Durbin-Watson
Family Influence	.135	2.844	.005	45.594	.000**	.165	1.225	1.645
Vocational Choice	.334	7.015	.000					

Dependent Variable: *Irrational Beliefs About Career Choice*

Not. **p<.05; **p<.01

When Table 12 is examined, the analysis conducted to determine the predictive value of students' career concerns in the sub-dimension of irrational beliefs regarding career choice was found to be statistically significant (F: 45.594; p<.05). Family influence and career choice sub-dimensions of career anxiety explain 16% of the change in the irrational beliefs about career choice sub-dimension of career decision-making.

Table 13 presents the findings obtained as a result of the regression analysis conducted to determine the extent to which students' career concerns predict the external conflicts dimension of professional decision-making.

Table 13. *Regression analysis results on the prediction of students' career anxiety and sub-relationships of the external course of career decision-making*

Independent Variable	ß	t	p	F	Model (p)	r^2	VIF	Durbin-Watson
Family Influence	.452	10.155	.000	84.137	.000**	.269	1.225	1.699
Vocational choice	.131	2.936	.003					

Dependent Variable: External Conflicts

Not. **p<.05; **p<.01

When Table 13 is examined, as a result of the regression analysis conducted to determine the predictor of high school students' areer concerns in the external conflicts dimension, it was found that the family influence and career choice sub-dimensions of career anxiety were a significant predictor of the external conflicts sub-dimension of career decision making and explained 26%.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, the effect of career anxiety on high school students' career decision-making was examined. The research results were discussed and interpreted in the light of the relevant literature and suggestions regarding the results were developed.

Looking at the results, it was determined that the career concerns of high school students regarding career choice differed significantly according to the gender variable and that female students' career concerns regarding career choice were higher. In his study on the role of family support and hope in predicting adolescents' career anxiety, Şama (2020) concluded that female students' career concerns

regarding career choice are higher than male students' professional career concerns, supporting the results of this study. When the literature was examined, it was seen that similar results were reached in studies on this subject (Çarkıt, 2022; Daniels et all., 2011; Okutan & Akbaş, 2019). In addition, in a study conducted by Akbaş (2019) on the career concerns of high school students, it was concluded that the career anxiety levels of the students did not differ significantly in the family influence sub-dimension, but there was a significant difference according to gender in the career choice sub-dimension, and the anxiety of female students was higher. This situation can be explained by the fact that women's anxiety levels are generally higher than men's anxiety levels (Karakas, Arkar, 2012; Kuzu, Ergöl, 2019) and gender roles.

Students' mean scores on all sub-dimensions of career decision-making differ significantly according to their gender variable. The mean scores of female students on the sub-dimensions of career decision-making, internal conflicts, not knowing oneself sufficiently, and lack of professional and field knowledge are significantly higher than the mean scores of male students. In the irrational beliefs and external conflicts sub-dimensions of career decision-making, the mean scores of male students are significantly higher than the mean scores of female students. It is thought that this difference may be caused by the fact that female students are more responsible and have higher levels of awareness. In his research on the relationships between career indecision and career decision-making self-efficacy and locus of control, Özkaynak (2012) found that the career indecision levels of male students were significantly higher than the career indecision levels of female students.

According to the results of this research, it has been determined that students' career concerns regarding career choice vary significantly according to the school type variable, and the career concerns of Imam Hatip students are higher than students in other school types. Supporting this research result, Akbaş and Okutan (2020) concluded in their study that career concerns regarding career choice differ significantly according to the school type variable. However, they determined that the career concerns of Anatolian high school students were higher than the career concerns of students studying in other types of schools regarding career choice. Şama (2020) found in his study that vocational high school students have higher career anxiety. According to the students' school types, it was found that the mean score of Imam Hatip students on the lack of vocational and field knowledge in the sub-dimension of vocational decision making and lack of vocational and field knowledge was significantly higher than the scores of vocational high school students. In the irrational beliefs and external conflicts sub-dimensions regarding students' school types, the irrational belief score averages of vocational high school students regarding career choice are significantly higher than the score averages of imam hatip and anatolian high school students, and similarly, the external conflict score averages of vocational high school students are higher than imam hatip students' average scores. and it was found to be significantly higher than the average scores of anatolian high school students. It was observed that students' internal conflicts and not knowing themselves well sub-dimensions did not differ significantly according to school type. In another study, when examined according to school type, the career indecision of students attending vocational and technical high schools was found to be higher than the career indecision of students attending general high school (Özmerkez, 2012). The research results can be explained by the fact that the study group has different life and socio-economic levels and is at different class levels.

It was observed that students' career concerns showed significant differences in the family influence dimension according to the grade level variable, and the career anxiety score averages of 10th grade students regarding family influence were higher than other grade levels. Students making their field choices at this grade level and their families participating in the process may cause adolescents' career concerns regarding family influence to be higher in the 10th grade. Şama (2020) found in his study that, unlike the results of this study, adolescents' career concerns regarding family influence did not differ significantly, but their career concerns regarding career choice differed significantly. In his

study, Çalı (2021) concluded that students' career concerns did not differ according to the grade level variable. Other studies have also shown that there is no difference in career anxiety level according to grade level (Akbaş, 2019; Nalbantoğlu-Yılmaz & Çetin-Gündüz, 2018). When the significant differentiation between the sub-dimensions of career decision-making and grade levels was examined, it was seen that there was no significant difference in the sub-dimensions of internal conflicts, not knowing oneself sufficiently and lack of profession and field knowledge. It can be said that there is a significant difference in the sub-dimensions of irrational beliefs and external conflicts regarding career choice according to grade level, and this differentiation is in favor of 12th grade students. It is thought that this situation may be due to the fact that students at other grade levels may be further away from making a decision regarding career choice, 12th grade students may be more advanced, causing them to have a more critical approach to professional issues, and their professional decisions may be clearer.

There is a low level positive relationship between high school students' career concerns related to family influence and the sub-dimensions of internal conflicts, not knowing oneself sufficiently, lack of profession and field knowledge, and irrational beliefs about career choice, and a moderate positive relationship between the sub-dimensions of professional decision-making and external conflicts. It was found that there was a relationship. It was determined that career anxiety regarding career choice had a moderate positive relationship with internal conflicts, not knowing oneself well, lack of profession and field knowledge, and a low positive relationship with the sub-dimensions of irrational beliefs and external conflicts regarding career choice. It is important for students to make professional decisions and the influence of their parents and environment in the decision process, to adequately recognize their own interests, abilities and values, and to have accurate information about the profession (Barkale Şahin, Yalçın & Hamarta, 2023). In this process, it is thought that having accurate information will help students get rid of irrational beliefs about the profession, act more determinedly and experience less anxiety. It can be said that reducing career anxiety will also reduce the difficulty of career decision-making.

When the regression results of the study are examined, the career choice sub-dimension of students' career concerns explains 31% of the variability in the internal conflicts sub-dimension of career decision-making. Students' career concerns regarding career choice explain 27% of the variability in the dimension of not knowing oneself sufficiently in career decision-making. However, career concerns regarding family influence do not have a significant predictive effect on the sub-dimensions of internal conflicts and not knowing oneself sufficiently. In addition, high school students' career anxiety regarding family influence and career anxiety regarding career choice account for 27% of the variability in the lack of profession and field knowledge dimension of professional decision-making, 16% of the variation in the irrational beliefs regarding career choice sub-dimension of professional decision-making, and It was observed that the external conflicts sub-dimension of decision-making explained 26%. It is seen that the anxiety experienced by students regarding career choice predicts all sub-dimensions of professional decision-making (internal conflicts, not knowing oneself sufficiently, lack of profession and field knowledge, irrational beliefs and external conflicts). When the literature was examined, no such detailed study was found that addressed professional decision-making with its sub-dimensions.

Recommendations

1. According to the findings, creating a career guidance program regarding career selection to reduce female students' career concerns,

2. Conducting informative studies within the scope of vocational guidance by including students as well as families who are influential in career choice,

3. Increasing the number of studies to be carried out within the scope of career psychological counseling, which considers all educational, personal and vocational guidance services for high school

students,

4. Conducting more research on students' career decisions and career concerns by including different types of high schools,

5. Increasing vocational group guidance activities by school psychological counselors in order to reduce students' internal conflicts, help them know themselves better, correct their false beliefs by ensuring that they have accurate information about professions, and reduce their external conflicts.

6. Considering that career anxiety predicts vocational decision-making, it is recommended to conduct studies related to different concepts that may affect vocational decision-making.

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