

The Relationship Between Individual Career Planning and Occupational Anxiety of Vocational School Students of Laboratory and Veterinary Health Department

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ABSTRACT

Vocational schools are very important in providing qualified staff to businesses in Turkey. The aim of this study was to determine the individual career planning and future expectations of the students of Afyon Kocatepe University, Department of Laboratory and Veterinary Health Vocational School. The survey is performed on vocational schools resident in three districts, Bayat, Emirdağ and Şuhut, under the roof of Kocatepe University. In this context, although survey questions were sent to all students studying in these schools, 278 students who answered the survey constitute the sample of the study. As a result, no significant relationship was found between the education level, employment status and number of siblings of Vocational School students and their career planning decisions and occupational anxiety levels. This situation is accepted as an indicator that the career planning and anxiety levels of Generation Z students are low. It is thought that this study will shed light on future studies and it will be useful to repeat and further elaborate these studies with students studying in different departments.

Keywords: Future Concern, Personal Career Planning, Vocational Schools, Vocational School Issues, Z Gen

Laborant ve Veteriner Sağlık Bölümü Meslek Yüksekokulu Öğrencilerinin Bireysel Kariyer Planlamaları ve Meslek Kaygıları Arasındaki İlişki

ÖZ

Türkiye'deki işletmelere kalifiye eleman sağlamada meslek yüksekokullarının çok önemli olduğu bilinmektedir. Bu çalışmanın amacı, Afyon Kocatepe Üniversitesi Laborant ve Veteriner Sağlık Bölümü Meslek Yüksekokulu öğrencilerinin bireysel kariyer planlamalarını ve gelecek beklentilerini belirlemektir. Söz konusu bölüm Kocatepe Üniversitesi çatısı altında Bayat, Emirdağ ve Şuhut olmak üzere üç ilçede bulunmaktadır. Bu bağlamda bu okullarda öğrenim gören tüm öğrencilere anket soruları gönderilmesine rağmen anketi cevaplayan 278 öğrenci araştırmanın örneklemini oluşturmaktadır. Sonuç olarak, Meslek Yüksekokulu öğrencilerinin eğitim düzeyi, çalışma durumu ve kardeş sayısı ile kariyer planlama kararları ve mesleki kaygı düzeyleri arasında anlamlı bir ilişki bulunmamıştır. Bu durum Z kuşağındaki öğrencilerin kariyer planlama ve kaygı düzeylerinin düşük olduğunun bir göstergesi olarak kabul edilmektedir. Bu çalışma ile gelecek çalışmalara ışık tutulacağı, aynı zamanda farklı bölümlerde eğitim gören öğrencilerle bu çalışmaların tekrarlanması ve daha da detaylandırılmasının faydalı olacağı düşünülmektedir.

Anahtar Kelimeler: Gelecek Kaygısı, Kişisel Kariyer Planlaması, Meslek Yüksek Okulları, Meslek Yüksek Okulları Sorunları, Z Kuşağı.

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INTRODUCTION

In vocational schools, which are part of universities, students receive two years of education and training to become intermediate staff members for both public and private corporations. In other words, vocational schools are educational institutions established to meet the increasing demand for higher education, expand educational opportunities, respond to globally changing qualified personnel needs, and develop society (Özhavali et al. 2010). In Turkey, technician and high technician schools started to be established in 1954 (Kılıç 2008). In 1981, it was restructured and defined as institutions with the status of colleges that provide two-year associate degree education (Eşme 2007). In short, vocational colleges are institutions that work to meet the needs expected by society, such as providing education to a wider group of students, especially with the recognition of the right to pass without exams from vocational high schools, creating programs that will cover all of the constantly developing and changing new fields of knowledge, focusing on practice in addition to the production of knowledge, and supporting regional and national development (Günay and Özer 2016).

Individual career planning is the process of setting goals for one's professional life and organizing actions to reach these objectives while accounting for the unique circumstances of the individual (Erdoğan 2003). However, a certain decision on these goals leads to determining future vocational purposes and encourages necessary individual planning by accelerating personal development (Demirbilek 1994). Career development of individuals is a very long and complex process. In this process, the individual can be affected by many events. According to the results of the research analysing the three most important career theories and the main findings of these theories, demographic factors are among the factors that affect individuals most at the career stage (Adıgüzel and Erdoğan 2014).

The origin of the word anxiety is 'anxietas' in ancient Greek. Anxietas means curiosity, fear, worry (Köknel 2014). Mithat Enç (1980) defines the concept of anxiety as 'an uneasy feeling that arises when a strong desire or impulse seems to be unable to reach its goal'. And occupational anxiety is one of the common problems in young generation to avoid them performing a proper career plan.

The purpose of this study was to determine whether there is a relationship between individual career planning and future and occupational concerns of students in Vocational Schools.

MATERIAL and METHODS

Purpose, Method and Sample of the Study, and Evaluation of the Obtained Data

In the research; for the Individual Career Planning variable, a scale with proven validity and reliability was used in the study prepared by Hasibe SEÇER (2013) with the title 'The Relationship Between Individual Career Planning and Personal Success Perception and a Research in Pamukkale University'. In addition, the scale used by Meryem Akoğlan Kozak and Tülin Dalkırançoğlu in the study titled 'Career Perceptions of Graduate Students: The Case of Anadolu University' was updated by the authors and included in the study. For the Future and Professional Anxiety variable, the scales used in three different studies were taken as basis. These researches were "Occupational Anxiety Scale for Prospective Teachers: Validity and Reliability Study" by Cabi and Yalçınalp (2013); "Development of Occupational Anxiety Scale for Emergency Health Workers" by Postacı et al. (2020) and "Investigation of Occupational Anxiety Levels of Police Candidates in Terms of Various Variables" by Uludağ et al. (2014). All three studies are important scales developed for difficult, exhausting, and stressful professions such as teaching, emergency health workers, and police work. The hypotheses of the research are based on the relationship between the concepts of individual career planning and occupational anxiety, which were reached as a result of the studies in the literature:

H₁: There is a relationship between students' grade level and their career planning decisions and occupational anxiety levels.

H₂: There is a relationship between students' gender and their career planning decisions and vocational anxiety levels.

H₃: There is a relationship between students' age and their career planning decisions and vocational anxiety levels.

H₄: There is a relationship between the educational level, employment status and number of siblings of students' families and their career planning decisions and occupational anxiety levels.

H₅: The sector in which students want to work affects their career planning decisions and occupational anxiety.

H₆: Depending on the students' desire to continue their undergraduate education, career planning decisions and occupational anxiety levels are affected and vary.

In addition, with the survey study, students' thoughts on issues such as how many job applications they need to make in order to have a good job, how many years they need to work for a professional position, wage expectations, the methods they use for job applications, meaning of work-life to students were taken and their level of professional anxiety was tried to be measured with multiple-choice questions.

The survey results were analysed with IBM SPSS Statistics 22 software. Reliability analysis was performed to test the accuracy of the answers and

Cronbach's Alpha value was measured based on the 0.70 limit stipulated by Hair (2014). Accordingly, the result of the Reliability Analysis (Table 1) of the study was found to be 0.87, which is quite high.

Table 1. Reliability Analysis Result

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.874	40

Demographic Structure of the Sample

Table 2. Demographic Characteristics of Participants

Grade	f	%
First Grade	144	51.8
Second Grade	134	48.2
Gender		
Female	156	56.1
Male	122	43.9
Age		
16-17	1	0.4
18-19	73	26.3
20-21	160	57.6
22 and older	44	15.8
TOTAL	278	100.0

The study starts with demographic questions (Table 2). Especially in the first question, it is asked which grade the students are in. Of the students participating in the survey, 144 were in the first year and 134 were in the second year. In the survey, the number of 3 or more years was even added for students with extension. However, it was observed that this option was not marked at all in the answers. The first year of university life is regarded as a period of orientation and getting used to a new way of life after high school. Students need a few more years to complete their career awareness. However, in institutions such as Vocational Schools, which provide two-year education, students who do not have such a period start to experience occupational anxiety and fear of finding a job in the second year of education. For this reason, with the first

This research was approved by the Ethics Committee of Afyon Kocatepe University, Social Sciences and Humanities Scientific Research and Publication Ethics Committee (Ref No: 2024/174, Date: 15/05/2024). Vocational Schools in Bayat, Emirdağ and Şuhut districts were visited and school administrators, department lecturers and students were informed about the survey questions, and it was explained that the data to be obtained would be used for a scientific research and that the information provided would remain confidential. The survey was applied face-to-face to all students present in the schools on the day of the visit, and the students who were not in the schools were excluded from the research. A total of 278 students from three vocational schools participated in the study.

question, one of the hypotheses of the research, that there is a relationship between the class of the Vocational School students and their career planning and occupational anxiety levels, is tried to be measured. In order to test this hypothesis, it was first checked whether the data were normally distributed. According to the result of Shapiro-Wilk, the level of skewness and skewness is between -1.5 and +1.5 (Sig:0.510/Skewness:0.82-Kurtosis:0.21). Due to the normal distribution of the data, Independent Sample T test was used to examine whether there was a statistically significant relationship between the class of the students and their career planning and occupational anxiety levels.

Table 3. T Test Results of the relationship between career planning (CP) and occupational anxiety (OC) levels of Vocational School students and the class they are in

	N	Mean CP / OA	Std. Deviation CP / OA	t CP / OA	df CP / OA	p CP / OA
First Grade	144	3.9906/3.0358	0.56190	1.474/1.144	276	0.142/0.254
Second Grade	134	3.8922/3.1455	0.80152			

According to the result of the analysis (Hypothesis 1), it is seen that there is no significant difference between career planning and occupational anxiety levels of Vocational School students with the class they are in (Table 3: $p=0.142/0.254>0.05$). Especially when it is considered that second year students will have higher future and occupational anxiety levels when their

graduation is approaching, it is understood that only second year students' occupational anxiety levels are slightly higher than first year students ($X=3.1455>3.0358$).

When the relationship between the gender of the students and their career planning decisions and occupational anxiety levels was analysed;

Table 4. T test Results of the relationship between the gender of Vocational School students and their career planning (CP) and occupational anxiety (OA) levels

	N	Mean CP / OA	Std. Deviation CP / OA	t CP / OA	df CP / OA	P CP / OA
Female	156	3.9478/3.1410	0.55324/0.75476	0.155/1.235	276	0.877/0.218
Male	122	3.9373/3.0217	0.56571/0.85244			

Due to the normal distribution of the data, Independent Sample T test was used to examine whether the relationship between the gender of the students and their career planning and occupational anxiety levels was statistically significant (Table 4). According to the results of the analysis (Hypothesis 2), there is no significant difference between the gender of

Vocational School students and their career planning and occupational anxiety levels ($p=0.877/0.218>0.05$). When the relationship between students' ages and their career planning decisions and occupational anxiety levels was analysed;

Table 5. Anova Test Results of the relationship between the age of Vocational School students and their career planning (CP) and occupational anxiety (OA) levels

	Sum Of Squares CP / OA	sd CP / OA	Mean Square CP / OA	F CP / OA	p CP / OA
Between Groups	0.455/3.839	3	0.152/1.280	0.485/0.022	0.693/0.111
Within Groups	85.717/173.358	274	0.313/0.633		
TOTAL	86.172/177.197	277			

According to Table 5, Anova test was applied to examine whether the relationship between students' ages and career planning decisions and occupational anxiety levels was statistically significant. According to the results of this analysis (Hypothesis 3), there was no significant difference between the ages of the students and their career planning decisions and occupational anxiety levels ($p=0.693/0.111>0.05$).

According to Table 6, when the percentages related to the education level, employment status and number of siblings of the students' families are examined, 208 of the students' mothers are primary school graduates. Especially in a study conducted in 2024, it is quite thought-provoking that 74.8% of the students, i.e. 3

out of every 4 students' mothers are primary school graduates. In addition, when we look at the occupation of the mother, it is seen that a very high rate of nearly 70% of the mothers stay in the domestic sphere. Considering that mothers are role models especially for female students, the low level of education is regrettable. However, when we look at the father's education level, more than half (52.2%) of the fathers of Vocational School students are again primary school graduates. Since the father's salary is usually the only source of income in the family, the fact that 15% of the fathers' occupation is labelled as unemployed or not working creates a line parallel to the unemployment rates in our country.

Table 6. Demographic Information of Students' Families

	f	%		f	%
Mother Education Level			Mother Working Status		
Primary Education	208	74.8	Unemployed	193	69.4
High Education	54	19.4	Private Sector	48	17.3
University	16	5.8	Public Sector	12	4.3
TOTAL	278	100.0	Self-Employment	25	9.0
			Father Working Status		
Father Education Level			Unemployed	43	15.5
Primary Education	145	52.2	Private Sector	93	33.5
High Education	112	40.3	Public Sector	24	8.6
University	21	7.6	Self-Employment	118	42.4
			TOTAL	278	100.0
Number of Siblings					
None				28	10.1
One				86	30.9
Two				70	25.2
Three				51	18.3
Four				22	7.9
Five and more				21	7.6
TOTAL				278	100.0

When the relationship between the educational level, employment status and number of siblings of the students' families and their career planning decisions and vocational anxiety levels was analysed, Anova Test

was applied separately for each qualitative variable. According to this;

Table 7. Anova Test Results of the relationship between career planning (CP) and occupational anxiety (OA) levels of Vocational School students with their mother's and father's education level, employment status and number of siblings

		Sum Of Squares CP / OA	sd CP / OA	Mean Square CP / OA	F CP / OA	p CP / OA
Education Level of Mother	Between Groups	0.974/2.340	2	0.487/1.170	1.572/1.840	0.210/0.161
	Within Groups	85.198/174.857	275	0.310/0.636		
Education Level of Father	Between Groups	0.753/0.591	2	0.376/0.296	1.212/0.460	0.299/0.632
	Within Groups	85.419/176.606	275	0.311/0.642		
Working Status of Mother	Between Groups	1.865/3.128	2	0.622/1.043	2.020/1.641	0.111/0.180
	Within Groups	84.307/174.069	275	0.308/0.635		
Working Status of Father	Between Groups	0.171/0.752	3	0.057/0.251	0.182/0.389	0.909/0.761
	Within Groups	86.001/176.445	277	0.314/0.644		
Number of Siblings	Between Groups	1.015/6.346	5	0.203/1.296	0.648/2.020	0.663/0.076
	Within Groups	85.157/170.851	272	0.313/0.628		
TOTAL		177.197	277			

As a result of the analyses (Table 7- Hypothesis 4), there is no significant difference between the career planning decisions and vocational anxiety levels of Vocational School Students and their families' education level, working status and number of siblings (for mother education level $p=0.210/0.161 > 0.005$, for father education level $p=0.299/0.632 > 0.005$, for mother working status $p=0.111/0.180 > 0.05$, for father working status $p=0.909/0.761 > 0.005$, for number of siblings $p=0.663/0.076 > 0.05$).

Regression analysis was performed to analyse the hypothesis that the sector in which students want to work affects their career planning decisions and occupational anxiety. The desired sector to work in, career planning variable and occupational anxiety variable were measured separately and presented in Table 8:

Table 8. Regression analyse results of the sector in which students want to work and its effect on their career planning decisions and occupational anxiety.

	R Square	Sum Of Squares	df	Mean Square	F	p
CP						
Regression	0,000	0.033	1	0.033	0.107	0.744
Residual		86.139	276	0.312		
OA						
Regression	0.023	4,077	1	4,077	6.499	0.011
Residual		173.120	276	0.627		
TOTAL		86.172/177.197	277			

The sector in which Vocational School students want to work was grouped under 3 groups as Public, Private and Independent. Regression Analysis was applied to examine whether it statistically affects career planning decisions and occupational anxiety levels. According to the results of this analysis (Hypothesis 6); the sector in which students want to work does not affect their

career planning decisions and occupational anxiety levels

($p=0.744/0.011 > 0.05$). 168 students (60.4%) answered yes and 110 students (39.6%) answered no to the statement given to measure whether Vocational School students consider two-year education sufficient and whether they want to use a special right such as Vertical Transfer Examination, which is especially

recognized for vocational school students. Although the option of completing bachelor's degree with open

education was added to the survey form, no student marked this option.

Table 9. T test Results of the relationship between the desire of the Vocational School students willingness to continue their undergraduate studies and their career planning (CP) and occupational anxiety (OA) levels

	<i>N</i>	Mean CP / OA K	Std. Deviation CP / OA	<i>t</i> CP / OA	<i>df</i> CP / OA	<i>p</i> CP / OA
Yes	168	3.9595/3.0458	0.60727/0.83579	0.604/-1.104	276	0.547/0.271
No	110	3.0458/3.1541	0.47384/0.74045			

Since they are a bivariate group, Hypothesis 6: There is a relationship between career planning decisions and occupational anxiety levels of students depending on their willingness to continue their undergraduate education was analysed by T test and according to the result of the analysis, no relationship was found (Table 9: $p=0.547/0.271>0.05$).

In addition, the professional anxiety levels of the students were assessed by multiple-choice questions by

taking their opinions on issues such as the number of job applications they should make in order to have a good job, how many years they should work for a professional position, their wage expectations, the methods they use for job applications, the meaning of working life for students. The data obtained by these expressions was analysed using frequency analysis, and the following results were obtained.

Table 10. Findings related to students' perspective on business life, job application and salary expectations.

	<i>f</i>	%
Number of job applications required to have a good job		
1	21	7.6
2	28	10.1
3	78	28.1
4	32	11.5
5 and More	119	42.8
Number of years to work in the first professional position		
1	15	5.4
2	43	15.5
3	82	29.5
4	39	14.0
5 and More	99	35.6
Expectation of salary (TRL)		
Minimum Salary	11	4.0
20.000-35.000	91	32.7
36.000-49.000	109	39.2
50.000 and more	67	24.1
Methods used for job applications		
Recommendations from friends/Acquaintances/References by Lecturers	111	39.9
Websites of employers	34	12.2
Career websites	54	19.4
Personal contact with employers	70	25.2
Job adverts in newspapers and magazines	1	0.4
Employer promotions organised at universities	8	2.9
Meaning of work life		
Long-term earnings	52	18.7
Experience and Specialisation	110	39.6
Regular work/life balance	91	32.7
Practical work training	6	2.2
Direct entry to work	5	1.8
A safe position	14	5.0
Most important issue in work life		
Equal opportunities	30	10.8
Location of the workplace	10	3.6
Value given to the employee	120	43.6
Starting point for a good career	71	25.5
Existence of corporate social responsibility projects	5	1.8
Work to be done	7	2.5
Management style of the employer	10	3.6
Personal development support	2	0.7
Starting salary	4	1.4
Work life balance	19	6.8
TOTAL	278	100.0

As presented in Table 10, 119 (42.8%) of students think that they need to apply for at least 5 or more jobs in order to have a good job, 99 (35.6%) think that they need to work for at least 5 years or more for a professional position, and 109 (39.2%) of the students have a salary expectation between 36,000-45,000 TRY. Again, 111 (39.9%) of the students participating in the research tend to use the recommendations of friends, acquaintances, and academic professors as a method for job application. When the meaning of work-life is asked, 110 (39.6%) students answered it as experience and specialization. This answer is in parallel with the expectations of the students of a department such as Laboratory and Veterinary Health, which has a curriculum with intensive practical courses, in terms of the fact that Veterinary Medicine is a sector where professional experience can be gained through practice. In addition, when the students were asked about the most important issue in their working lives, 120 (43.6%) of the students selected the answer 'Value Given to the Employee', which suggests that the commitment of the students to their jobs and the business they work for will vary depending on their perception of value.

DISCUSSION

The aim of this study is to determine whether there is a relationship between individual career planning and future and occupational concerns of students in Vocational Schools (Bayat, Şuhut and Emirdağ) in Afyon Kocatepe University. This department was subjected to research because it is both difficult to study and it concerns the health of living beings.

Vocational schools are institutions that are between high schools and faculties. They train personnel for career in their field and also allow them to further education through vertical transfer to obtain a bachelor's degree (Terim and Öztürk 2009). Most of these students use their two-year education to continue their business careers, even though some of them use vertical transfer to transfer to four-year faculties. Compared to undergraduate students, these students receive a shorter and more focused education, which makes it easier and faster for them to find employment after graduation. As their employment mostly depends on their education branch, they have to make long-term and extensive plans that involve their entire future (Günay and Özer 2016).

Only the individual knows the own career-related wishes and expectations, and these expectations may vary from person to person. Since career planning is genuinely something that each individual can handle on their own, no one else can arrange the professional path of another. Therefore, individuals who plan their own careers are more likely to be satisfied with their careers and jobs in the future. Because people who have a good career plan are aware of the pivotal points on their career path. If they reach their set point as a

result, they are more likely to feel a sense of achievement (Byars and Leslie 2004). Five distinct stages become apparent when individual career planning is examined in different sections:

1. Self-Assessment: This stage involves gathering all of the individual's existing qualifications, including talent, knowledge, skill, desire, and knowledge, and creating an inventory (Palmer 1993).

2. Evaluation of Career Opportunities: The second stage in individual career planning is the evaluation of career opportunities, which is the step in which the person identifies the opportunities and potentials that can be evaluated within and outside the organization. At this stage, the individual also makes an evaluation about the job market and economic situation. In addition, the person tries to obtain information about the training and development opportunities that the organization can offer to the individual, such as different jobs or working in different departments (Daft 1991).

3. Setting a Goal: Individuals need to have their goals clearly defined and understood in order to achieve their career aspirations (Fındıkçı 2000). Individuals should strive to realize their goals by using the opportunities they have in accordance with the goals they have set (Aytaç 1997). In this process, individuals often act alone. For this reason, it is sometimes not possible for individuals to proceed correctly on the desired path. In such cases, it will be in the best interest of individuals to seek help from experts (Anafarta 2001).

4. Preparation and Implementation of Career Plan: At this stage, the individual who has determined his goals will now enter the process of creating his career plan. In this planning step, the individual must be in an environment that supports self process and can activate it (Tunç and Uygur 2001). At this point, the individual's life should be taken into consideration when choosing a career, and acting in this direction should also help to create the career route that was properly planned (Ültanır and Ültanır 2005).

5. Feedback: The last step of individual career planning is the feedback process. During the feedback stage, the person's actions are reviewed and updated on a regular basis. In this step, the individual should make a self-assessment every six months. Issues such as the progress of the individual, the achieved goals, or whether the new goals that can be set will be better for the person should be among the issues that the individual can pay attention to when assessing at the feedback stage (Daft 1991). With the feedback to be obtained as a result of a good assessment of the person, the cons and pros of the individual can be better understood.

In this study, it was determined that Vocational School students were not very aware of individual career planning, they did not choose any goal when they made career plans; and their awareness levels did not reach sufficient maturity.

Anne Roe, a clinical psychologist, suggested that early childhood experiences affect career behaviour and argued that the relationship between early childhood experiences and later career behaviour is mediated by the structure of psychological needs that develops depending on the pattern of disappointments and satisfactions experienced in childhood. In another study, John L. Holland, a vocational consultant who has worked in educational institutions, military institutions, and psychiatric institutions, argues that people necessarily carry the characteristics of one of the six personality types defined and that they choose one of the occupations suitable for one of these types. Only when an individual chooses one of these occupations, it can lead to reaching fulfillment. Besides, Edgar Schein stated that the personality structures that guide individuals in determining their careers are formed in childhood and that the behaviours of individuals as a result of their needs and motives are effective in their career choices. Career value, as defined by Schein, is a self-concept that guides the individual, restricts him/her, enables him/her to act consistently, shapes his/her individual career, and reflects the abilities, attitudes, motives, and core values perceived by the individual's self. Therefore, personality traits are an important factor affecting career plans (Erdoğan 2009).

According to previous studies, there are different factors such as environmental, economic, social, cultural, future, occupational concerns and anxieties that affect the individual career planning of university students (Keskin and Korkut 2016). Furthermore, in individual career planning, the families of individuals can also be effective in their career choices. The structure, culture, income level and orientation of the family is an important factor affecting the career of the individual. Even if individuals are sometimes interested in some professions and are capable of doing this profession, their families may not want individuals to work in that job and problems may arise between the individual and the family (Seçer 2013).

In this study, it was determined that the income levels of the families of the students were quite low and the household budget was mostly dependent to the father. Besides, the majority of students' mothers did not work, and the education levels of the parents were low. In addition, although the occupational and future anxiety of the students participating in the questionnaire was low, it was determined that they mostly chose that they would help their families in their answers to the survey questions. This situation is thought to be caused by the fact that although the students know the importance of the economy, since they have not received adequate career planning training and their families have not been able to support them consciously.

The first studies on the concept of anxiety in the field of psychology started in the late 1940s. The word anxiety was used for the first time by Freud and its definition was made as a function of the ego. While it

was previously accepted that anxiety was a biological concept, later it entered the psychological literature (Mert 2017; Manav 2011). According to Freud, anxiety contributes to the function of warning the person against threats from the physical and social environment and taking the necessary measures to sustain life (Gençtan 1997). In general, anxiety is the emotional reaction of the individual to environmental and psychological events. In a narrow sense, anxiety can be defined as a disorder of the emotional state in which the onset and source of anxiety are not recognised but consciously felt (Kaya and Varol 2004). Anxiety is the feeling of distress that one feels as if bad things will happen.

Tendency of the individuals to experience anxiety may depend on the situation they are in. Therefore, an individual who is anxious in one situation may not be anxious in another situation. In other words, anxiety can vary according to situations and conditions. From this point of view, the issue of anxiety is also evaluated in the field of occupational psychology (Savickas 2000). It is known that there are significant relationships between occupational and career anxiety, economic perceptions and career planning. In the study conducted by Akoğlan Kozak and Dalkıran (2013), it was concluded that economic perception is effective in career planning, individuals make career planning with traditional structure, and economic conjuncture is perceived as more important than career planning. In the study conducted by Ulaş and Özdemir (2018) to determine the factors that students perceive as career barriers, it was concluded that self-efficacy and trait anxiety in career decision-making were perceived as career barriers by students, and that family was not seen as an obstacle. Merve Gerçek (2018) examined the relationship between adaptation-centered anxiety and course-centered anxiety with career adaptability in a sample of pre-service teachers studying at the faculty of education and found that pre-service teachers' anxiety about the teaching profession increased, their beliefs about their ability to overcome the problems they may encounter in finding a job and advancing in their careers in the future and to adapt to unexpected changes gradually decreased. As a result of this study, although the students did not have any concerns about their future, they stated that they were worried especially because of dealing with the life of a living creature due to their profession and that they were worried about paying compensation by damaging an animal during their work. It has been determined that they have reached a conclusion that this profession is difficult and that these students are willing to continue their careers by transferring to faculties with Vertical Transfer Examination with the education they receive.

CONCLUSION

As a result, according to the results of the survey applied to 278 students studying in the Department of Laboratory and Veterinary Health in three Vocational

Schools located in Bayat, Emirdağ and Şuhut districts of Afyon Kocatepe University, no significant relationship was found between the students' grade, gender and age and their career planning decisions and occupational anxiety levels. There is no significant relationship between the educational level, employment status and number of siblings of the Vocational School students and their career planning decisions and vocational anxiety levels. This situation corresponds with the information stated in the literature section and is accepted as an indication that the career planning and anxiety levels of the students in Generation Z are low. As a suggestion for future studies, it would be useful to complete and deepen such studies by conducting interviews with students.

Conflict of interest: The authors have no conflicts of interest to report.

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