

## TURKISH VERSION OF EMPLOYMENT HOPE SCALE: THE VALIDITY AND RELIABILITY STUDY

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**Abstract:** The aim of this research is to examine the validity and reliability of the Turkish version of the Employment Hope Scale (EHS; Hong et al. 2012). The sample of this study consisted of 398 (235 female and 163 male) teachers. The results of confirmatory factor analysis demonstrated that the six items loaded on one factors and the one-dimensional model was well fit ( $\chi^2=215.29$ ,  $df=63$   $p=0.00$ ,  $RMSEA=.078$ ,  $NFI=.95$ ,  $NNFI=.95$ ,  $CFI=.96$ ,  $IFI=.96$ ,  $RFI=.92$ ,  $GFI=.93$ ,  $AGFI=.88$ , and  $SRMR=.040$ ). The internal consistency coefficients of two subscales were .85 and .90 respectively, for the overall scale was .93. In the concurrent validity significant relationship ( $r=.37$ ) was found between the Employment Hope Scale and Career Adaptability and Optimism Scale. The t-test results differences between each item's means of upper 27% and lower 27% points were significant. The corrected item-total correlations of EHS ranged from .55 to .78. Overall findings demonstrated that this scale is a valid and reliable instrument for assessing the employment hope. EHS can be utilized in various areas like workforce management, social policies and leadership research.

**Keywords:** Employment Hope, Validity, Reliability, Confirmatory Factor Analysis

### INTRODUCTION

The individuals' internal evaluation of own capabilities has been an area of study especially since the seminal works of Bandura (1977) in the psychology literature (Leonard, 2002). Self-sufficiency is one of the concepts commonly used in areas of social work and social service policies. When individuals experience feelings of self efficacy, they pursue their life goals, make decisions and implement those decisions in a determined fashion; and self efficacy has a positive effect on self-sufficiency (Herr and Wagner, 2003). The term self-sufficiency is more commonly used in areas of social work and social service policies. When the feelings of self efficacy

intensify, individuals pursue their life goals, make decisions and implement those decisions in a determined fashion, and self efficacy has a positive effect on self-sufficiency (Herr and Wagner 2003).

Self-sufficiency of the individuals is seen as a general goal of public policies (Hong et al. 2012). Despite this fact, there is no consensus on the exact meaning of the term (Long 2001). The concept is usually evaluated as an economic and financial output, and it is one of the high-priority goals in appraising the success in the sphere of social public policy, especially in the U.S.A. (Hawkins 2005). Within the framework of the research and application on workforce development, self-

sufficiency has two dimensions: financial and psychological; yet there is not enough emphasis on the psychological dimension (Hong et al. 2009). Haveman and Bershadker (1998) has conceptualized poverty as “inability to be self-reliant” and operationalized the term as “the capability of families to meet some minimum level of living by means of their own efforts” (p. 343). Mulroy and Lauber (2004), in their study evaluating a program with a logical model, defined self-sufficiency as “independence from government subsidies” (s. 575). According to Long (2001), for families to be self-sufficient, they should have an income that is above the federal poverty level after the taxes are subtracted, without any form of financial support, and having some kind of health coverage (s. 391). The definitions converge on the notion of being able to meet family needs without support, yet there is a lack of clarity on the specific components of the concept, which induces problems on the evaluation processes of policies and programs devised for enhancing self-sufficiency (Hawkins 2005; Long 2001).

Bratt and Keyes (1998), in their study on nonprofit housing organizations, have acknowledged the need for a re-conceptualization and clarification for the construct self-sufficiency for a better understanding of the programs and activities of these organizations. These institutions having components like “personal responsibility building”, or “skill building for work”, would be regarded as quite inefficient when the goal of self-sufficiency is defined primarily on financial terms; therefore the term should be broadened as encompassing

non-financial, or psychological components of self-sufficiency (p. 801). From the perspective of social agencies, employment possibility, is the result of the supply and demand interactions in the labor market; and when the success is assessed with employment, (for instance as in (Fleischer 2001) “finding and keeping a job for more than 12 months”), agency evaluations are conducted by reference to an external factor, out of their scope (Hong et al. 2012).

Daugherty and Barber (2001), have criticized the economic self-sufficiency ideal as being a “classical liberal philosophical ideal that inappropriately focuses on a rational and economic view of personhood”; and argued that this conceptualization would support a wrong the human will and meaning in the complex society (p. 662).

Another, important concept relevant for the study is empowerment, which can be regarded as being an individual psychological construct; as well as being an “organizational, political, sociological, economic, and spiritual” one (Rappaport 1987). Becker, Kovach, and Gronseth (2004) delineated the fact that an empowerment based definition of self-sufficiency is required for the evaluation processes of services, programs, and work force development systems, and described the individual having self-sufficiency as capable of defining her needs, making decisions and implementing these decisions and to continue with managing other needs, having confidence and being able to find solutions for herself (p. 332).

In order to understand the outlook in Turkey about self-sufficiency with regard to social policies, one can glance at the definition of neediness in the Code of Social and Economic Support (SHÇEK, 2011). In this code, neediness is defined as “absence of property or income sufficient for providing the person herself, her spouse and children under her custody, and parents with a minimum level of living according to the conditions of the location they live (item 4).” Considering the fact that poverty, an alternative term for neediness, can be regarded as “inability to be self-reliant” (Haveman and Bershadker 1998); it can be stated that self-sufficiency is purely defined in terms of financial resources in the above quotation from the code. The definition for the “needy old person” is characterized by “being in social and economic deprivation and need for help” in the same code (item 4); which refers to the social dimension of neediness. After all, in the same code, in the part describing the service offered to citizens by social work practitioners, self-sufficiency is explicitly mentioned as an important objective and a quality needed to be developed (item 25); yet, remarkably, this objective is regarded as the professional responsibility of the practitioner, not as an institutional goal. Hence, it can be concluded the need for an empowerment-based definition of self-sufficiency is needed, at least in the public social policy area, in Turkey as well.

Although there exists studies examining the relationship between psychological resilience factors [(like self-efficacy (Herr and Wagner 2003) and self-esteem (Kunz and Kalil,

1999)) and economic self-sufficiency; effects of these factors on psychological aspects of self-sufficiency remains under-researched (Hong et al. 2012)].

Addressing this gap in the area, Hong, Sheriff and Naeger (2009), conducted a qualitative focus group study on low income job seekers in order to come up with a “bottom-up” definition of self-sufficiency. According to their focus group, self-sufficiency is not primarily an outcome but it is a process encompassing skills like: overcoming unrealistic financial goals, building inner strength and future outlook, acquiring skills and resources, and then moving forward toward realistic financial goals. Hong et al. (2009) offered a definition of self-sufficiency as “an empowering path toward a realistic financial goal” (324); and introduced two key components and six sub-components: (1) psychological empowerment (self-worth; self-perceived capability; and future outlook) and (2) process of moving toward future goals (self-motivation; utilization of skills and resources; and goal orientation).

Hong, Polanin, and Pigott (2012) re-named the psychological dimension of self-sufficiency as “employment hope” and developed Employment Hope Scale (EHS) in order to measure this construct. In their validation study, final EHS is composed of 14-items and psychological empowerment (Factor 1) and goal-oriented pathway (Factor 2) were found to be the two main factors in the exploratory factor analysis (EFA); both factors had high internal consistency (alphas for Factor1 and Factor 2 was .90 and .93 respectively and .94

for total EHS) and the final model was well fit (Hong et al. 2012).

The Turkish version of the EHS which has been adapted in the present study is a self-report scale designed for measuring the employment hope construct mentioned above. The EHS scale is an 11-point Likert-type scale with scores ranging from 0 and 10, with 0 denoting (Turkish equivalent of) “Do not agree at all”; 5 as “Neutral”; and 10, as “Totally Agree”. Items are sentences about the cognitive and emotional experiences of the respondents like “(1) When working or looking for a job, I am respectful toward who I am.”, “(13) Even if I am not able to achieve my financial goals right away, I will find a way to get there.”; and “(9) I am able to utilize my skills to move toward career goals.”.

The Employment Hope Scale, as an instrument devised for assessing the psychological dimension of self-sufficiency, which has sufficient psychometric properties, is presented to the attention of researchers and practitioners in Turkey for utilization in evaluation and research activities in various areas like career counseling, management, social services, social policies.

## METHOD

### Participants

Participants were 398 (235 female and 163 male) teachers who were employed in different schools in Istanbul and Kocaeli, Turkey. The departments of these teachers were psychological counseling and guidance (n=33), science education (n=32), pre-school

education (n=80), computer and instruction technology education (n=24), primary education (134) and Turkish language education (n=52), elementary math education (n=43) and the mean age of the participants was 32.3.

### Instrument

*Career Adaptability and Optimism Scale (CAOS):* Career Adaptability and Optimism Scale was developed Erdoğan Zorver and Korkut Owen (2011). Vocational Outcome Expectations Scale was used for the criterion related validity. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of .95 and a significant result on Bartlett’s test of sphericity  $\chi^2= 3274,47$  ( $p < .00$ ,  $df= 153$ ). Results confirmatory factor analyses demonstrated that 18 items yielded one factor and the one-dimensional model was well fit ( $\chi^2= 357.76$ ,  $sd= 135$ ,  $RMSEA= .06$ ,  $CFI= .93$ ,  $GFI= .90$ ,  $SRMR= .04$ ). Factor loadings ranged from .59 to .75. Cronbach alpha internal consistency coefficient was found as .93. In the concurrent validity significant relationship ( $r= .60$ ) was found between the Career Adaptability and Optimism Scale and Vocational Outcome Expectations Scale. Test-retest reliability coefficient was .85. The psychometric properties of this instrument suggest that it may be a useful tool in the further investigation of school to work transition phenomena associated with university students and recent graduates and may provide counselors with an additional tool to facilitate their work with students making the transition from university study to fully employed and productive adults.

### Procedure

Primarily translation of the EHS into Turkish was based on the kind permission of Philip Young P. Hong (2012). As the first step three specialists who were a native Turkish speaker fluent in English translated English version into Turkish. Discrepancies in initial translations were addressed with the assistance of a fourth independent translator. The Turkish version of the EHS was then translated back into English by three English-speaking language specialists who were blinded to the original scale and the objective of the study. The differences between translated versions were evaluated and a satisfactory compliance with the original scale was achieved by consensus of the translators. The completed Turkish version was evaluated for cultural concordance by three academicians from department of English Language and Literature, controversial items were determined and necessary modifications were done. The updated version was reevaluated by the original group of expert reviewers, to finalize the Turkish version used in this study. After that a study of language equivalence was executed and then the validity and reliability analyses of the scale

were investigated. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale's structure in Turkish culture (Büyüköztürk, 2011; Sümer, 2000; Şimşek, 2007; Yılmaz & Çelik, 2009) Also concurrent validity, internal consistency reliability, the item-total correlations and the differences between mean scores of upper 27% and lower 27% groups were examined. Data were analyzed using LISREL 8.54 and SPSS 17.0 package programs.

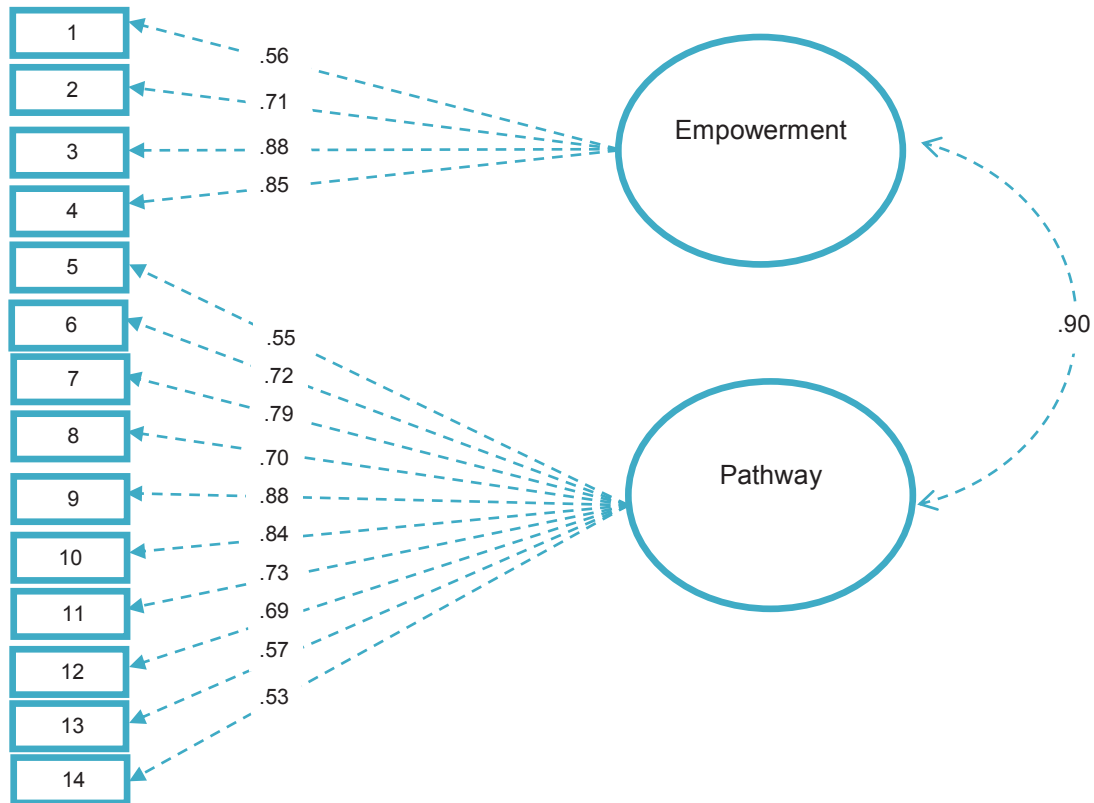
## RESULTS

### Construct Validity

The results of confirmatory factor analysis indicated that the model was well fit and

Chi-Square value ( $\chi^2=215.29$ ,  $df=63$   $p=0.00$ ) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA=.078, NFI=.95, NNFI=.95, CFI=.96, IFI=.96, RFI=.92, GFI=.93, AGFI=.88, and SRMR=.040. Factor loadings and path diagram of Turkish version of EHS are presented in Figure 1.1.

**Figure 1.1 Factor Loadings and Path Diagram for the EHS**



### Reliability

The internal consistency coefficient of empowerment subscale is .85, and pathway subscale is .90. The overall internal consistency coefficient of the scale was .93. Test-retest reliability coefficient was .71. In the concurrent validity significant relationship ( $r = .37$ ) was found between the Employment Hope Scale

and Career Adaptability-Optimism Scale. The corrected item-total correlations of EHS ranged from .55 to .78. The t-test results differences between each item's means of upper 27% and lower 27% points were significant ( $p < 0.001$ ). The item analysis results and descriptive statistics are presented in Table 1.1

**Table 1.1 The EHS Item-Total Correlation, t-test results differences between each item's means of upper 27% and lower 27% group, and Descriptive Statistics**

Item No	Item-Total Correlation n(398)			Upper 27% group n(106)		Lower 27% group n(106)		t
	$\bar{X}$	Sd	$r_{jx}$	$\bar{X}$	Sd	$\bar{X}$	Sd	
1	8,97	2,11	,53	9,90	,35	7,53	2,93	-8,29***
2	9,00	2,05	,62	9,97	,21	7,56	2,71	-9,13***
3	8,92	1,82	,76	9,92	,29	7,22	2,55	-10,83***
4	8,83	1,85	,74	9,84	,49	7,23	2,56	-10,34***
5	7,71	2,53	,55	9,60	1,15	5,66	2,61	-14,19***
6	8,43	2,20	,70	9,83	,63	6,18	2,61	-14,03***
7	8,51	2,19	,77	9,91	,31	6,32	2,76	-13,31***
8	8,21	2,22	,69	9,85	,57	6,20	2,52	-14,58***
9	8,80	1,88	,82	9,92	,26	6,92	2,53	-12,11***
10	8,63	1,93	,75	9,90	,29	6,86	2,49	-12,48***
11	8,61	2,03	,72	9,90	,52	6,78	2,74	-11,50***
12	8,31	2,23	,71	9,86	,64	6,26	2,71	-13,27***
13	7,56	2,63	,59	9,50	1,09	5,13	2,78	-15,04***
14	7,79	2,68	,56	9,67	,94	5,51	3,03	-13,51***

\*\*\*p<.001

As shown in Table 1.1, for example, employment hope mean scores of upper 27% group (9.90) were higher than lower 27% group (7.53), (t= 8,29) with a significance level of .001 for item 1.

employment hope mean scores of upper 27% group (9.50) were higher than lower 27% group (5.13), (t= 15.04) with a significance level of .001 for item 13.

## DISCUSSION

The purpose of this study was to translate the EHS into Turkish and examine its psychometric properties. Confirmatory factor analysis demonstrated that the factor structure was harmonized with the factor structure of the original scale. Thus, it can be said that the structural model of the EHS which consists of two factors was well fit to the Turkish culture (Bentler and Bonett 1980; Hu and Bentler 1999; Schermelleh-Engel and Moosbrugger 2003; Tabachnick and Fidell, 2007). The in-

ternal consistency reliability coefficients of the scale were high (Büyüköztürk 2011; Kline 2000; Tabachnick and Fidell, 2007). Reliability studies showed that the scale has a stable construct indicated by good test-retest correlation (Kuzucu, 2008). Reliability coefficients are consistent with previous research findings (Hong et al. 2012; Juntunen and Wettersten, 2006; Yakushko and Sokolova, 2010). Considering that item total correlations having a value of .30 and higher and significant test results differences between each item's means of upper 27% and lower 27% are generally considered to be adequate in terms of distinguishing between the traits to be measured for construing item total correlation, it is possible to state that item total correlations and t-test result regarding the scales are adequate (Büyüköztürk 2011; Tabachnick and Fidell, 2007). Namely, as a result of the item-analysis based on the upper 27% group means and on the lower 27% group means to determine how efficient the Turkish-version form was in distinguishing between individuals who have high and those who have low levels in terms of the employment hope measured. Overall findings demonstrated that this scale had high validity and reliability scores and that it may be used as a valid and reliable instrument in order to measure the empowerment-based self-sufficiency (SS) outcome among low-income job-seeking clients. Nevertheless, further studies that will use EHS are important for its measurement force.

The Employment Hope Scale, as an instrument devised for assessing the psychological dimension of self-sufficiency, which has suf-

ficient psychometric properties, is presented to the attention of researchers and practitioners in Turkey for utilization in evaluation and research activities in various areas like education, management, social services, social policies, and leadership.

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## İŞ UMUDU ÖLÇEĞİ (İÜÖ) TÜRKÇE FORMU: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI

**Özet:** Umut, geleceğe uyum sağlamak için bireye güç veren, gelecekle ve yaşadığı anla ilgilenmesini ve anlam bulmasını sağlayan, pozitif bakış açısı ve iyi oluşu destekleyen, başkalarıyla ilişkiyi sürdürmeye yardım eden dinamik bir güçtür (Kemer, 2006; Akt. Hamedoğlu ve diğerleri, 2012). İş umudu kavramı umut kavramından türetilmiş olmasına rağmen farklı manalar içermektedir. TUIK 2013 Ocak verilerine bakıldığında her 100 gençten 21'i işsizdir, yani bu gençler her an elde edilebilecek iş fırsatlarına paralel olarak iş umudu içinde yaşamlarına devam etmektedirler. Fakat Türkiye'de umut ile ilgili yapılmış çalışmalar incelendiğinde iş umudu ile ilgili bir ölçme aracına rastlanmamıştır. Bu çalışmanın amacı Hong, Polanin & Pigott (2012) tarafından geliştirilen İş Umudu Ölçeğini Türkçeye uyarlamak ve ölçeğin geçerlik ve güvenilirlik analizlerini yapmaktır. **Yöntem:** Bu araştırma üç ayrı ilde, farklı okullarda görev yapan toplam 398 öğretmen üzerinde yürütülmüştür. Öğretmenler farklı branşlarda olup; yaşları 23 ile 43 yaş arasında değişmekte ve yaş ortalaması 32.3 olan öğretmenlerin 235'i (% 59) kadın ve 163'ü erkektir (% 41). **Kullanılan ölçme araçları:** Çalışmada veri toplamak amacıyla İş Umudu Ölçeği Türkçe formunun yanı sıra ölçüt (uyum) geçerliliği için Kariyer Uyum ve İyimserlik Ölçeği kullanılmıştır. Ayrıca demografik bilgilere ulaşmak için Kişisel Bilgi Formu dağıtılmıştır. (Career Adaptability and Optimism Scale): Kariyer Uyum ve İyimserlik Ölçeği, Erdoğan Zorver ve Korkut Owen (2011) tarafından geliştirilmiştir. Ölçüt bağıntılı geçerlik için Mesleki Sonuç Beklentisi Ölçeği kullanılmıştır. Kaiser-Meyer-Olkin (KMO) örneklem uygunluk katsayısı .95 Bartlett's sphericity test sonucu  $\chi^2= 3274,47$  ( $p< .00$ ,  $sd= 153$ ) olarak bulunmuştur. Doğrulayıcı faktör analizi sonucu 18 maddeli ve tek faktörlü modelin uyum indeksi değerlerinin ( $\chi^2= 357.76$ ,  $sd= 135$ ,  $RMSEA= .06$ ,  $CFI= .93$ ,  $GFI= .90$ ,  $SRMR= .04$ ) olduğu gözlenmiştir. Madde faktör yükleri .59 ile .75 arasında sıralanmaktadır. Cronbach alpha iç tutarlık güvenilirlik katsayısı .93 olarak hesaplanmış. Ölçüt bağıntılı geçerlik için Kariyer Uyum ve İyimserlik Ölçeği ile Mesleki Sonuç Beklentisi Ölçeği arasında ( $r= .60$ ) ilişki bulunmuştur. Test tekrar test geçerlik katsayısı ise .85 olarak tespit edilmiş. Bu sonuçlara göre ölçeğin geçerli ve güvenilir bir ölçme aracı olduğu söylenebilir. **İşlem:** İş Umudu Ölçeğinin uyarlama çalışması için ölçeği geliştiren Philip Young P. HONG ile e-mail yoluyla iletişim kurulmuş ve ölçeğin uyarlanabileceğine ilişkin gerekli izin alınmıştır. Ölçeğin Türkçeye çevrilme süreci belli aşamalardan oluşmaktadır. Öncelikle ölçek İngiliz Dili ve Edebiyatı ve Filoloji bölümü mezunu 4

dil uzmanı tarafından Türkçeye çevrilmiş ve daha sonra bu Türkçe formlar tekrar İngilizceye çevrilerek İngilizce ve Türkçeyi bilen 17 kişiye uygulanarak iki form arasındaki tutarlılık incelenmiştir. Yine aynı öğretim üyeleri elde ettikleri Türkçe formlar üzerinde tartışarak anlam ve gramer açısından gerekli düzeltmeleri yapmış ve denemelik Türkçe form elde edilmiştir. Son aşamada bu form, psikolojik danışma ve rehberlik ve ölçme ve değerlendirme alanındaki 2 öğretim üyesine inceletilerek görüşleri doğrultusunda bazı değişiklikler yapılmıştır. Hazırlanan Türkçe form çoğaltılarak üniversite öğrencilerine gerekli açıklama yapıldıktan sonra uygulanmış ve formlar toplanarak, verilerin bilgisayar ortamına aktarılması sağlanmıştır. İş Umudu Ölçeğinin yapı geçerliği için elde edilen verilere doğrulayıcı faktör analizi (DFA) yapılmıştır. Bu çalışmada DFA kullanılmasının nedeni orijinal formun faktör yapısının MEB’de çalışan Türk öğretmenler üzerinde doğrulanıp doğrulanmadığını incelemektir (Büyüköztürk, 2010; Sümer, 2000; Şimşek, 2007; Yılmaz ve Çelik, 2009). Uyum indekslerinde genelde olduğu gibi GFI, CFI, NFI, RFI ve IFI için  $> .90$ , RMSEA  $< .08$  ve SRMR için  $< .05$  ölçüt olarak alınmıştır (Hu & Bentler, 1999). Ortalama ve toplam puanlar arasındaki ilişkileri tespit etmek için Pearson Momentler Korelasyon Analizi uygulanmıştır. İş Umudu Ölçeğinin geçerlik ve güvenilirlik analizleri için SPSS 17 ve LISREL 8.54 programları kullanılmıştır. **Bulgular:** Doğrulayıcı faktör analizi (DFA): Ölçeğin yapı geçerliliği için 398 öğretmenden elde edilen verilere uygulanan doğrulayıcı faktör analizinde iki boyutlu modelin uyum indeksi değerleri: ( $\chi^2=215.29$ ,  $sd=63$   $p=0.00$ ; RMSEA=.078, NFI=.95, NNFI=.95, CFI=.96, IFI=.96, RFI=.92, GFI=.93, AGFI=.88, ve SRMR=.040) olarak bulunmuştur. **Ölçüt geçerliliği:** Ölçeğin ölçüt geçerliği çalışmasında İş Umudu Ölçeği ile Kariyer Uyum ve İyimserlik Ölçeği arasında pozitif ( $r= .37$ ) ilişki olduğu görülmüştür. **Güvenirlik:** İş Umudu Ölçeğinin Cronbach alfa iç tutarlık güvenilirlik katsayısı ölçeğin bütünü için .93, psikolojik güçlendirme alt boyutu için .85, amaç yönelimli yol alt boyutu için .90 olarak bulunmuştur. Ayrıca ölçeğin test-tekrar test güvenilirliği için ölçek 23 gün ara ile aynı çalışma grubundan 74 öğretmene tekrar uygulandığında, iki uygulama arasındaki korelasyon katsayısı .71 olarak bulunmuştur. **Madde analizi:** Yapılan analiz sonucunda ölçeğin düzeltilmiş madde-toplam korelasyonları .55 ile .78 arasında sıralanmaktadır. Ayrıca toplam puanlara göre belirlenmiş %27’lik alt ve üst grupların madde puanlarındaki farklara ilişkin t değerlerinin ise 8.29 ( $p< .001$ ) ile 15.04 ( $p< .001$ ) arasında değiştiği görülmüştür. **Tartışma ve Öneriler:** Çalışmanın genel amacı doğrultusunda İş Umudu Ölçeğinin geçerliği: Faktör analizi, ayırt edici geçerlik ve benzer ölçek geçerliği ile belirlenmiştir. Faktör analizi sonucunda ölçeğin iki boyutlu olarak uyum verdiği görülmüştür. Ayırt edici geçerlik çalışması sonucunda ölçekte yer alan 14 maddenin alt grupla üst grubu birbirinden anlamlı düzeyde ayırt ettiği görülmüştür. Benzer ölçek geçerliği (ölçüt geçerliği) çalışması sonucunda ise ölçeğin geçerli olduğu sonucuna varılmıştır. Bu üç geçerlik çalışmasından elde edilen sonuçlar, araştırma literatüründe önerilen ve kabul edilebilir aralıklar arasında bulunmaktadır (Büyüköztürk, 2011; Tabachnick and Fidell, 2007). İş Umudu Ölçeğinin güvenilirlik çalışmaları sonuçlarına bakıldığında ise Cronbach-alfa,

madde toplam korelasyonu katsayıları ile test-tekrar test yöntemiyle elde edilen korelasyon katsayılarının kabul edilebilir düzeyde olduğu görülmektedir. İş Umudu Ölçeğinin geçerlik ve güvenilirlik çalışmalarından elde edilen bulgular, Türkçe 'ye uyarlanan 11'li ("0" Kesinlikle Katılmıyorum; "5" Nötr; "10" Kesinlikle Katılıyorum) Likert puanlamaya sahip, 14 maddelik ölçeğin yetişkinlerin ve çalışanların iş umut düzeylerini geçerli ve güvenilir bir şekilde ölçmek amacıyla kullanılabileceğini göstermektedir.

**Anahtar Kelimeler:** İş umudu, geçerlik, güvenilirlik, faktör analizi