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# Work-Domain Goal Orientation: A Theoretical Framework for the Construct and Turkish Adaptation of a Work-Domain Goal Orientation Instrument

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**Abstract:** This study brings a novel perspective to the relationship between higher education and work life by examining work-domain goal orientation as a critical factor in preparing students for professional environments. Through an extensive literature review, it highlights the role of work-domain goal orientation in aligning higher education curricula with the demands of the modern workplace, emphasizing how students' goal orientation influences their future professional success. Additionally, this study adapts and validates a work-domain goal orientation instrument into Turkish, offering a reliable tool for use in Turkish contexts. A sample of 729 undergraduate students from various academic disciplines participated in the study. Exploratory and confirmatory factor analyses confirmed a three-factor structure (learning, proving, avoiding), accounting for 68.4% of the variance. The internal consistency was reliable, with Cronbach's alpha values ranging from 0.84 to 0.86 across subscales. The study provides a dual contribution by offering theoretical insights into work-domain goal orientation and delivering a psychometrically validated tool for assessing students' readiness for professional life in a non-Western context. These findings address gaps in the literature on goal orientation and its application in diverse cultural settings, advancing both academic understanding and practical applications for educational institutions and employers. This study contributes to bridging the gap between higher education and work life, offering both theoretical perspectives and a practical tool to improve workforce preparedness.

**Keywords:** work-domain goal orientation; higher education curriculum; student readiness for work; scale adaptation; factor analysis

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## 1. Introduction

The purpose of education has undergone significant evolution, shaped by philosophical, economic, political, and social forces. This evolution is reflected in both teaching philosophies and curricular reforms. Dewey (1934) emphasized that education's primary function is to prepare individuals for the society they will inhabit. Similarly, King (1947) underscored the critical role of education in fostering intensive thinking and strong character, asserting that a failure to fulfill this role poses a substantial threat to society. The

Association for Supervision and Development Committee (1957) further argued that education should enable learners to develop holistically, preparing them to lead moral, creative, and productive lives within a democratic society. Later, Ammons (1964) expanded this view, suggesting that education's purpose had shifted towards creating a "learning society" rather than merely producing literate citizens. Foshay (1991) offered a broader humanistic perspective, acknowledging the multifaceted purposes of education, including intellectual development, social contribution, economic expectations, and professional growth. However, he warned that focusing exclusively on any single dimension risks distorting the essence of human development.

While the debate has historically focused on developed countries, it is crucial to explore these issues from the perspective of developing nations. In a world where technological advances are proceeding at an unprecedented pace, the role of education in keeping up with such progress becomes even more critical. The discussion surrounding the purpose of education is closely intertwined with curriculum research, which continues to be a central focus in educational systems worldwide.

Despite the broad consensus on the evolving purpose of education, some scholars have expressed concerns. Chomsky (1993), for instance, posited that education should primarily serve as a tool for individual self-actualization, while Barnett (1994) warned that higher education's professional mission could undermine its broader societal role. Nevertheless, the shift from a moral and character-based focus to a more economic and professional one does not negate the continued importance of moral development within education. This debate extends into discussions about the intersection of education and the business world, where scholars such as West (2000) argue that higher education may not provide students with sufficient practical experience for the realities of the workforce. In this context, McGuinness et al. (2016) examined the mismatch between higher education outcomes and initial employment, emphasizing the need for institutions to play a more active role in preparing graduates for their professional lives. Recent studies continue to highlight the strong correlation between capital, access to higher education, and skill development (Piketty, 2015).

As higher education now serves as the final stage in the formal educational journey, its role in shaping individuals' readiness for professional life is paramount. Historically, employers have regarded higher education credentials as markers of a qualified workforce, particularly in public and private sectors. Beyond advancing academic knowledge, higher education has increasingly become a form of pre-service training, equipping students with the skills necessary for specific professions. However, the opportunity to engage in real-life problem-solving within higher and further education programs is limited. Practice in real-life situations without systematic guidance can be overly demanding for students and may involve risks and ethical concerns, such as when working with real students or patients without adequate preparation. Additionally, real-life scenarios often lack sufficient practice opportunities, as critical situations may arise infrequently or require extended time before decisions yield observable outcomes. These constraints make real-life practice a less accessible and sometimes suboptimal learning environment, particularly for novice learners (Chernikova et al., 2020).

Employers are predominantly concerned with employees' ability to perform tasks efficiently, yet standardized testing during education is insufficient to predict real-world performance post-employment. This highlights the need for a shift in university teaching strategies. While traditional teaching methods are vital for learning theoretical knowledge, they fall short in developing the generic skills required for the workplace. Therefore, traditional forms of studying should be complemented with approaches that actively engage students in processing study content, connecting theory with practice, and fostering

collaboration (Virtanen & Tynjälä, 2018). This gap raises the question: how can higher education better prepare individuals for the demands of the modern workplace?

The emergence of the "skills gap" at the turn of the 21st century (Harvey, 1999) led to a greater focus on aligning higher education with labor market needs. One of the primary motivations for pursuing higher education is the prospect of better employment opportunities. As the workplace requires continuous in-service training and lifelong learning, work-domain goal orientation becomes a critical factor in shaping training programs. However, traditional university practices often fail to incorporate industry participation in the design of assessment materials and requirements. This results in static, university-oriented frameworks that limit the opportunity for students to act as brokers who can coordinate activities and meaning between academic and professional communities, thereby hindering the construction of their professional identities (Ajjawi et al., 2019).

Higher education equips students with both technical and soft skills that are essential for their professional development. The transition from academia to the workplace allows graduates to apply their knowledge and competencies to generate value for organizations. Programs that integrate work training refine technical skills and competencies, enabling graduates to operate with greater rigor and precision in their professional environments. Additionally, these programs address the development of interpersonal skills by challenging students with real-world scenarios that enhance their soft skills. Complementary initiatives, such as Professional Development Programs embedded in undergraduate curricula, further prepare students for workplace challenges by fostering the skills and attitudes necessary for success in professional settings (Franco-Ángel et al., 2023). Salas and Cannon-Bowers (2001) emphasize the importance of needs analysis in designing effective training programs, identifying goal orientation, self-efficacy, and cognitive ability as key factors influencing training success. Importantly, testing an employee's competency post-employment is often too late and costly. It is more efficient to modify behaviors during higher education to ensure that graduates enter the workforce with the necessary skills.

Determining undergraduate students' work-domain goal orientation and making timely adjustments to educational programs can help close the skills gap, optimizing the allocation of educational resources and providing real-time feedback from the business world. In this context, the workplace can be seen as a continuous training ground, where motivation and goal orientation play a crucial role. According to Mitchell and Daniels (2003), goal-setting theory dominates motivational studies, with over a thousand articles published on the subject, yet its practical application in specific work-related settings remains underexplored. As higher education serves as the final formal training stage before employment, understanding how work-domain goal orientation influences both academic and professional outcomes is essential.

This increasing emphasis on aligning higher education with labor market demands has made the development of valid and reliable assessment tools essential for evaluating students' readiness for professional environments. Among these tools, the work-domain goal orientation (WDGO) instrument has emerged as a promising measure for understanding how students' goal orientations in higher education translate into workplace competencies. By adapting and validating this instrument in a Turkish context, this study addresses not only a local educational need but also contributes to the broader discourse on goal orientation and its practical applications in non-Western settings. These findings provide a methodological foundation for future studies seeking to examine the relationships between goal orientation and other factors critical to academic and professional success.

## 2. Literature Review

### 2.1. Theoretical Framework of Work-Domain Goal Orientation

Dweck's seminal study (1986) on motivational processes impacting learning marked a turning point in understanding factors beyond ability that influence academic success. She introduced goal orientation as a key determinant of whether individuals confront or avoid challenges and how effectively they employ their abilities. This distinction led to the identification of two core types of goals: learning goals and performance goals. Many researchers before and after Dweck (1986) have built on this construct, significantly shaping the study of motivation. VandeWalle (1997) later extended Dweck's theory from academic settings into the work domain, establishing work-domain goal orientation as a critical factor in work performance. His work focused on whether employees confront difficulties and use them as opportunities for growth or shy away from them. By reframing goal orientation for workplace settings, VandeWalle added important new dimensions to the theory.

Brett and VandeWalle (1999) provided further clarity by differentiating between goal orientation and content goals, conceptualizing goal orientation as a mental framework that governs how individuals perceive and react in performance contexts. While Dweck's original framework focused on academic settings, the roots of goal orientation lie in earlier work by Ames and Ames (1984), who described motivation as a construct centered on learning and performance goals. Nicholls (1984) similarly referred to two distinct goals during task performance, thus reinforcing goal orientation as a key explanatory mechanism for motivational behavior. The recent literature (Bandhu et al., 2024; Lee, 2023) emphasizes how motivation has evolved into a broader construct, with researchers increasingly aligning goal orientation with achievement goals in both academic and work settings.

Earlier studies by Diener and Dweck (1980) also laid the groundwork for this transition, noting that goal orientation significantly influenced both learning and non-learning behaviors. Their findings revealed that individuals' orientations toward performance were critical determinants of their outcomes—an insight that continues to be central to educational and organizational psychology. Further studies, such as Weiss and Böhnisch (2024) underscore the multidimensionality of goal orientation and its connections to broader constructs like conscientiousness and reasoning ability, emphasizing its implications for both academic and professional success. Crandall et al. (1965) similarly demonstrated that personal beliefs about task involvement were strong predictors of achievement-oriented behavior, further corroborating the importance of goal orientation in academic contexts. VandeWalle's work (1997) notably bridged academic and workplace motivation, showing that the principles governing students' goal orientation also applied to employees, thus underscoring the relevance of goal orientation to both productivity and efficiency in the workplace.

Belenky and Nokes (2009) offered a clearer theoretical foundation for understanding why goal orientation has evolved from a motivational perspective into a construct of its own. They argue that the evolving nature of motivation, particularly in its effects on learning, has driven researchers to focus increasingly on achievement goals as central to both academic and work performance.

### 2.2. The Construct of Work-Domain Goal Orientation

Work-domain goal orientation, much like academic goal orientation in academic settings, emphasizes the influence that goals exert on performance. Just as academic goal orientation impacts how students approach learning tasks and achieve academic success, work-domain goal orientation shapes how employees confront workplace challenges and achieve professional objectives (Farr et al., 1993). VandeWalle (1997) made a crucial contribution to this field by developing the work-domain goal orientation questionnaire, which focuses specifically on how goal orientation manifests within the workplace. His research

recognized that goal orientation levels can differ based on domains, such as academic and work settings (VandeWalle, 1997; VandeWalle et al., 2001). Although higher education is often seen as an advanced level of academic study, it has increasingly come to be viewed as preparatory training for the workplace. In this context, determining the work-domain goal orientation of undergraduate students becomes essential, as it provides insights into how well prepared these students are for their future careers. However, graduates' work readiness remains a significant concern, as universities often produce graduates with limited awareness of the needs and expectations of employers. To address this gap, educational institutions must actively collaborate with industries to align curricula with the diverse requirements of employers, ensuring students are better equipped for professional demands (Hoque et al., 2023).

Additionally, the rising costs of higher education and the uncertainties of graduate labor markets have intensified scrutiny on how effectively universities enable graduates to achieve their employment and career objectives. This increased accountability highlights the need for higher education institutions to not only impart academic knowledge but also foster the skills and competencies essential for long-term career success (Healy et al., 2020).

Understanding students' work-domain goal orientation not only contributes to a more comprehensive understanding of their academic goal orientation but also offers valuable feedback to instructors and students alike. Given that competence in academic activities often correlates with competence in the workplace, assessing goal orientation in higher education can provide early indicators of students' potential work performance. This feedback can be instrumental in shaping teaching and learning practices to better prepare students for the demands of professional life. However, the transition from university to the workplace can be a daunting experience for many students due to the stress caused by an increasingly competitive job market. Academic advisors can play a pivotal role in promoting career confidence and control by facilitating internships, job shadowing, and experiential learning opportunities aligned with students' goals. Mini training workshops based on intervention best practices can also enhance students' career adaptability and proactivity (Green et al., 2020).

Additionally, universities' assessment processes should incorporate student feedback on the suitability of current teaching methods for workplace preparation. Such procedures, including surveys, can provide actionable insights into aligning educational practices with career readiness. Practically, universities must recognize teachers as key agents of students' employability and foster their interconnectedness with other stakeholders within and beyond academic institutions (Petruzziello et al., 2022). Although this assessment may not be definitive for specific job roles, it serves as a predictive tool that can guide both students and educators in the transition from education to employment.

Kanfer and Ackerman (1989) emphasized that both learning and job performance are determined by a combination of motivation and cognitive abilities. Their work, along with that of Hunter (1986), questioned traditional methods of measuring work performance, arguing that supervisor evaluations were often subjective, and training exercises overly academic. This led to the development of more objective methods for evaluating motivational processes and self-regulatory behaviors. In her work, Kanfer (1987) identified the challenges of self-regulation, expectancy-value theory, and goal-setting theory in relation to task performance and motivation. She emphasized that an individual's goals significantly influence the direction, intensity, and persistence of their behavior. Naylor et al. (1980) further developed this framework, highlighting that motivation dictates the amount of time and energy individuals dedicate to their performance.

As the research progressed, goal orientation became central to understanding student performance in educational settings (Dweck, 1986; Meece et al., 1988; Ames, 1992).

VandeWalle (1997) adapted this concept for the work domain, providing a framework for evaluating the goal orientation of employees. Kanfer (1990) offered a definitive explanation of motivation, focusing on behavior and its relationship to learning, aligning with Schunk's (2012) view that learning involves consistent behavioral changes driven by experience. Both academic and workplace environments rely on motivation as a critical factor in achieving goals, and understanding goal orientation offers key insights into how individuals function in these settings.

As workplaces increasingly mirror classrooms in their focus on goal achievement, the motivational constructs developed in educational settings have become vital for understanding employee behavior. By assessing the work-domain goal orientation of students before they enter the professional world, educators and employers can identify areas for behavioral modification and intervention, ensuring a smoother transition from education to employment.

Figure 1 maps the intricate relationship between employees' individual goals—such as mastery goals, performance goals, and performance-avoidance goals—and work-domain goal orientation. It illustrates how these personal goals align with company objectives and strategies, demonstrating the direct impact of goal orientation on employee performance within the workplace. The figure further suggests that understanding an employee's goal orientation can provide insights into their ability to meet professional expectations and contribute effectively to organizational success.

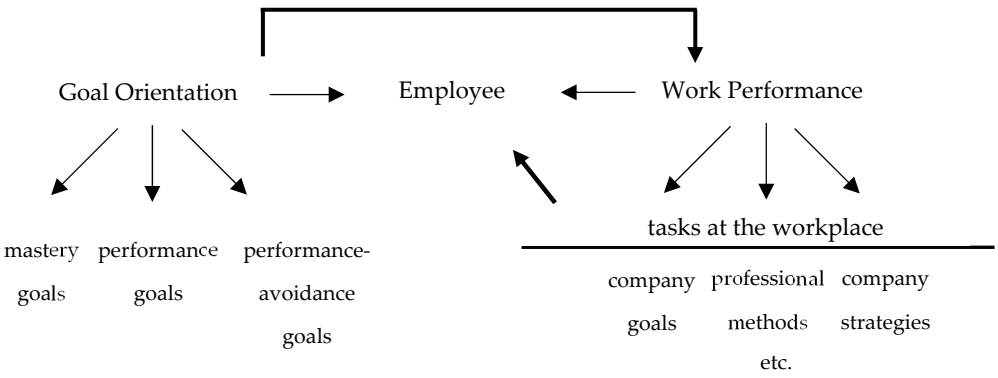


**Figure 1.** Relationship between employee goals and work-domain goal orientation.

### *2.3. The Importance of Work-Domain Goal Orientation*

When students graduate from higher education institutions, they are often expected to be fully prepared for the professional world. However, this expectation may not always align with reality. Brett and VandeWalle (1999) highlight that goals are key factors in understanding motivated behavior, emphasizing that goal orientation has evolved into a distinct construct, separate from motivation or other individual factors such as self-efficacy and self-regulation. Understanding an employee's goal orientation provides valuable opportunities for employers to intervene, offering guidance and adjustments to optimize the employee's effort, energy, and time management.

Training is a critical component of organizational success, occurring both as pre-service training (during undergraduate education) and in-service training. Bae (2002) argues that factors such as personality, motivation, and goal levels, along with general aptitude and demographic characteristics, influence the effectiveness of training. Ford et al. (1998) further stress the importance of the learner's role in the training process, acknowledging that instructional psychologists (Smith et al., 1997) have recognized this, but noting that more research is needed on how goal orientation influences how individuals approach tasks. This highlights the importance of treating undergraduate students as workers in pre-service training, where data on their work-domain goal orientation can inform learning strategies.

Additionally, studies emphasize the critical role of soft skills in employability, emphasizing a gap in how higher education institutions communicate their importance to students. Employers have expressed concerns about graduates being underprepared for workplace expectations, particularly regarding soft skills. Work-based learning programs, such as internships, can provide students with valuable initial work experience, bridging this gap and enhancing their employment prospects. Furthermore, graduates must take individual responsibility for developing soft skills and adopting proactive approaches to improve their employability (Succi & Canovi, 2020). Similarly, in-service workers can be viewed as learners, with academic goal orientation data informing more effective training programs.

The individual perspective that goal orientation offers, whether in work or academic settings, is crucial for understanding how to improve job knowledge and performance. Open learning environments provide significant opportunities for future development in this regard (Warr & Bunce, 1995). VandeWalle et al. (2019) conducted a comprehensive review of goal orientation from an industrial and organizational psychology perspective, offering an in-depth analysis of its role in shaping workplace performance.

VandeWalle's (1997) domain-specific classification of goal orientation separated learning and performance constructs, moving away from the traditional view that treated them as opposing dimensions of a single construct. This distinction allows employees to objectively evaluate both their tasks and their performance, offering a clearer, more structured approach to self-assessment and professional growth.

From a domain-specific perspective, goal orientation is a moderating construct across various domains—such as work, academia, and sports—where learning and performance are central (Van Yperen et al., 2014). As organizations evolve dramatically in the Information Age, the challenge remains to ensure that employees perform well under increasingly complex and demanding conditions (Goldstein, 1993; Cascio & Aguinis, 2014; Steele-Johnson et al., 2000).

Although goal orientation has its roots in motivational theories and industrial and organizational psychology, this study emphasizes that goal orientation is not merely a motivational construct, but a distinct factor influencing individual performance in both academic and work settings. By isolating motivation and self-regulation, this study focuses on work-domain goal orientation as a construct in its own right, shaping how individuals perform as employees.

### *2.4. Purpose and Significance of the Study*

The concept of goal orientation, rooted in motivational theory, has evolved significantly since its inception in the 1970s. Despite the construct's maturity in academic research, it was not until VandeWalle's (1997) development of the work-domain goal orientation questionnaire that a domain-specific approach emerged, targeting employees' responses to setbacks, motivation for task completion, and learning engagement in work contexts. Although substantial literature has explored goal orientation in academic settings, studies examining goal orientation specifically in the work domain remain sparse. VandeWalle et al. (2019) emphasize that the construct of goal orientation still lacks complete operationalization, emphasizing a need for further research and contextual adaptation. This study aims to address this gap by exploring work-domain goal orientation as an independent construct, focusing on its predictive potential for students' transitions to work settings both internationally and in a Turkish higher education context.

Importantly, adapting the work-domain goal orientation instrument for the Turkish context provides an opportunity to expand the construct's applicability beyond its original Western-centric development. Cross-cultural validation of such instruments is critical for ensuring their generalizability and relevance in diverse educational and professional

contexts. The Turkish adaptation not only offers a robust tool for assessing work-domain goal orientation in a non-Western setting but also contributes to the broader literature by providing comparative insights that enrich our understanding of how cultural factors influence motivational constructs (Janssen & Van Yperen, 2004).

According to VandeWalle et al. (2019), the limited adoption of the goal orientation construct in workplace settings may be due to a lack of familiarity with its practical implications among researchers, organizations, and employees. Although recent studies have explored goal orientation in the work domain, these have frequently examined it in relation to other constructs, such as self-efficacy, motivation, innovative behavior, and performance feedback (Strydonck et al., 2024; Magni et al., 2021; Zhen et al., 2022; Schelp et al., 2022; Dragoni, 2005; Zhu & Akhtar, 2019; Ma et al., 2021; Liu et al., 2023; Wang et al., 2021; Leong et al., 2023; Chugtai & Arifeen, 2024). Furthermore, fewer validated tools exist for assessing goal orientation in work contexts (VandeWalle, 1997; Leong et al., 2023; Baranik et al., 2007; van Dam, 2015; Theis & Bipp, 2020) compared to the academic domain, indicating a pressing need for instruments that address goal orientation directly within professional and transitional environments. VandeWalle (1997) recommends that goal orientation be examined from a domain-specific perspective, aligning with Ajzen's (1987) call for specification in areas such as academia, work, and athletics. Despite its potential utility, the work-domain goal orientation instrument has not been widely used, but several researchers' deployments (Zhen et al., 2022; Liu et al., 2023; Wang et al., 2021; Chugtai & Arifeen, 2024) in recent studies show it proves a useful tool, nonetheless.

This study addresses a significant contextual gap by focusing on goal orientation within Turkish academia, where higher education institutions frequently act as vocational training grounds. By adapting the instrument to Turkish, the study also addresses the broader need for research in non-Western contexts, which often remain underrepresented in international studies on motivational constructs. As cultural factors significantly shape motivational and goal-setting behaviors, the findings provide valuable insights for researchers and practitioners seeking to apply the goal orientation construct in diverse environments (Alhadabi & Karpinski, 2020; Grosemans et al., 2024). Furthermore, the adaptation offers a foundation for comparative studies between Turkish and other educational systems, enriching global perspectives on higher education and workforce readiness (Janssen & Van Yperen, 2004).

The primary purpose of this study is to adapt and validate the WDGO instrument (İş Ortamında Hedef Yönelimi Ölçeği) for use within Turkish higher education, particularly for students transitioning into professional life. This adaptation facilitates the assessment of undergraduate students' work-domain goal orientation within Turkey's tertiary education context. As higher education increasingly serves as a bridge to employment, using instruments like the adapted WDGO can provide insights into students' preparedness for professional environments, aligning educational outcomes with labor market demands. By operationalizing the WDGO independently from constructs such as perceived ability, self-efficacy, and feedback, this study emphasizes the unique predictive power of goal orientation in academic settings. This approach enables a clearer understanding of students' work-domain orientation as an isolated factor, providing actionable insights for educators seeking to promote professional behaviors in higher education (Alhadabi & Karpinski, 2020; Grosemans et al., 2024).

Applying the WDGO within an academic setting offers practical advantages. The complexity of work environments and interpersonal dynamics can limit employees' openness in goal orientation assessments due to concerns over job security or employer perceptions. In contrast, situating the WDGO within a pre-professional academic context allows students to engage in self-reflection on their learning, proving, and avoidance orientations

without professional repercussions. This setting facilitates more authentic data collection, contributing to a clearer picture of students' developmental needs. Recent studies affirm the importance of fostering goal orientation in educational environments to support self-efficacy and resilience as students transition to the workforce (Wang et al., 2021; Honicke et al., 2023).

Moreover, adapting the WDGO for Turkish higher education presents reciprocal benefits for the original instrument. Cross-cultural adaptations can refine the WDGO framework, expanding its interpretative flexibility and inspiring similar studies in other non-Western contexts. These contributions are particularly valuable in today's globalized educational landscape, where local adaptations enhance the instrument's applicability and inform international efforts to integrate goal orientation assessments into academic and professional training programs. The findings of this study may thus catalyze further cross-cultural validation efforts, promoting a more universally adaptable WDGO framework.

In conclusion, this study positions the WDGO as both a research and practical tool for higher education, supporting academic preparation for professional demands. By providing a validated, culturally adapted instrument, this research not only enriches Turkey's higher education landscape but also contributes to the broader discourse on work-domain goal orientation, operationalizing the construct to address contemporary academic and vocational needs while promoting its global relevance.

Moreover, the validation of the WDGO instrument in the Turkish higher education context extends its applicability beyond its original design, establishing a foundation for future research to explore its implications in diverse educational and cultural settings. By focusing on the instrument's psychometric properties—its validity and reliability—this study ensures that the WDGO can serve as a robust tool for assessing work-domain goal orientation in non-Western contexts. This approach addresses the broader need for culturally adaptable instruments in an increasingly interconnected global educational landscape.

## 3. Materials and Methods

### *3.1. The Turkish Translation of the Work-Domain Goal Orientation Instrument*

The process of adapting the work-domain goal orientation instrument (İş Ortamı Hedef Yönelimi Ölçeği), developed by Don VandeWalle (1997), began by obtaining the necessary permission for adaptation. The author was contacted via email, and consent was granted to adapt the instrument for the Turkish context. Following this, the original English-language instrument was distributed to five lecturers who spoke English as a second language, each possessing extensive proficiency in both English (the source language) and Turkish (the target language).

These five lecturers independently translated the instrument into Turkish. Subsequently, a review meeting was held, attended by the researchers, a translation expert, and a linguist specializing in Turkish. During this session, the various translated versions were cross-examined and evaluated, resulting in the final version of the Turkish translation.

To ensure accuracy, this final Turkish version underwent a back-translation process. A different translation expert, who had not been involved in the initial translation, translated the final Turkish version back into English. The back-translated version and the original English instrument were then carefully compared by two native English-speaking TESOL experts. Both experts confirmed that the original and back-translated versions were identical, demonstrating the fidelity of the translation.

With this validation process complete, the Turkish version of the instrument, titled İş Ortamı Hedef Yönelimi Ölçeği, was finalized and deemed ready for use with participants in this study.

### 3.2. Participants

This adaptation study was conducted as a prerequisite to a master's thesis (Findikoglu, 2019), ensuring that the data collected through the Turkish adaptation of the work-domain goal orientation instrument would be scientifically valid, accurate, and reproducible. The participants were selected from a state university located in Istanbul, Turkey. A total of 729 undergraduate students participated, with ages ranging from 17 to 31 ($M$ = 21.79, $SD$ = 1.76, $Skewness$ = 0.193). Of these participants, 376 were female (51.6%) and 353 were male (48.4%).

The students were drawn from three departments across three faculties at the university: the Department of Mechanical Engineering within the Faculty of Mechanical Engineering ($N$ = 169, 23.2%), the Department of Mathematical Engineering within the Faculty of Chemical and Metallurgical Engineering ($N$ = 310, 42.5%), and the Department of Business Administration within the Faculty of Economics and Administrative Sciences ($N$ = 250, 34.3%). The sample included students from all academic levels: freshmen ($N$ = 187, 25.7%), sophomores ($N$ = 156, 21.4%), juniors ($N$ = 142, 19.5%), and seniors ($N$ = 244, 33.5%).

### 3.3. Instrument

The work-domain goal orientation instrument is designed to assess individuals' perceptions and attitudes toward tasks in work environments, particularly in relation to task completion and performance. It evaluates how individuals approach tasks and provides insights into their work-related behaviors and tendencies. In the context of this study, the instrument was adapted for undergraduate students to collect data that would aid in evaluating higher education programs and determining the extent to which they prepare students for future work experiences.

The instrument consists of 13 items, utilizing a 7-point Likert-type scale ranging from strongly disagree (1) to strongly agree (7). It is divided into three subscales: learning, proving, and avoiding, each of which measures different dimensions of goal orientation in the work domain. These subscales provide valuable insights into participants' attitudes and tendencies in both academic and work-related contexts, making the instrument applicable to pre- and post-higher education work experiences.

Learning. This subscale, consisting of five items, measures participants' openness to learning and their willingness to embrace challenges. It offers insights into how students or employees approach tasks that require effort and adaptation. Curriculum developers, teachers, or employers can use these data to adjust the difficulty level of tasks, case studies, or hands-on experiences, ensuring that the challenges match the individuals' learning capabilities. The internal consistency of this subscale, measured by Cronbach's alpha, is 0.84.

Proving. Comprising four items, this subscale assesses how much effort and determination participants are willing to exert in proving their competence. It evaluates their readiness to go above and beyond in task performance, providing insights into their drive to demonstrate extraordinary results. The data from this subscale can inform educational and organizational decisions about task assignments, ensuring that those with a high proving orientation are appropriately challenged. Cronbach's alpha for this subscale is 0.86.

Avoiding. This subscale, also consisting of four items, measures participants' tendencies to avoid challenges when they anticipate difficulty or potential failure. It provides data on whether individuals are likely to give up or persevere when confronted with challenging tasks. Understanding this aspect of goal orientation can help educators and employers identify students or employees who may need additional support or motivation. The internal consistency of this subscale is 0.86, indicating strong reliability.

### 3.4. Procedure

The study was conducted following ethical guidelines and with approval from the relevant authorities at the university. The consent process involved two steps. First, an official application was submitted to the academic ethics board of the state university, followed by a second application to the graduate school of social sciences as part of the requirements for the master's thesis. Both applications were approved before the study commenced.

Once institutional approvals were obtained, the researchers sought consent from individual professors whose classes were selected for the study. Before administering the work-domain goal orientation instrument, the researchers communicated with each professor to request permission and allocate time during class sessions for data collection.

The instrument was administered at the beginning of the class sessions. Detailed explanations about the study's purpose and the instrument's application were provided to the students. Participants were informed of their rights, and written consent was obtained from each student before they completed the survey. The administration of the instrument took place during the first ten minutes of the class, ensuring minimal disruption to the academic schedule.

### 3.5. Data Analyses

The psychometric properties of the translated work-domain goal orientation instrument were evaluated through several statistical methods, focusing on construct validity and internal consistency. Construct validity was examined using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), while internal consistency was assessed through Cronbach's alpha.

First, the Kolmogorov–Smirnov test was performed to evaluate the normality of the data distribution. To assess the factor structure of the instrument, EFA was conducted. Prior to performing the EFA, the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity (BTS) were applied to determine the suitability of the data for factor analysis. EFA was then performed using principal component analysis (PCA) as the extraction method, with Varimax rotation and Kaiser normalization employed for factor rotation.

Following EFA, CFA was utilized to confirm the factor structure identified in the exploratory analysis. CFA provided additional validation of the translated instrument's construct validity, ensuring the reliability of the scale for further use. All statistical analyses were performed using SPSS version 23.0, with AMOS version 23.0 utilized for structural equation modeling during the CFA.

## 4. Results

The primary purpose of this study was to adapt and validate the work-domain goal orientation (WDGO) instrument for use in Turkish higher education. To achieve this, we conducted a series of statistical analyses to evaluate the instrument's psychometric properties, specifically focusing on its factor structure, internal consistency, and construct validity. These analyses directly address the study's objectives, confirming the instrument's suitability for assessing work-domain goal orientation in the Turkish context.

### 4.1. Exploratory Factor Analysis

The total scores for each item of the instrument were calculated, and skewness was analyzed using the Kolmogorov–Smirnov test. According to the test results, the data obtained from the instrument were normally distributed ($p > 0.05$). Before proceeding with

the factor analysis, the Kaiser–Meyer–Olkin (KMO) measure and Bartlett's Test of Sphericity (BTS) were conducted to assess the adequacy of the sample size for factor analysis.

As shown in Table 1, Bartlett's Test yielded a significant result ($\chi^2 = 4455.002$, $p < 0.001$), and the KMO coefficient for work-domain goal orientation was 0.863, confirming the appropriateness of the data for factor analysis. The KMO coefficient, which should range between 0.80 and 0.90, and the BTS value, which should be below 0.05 (Çokluk et al., 2021; Tabachnick & Fidell, 2007; Leech et al., 2015), suggest a significant difference between the correlation matrix and the identity matrix at a confidence level of 99 per cent, indicating that the data were suitable for factor analysis.

**Table 1.** Bartlett's Test and KMO results.

| Kaiser–Meyer–Olkin Measure | Bartlett's Test of Sphericity | |
|---|---|---|
| 0.863 | Chi-square | 4455.002 |
| | *df* | 78 |
| | *Sig.* | 0.000 |

After confirming the data's appropriateness (Pallant, 2020), the initial eigenvalues were checked. Figure 2 demonstrates that the first eigenvalue was 4.29, the second 3.01, the third 1.58, and the fourth 0.64, validating the three-dimensional structure.

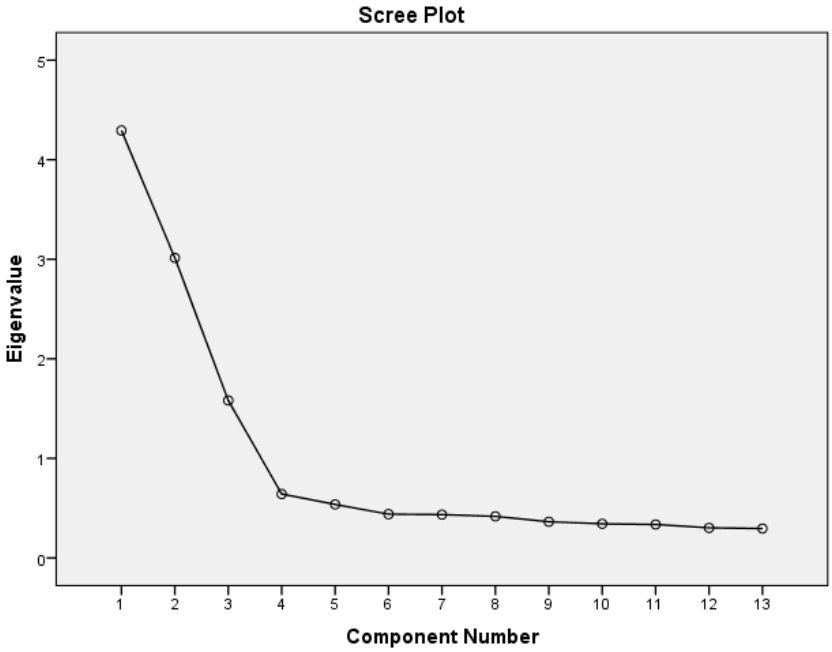


**Figure 2.** Scree plot for the eigenvalues of the items.

The scree plot and eigenvalues from the principal component analysis further confirmed that the instrument's three-dimensional structure, composed of 13 items, was feasible. Table 2 presents the factor loadings for the 13 items, which ranged from 0.70 to 0.86.

According to Kline (1994), the total variance explained should be at least 40% in instrument development and adaptation studies. In this study, the three factors identified accounted for 68.4% of the variance, a satisfactory value. EFA results revealed that items 1 to 5 loaded onto the learning factor, items 6 to 9 onto the proving factor, and items 10 to 13 onto the avoiding factor. Factor loadings ranged from 0.70 to 0.83 for learning, from 0.79 to 0.86 for proving, and from 0.79 to 0.86 for avoiding, indicating moderate to very high loadings.

**Table 2.** Factor loadings of the items of the work-domain goal orientation instrument.

| Item Number | Rotated Component Matrix | | |
|---|---|---|---|
| | Factor | | |
| | Learning | Avoidance | Proving |
| 3 | 0.83 | | |
| 1 | 0.80 | | |
| 5 | 0.75 | | |
| 4 | 0.73 | | |
| 2 | 0.70 | | |
| 12 | | 0.87 | |
| 13 | | 0.84 | |
| 10 | | 0.82 | |
| 11 | | 0.79 | |
| 8 | | | 0.86 |
| 9 | | | 0.85 |
| 7 | | | 0.83 |
| 6 | | | 0.79 |
| Total Variance Explained: 68.4% | | | |

Internal consistency reliability was assessed using Cronbach's alpha for the overall 13-item instrument and each of the three factors. For the full instrument, Cronbach's alpha was 0.80, which is considered acceptable (Pallant, 2020; Fraenkel et al., 2023). Table 3 shows the internal consistency reliability coefficients for each factor.

**Table 3.** Internal consistency reliability coefficients for the three factors of the translated work-domain goal orientation instrument.

| Factors | Cronbach's $\alpha$ |
|---|---|
| Factor 1 (Learning) | 0.84 |
| Factor 2 (Proving) | 0.86 |
| Factor 3 (Avoidance) | 0.86 |
| Overall | 0.80 |

To complete the EFA, inter-correlations among the factors were investigated. Table 4 provides the inter-correlation values, indicating significant relationships between the three factors.

**Table 4.** Factor correlation matrix of the translated work-domain goal orientation instrument.

| | Factor 1 (Learning) | Factor 2 (Proving) | Factor 3 (Avoidance) |
|---|---|---|---|
| Factor 1 (Learning) | 1.00 | | |
| Factor 2 (Proving) | 0.28 | 1.00 | |
| Factor 3 (Avoidance) | −0.36 | 0.04 | 1.00 |

There was a statistically significant positive correlation between learning and proving ($r = 0.28$, $p < 0.01$), and a statistically significant negative correlation between learning and avoidance ($r = -0.36$, $p < 0.01$). However, a statistically significant positive correlation was observed between proving and avoidance ($r = 0.04$, $p < 0.01$).

### 4.2. Confirmatory Factor Analysis

Following the exploratory factor analysis, the measurement model validity of the translated instrument was tested through confirmatory factor analysis (CFA).

Table 5 presents the details regarding goodness-of-fit indices. The chi-square ($\chi^2$) value used to test the goodness-of-fit index and the proposed model in CFA was $\chi^2 = 149.681$ with a degree of freedom ($df$) = 57, yielding a $\chi^2/df$ ratio of 2.63. Since this value is below the threshold of five, it suggests an excellent goodness-of-fit index (Çokluk et al., 2021; Tabachnick & Fidell, 2007; Kline, 2023; Whittaker & Schumacker, 2022). Additionally, the root mean square error of approximation (RMSEA) value was 0.047, further indicating a good fit (Çokluk et al., 2021).

**Table 5.** Work-domain goal orientation instrument CFA goodness-of-fit statistics.

| x | *df* | $\chi^2/df$ | RMSEA | NFI | CFI | GFI | AGFI | IFI |
|---|---|---|---|---|---|---|---|---|
| 149.681 | 57 | 2.626 | 0.047 | 0.967 | 0.979 | 0.968 | 0.950 | 0.979 |

The CFA resulted in outstanding goodness-of-fit indices: normed fit index (NFI) = 0.967, comparative fit index (CFI) = 0.979, goodness-of-fit index (GFI) = 0.968, adjusted goodness-of-fit index (AGFI) = 0.950, and incremental fit index (IFI) = 0.979. Values exceeding 0.90 for these indices suggest a perfect model fit (Hooper et al., 2008; Marsh et al., 2009; Schermelleh-Engel et al., 2003; Sümer, 2000).

CFA confirmed that the Turkish version (İş Ortamı Hedef Yönelimi Ölçeği) of the work-domain goal orientation instrument retained its 13-item, three-factor structure, with all goodness-of-fit indices more than satisfactory. The results validated the hypothesized model of the original instrument, indicating that the translated version mirrors the structure of the original instrument. Overall, the goodness-of-fit indices obtained through CFA suggest that the translated instrument is a valid and reliable tool in the Turkish language context (Whittaker & Schumacker, 2022). The diagram of confirmatory factor analysis is given in Figure 3.

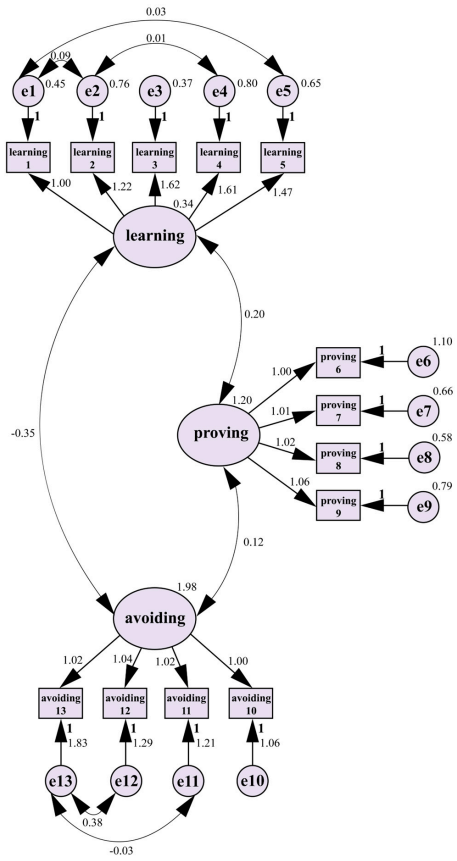


**Figure 3.** CFA results of the 3-factor model [($\chi^2$) = 149.681, $N$ = 729, ($df$) = 57].

The study's findings also demonstrate the cross-cultural applicability of the WDGO instrument. The successful adaptation and validation in a Turkish higher education context demonstrate the instrument's flexibility and relevance beyond its original Western-centric design. By validating the instrument's psychometric properties in a non-Western setting, this study contributes to the global discourse on work-domain goal orientation, providing a reliable tool for future cross-cultural research.

## 5. Discussion

This study was conducted with two overarching aims: to explore the theoretical underpinnings of work-domain goal orientation and to adapt and validate the work-domain goal orientation instrument for use in Turkish. The theoretical exploration, grounded in the literature, emphasized the importance of work-domain goal orientation in bridging academic experiences and professional readiness. By analyzing how goal orientation influences individuals' approach to tasks, challenges, and performance in both educational and work environments, the study contributes to a deeper understanding of how higher education can be structured to foster students' future professional success. Integrating work-domain goal orientation into higher education curricula offers the potential to better prepare students for the demands of an increasingly complex and cognitively demanding workforce.

The second part of the study focused on the adaptation and validation of the work-domain goal orientation instrument (İş Ortamı Hedef Yönelimi Ölçeği) for the Turkish context. The factorial structure of the instrument was first examined using exploratory factor analysis (EFA) and then confirmed through confirmatory factor analysis (CFA). Internal consistency reliability indices were calculated for both the subscales and the overall instrument, and the results demonstrated that the Turkish adaptation maintains the reliability and validity of the original English version.

The eigenvalues from the adaptation study closely mirrored those from VandeWalle's original study, confirming the three-dimensional structure of the instrument. EFA findings revealed that the factors—learning, proving, and avoiding—were well represented in the Turkish version, with factor loadings ranging from 0.70 to 0.86, higher than the original study. CFA further confirmed the instrument's validity, with strong goodness-of-fit indices ($\chi^2/df$ = 2.62, CFI = 0.95, GFI = 0.94), which were comparable to the original study's results ($\chi^2/df$ = 2.04, CFI = 0.99, GFI = 0.98). These results validate the successful adaptation of the instrument for assessing work-domain goal orientation in Turkish undergraduate students.

From a theoretical perspective, the significant correlations found between the factors (learning, proving, and avoiding) provide further insights into the role of goal orientation in academic and work settings. The positive correlations between learning and proving, proving and avoidance, as well as the negative correlation between learning and avoidance, align with previous research and support the multidimensional nature of work-domain goal orientation. These findings illustrate the relevance of goal orientation in understanding student and employee behaviors in various contexts.

The broader theoretical implications of this study are reflected in the literature on training interventions, performance adaptability, and work-related behaviors. As noted by Kozlowski et al. (2001), individual differences, cognitive skills, and adaptability are critical in determining how individuals perform in professional environments. By examining work-domain goal orientation as a key factor in higher education, this study reinforces the need to integrate real-world work experiences, such as case studies and hands-on learning, into academic programs. This integration will not only improve students' ability to generalize knowledge but also enhance their capacity to adapt to novel situations in the workplace (Smith et al., 1997; Kozlowski, 1998).

Furthermore, the role of goal orientation in workplace outcomes is highlighted by research such as that by Adriaenssens et al. (2015), who found that goal orientation accounted for 14% of the variance in work engagement, above other personal and organizational characteristics. Similarly, Janssen and Van Yperen (2004) demonstrated that higher levels of learning goal orientation are associated with greater job satisfaction and innovative job performance. These findings underscore the practical value of assessing and fostering work-domain goal orientation in both educational and professional settings.

Finally, as graduates enter the workforce, they are expected to meet organizational standards and perform at high levels. Understanding how various goal orientations influence behavior in the workplace, as discussed by Baranik et al. (2007), is crucial for both individuals and employers. For undergraduate students, developing an awareness of their work-domain goal orientation can play a critical role in their career planning, helping them identify the skills and orientations they need to succeed in their chosen fields. However, many companies report challenges in adapting young professionals to workplace demands, particularly in developing practical solutions. Students often express dissatisfaction with the generalist nature of their courses, which they perceive as disconnected from market realities. This disconnect forces them to seek additional training independently, as companies often assume the responsibility of completing their professional development—a role that should ideally be fulfilled by higher education institutions (Goulart et al., 2022). By incorporating these insights into higher education curricula, institutions can better prepare students for the challenges and expectations of the modern workforce.

## 6. Conclusions

This study successfully adapted and validated the Turkish version of the work-domain goal orientation instrument, originally developed by VandeWalle (1997). The structure validity of the translated instrument was tested using both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA confirmed the instrument's three-factor structure, accounting for 68.4% of the variance, while CFA results demonstrated a good fit to the data, with strong fit indices. Additionally, internal consistency reliability indices for the subscales and the overall 13-item instrument were satisfactory, confirming the reliability of the Turkish adaptation.

The findings indicate that the 13-item instrument, when adapted into Turkish, performs well with undergraduate students, consistent with VandeWalle's (1997) original study. The theoretical insights and results from the application of the instrument provide valuable input for higher education institutions, particularly in the restructuring of curricula and syllabi to better align with the needs of employers, companies, and organizations. The instrument also offers undergraduate students insights into the qualifications and orientations required in their future professional lives.

Beyond educational contexts, the instrument can be applied to employees in various organizations, offering employers valuable data on employee goal orientation to enhance job satisfaction and performance. Overall, the Turkish adaptation of the work-domain goal orientation instrument proves to be a reliable and practical tool for both academic and professional applications. The adapted version of the instrument is provided in Appendices A and B of this study.

## 7. Limitations and Recommendation

One limitation of this study is that the adapted instrument, after the translation and validation process, was applied exclusively to undergraduate students for the purpose of adaptation and validation in the Turkish language. Although the literature review high-

lights the interrelatedness between motivation, goal orientation, and self-regulation, the study did not include an instrument to measure motivation towards workplace tasks, hands-on experiences, or learning activities, nor did it incorporate a measure of self-regulatory skills among the participants. Future research that includes these additional instruments would likely provide more comprehensive insights. Correlation studies between the work-domain goal orientation instrument and measures of motivation and self-regulation could yield invaluable contributions to the field, offering a deeper understanding of how these factors interact in both academic and workplace settings.

Moreover, applying this instrument in the context of curriculum development or program evaluation in higher education could provide important data for the design and assessment of courses and programs. Such implementations would help align curricula with the overarching goal of higher education, which is to prepare a qualified workforce. This is particularly important in today's fast-paced world, where the content and relevance of academic courses can become obsolete faster than ever before. The effectiveness of higher education curricula directly impacts the qualifications of future employees, and ensuring their alignment with current and future workplace demands is critical.

Time constraints during undergraduate education are mirrored in in-service training programs within professional environments, making it essential for employers to be selective regarding temporal and financial investments in training. In this context, the work-domain goal orientation instrument has the potential to be used not only with undergraduate students but also in evaluating employees in the workplace. Additionally, it can be employed to assess graduates' aptitude for specific workplace conditions, offering employers a practical tool for identifying suitable candidates and ensuring a better fit between employees and workplace demands.

## 8. Implications

This study has significant implications for both theory and practice. Theoretically, the successful adaptation and validation of the WDGO instrument in a non-Western context expands its applicability and demonstrates the robustness of its three-factor structure (learning, proving, and avoiding). These findings contribute to the global discourse on work-domain goal orientation, highlighting its relevance across diverse educational and cultural settings.

As Butera et al. (2024) highlight, much of the research on goal structures has been concentrated in educational contexts. This study responds to their call for examining these constructs in domains such as work and organizational psychology, offering a framework for future exploration of work-domain goal orientation in applied settings. The implications of this study thus extend beyond education, providing a foundational tool for understanding motivational constructs across different fields.

Practically, the validated WDGO instrument provides educators and policymakers with a valuable tool for assessing students' readiness for professional environments. By incorporating this instrument into curriculum development and student evaluations, higher education institutions can better align educational outcomes with workforce demands. Healy (2023) notes the importance of bridging the gap between graduate employability and career development; this study contributes by offering a validated tool that helps educators design interventions targeting these gaps.

Additionally, this study reinforces the role of work-integrated learning (WIL) programs, as discussed by Wang et al. (2022). By identifying students' work-domain goal orientations, higher education institutions can better tailor WIL curricula to address specific motivational and behavioral needs, ensuring that theoretical learning translates effectively into practical applications. The insights gained from WDGO assessments can inform

the design of targeted interventions, such as workshops and training programs, to foster goal-setting behaviors and enhance employability skills.

Moreover, the study underscores the importance of adapting assessment tools to specific cultural contexts. The successful validation of the WDGO in Turkey illustrates the potential for similar adaptations in other non-Western settings, promoting a more inclusive approach to educational assessment. Researchers and practitioners are encouraged to explore the instrument's utility in comparative studies, examining how cultural factors shape goal orientation and its implications for academic and professional success.

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**Institutional Review Board Statement:** The study was conducted in accordance with the Declaration of Helsinki and approved by the Institutional Academic Ethics Committee of Yildiz Technical University, İstanbul, Türkiye (Meeting No. 2018/05 dated 24 April 2018). As the study was also conducted as part of a master's thesis, it has also been approved by the Graduate School of Social Sciences at Yildiz Technical University (Approval No. 44513635-302.99-E.1805160355 dated 16 May 2018).

**Informed Consent Statement:** Informed consent was obtained from all subjects involved in the study. The questionnaires were distributed to the undergraduate students at the start of the courses at the university and they were given time to read and sign the informed consent forms before they started completing the questionnaires.

**Data Availability Statement:** The data presented in this study are available upon request from the corresponding author.

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**Conflicts of Interest:** The authors declare no conflicts of interest.

## Appendix A

The following are the items of the original version of the work-domain goal orientation instrument.

WORK-DOMAIN GOAL ORIENTATION INSTRUMENT

| *Item Number* | | *Strongly Agree* | *Agree* | *Somewhat Agree* | *Neutral* | *Somewhat Disagree* | *Disagree* | *Strongly Disagree* |
|---|---|---|---|---|---|---|---|---|
| 1 | I am willing to select a challenging work assignment that I can learn a lot from. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 2 | I often look for opportunities to develop new skills and knowledge. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |

WORK-DOMAIN GOAL ORIENTATION INSTRUMENT

| *Item Number* | | *Strongly Agree* | *Agree* | *Somewhat Agree* | *Neutral* | *Somewhat Disagree* | *Disagree* | *Strongly Disagree* |
|---|---|---|---|---|---|---|---|---|
| 3 | I enjoy challenging and difficult tasks at work where I'll learn new skills. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 4 | For me, development of my work ability is important enough to take risks. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 5 | I prefer to work in situations that require a high level of ability and talent. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 6 | I'm concerned with showing that I can perform better than my coworkers. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 7 | I try to figure out what it takes to prove my ability to others at work. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 8 | I enjoy it when others at work are aware of how well I am doing. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 9 | I prefer to work on projects where I can prove my ability to others. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 10 | I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 11 | Avoiding a show of low ability is more important to me than learning a new skill. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 12 | I'm concerned about taking on a task at work if my performance would reveal that I had low ability. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |
| 13 | I prefer to avoid situations at work where I might perform poorly. | (7) | (6) | (5) | (4) | (3) | (2) | (1) |

**Original Cronbach's alpha values:** Learning, $\alpha = 0.89$; Prove, $\alpha = 0.85$; Avoiding, $\alpha = 0.88$

## Appendix B

The following are the items of the adapted version of the work-domain goal orientation instrument.

**İŞ ORTAMI HEDEF YÖNELİMİ ÖLÇEĞİ**

WORK-DOMAIN GOAL ORIENTATION INSTRUMENT

| **Madde Numarası** *Item Number* | | **Kesinlikle Katılıyorum** *Strongly Agree* | **Katılıyorum** *Agree* | **Biraz Katılıyorum** *Somewhat Agree* | **Kararsızım** *Neutral* | **Biraz Katılmıyorum** *Somewhat Disagree* | **Katılmıyorum** *Disagree* | **Kesinlikle Katılmıyorum** *Strongly Disagree* |
|---|---|---|---|---|---|---|---|---|
| | Bu ölçeğin amacı, Üniversite Öğrencilerinin İş Ortamı Hedef Yönelimi düzeylerini belirlemektir. Aşağıdaki ölçekteki ifadelerin size uygunluk derecesini "7-Kesinlikle Katılıyorum"; "1-Kesinlikle Katılmıyorum" olmak üzere, ifadelerin karşısındaki kutucukları işaretleyerek belirtiniz. Lütfen her ifade için bir kutucuğu işaretleyiniz. | | | | | | | |
| **1** | Çok şey öğrenmemi sağlayacak zorlu görevler seçmeyi tercih ederim. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **2** | Çoğu zaman yeni bilgi ve beceriler edinebileceğim fırsatlar ararım. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **3** | İş ortamında bana yeni beceriler katacak zorlu görevler yapmayı severim. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **4** | Çalışma becerilerimin gelişecek olması risk almama değecek kadar önemlidir. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **5** | Yüksek seviyede kabiliyet ve yetenek gerektiren durumlarda çalışmayı tercih ederim. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |

**İŞ ORTAMI HEDEF YÖNELİMİ ÖLÇEĞİ**
WORK-DOMAIN GOAL ORIENTATION INSTRUMENT

| **Madde Numarası** *Item Number* | Bu ölçeğin amacı, Üniversite Öğrencilerinin İş Ortamı Hedef Yönelimi düzeylerini belirlemektir.<br>Aşağıdaki ölçekteki ifadelerin size uygunluk derecesini "7-Kesinlikle Katılıyorum"; "1-Kesinlikle Katılmıyorum" olmak üzere, ifadelerin karşısındaki kutucukları işaretleyerek belirtiniz. Lütfen her ifade için bir kutucuğu işaretleyiniz. | **Kesinlikle Katılıyorum** *Strongly Agree* | **Katılıyorum** *Agree* | **Biraz Katılıyorum** *Somewhat Agree* | **Kararsızım** *Neutral* | **Biraz Katılmıyorum** *Somewhat Disagree* | **Katılmıyorum** *Disagree* | **Kesinlikle Katılmıyorum** *Strongly Disagree* |
|---|---|---|---|---|---|---|---|---|
| **6** | İş yerimdeki diğer çalışanlardan daha iyi performans sergilediğimi göstermek benim için önemlidir. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **7** | Kabiliyetlerimi iş yerindekilere gösterebilmenin yollarını ararım. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **8** | İş yerindekilerin ne kadar iyi çalıştığımın farkında olmaları beni memnun eder. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **9** | Kabiliyetlerimi diğerlerine gösterebileceğim projelerde çalışmayı tercih ederim. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **10** | Başkalarına yetersiz görünme ihtimalim varsa yeni bir görev üstlenmekten kaçınırım. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **11** | Benim için kabiliyetlerimi zayıf gösterecek durumlardan kaçınmak yeni bir beceri kazanmaktan daha önemlidir. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **12** | İş yerinde bir görevde göstereceğim performans kabiliyetlerimin zayıf olduğunu ortaya çıkaracaksa, o görevi üstlenirken endişe duyarım. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |
| **13** | İş yerinde düşük performans gösterebileceğim durumlardan kaçınmayı tercih ederim. | **(7)** | **(6)** | **(5)** | **(4)** | **(3)** | **(2)** | **(1)** |

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