

# Development of the Vocational Maturity Scale for Transition to High School

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## ABSTRACT

This study aimed to develop the Vocational Maturity Scale for Transition to High School (VMSTHS) for 7th- and 8th-grade middle school students in Türkiye. The scale development process followed sequential item generation, expert review, pilot testing, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), internal consistency estimation, and test-retest reliability procedures. Data were collected from two independent samples: 518 students for the EFA and 453 students for the CFA. EFA supported a 16-item structure comprising four theoretically interpretable dimensions: Orientation, Crystallization, Planning, and Wisdom. CFA results indicated an acceptable overall fit ( $\chi^2/df = 2.54$ , CFI = .91, TLI = .89, RMSEA = .05, SRMR = .05). The overall Cronbach's alpha coefficient was .82 and McDonald's omega was .86. Test-retest reliability indicated acceptable rank-order stability over four weeks (Spearman's rho = .724). The findings provide preliminary evidence that the VMSTHS is a valid and reliable measure of vocational maturity during the transition to high school. The scale may support school counselors in identifying students' career development needs and planning developmentally appropriate career guidance activities.



## Liseye Geçişte Mesleki Olgunluk Ölçeğinin Geliştirilmesi

### Makale Bilgisi

### ÖZET

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Bu çalışmada ortaokul 7. ve 8. sınıf öğrencileri için Liseye Geçişte Mesleki Olgunluk Ölçeğinin (LGMO) geliştirilmesi amaçlanmıştır. Ölçek geliştirme süreci madde havuzu oluşturma, uzman görüşü, pilot uygulama, açılımlayıcı faktör analizi (AFA), doğrulayıcı faktör analizi (DFA), iç tutarlılık ve test-tekrar test güvenirliği aşamaları izlenerek yürütülmüştür. AFA için 518, DFA için 453 öğrenciden oluşan iki bağımsız örneklem kullanılmıştır. AFA sonuçları ölçeğin Yönelim, Belirginleşme, Planlama ve Bilgelik olmak üzere dört boyutlu ve 16 maddeli bir yapıya sahip olduğunu göstermiştir. DFA sonuçları modelin kabul edilebilir düzeyde uyum verdiğini göstermiştir ( $\chi^2/df = 2.54$ , CFI = .91, TLI = .89, RMSEA = .05, SRMR = .05). Ölçeğin toplam Cronbach alfa katsayısı .82, McDonald omega katsayısı .86'dır. Dört haftalık test-tekrar test bulgusu kabul edilebilir sıra düzeni kararlılığına işaret etmektedir (Spearman rho = .724). Bulgular, LGMO'nun lise geçiş sürecinde mesleki olgunluğu değerlendirmede kullanılabilecek geçerli ve güvenilir bir araç olduğuna ilişkin ön kanıtlar sunmaktadır. Ölçek, okul psikolojik danışmanlarının öğrencilerin kariyer gelişimi gereksinimlerini belirlemelerine ve gelişimsel özelliklerine uygun kariyer rehberliği etkinlikleri planlamalarına destek sağlayabilir.

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## INTRODUCTION

Career choice is one of the major developmental tasks through which students begin to connect self-knowledge, educational opportunities, and future occupational roles. The competence required to manage this process has commonly been conceptualized as vocational maturity, namely the degree to which individuals complete age-appropriate career development tasks and become ready to make educational and occupational choices (Kuzgun, 2000; Super, 1955, 1980, 1990). Students with higher vocational maturity tend to show greater awareness of their interests and abilities, evaluate educational options more realistically, and develop more coherent career plans (Özyürek, 2013).

Vocational maturity occupies a central place in Super's life-span, life-space approach to career development. In this perspective, career development begins in childhood and continues through successive developmental stages. The growth stage, which includes childhood and early adolescence, is characterized by the development of self-concept, curiosity about the future, awareness of academic achievement, and the gradual recognition of interests and abilities (Super, 1990; Yaylacı, 2007). The 7th and 8th grades represent an important transition point because students move from early career awareness toward exploratory tasks such as comparing alternatives and making preliminary educational decisions.

Crites (1961, 1973) described vocational maturity as a multidimensional construct involving orientation toward career choice, information and planning, consistency of preferences, crystallization of traits, and wisdom of preferences. These dimensions indicate that vocational maturity is not limited to knowledge of occupations; rather, it includes self-understanding, reflection on alternatives, planning, and the ability to evaluate preferences in relation to personal characteristics and contextual opportunities. Similarly, contemporary career development studies emphasize early career preparedness, career adaptability, and the importance of supporting career exploration before late adolescence (Hartung et al., 2005; Marciniak et al., 2022; Savickas & Porfeli, 2011). Recent measurement research also demonstrates growing attention to career development assessment at earlier educational stages, including primary and junior secondary school students, underscoring the importance of developmentally appropriate assessment tools (McCowan et al., 2025).

The transition to high school represents a critical educational threshold in Türkiye. Eighth-grade students take the High School Entrance Exam (LGS), and the outcome may influence the type of high school they attend, the curriculum they follow, and the educational and occupational pathways they later consider. At this stage, students are not expected to make definitive occupational decisions; however, they are expected to develop an initial awareness of their interests, abilities, educational alternatives, and future goals. This emerging orientation toward the future is also reflected in broader adolescent developmental processes. For example, adolescents with a stronger sense of life purpose tend to report greater career maturity, suggesting that future-oriented development may be closely related to vocational development during adolescence (Yukhymenko-Lescroart & Sharma, 2024). Recent research on adolescents also indicates that career expectations may remain uncertain during this developmental period, highlighting the importance of supporting clearer future-oriented expectations and related competencies (Guo, 2025). Therefore, assessing vocational maturity before the transition to high school is important for school counseling, preventive guidance, family support, and educational planning.

Although the literature on vocational maturity is well established, much of the existing measurement research has focused on high school, university, or adult samples. In Türkiye, Kuzgun and Bacanlı's (1996) Vocational Maturity Scale has been widely used, and earlier studies have examined vocational maturity among adolescents in different educational contexts, including vocational high school students (Otrar & Kulaksızoğlu, 1997). Subsequent studies have continued to examine vocational maturity among adolescent groups (Akdaş & Ekinci, 2016; Akıntuğ & Birol, 2011; Çarkıt & Bacanlı, 2020; Kutlu, 2012; Ulaş & Yıldırım, 2015). Recent Turkish measurement research has also expanded beyond general vocational maturity to more specific aspects of career development, such as career exploration and career decision self-efficacy (Çarkıt, 2024). This broader perspective is particularly relevant during middle school, when career development is shaped not only by individual competencies but also by students' social and family contexts. Research with middle school students has shown that parental career support and adolescent–parent career congruence are associated with career development, with self-efficacy playing an important role in this process (Söner & Gültekin, 2025). These constructs are related to vocational maturity but are conceptually distinct from the developmental readiness to engage in age-appropriate career tasks, which is the focus of the present study. Research with Turkish adolescents has also examined how students conceptualize career, profession, and job, further illustrating the developmental importance of how young people make sense of future-oriented concepts (Filiz et al., 2022). Taken together, these studies indicate growing attention to vocational maturity and related career-development constructs across adolescence, as well as to the individual and contextual factors associated with career development. However, existing instruments and studies have predominantly focused on older adolescents or specific components of career development. Instruments specifically designed to assess vocational maturity among 7th- and 8th-grade students during the transition to high school remain limited. This gap is particularly important in the Turkish context, where the transition to high school represents a consequential educational decision point. A developmentally and culturally appropriate instrument is therefore needed to identify students' vocational development needs, inform school counseling practices, and support early career development.

The present study therefore aimed to develop the Vocational Maturity Scale for Transition to High School (VMSTHS) for 7th- and 8th-grade middle school students. The study addressed the following research questions: (1) What is the construct validity evidence for the VMSTHS? (2) What are the internal consistency and test-retest reliability coefficients of the VMSTHS? (3) Does the factor structure of the VMSTHS provide a theoretically interpretable and practically useful framework for evaluating vocational maturity in the transition to high school?

## **METHOD**

### **Research Design**

This research was designed as a scale development and psychometric validation study. The development process included item generation based on theory and previous instruments, expert review for content and linguistic adequacy, a pilot application, EFA for identifying the latent structure, CFA for cross-validating the factor structure in an independent sample, and reliability analyses including internal consistency and test-retest reliability. The manuscript follows current recommendations that scale development studies should report item generation, expert review, factor retention criteria, item deletion decisions, reliability evidence, and limitations transparently (Carpenter, 2018; DeVellis, 2017; Worthington & Whittaker, 2006).

## **Research Group**

The research group consisted of 7th- and 8th-grade students enrolled in public middle schools in Türkiye during the 2023-2024 academic year. Two independent samples were used to avoid capitalizing on chance in the factor analytic process. The first sample was used for EFA, and the second sample was used for CFA. Participation was voluntary, and data were collected only from students whose parents/guardians provided consent and who provided student assent.

For the EFA sample, data were initially obtained from 545 students. After removing 27 incomplete or erroneous forms, analyses were conducted with 518 students (210 girls, 308 boys). The grade distribution was 30% seventh grade and 70% eighth grade. For the CFA sample, analyses were conducted with 453 students (227 girls, 226 boys), with an approximately balanced grade distribution (50% seventh grade, 50% eighth grade). The test-retest study was conducted with a separate group of 50 students across a four-week interval.

A stratified sampling strategy was used at the planning stage to include students from both grade levels and both gender groups. Within the accessible public schools that granted permission, data were collected from intact classrooms. Therefore, the sampling procedure is best described as stratified convenience sampling rather than probability-based national sampling. This clarification is important because it limits the generalizability of the findings to the broader population of middle school students in Türkiye.

## **Data Collection Tools**

### **Vocational Maturity Scale for Transition to High School**

The VMSTHS was developed to assess vocational maturity among 7th- and 8th-grade students during the transition to high school. The scale uses a five-point Likert-type response format ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate higher vocational maturity. The final form consists of 16 items and four dimensions: Orientation, Crystallization, Planning, and Wisdom. The possible total score ranges from 16 to 80. Items 5, 9, 15, and 16 are reverse coded in the final scoring key.

The dimensions were theoretically aligned with Crites's (1973) conceptualization of vocational maturity and Super's (1990) developmental model. Orientation refers to students' awareness of the need to think about educational and occupational futures; Crystallization refers to the clarification of interests, abilities, and preferred occupational directions; Planning refers to searching for information and linking high school options to future goals; and Wisdom refers to evaluating choices realistically in relation to personal and contextual conditions.

### **Scale Development Process**

Item generation began with a review of career development, vocational maturity, and middle school career guidance literature. An initial set of 80 candidate items was created. After removing overlapping and similarly worded statements, the initial item pool was reduced to 75 items. The item pool was then sent to three field experts and one Turkish language expert. The field experts evaluated the items in terms of theoretical relevance, developmental appropriateness for 7th- and 8th-grade students, clarity, cultural suitability for the high school transition context in Türkiye, and dimensional representativeness. The language expert evaluated grammar, readability, and age-appropriate wording.

Expert feedback was obtained through a structured evaluation form in which each item was reviewed for relevance, clarity, developmental suitability, and linguistic quality. Based on expert feedback, 23 items were removed because they were repetitive, developmentally unsuitable, insufficiently linked to the target construct, or linguistically unclear. Minor wording revisions were made to four items. The resulting 52-item pilot form was administered to 75 students from the target age group to evaluate clarity, response time, and item comprehensibility. After the pilot application, the 52-item form was retained for the main EFA data collection.

**Table 1**

*Summary of Item Pool Reduction and Item Deletion Decisions*

| Stage               | Items / Forms      | Decision Criterion                                                                                  | Outcome                                               |
|---------------------|--------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Initial generation  | 80 candidate items | Literature-based item writing; removal of overlapping statements                                    | 75-item initial pool                                  |
| Expert review       | 75 items           | Theoretical relevance, age suitability, cultural appropriateness, clarity, Turkish language quality | 23 items removed; 4 items revised; 52-item pilot form |
| Pilot application   | 52 items; n = 75   | Readability, response duration, student comprehension                                               | 52-item trial form retained for EFA                   |
| EFA item evaluation | 52-item trial form | Primary loading, cross-loading, and theoretical interpretability assessed iteratively               | 36 items excluded during iterative analyses           |
| Final form          | 16 items           | Statistical adequacy and theoretical representation                                                 | 16-item, four-factor form                             |

**Data Collection Procedure and Ethical Considerations**

Before data collection, ethical approval was obtained from the Social and Human Sciences Scientific Research Ethics Committee of Necmettin Erbakan University on May 12, 2023 (Meeting No. 06; Decision No. 2023/208; Application No. 14186), and application permission was obtained from the relevant Provincial Directorate of National Education. Printed forms were administered in classroom settings by the researchers. The purpose of the study was explained to the students in age-appropriate language. Students were informed that participation was voluntary, that they could withdraw at any time without penalty, and that their answers would be used only for scientific purposes. No personally identifying information was reported. Data were stored confidentially and analyzed anonymously.

**Data Analysis**

Before the analyses, the datasets were screened for missing values, out-of-range entries, duplicate forms, and careless response patterns. Incomplete and erroneous forms were excluded. Descriptive statistics and reliability analyses were conducted using SPSS 26 and Jamovi 2.3. EFA was conducted to identify the latent structure of the 52-item form. The suitability of the data for EFA was examined using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity. Because the subdimensions of vocational maturity were theoretically expected to correlate, an oblique rotation approach was preferred rather than an orthogonal solution (Costello & Osborne, 2005; Worthington & Whittaker, 2006). Items with primary loadings below .30, theoretically ambiguous content, or substantial cross-loadings were removed through iterative evaluation.

Factor retention decisions were evaluated using eigenvalues, scree plot inspection, and theoretical interpretability. CFA was conducted with the independent CFA sample to test the four-factor measurement model. Model fit was evaluated using  $\chi^2/df$ , RMSEA, SRMR, CFI, and TLI/NNFI. Conventional cutoffs were interpreted cautiously and jointly rather than mechanically (Browne &

Cudeck, 1992; Hu & Bentler, 1999; Kline, 2011).

## FINDINGS

### Exploratory Factor Analysis

The EFA was conducted on the first independent sample ( $n = 518$ ). The KMO value was .87, indicating that the sample was adequate for factor analysis. Bartlett's test of sphericity was significant ( $p < .001$ ), indicating that the correlation matrix was factorable. Following iterative item evaluation based on factor loadings, cross-loadings, and theoretical interpretability, a 16-item, four-factor structure was retained. The four factors were labeled Orientation, Crystallization, Planning, and Wisdom. Together, these factors explained 39.5% of the total variance.

**Table 2**

*EFA Pattern Coefficients for the Final 16-Item VMSTHS Form*

| Item                   | Orientation | Crystallization | Planning | Wisdom |
|------------------------|-------------|-----------------|----------|--------|
| m40                    | .716        |                 |          |        |
| m41                    | .687        |                 |          |        |
| m42                    | .503        |                 |          |        |
| m43                    | .500        |                 |          |        |
| m7                     |             | .654            |          |        |
| m14                    |             | .623            |          |        |
| m6                     |             | .615            |          |        |
| m39                    |             | .301            |          |        |
| m48                    |             |                 | .701     |        |
| m50                    |             |                 | .543     |        |
| m18                    |             |                 | .542     |        |
| m30                    |             |                 | .363     |        |
| m21                    |             |                 |          | .679   |
| m23                    |             |                 |          | .663   |
| m28                    |             |                 |          | .465   |
| m12                    |             |                 |          | .362   |
| Eigenvalue             | 1.76        | 1.60            | 1.45     | 1.52   |
| Explained variance (%) | 11.00       | 9.98            | 9.07     | 9.47   |

Note. Only the salient pattern coefficient for each item is displayed; blank cells indicate coefficients not retained for interpretation.

Some retained items had relatively modest loadings (e.g., m39, m30, and m12). These items were retained because their loadings were at or above the minimum .30 criterion and because they represented theoretically necessary content areas within the Crystallization, Planning, and Wisdom dimensions. Removing them would have weakened content coverage and reduced each subscale below four items. Therefore, item retention was based on both statistical adequacy and theoretical representativeness, not factor loading size alone.

### Confirmatory Factor Analysis

CFA was conducted with the second independent sample ( $n = 453$ ) to test the four-factor structure obtained in the EFA. The model included four correlated latent variables represented by 16 observed indicators. No post hoc error covariances were added. The fit indices indicated an acceptable overall model fit,  $\chi^2/df = 2.54$ , CFI = .91, TLI = .89, SRMR = .05, and RMSEA = .05. The TLI value was slightly below the conventional .90 threshold; therefore, model fit should be interpreted cautiously.

Nevertheless, the remaining indices provided support for the proposed four-factor structure.

**Table 3**

*CFA Fit Indices for the Four-Factor VMSTHS Model*

| Fit index   | Excellent fit | Acceptable fit | Observed value | Interpretation                 |
|-------------|---------------|----------------|----------------|--------------------------------|
| $\chi^2/df$ | $\leq 3$      | $\leq 5$       | 2.54           | Acceptable / good              |
| RMSEA       | $\leq .05$    | $\leq .08$     | .05            | Good                           |
| SRMR        | $\leq .05$    | $\leq .08$     | .05            | Good                           |
| CFI         | $\geq .95$    | $\geq .90$     | .91            | Acceptable                     |
| TLI/NNFI    | $\geq .95$    | $\geq .90$     | .89            | Marginal; interpret cautiously |

AIC and BIC were not interpreted in the revised manuscript because no theoretically meaningful alternative models were tested. These criteria are useful primarily for comparing competing models estimated on the same data; reporting them without a comparison model may create unnecessary ambiguity.

**Table 4**

*Interfactor Correlations*

| Dimension       | Orientation | Crystallization | Planning | Wisdom |
|-----------------|-------------|-----------------|----------|--------|
| Orientation     | -           | .481            | .280     | .458   |
| Crystallization |             | -               | .144     | .351   |
| Planning        |             |                 | -        | .385   |
| Wisdom          |             |                 |          | -      |

The positive interfactor correlations support the theoretical expectation that the dimensions of vocational maturity are related but distinguishable. This result also supports the decision to prefer an oblique rotation strategy during EFA.

### Reliability Evidence

Internal consistency was assessed for the total scale. For the total VMSTHS score, Cronbach's alpha was .82 and McDonald's omega was .86, indicating acceptable-to-good internal consistency. Because omega is less dependent on the assumption of tau-equivalence than alpha, reporting both coefficients provides more comprehensive evidence of internal consistency.

**Table 5**

*Internal Consistency Estimates for the Total Scale*

| Scale        | No. of items | Cronbach's $\alpha$ | McDonald's $\omega$ |
|--------------|--------------|---------------------|---------------------|
| Total VMSTHS | 16           | .82                 | .86                 |

### Test-Retest Reliability

To examine temporal consistency, the VMSTHS was administered to 50 students twice with a four-week interval. The test-retest coefficient was Spearman's rho = .724, indicating acceptable rank-order stability over the four-week interval. However, because the test-retest analysis also indicated a significant difference between the first and second administrations, the coefficient should not be interpreted as evidence of strong absolute temporal stability. Rather, the scale appears to preserve students' relative ordering to an acceptable degree, whereas changes in mean scores indicate that absolute stability may be more limited.

## **DISCUSSION**

This study developed and evaluated the preliminary psychometric properties of the Vocational Maturity Scale for Transition to High School for 7th- and 8th-grade middle school students. The findings supported a 16-item, four-factor structure consisting of Orientation, Crystallization, Planning, and Wisdom. This structure is theoretically consistent with the developmental and multidimensional nature of vocational maturity described by Super (1990) and Crites (1973). The factors reflect students' awareness of career-related decisions, clarification of interests and abilities, planning for educational alternatives, and realistic evaluation of future choices.

The EFA results indicated that the four-factor structure explained 39.5% of the total variance. This value should be interpreted in conjunction with the purpose and structure of the scale rather than as an isolated indicator of adequacy. The instrument contains only 16 items, and its four-factor structure is intended to represent a multidimensional developmental construct. A compact item set necessarily limits the amount of variance that can be represented, particularly when vocational maturity is influenced by personal, family, school, and contextual factors. In addition, several items with modest loadings were deliberately retained because they contributed theoretically important content coverage and preserved adequate representation within each four-item subscale. Thus, the present solution reflects a balance between statistical parsimony, content representation, and practical usability in school counseling settings, where brief assessment instruments are advantageous. Further studies with larger and more diverse samples should nevertheless examine whether the same variance structure is replicated.

The CFA results provided additional support for the proposed measurement model. The RMSEA, SRMR, CFI, and  $\chi^2/df$  values indicated acceptable model fit. The TLI value was slightly below the conventional threshold and therefore warrants cautious interpretation. However, the other reported fit indices supported the adequacy of the model, providing reasonable preliminary support for the proposed four-factor structure.

The reliability findings supported the internal consistency of the total scale, with Cronbach's alpha of .82 and McDonald's omega of .86. The test-retest coefficient of .724 suggests acceptable rank-order stability over four weeks. However, because a significant mean difference was observed across administrations, the temporal stability evidence should be described cautiously. Thus, the coefficient indicates acceptable rank-order stability, whereas the significant mean difference suggests that absolute temporal stability may be more limited. Future studies should examine temporal stability across different intervals and in larger test–retest samples.

One contribution of the present study is that it offers a developmentally focused instrument for assessing vocational maturity before the transition to high school. In the Turkish educational context, where the LGS process may strongly shape students' subsequent educational pathways, an instrument designed for 7th- and 8th-grade students can help school counselors identify students who need support in self-knowledge, exploration, planning, and realistic decision making. The VMSTHS may therefore be used for needs assessment, preventive guidance activities, group counseling planning, and evaluation of career education programs.

### **Limitations of the Study**

Several limitations should be considered. First, although two independent samples were used, the data were obtained from accessible public schools; therefore, the findings should not be generalized to all students in Türkiye without additional regional, socio-economic, and school-type validation studies. Second, the study relied on student self-report data. Future studies should include teacher, parent, and counselor ratings to reduce common-method limitations. Third, measurement invariance

across gender and grade level was not tested in the present study. Future research should conduct multigroup CFA across gender and grade and evaluate differential item functioning. Fourth, future studies should strengthen criterion-related validity evidence by examining relationships between VMSTHS scores and career decision-making difficulties, academic achievement, psychological well-being, and career guidance outcomes. Finally, longitudinal studies are needed to examine whether VMSTHS scores predict later educational choices, career exploration behavior, and adjustment to high school.

## **SUGGESTIONS**

### **Future Research Recommendations**

Future studies should replicate the factor structure in samples from different regions, rural and urban schools, private schools, and student groups with different socio-economic backgrounds. Measurement invariance should be tested across gender, grade level, and school type. In addition, longitudinal research should examine whether vocational maturity during the transition to high school predicts later educational satisfaction, academic adjustment, and career decision-making outcomes. Researchers may also adapt the VMSTHS for younger students and examine whether its structure remains valid across adjacent developmental stages.

### **Practice-Oriented Recommendations**

School counselors can use the VMSTHS as a screening and needs-assessment tool before high school transition. Students with low scores in Orientation may benefit from awareness activities; students with low Crystallization scores may need self-knowledge and interest exploration activities; students with low Planning scores may benefit from structured information-seeking and high school pathway workshops; and students with low Wisdom scores may require counseling activities that support realistic evaluation of choices. Results may also be shared with families in a confidential and developmentally supportive manner to strengthen family involvement in career guidance.

### **Ethical Statement**

This study has not been published elsewhere and has not been submitted simultaneously to another journal.

### **Ethics Committee Approval**

Ethical approval for this study was granted by the Social and Human Sciences Scientific Research Ethics Committee of Necmettin Erbakan University on May 12, 2023 (Meeting No. 06; Decision No. 2023/208; Application No. 14186). The approved research title was “Liseye Geçiş Sürecinde Mesleki Olgunluk Ölçeğinin Geliştirilmesi.” Parental/guardian consent and student assent were obtained before data collection. Participation was voluntary; students were informed that they could withdraw at any time without penalty. The data were analyzed anonymously and stored confidentially.

### **Author Contributions**

Research Design (CRedit 1): Author 1 (50%) - Author 2 (50%)

Data Collection (CRedit 2): Author 1 (50%) - Author 2 (50%)

Data Analysis and Validation (CRedit 3-4-6-11): Author 1 (50%) - Author 2 (50%)

Writing - Original Draft and Revision (CRedit 12-14): Author 1 (50%) - Author 2 (50%)

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### Conflict of Interest

The authors declare that they have no conflict of interest.

### Sustainable Development Goals (SDG)

This study is indirectly related to SDG 4: Quality Education because it contributes to the assessment and support of career guidance processes during compulsory education.

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## APPENDICES

## Appendix 1

| Liseye Geçişte Mesleki Olgunluk Ölçeği                                                                                                                                                                                                                                      |                                                                                                                              |   |   |   |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----------|
| <b>YÖNERGE:</b> Aşağıda meslek seçiminiz ile ilgili kendinize yönelik duygu ve düşüncelerinizi içeren çeşitli ifadeler bulunmaktadır. Lütfen her bir ifadeyi dikkatli bir şekilde okuyunuz ve genel olarak size ne kadar uygun olduğunu 1 ve 5 aralığında derecelendiriniz. |                                                                                                                              |   |   |   |           |
| 1                                                                                                                                                                                                                                                                           | 2                                                                                                                            | 3 | 4 | 5 |           |
| (Kesinlikle Katılmıyorum) (Katılmıyorum) (Kararsızım) (Katılıyorum) (Kesinlikle Katılıyorum)                                                                                                                                                                                |                                                                                                                              |   |   |   |           |
| 1                                                                                                                                                                                                                                                                           | Merak ettiğim ve ilgimi çeken meslekler hakkında birçok kaynakta araştırma yaptım.                                           |   |   |   | 1 2 3 4 5 |
| 2                                                                                                                                                                                                                                                                           | Gidebileceğim lise türlerinden hangi mesleklere kolayca yönelebileceğimi araştırdım.                                         |   |   |   | 1 2 3 4 5 |
| 3                                                                                                                                                                                                                                                                           | Lise eğitimi benim için kariyer yolculuğumda önemli bir basamaktır.                                                          |   |   |   | 1 2 3 4 5 |
| 4                                                                                                                                                                                                                                                                           | Meslekler hakkında bilgi toplar, soru sorar ve araştırma yaparım.                                                            |   |   |   | 1 2 3 4 5 |
| 5                                                                                                                                                                                                                                                                           | Zorunlu olmasa liseye gitmek istemezdim.                                                                                     |   |   |   | 1 2 3 4 5 |
| 6                                                                                                                                                                                                                                                                           | Meslek seçmenin hayatımda çok büyük bir etkisi olacağını düşünüyorum.                                                        |   |   |   | 1 2 3 4 5 |
| 7                                                                                                                                                                                                                                                                           | Hayalimdeki meslekte başarılı olmak benim için önemlidir.                                                                    |   |   |   | 1 2 3 4 5 |
| 8                                                                                                                                                                                                                                                                           | Gelecekte sahip olmak istediğim kariyer için şimdiden plan yapmamın önemli olduğunu düşünüyorum.                             |   |   |   | 1 2 3 4 5 |
| 9                                                                                                                                                                                                                                                                           | Gitmek istediğim liseyi ailem onaylamadığı için başka bir liseye gideceğim.                                                  |   |   |   | 1 2 3 4 5 |
| 10                                                                                                                                                                                                                                                                          | Liseye geçiş sınavına hazırlanırken planlarım ve hedeflerim doğrultusunda düzenli olarak ders çalışıyorum.                   |   |   |   | 1 2 3 4 5 |
| 11                                                                                                                                                                                                                                                                          | Gelecekte sahip olmak istediğim mesleği belirledim.                                                                          |   |   |   | 1 2 3 4 5 |
| 12                                                                                                                                                                                                                                                                          | Hayalimdeki mesleği neden seçtiğim sorulursa cevap verebilirim.                                                              |   |   |   | 1 2 3 4 5 |
| 13                                                                                                                                                                                                                                                                          | Hayalimdeki meslekte nasıl daha başarılı olabilirim diye planlar yapıyorum.                                                  |   |   |   | 1 2 3 4 5 |
| 14                                                                                                                                                                                                                                                                          | Hayalimdeki meslek için gerekli şart ve özelliklere sahip olduğumu düşünüyorum.                                              |   |   |   | 1 2 3 4 5 |
| 15                                                                                                                                                                                                                                                                          | Üniversite eğitimi alanlar bir işe giremiyor, kariyerim için üniversiteye gitmeyi gereksiz görüyorum.                        |   |   |   | 1 2 3 4 5 |
| 16                                                                                                                                                                                                                                                                          | Sosyal medyada üniversite eğitiminin önemsiz olduğunu anlatan birçok içerikle karşılaştım bu içerikler kararlarımı etkiledi. |   |   |   | 1 2 3 4 5 |

Yönelim Boyutu: 5,9,15,16 ters kodlanarak değerlendirilir.

Belirginleşme Boyutu: 11,12,13,14

Planlama Boyutu: 1,2,4,10

Bilgelik Boyutu: 3,6,7,8