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**EXAMINATION OF THE RELATIONSHIP BETWEEN CAREER MATURITY
AND PERSONALITY TRAITS OF GIFTED ADOLESCENTS**

MASTER THESIS

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**ÜSTÜN YETENEKLİ ERGENLERİN KARIYER OLGUNLUKLARI İLE KİŞİLİK
ÖZELLİKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ**

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DECLARATION

In this study I prepared in accordance with the Sakarya University Institute of Educational Sciences, Thesis-Project Writing Guide:

- I have obtained and presented all the information and documents included in the thesis within the framework of academic and ethical rules,
- I refer to the works I have benefited from and cite them as a source,
- I have not made any changes in the data used,
- I have not presented all or any part of this thesis as another thesis.

I declare.

Betül BÜYÜK

PREFACE

There are some names to whom I am grateful for their contributions to the course of this study one way or other. I'd like to express my gratitude to my supervisor, Asst. Prof. Dr. Ümit SAHRANÇ for his guidance, and Assc. Prof. Dr. Eyüp ÇELİK, whose knowledge and experience I have benefited from during my graduate education. I would also like to thank my dear friends Mert KOBAŞ, Ümit KALAY and Fatma BİNGÜL who did not spare their help during my studies. I am also thankful to my dear family for supporting my entire life.

ABSTRACT

EXAMINATION OF THE RELATIONSHIP BETWEEN CAREER MATURITY AND SELF-ESTEEM AND PERSONALITY TRAITS OF GIFTED ADOLESCENTS

Betül BÜYÜK, Master Thesis

Supervisor: Asst. Prof. Ümit SAHRANÇ

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In this study, the relationship between career maturity and personal traits was examined. The study was carried out with the participation of 223 students of Turkish Education Foundation Inanc Turkes Private High School. The data of the study were obtained using the Demographic Information Form, Career Maturity Scale, and Five-Factor Personality Inventory. The findings of the study revealed that the career maturity of the gifted students has a significant positive relation with the personality traits of extraversion, conscientiousness, agreeableness. Findings also stated that the career maturity of gifted students has significant negative relation with the personality traits of neuroticism, and no significant relation with openness trait.

Key Words: Gifted Adolescents, Career Maturity, Personality Traits.

ÖZET

ÜSTÜN YETENEKLİ ERGENLERİN KARIYER OLGUNLUKLARI İLE BENLİK SAYGISI VE KİŞİLİK ÖZELLİKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Bu araştırmada üstün yetenekli ergenlerin kariyer olgunlukları ile kişisel özellikleri arasındaki ilişki incelenmiştir. Çalışma, Kocaeli ilinin TEV İnanç Türkeş Özel Lisesi'nin 223 öğrencisi ile gerçekleştirilmiştir. Araştırmanın verileri, Demografik Bilgi Formu, Kariyer Olgunluğu Ölçeği ve Beş Faktör Kişilik Envanteri kullanılarak elde edilmiştir. Araştırma bulgularına göre üstün yetenekli ergenlerin kariyer olgunluğu ve beş faktör kişilik envanterinin dışadönüklük, yumuşak başlılık ve sorumluluk alt boyutları arasında anlamlı ve pozitif yönde bir ilişki bulunmuştur. Ayrıca “kariyer olgunluğu”nun beş faktör kişilik envanterinin alt boyutlarından “nevrotiklik” ile arasında negatif yönde anlamlı bir ilişki bulunurken, “deneyime açıklık” alt boyutu ile arasında anlamlı bir ilişki bulunmamıştır. Ayrıca alt boyutlardan nevrotiklik ile kariyer olgunluğu arasında negatif yönde anlamlı bir ilişki bulunurken, deneyime açıklık alt boyutu ile kariyer olgunluğu arasında anlamlı bir ilişki bulunmamıştır.

Anahtar Kelimeler: Üstün Yetenekli Ergenler, Kariyer Olgunluğu, Kişilik Özellikleri

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PART I

INTRODUCTION

1.1 Statement of the Problem

Gifted individuals are defined as people with higher performance than their peers in some areas such as intelligence, creativity, arts, sports, leadership capacity, and particular academic fields (Colangelo and Davis, 2003). Although these individuals show the signals of this situation in their childhood, they cannot sustain their success in their adulthood period (Akarsu, 2004). There are two advantages of identifying these gifted individuals in earlier times of their lives. Firstly, giftedness can be guided, developed, and accelerated easily, if it is discovered in the early ages. Therefore, these individuals can efficiently use their skills and contribute to the society where they live. The other advantage is that giftedness becomes destructive, if these individuals are left to be alone, and they do not have the opportunity to realize their wishes. Also, detecting and supporting gifted students is a mission of the states that have to serve equal education according to 'individuals' needs (Dündar and Hesapçioğlu, 2011). Equal opportunity in education means providing a diversified/enriched, and differentiated educational environment that is suitable for the development and learning characteristics of each student. This principle aims to remove the injustice brought about by practices that do not consider the unique skills of individuals (Akarsu, 2004). With their potential, gifted individuals can improve their society with creative ideas in many different fields such as science, social sciences, education, research, and development. These young people help to the development of the society more when they use their potential effectively. 'Governments and educators should invest in gifted students' career selection process and the variables that influence career decisions to maximize their contribution to themselves and society.

Career decisions as a life-changing event depend on many variables such as family and school environment. Selecting a career is one of the significant developmental tasks in 'adolescents' life (Super, 1980). Career maturity also plays a significant role here (Creed and Patton, 2003). Although career maturity is a process starting from pre-school, its importance becomes prominent especially in the secondary education period in our country, because it can be argued that career decisions are mostly emphasized in the secondary education period.

The reason behind this argument is related to the national exams. In Turkey's educational system, students start an actual career decision process at the end of secondary education with national exams for high school education; students have options based on their general exam scores to attend science, social, vocational, fine arts, or Anatolian high schools. Students need to take again national exams held at the end of high school education to transit the upper educational institution (e.g., universities). After the national exams, they need to select a higher educational institution and their major, thus, they can be placed in an undergraduate program regarding the scores of these exams called basic ability test and program/field selection exams. These examinations make their adolescence period critical because these individuals make crucial decisions for their future in this period (Niles and Harris Bowlsbey, 2013). Adolescents' career development tasks are affected by the expectations of the academic curriculum and social environment, such as family and teachers, as well as the social status of the careers. Adolescence is a more compelling period for career development than adulthood because the educational system expects students to answer the questions about their career, and they make academic choices such as choosing a field of study or university (Niles and Harris Bowlsbey, 2013).

Career maturity is a sign of being ready to deal with vocational development duties (Savickas, 1984). While choosing a profession, adolescents' maturity in skills, interests, and coping resources should be stimulated (Super et al., 1996). Like all adolescents, gifted adolescents also need attention to establish their career maturity. Gifted students may perceive their environment differently from their peers due to the intensity of their emotional and cognitive burdens (Metin, 1999). Besides, the gifted population may have more questions, broader interests, and intense curiosity compared to the normal population. Therefore, they might need more resources and time to focus on their interests. Hence, supporting them to develop career maturity allows them to explore their vocational interests and prepares them for academic and business life.

Finally, gifted individuals have the potential to contribute to our country and the development of the world. Therefore, the more the decision-making mechanisms of these individuals are supported, the more they have the potential to be successful by directing them to the appropriate areas. The task of guiding students in their career choices that are suitable for them is one of the most critical duties of counselors, educators, and parents. However, every person has unique personal features, and environmental conditions. By knowing about these differences, field experts and researchers can enhance their guiding capabilities for

gifted students as well as help them make the most appropriate career decisions. In line with this, field experts and psychological counselors, as the most reachable career development supporters, have a significant role in students' career choices. Based on these definitions, career maturity and personality may have the power to influence the decisions made during the high school education period when individuals make critical decisions about their future.

1.2 Aim and Importance of the Study

Career maturity is a significant concept that determines the personal-social and educational futures of high school students in adolescence, which also has critical importance as identity selection and development are shaped in this period (Lim and You, 2019). However, career maturity is not a concept that occurs alone and in a single moment. On the contrary, it is a process that has been shaped by many personal, environmental, and biological variables over the years. Occupational and field decisions made while moving to the next level after high school can affect students' lives in the long term. Career maturity and personality cannot be separated during adolescence.

Also, the gifted 'population's developmental needs are undermined besides their extra abilities. Students from the gifted people have been investigated for their academic and social development. However, the career selection processes of these students was understudied in the literature (Jung, 2021). For this reason, knowing the relationship between career maturity and personality traits of gifted students in high school will provide data to the field workers for the decisions they will make and shed light on future studies on this subject. Previous studies also focused on the relationship between career maturity and personality traits in high school students (e.g., Atli, 2017). However, rather than other high school students, there are several points that make gifted students interesting for exploring this relationship (Jung, 2021). These students have different interests and abilities, and they have multipotentiality to manage these different interests simultaneously. They have problems with perfectionism, but they also expect intellectual stimulation. Their higher expectations for career selection and potential realization are other points. Their career-related interests emerge earlier than other students. All these differences made the gifted students the foci point of this study that aims to investigate the relationship between career maturity and personality traits of gifted students. Therefore, this study can provide new research outputs to experts working with gifted individuals in high schools.

Secondary education is a career decision-making period in which the entire lives of adolescents are affected. Through the career decision, which is primarily regarded as an irreversible process (Super, 1980), the university department that individuals will choose, the difficulties they will encounter, and even the lifestyle and relations may be affected. This period is also critical in the formation and development of an individual's identity. While career decisions can be handled as a result of the self-concept (Super et al. 1996), they can also be considered to be influenced by the developing self-concept in the process. According to Erikson (1950), people search their identities in the adolescence period; and this searching process includes career decisions because adolescents need to decide their profession before adulthood. Following this, career maturity can be seen as an influential phenomena on career decisions that should be made during the secondary education period where individuals make critical decisions about their future. The field professionals who work with students on their career decisions, such as teachers or counselors, should be aware of the misguidance features of being gifted when working with these students on career decisions. For this reason, it is crucial to consider these concepts one by one and investigate the relation between them in the adolescence period.

The studies are scarce on the career development and choices of gifted high school students. However, the career choice process, which can be considered as the personal career decisions of these gifted students at first glance, and career maturity, which is a significant parameter in this process, are not only related to the personal career development of these individuals. These students, who may have a high capacity to shape the future at the national level, will also be among the individuals most likely to contribute to the development of our country. In other words, the career decisions made by gifted students in line with their interests, abilities, personality traits, and expectations can be of critical importance for the economy, science and technology, and cultural development of our country. Therefore, the career maturity of gifted students should be examined.

1.3 Research Questions

In line with the information above, the main question of this study is whether there is a significant relationship between personality traits and career maturity in gifted adolescents. Related to this main question, the study has 5 sub-questions:

Research Question 1: Is there a significant relationship between extraversion and career maturity of gifted adolescents?

Research Question 2: Is there a significant relationship between career maturity of gifted adolescents and neuroticism?

Research Question 3: Is there a significant relationship between career maturity of gifted adolescents and openness?

Research Question 4: Is there a significant relationship between career maturity of gifted adolescents and agreeableness?

Research Question 5: Is there a significant relationship between the career maturity of gifted adolescents and conscientiousness?

1.4 Assumptions

It was accepted that the high school students participating in the study answered the scales sincerely and correctly. Also, it was assumed that all career and career maturity theories are appropriate for gifted students as well as the Big Five Personality types.

1.5 Limitations

The sample of the study was created with the appropriate sampling method. In the appropriate sampling, participants are selected from those closest to the researcher or suitable, accessible people who meet certain practical criteria such as easy accessibility, geographic proximity and, availability at a particular time. The participants determined with this sampling method lead to the risk of representing similar groups, which results in generalizability issues (Cohen, Manion, and Morrison, 2007; Dornyei, 2007). For this reason, the results of the research are limited to gifted students who study at schools that provide education similar to Turkish Education Foundation Inanc Turkes High School, which gives education to gifted students.

1.6 Definitions

Gifted: Individuals whose talents appear well above the norms of their peers in one or more areas are called gifted individuals. These areas that reflect the potential of gifted individuals can be intellectual interests, creativity, artistic skills, or leadership. Although these children are chronologically at the same age, gifted children may differ from their peers who are not gifted in terms of cognitive, emotional, or any psychological or developmental characteristics (Wood, 2006). This study includes participants who are students at Turkish Education Foundation Inanc Turkes High School. Besides their national exam scores,

students need to pass cognitive assessment and teacher interviews to be accepted by this high school.

Career Maturity: Career maturity can be defined as the ability to make appropriate career choices, including an individual's awareness of what is required to make a career decision and the degree to which one's choices are both realistic and consistent over time (Crites and Savickas, 1996; Kuzgun, 2006).

Five-Factor Personality Theory: The five-factor personality model is a set of five broad trait dimensions or domains, commonly referred to as the "Big Five": Extraversion, Compatibility, Conscientiousness, Neuroticism, and Openness to Experience. The Big Five was developed to represent as much variability in individuals' personalities as possible, using only a small set of trait dimensions. Many personality psychologists agree that the five domains capture the most essential, fundamental individual differences in personality traits and that many alternative trait models can be conceptualized in terms of the Big Five structure (Somer and Goldberg, 1999).

PART II

LITERATURE REVIEW

2.1 Giftedness

In all societies, there have been remarkable names who led the period in which they lived in with their ideas and inventions beyond their age. These are names such as Edison, Einstein, etc., associated with their inventions. However, these people were not noticed at their young ages, or their works were not appreciated until their death. It's not hard to identify a gifted adult or watch their inventions make history. However, there still may be talented people who were not discovered or could not show themselves. The situation requiring the identification of the gifted and the study of training methods began with the realization that potential and talent are features that can be detected early, and its development can be directed with appropriate environmental conditions (Akarsu, 2004).

Giftedness is a field that has been studied scientifically since the 19th century and intelligence has been accepted as the strongest indicator of giftedness. Therefore, tests that are carried to measure intelligence have begun to develop. The first intelligence test was prepared by Binet and Simon in the 1890s to detect children with low intelligence levels (Akarsu, 2001). Lewis Terman at Stanford University, who developed this test to distinguish between normal and high intelligence children, made it available in 1916 under the name Stanford-Binet Intelligence Scale. Although this test is still used today, the "Weschler Intelligence Scale for Children" has become the most widely used test.

For years, dozens of definitions have been made on giftedness. Although there are ramification studies devoted to many perspectives on the concept of giftedness, these studies have not reached a standard definition statement. Gifted children show high performance in areas related to academic skills, intellectual skills, creative thinking, leadership skills, and psycho-motor skills (Davis and Rimm, 2004). Children with superior performance capacity have talent or ability in one or more of the following areas: general intellectual ability, special academic ability, creativity, leadership skills, visual or performing arts ability, and psycho-motor skills (Marland, 1972).

Tannenbaum (1986) emphasized the talents only existing in adults while defining giftedness. The definition of giftedness only signals generating ideas that will set a precedent in the future or showing praised performances at that age.

Gagne presented the "Differentiated Model of Giftedness" and made the definition of talent and giftedness separately. Giftedness, one of the two concepts explained by Gagne, is determined by possessing and using extraordinary natural gifts in at least one area, and his/her superior ability puts the individual in at least the first ten percent of his/her peers. Talent is at least one field in which the individual actively uses the extraordinary skills and knowledge that he/she has systematically developed and puts himself/herself in the first ten percent of their peers. Looking at the common features of these two concepts, it is seen that they both refer to human skills, are normative - differentiate individuals from each other according to an average and norms - and finally, both concepts refer to abnormal individuals with outstanding behaviors (Steinberg and Davidson, 2005). Although the research has not reached a joint definition statement yet, all these different types of definitions have common features. These features are the higher ability of academic skills, intellectual skills, creative thinking, talent, and potential. Keeping in mind all these common features, it is possible to reach such a definition that gifted students have the potential to comprehend new stimuli in several fields and learn quickly in their potential areas.

2.1.1 Studies on Giftedness

The concepts of giftedness and studies on it shows differences in different parts of the world and has changed over the years because of the social conditions and the course of history. Several studies were conducted in different parts of the world, and they gave different perspectives to researchers. Therefore, this part will exhibit some research topics about gifted students, and related topics such as academically gifted students and career decisions, from various places nationally and internationally.

Considering the history of giftedness in Anatolian lands, the process of systematically providing education started in the institutions called Enderun School during the Ottoman Empire period. Enderun Schools aimed to teach the Turkish language and religious education to these students after selecting gifted students, adapting them to Turkish culture, improving the students' existing skills, and using their administrative and policy skills (Sabanci, Bulut and Dağlıoğlu 2017).

When the recent research on giftedness considered in Turkey, Özenç and Özenç (2013) conducted multidimensional studies to screen the number of studies about gifted students in doctorate and master level between 1995 to 2012. The results showed that the number of research is few in terms of subjects and number. There is a need for more studies about gifted students and education in Turkey for the development of gifted education in Turkey. Especially the studies about personality development, emotional and psychological needs of the gifted students are scarce.

Tortop (2012) brought about a different perspective on the education of gifted students. He emphasized the radical acceleration of gifted education by accessing high schools and universities couple of years ago. He gave examples of the different implementations in the United States, European and Asian countries. He supported radical acceleration for the benefit of Turkish students like many other countries.

The qualitative study was conducted by Duru (2019) to investigate gifted students' career adaptation abilities. Results showed that career counseling programs for gifted students should include more alternatives for the exploration of the environment, development of optimism, and increasing self-esteem. There were also studies from different countries besides Turkey for giftedness and self-related concepts. For example, in the United States, Plucker and Stocking (2001) conducted a study using the internal/external frame of reference model (Marsh, 1986) to explain the role of self-concept development for the sample group of gifted adolescents. The results showed that reaching the high levels of success in one particular area, such as literature, has a positive impact only on the field of literature while harming other academic areas such as verbal self-concept.

In line with this, Litster and Robert (2011) have studied forty studies using meta-analytic methods to investigate the self-concept and perceived competencies of gifted and other students. The results show that gifted students perceive themselves academically and behaviorally more positively than the non-gifted group. However, the appearance of gifted students and their athletic perceived competency is significantly lower than non-gifted students.

Besides self-development, the studies about personality traits of gifted students have become a popular topic in the literature again. For example, in a recent study, Peperkorn and Wegner (2021) discussed these two concepts, and put initial findings for further research. The research has been conducted with scientifically gifted and non-gifted students in secondary

school. The results showed that the gifted group exhibited higher scores for openness but lower scores for agreeableness compared to the non-gifted group. Following that, Mammadov and others (2021) conducted research to investigate the relationship between personality traits, autonomous motivation, and academic achievement with 161 gifted students at the level of middle and high school. The results showed that agreeableness, neuroticism, and extraversion negatively relate to achievement; and openness has a positive relationship with achievement.

Zeidner and Shani Zinovic (2011) researched academically gifted and non-gifted students to investigate the differences in terms of personality types and adaptation levels. The result was that scores showing openness to experience were significantly higher while neuroticism scores were markedly lower on academically gifted populations. Also, results showed that academically gifted groups have lower levels of anxiety, but there are no considerable differences between mental distress or subjective well-being. Zeidner and Shani Zinovic (2011) also stated that the prior research about social, emotional, and personality traits are not unfavorable for gifted populations compared to non-gifted groups.

Research was conducted in 2018 with 351 academically gifted secondary school students to understand subjective well-being of gifted adolescents. The results showed that positive attitude, institutions perspective, family trust, overall health, and social functioning contribute to personal well-being (Chen and others 2018). Ronksley and Neumann (2020) underlined the growing problem of disengagement in schools, they stated that gifted students do not realize their potential and lose their potential for society and themselves. Realization of talent is not recognizable to all of them; therefore, 'students' re-engagement should be considered, and new perspectives should be developed.

The cumulative studies on giftedness mentioned here show that the gifted population is a concern for societies. Therefore, studies are supported in this field. However, the former studies have been conducted separately for each variable, career development, and personality. This research will focus on career maturity and personality traits altogether with a sample of gifted adolescents because there has been no research on the career development of gifted individuals.

2.2.1 Career Development and Maturity

The traces of career maturity can be followed by the work of Frank Parsons in 1909. The early work of Parsons was generally about pairing people with professions and detailing the

process of transition from school to work in adolescents (Knipp, 2008). In this context, Frank Parson helped young people decide their career choices in the office he established in Boston (Jones, 1994).

The relation between psychology and professional studies was established with Donald Patterson in the 1920-1930s. Paterson worked on career choices and counseling to combine other sectors such as industrial psychology and career counseling (Erdheim and others, 2007). Paterson attempted to reveal that career decision is based not only on personal interest but also on independent factors (Erdheim and others, 2007). External factors such as the working environment and requirements of the profession also affect the perfect fit with the profession, so Paterson aimed to achieve professional and personal harmony with the instrument he developed (Super et al., 1992). However, the development of professional theories and research took place in the 1950s.

The career maturity concept can be understood by focusing on career and career development. As career development became a theory, Super (1957) and other career counselors noticed the inadequacy of the job-person matching model. After these observations, criteria such as age, maturity, decision-making skills, and awareness of the requirements of the profession were added to the matching model (Knipp, 2008).

Holland's professional personality and business environment theory emphasized that career decisions and professional maturity are related to personality traits. Holland has made progress in this area not only with his important ideas but also with their implementation (Nauta, 2010). Holland has defined 5 personality types (realistic, researcher, artistic, social, entrepreneur, and traditional) and argued that people take part in business life according to their own beliefs and styles (Tokar, 1995). Holland's model has been one of the most used inventories in the career field, and his theory focused on adaptation and personality-occupation match (Nauta, 2010).

In Crites's speech at the American Personnel and Guidance Association in 1950, he stated that there is no fundamental theory of professional choice and career choice is not a once-in-a-lifetime phenomenon (Crites, retrieved from 1973). On the contrary, Ginzberg et al. (1951) emphasized that professional choice is a developmental process that is expected to settle in time and divided it, into three main periods. In the fantasy period, the desire to grow generally determines the choice of the child, while in the trial period (tentative) the individual makes his choices primarily by considering the interests, capacities, and values of

the adults around him. Finally, in the realistic period, the increase in understanding of the limits of choice and the narrowing of possible career options continue until a field is determined and implemented. The professional decision-making process is often irreversible which means making new decisions gets increasingly difficult. Although Ginzberg emphasized the developmental decision-making process, he did not take one more step and formulate career maturity and did not mention it in his theory. According to Ginzberg (1951), a young person who reflects on and tackles professional choices shows signs of maturity.

Career maturity is commonly defined by Savickas (1984) in terms such as individual readiness, age-appropriate decision making, and awareness of necessary developmental tasks. The key to career maturity is that the individual can choose a career by understanding what career prospects are now and will be in the future (Caswell, Kiewra, Levinson, and Ohler, 1998; Crites, 1971). In short, Savickas (1984) defines career maturity as being ready to cope with professional development tasks. The task of guiding students to career options suitable for them is one of the most critical duties of counselors, educators, and parents. However, life is not alike for everyone, environmental and personal factors vary from person to person.

Super has brought many perspectives to this field by looking at this phenomena from a larger window and uncovered the factors that affect the choice of profession as well as realizing that it goes beyond the person's choice of a job.. Super, who first called the concept "professional development" used as "career choice" thought that professional development also includes concepts such as choice, entry, and adaptation (Super, 1953). In addition, Super hypothesized in 1960 that a career is a continuous process, that is, choosing the engineering or medical profession is not one-off decision-making but an ongoing process (Walsh and Betz 1995, retrieved from Kornspan, 1997).

Super's professional development took place within the lifelong development of the individual, and he stated that the self-concept of the individual also constitutes professional translations (Super, 1968). According to Super, self-concept is how the individual sees himself. The constitution of the self-concept is shaped by interactions with people, events, and situations around us. While everything that an individual experiences affect the self-concept, it affects their professional development and preferences. Therefore, we cannot separate professional maturation from lifelong development.

Although the development of professional choices begins to take shape from the time individual is born, the critical stages of a career choice, as well as critical periods of development, are divided into five by Super (Walsh and Betz 1995). These are crystallization, specification, implementation, stabilization, consolidation. Crystallization starts between the ages of 14-18 with the individual developing an idea about the professions suitable for them. The specification phase usually occurs between the ages of 18-21 when a profession is determined by specifying it. Super (1953) claimed that the implementation phase begins between the ages of 21-24. The fourth term which is the stabilization period happens between the ages of 24-35. Consolidation, which is the last step, strengthens the situation in a profession, and this progress is seen in the late 30s and early 40s.

As stated above, career maturity is individual readiness, age-appropriate decision making, and awareness of necessary developmental tasks. Gifted individuals' career maturity may also be related to personality traits such as the five-factor personality structure, which is a widely accepted personality perspective in the field of personality theories.

2.3 Personal Traits and Five-Factor Personality Traits

"Personality is and does something. . . It is what lies behind specific acts and within the individual (Allport, 1937 p.48)."

Personality is a set of traits that the individual is born with and it is shaped by his/her interactions with his/her environment. Nettle (2009) mentioned that revealing the definition and characteristics of personality started with Galton. Although many philosophers had speculations on this issue before Galton, they suggested that it should be measurable to shed light on this area. Galton's most significant contribution to personality psychology was his thinking and experimentation on whether personality can be measured or not (Nettle, 2009). The field of personality psychology has always been based on the answers people give, and the data consists of the answers people give based on what they look like or what they rarely resemble. Considering its current purposes, the basic concept of personality psychology is 'feature' (Nettle, 2009). Personality traits are dimensions of individual differences that tend to show consistent thought, emotion, and action patterns (McCrae and Costa, 1997, p.23). The trait reflects relatively permanent trends separating it from the temporal state or mood (Paul, 2002). The point under the phenotypic narrative is what these personality traits look like and how we can understand what happens when we see someone. For example, when we look at the feature of being timid or reliable, we can say that people may have these characteristics to different degrees simultaneously, but the traits can be graded or enumerable

(McCrae and Costa, 2013). On the other hand, some people can be very trustworthy, most of them more or less reliable, and a few very suspicious or unreliable. The approach that gathers personality traits together and makes them measurable has come out of the language hypothesis. Personality traits are limited to five factors, the most used version over time.

Personality differences are significant for people to get along with each other, share the business environment, continue traditions, or produce new ones. Each culture invents the words that express the personalities and the nuances implied by the words, and each new feature is recorded and named (Norman, 1963).

Though accepted as an approach based on certain basic features, a five-factor personality structure is one of the most generally accepted approaches (Goldberg, 1990). The reason why the five-factor personality structure is preferred among many personality trait models is due to its consistency in defining personality (Bacanli, İlhan and Aslan, 2009). The basic assumption of the Five-Factor Model is that the individual differences shown by people are encoded in other languages in the world, and a classification that forms the personality structure can be created based on the words reflected in the spoken language. All different languages contain terms that describe the same types of human traits. Each language has many terms that describe individual differences, which are very closely related. It is necessary to explore the connections between these terms and determine the essential factors that summarize them (Sommer and Goldberg, 1999). Accordingly, quantitative indicators of the relation between terms defining human qualities can be determined directly by experts' classifications related to similarity of meaning or indirectly by internal correlations between terms. Peabody and Goldberg (1989), who used both applications to choose common representatives of adjectives defining personality traits in English, found almost the same factor structures in both applications. McCrae and Costa (1991) examined the five-factor personality model in different societies and argued that this model is universal.

2.3.2 Characteristics of the Big Five

The nomenclature of the five-factor models in order is typical as follows: "Extraversion versus Introversion, Agreeableness versus Hostility, Conscientiousness versus Undependability, Emotional Stability versus Neuroticism, and Openness versus the Lack thereof" (Sommer and Goldberg, 1999).

2.3.2.1 Extraversion

Since it is the first feature introduced by researchers, a wide-ranging definition and research on the factor of extroversion are available. Extroversion includes characteristics such as cheerfulness, sociability, energetic, talkative, and also involves loving being with people. In the inventory developed by McCrae and Costa (1985), they showed them with subscales of warmth, liking the society, seeking excitement, and positive emotions. Conversely, the so-called introversion shows people who are quieter, who do not speak much and tend to remain silent.

Johnson and Ostendorf (1995) confirmed that there are positive emotions associated with extraversion, such as joy, willingness, and friendliness. In addition, these properties are associated with the mildness/agreeableness factor. While generosity was associated with properties such as warmth, it was secondary to extroversion. Other traits that researchers often cite in relation to extroversion are leadership, power, assertiveness, and dominance.

Many researchers have seen extraversion related to active and direct coping (Kahveci, 2011). Although different points about this factor were emphasized, the results were found to be inconsistent with each other.

2.3.2.2 Agreeableness

On the positive side of the mildness-hostility factor, there are sub-dimensions such as forgiveness, liking to help, tolerance, respect, open-heartedness, respectfulness and flexibility (Somer, 1998). Hogan and Johnson (1981) argued that positive emotions and prosocial feelings such as warmth, kindness, and empathy make people agreeable (Retrieved from Johnson and Ostendorf: Hogan and Johnson (1981). Being agreeable is not only about being approachable, friendly, and gregarious but also docile. It also means being in the right mind (acquiescent, amenable, and compliant) (Costa, McCrae and Dye, 1991).

In addition, it was stated that individuals with the compatibility trait of less non-compliance approach to other people rudely, belligerently, and hostile. It has been stated that these people are jealous, selfish, stingy, skeptical, insecure and cold people (McCrea and Costa, 1990).

2.3.2.3 Conscientiousness

The conscientiousness sub-dimension includes features such as discipline, sense of duty, responsibility, orderliness, attention, and carefulness (Doğan, 2013). Individuals with a high level of responsibility are considered successful, determined and, planned.

At the other end, individuals with a low level of responsibility are scattered, undisciplined, lazy, and distant from the sense of duty. These people are more likely to quit, make mistakes and fail a job they started (McCrea and Costa, 1990).

2.3.2.4 Neuroticism

In general, neuroticism is that individuals tend to have unpleasant and disturbing emotions, as well as disturbing behaviors and thoughts (Vestre, 1984). Neuroticism is the inability to think well in terms of spirituality and experience negative emotions. It is stated that neurotic people cannot think rationally and they are anxious, unhappy, depressed, angry, self-pitying, and discontented with themselves (Mc Crea and Costa, 2003). Neuroticism is a personality dimension which exists in different degrees. Generally, these individuals are seen as insecure, angry, and touchy types. On the other end of this factor is emotional balance. Individuals with low neuroticism are reported to be relaxed, emotionally stable, calm in stressful situations, not getting angry easily, self-confident, and prone to experiencing positive emotions (Costa and McCrae, 1995; Somer et al., 2002).

2.3.2.5 Openness

The openness factor is a personality trait that researchers cannot agree on, and there are various definitions of it. In the first definition, openness was seen as a symptom of intelligence, and it was generally thought that scientists and artists had this personality trait. Open people are interested in seeing new places, discovering new tastes, movies, countries, and they are curious (Costa and McCrae, 1990). At the same time, being open to new ideas and values is also in this factor. Since open people tend to think and empathize with other possibilities, these individuals are more often recognized as liberal thinkers (Costa and McCrae, 1990). People with low openness are accepted as those who live according to traditional norms, like static, monotonous things, dislike innovations and change, and are far from adventure. These people tend to accept authority rather than their freedom (Costa and McCrae, 1990).

2.5 Relation between Giftedness, Career Maturity, and Personality

2.5.1 Career Maturity and Personality

Although studies about career maturity started in the mid-century and present accountableresearch findings on personality and adjustment (Buboltz, W. C., Jr., Miller, M., and Williams, D. J. 1999), researchers are criticized for not including fields of personality and developmental psychology in the studies. In the early 1990s, a prominent personality researcher explicitly advised that researchers focus on associating personality structure to the development of a career (Goldberg, 1993). Linking career interests and personality structures has gained importance gradually. For instance, researches conducted using 'Holland's (1997) RIASEC hexagonal model of interests to personality styles and the Costa and McCrae's (1992) "Big Five" model of personality (Savickas, 2002).

The research conducted by Savickas (2002) examined the relationship between career maturity and Gough's three-dimensional model of personality organization. The results show that sufficient career maturity is related to a person's potential and high-level of social flexibility. Also, the results indicated that extraversion in social relations and positive adaptability to social norms shape mature behaviors towards career planning and analysis.

The research about career maturity and self-esteem was conducted with 429 high school students by Atlı (2017). He used Five-Factor Personality Traits Scale (John, Donahue, and Kentle, 1991) and the results showed that there is a significant relationship between five personality types and career maturity.

In a study conducted with 412 senior year students in Turkey, the relation between students' career adaptability, which could be substituted for the concept of "career maturity" (Savickas, 2002), and five-factor personality traits was examined (Tanriverdi, H., Yılmaz, A., Pala, B., and Ercan, F. Z. 2019). As a result, it has been determined that personality traits of extraversion, responsibility, emotional balance, and openness to experience affect career adaptability. In this study career adaptability were accepted as a substitution for career maturity

2.5.2 Giftedness and Career Maturity

Gifted students have the potential to get higher achievement compared to their peers. Several researchers supported the same idea about their career developments (Berger, 1990; Colangelo, 2002; Kerr, 1990; Greene, 2002; Silverman, 1993; Wessel, 1999). The term gifted means that they are ahead of their peers in terms of skills and proficiency in at least

one area and can do their tasks with "comparable intensities"(Reis, 2002, p.14). Therefore, gifted students might use their potential to select their career paths.

The literature has several studies related to maturity and giftedness, for instance; Cobb and Yvette (2008) conducted a survey with intellectually gifted middle school and high school students and non-gifted students to test his hypothesis in which career maturity level of intellectually gifted students increase with their grade levels. The result proved his claim that there is a relation between grade level and maturity level of intellectually gifted students. He also found that intellectually gifted middle school students show a more mature attitude when deciding their career than non-gifted samples.

Reis (2002) studied the three possible career decision paths of gifted female students. The first route is that female students perceive multiple interests as multiple chances to their career choice. The second route is contrary to the first way that gifted female students feel anxiety having numerous choices; selecting a career path might be paralyzing for them. The last route was intentionally determining only one career path in their lives. However, students having the only decision about their career, fail to place themselves in the possible areas that they might be successful. According to literature about giftedness and career maturity, although gifted students experience difficulties in their career decisions, they tend to have higher maturity levels.

2.5.3 Giftedness and Personality

The studies about giftedness and personality usually compared gifted populations with typically developing people. In general, research results in this area are controversial (Marion, 2013). These contradictories can be explained by methodological deficiencies, small sample sizes, the discrepancy between the sample and the population, and comparison with norms instead of suitable samples (Zeidner and Shani Zinovich, 2011).

As a result of Zeidner and Shani Zinovich's (2011) study with gifted and non-gifted students using the Five-Factor Model (Costa and McCrae, 1992), the openness of gifted students as opposed to their non-gifted peers was consistent with previous research. They found that gifted students' scores were higher, and their neuroticism and agreeableness scores were also significantly lower. Although the research results are in line with other research, the personality of the complex development of the group differences is not likely to appeal. In addition, the researchers acknowledged that the direct and indirect effects of culture and education are not taken into account. Winner, (1996) and Goleman (1995) emphasized that

personality and motivational factors are more important in achieving perfect success, which explains why gifted individuals cannot progress much in their personality development.

Career maturity has been affected by interaction with others like parents, social relations with peers and teachers. Therefore studies about career maturity would be effective in developing proper support for gifted samples. Besides, investigating personality traits is crucial for developing the right communication style with them. For the gifted population, the concepts of personality and career maturity interact with each other so the studies are significant in this field.

PART III

METHODOLOGY

3.1 Design of the Study

Since the model of this research is to examine the relations between the career maturity of gifted students and their personality traits according to Five-Factor Hypothesis, it is a correlational design that aims to determine the change and/or the degree of it within the scope of quantitative studies (Karasar, 2013).

3.2 Sample and Participants

3.2.1 Sample

Potentially gifted adolescents who continue secondary education will constitute the universe of this research. The working group of the study will be formed by appropriate sampling. In this sampling type, the participants are selected from the people closest to the researcher or suitable, accessible people who meet specific practical criteria such as easy accessibility, geographic proximity, availability at a particular time (Karasar, 2013). The school taken as a sample in this study which is Turkish Education Foundation Inanc Turkes High School is a boarding school and it accepts applications from all over Turkey so has students from many different cities. In this sense, it is a substantial sample for representing the universe.

3.2.2 Participants

The sample was collected from gifted students studying at Turkish Education Foundation Inanc Turkes High School. A total of 223 high school students have attended the study from 9th, 10th, 11th and 12th graders. Among 223 students, 77 of them (34%) were in 9th grade, 62 of them (28%) were in 10th grade, 46 of them (20%) were in 11th grade, 38 of them (17%) were 12th grade. There were 111 (49.7) girls and 112 (50.22) boys; the range of ages was 13 to 19 with a mean of 15.7 ($SD=1.59$) (see Table 1 for detailed information).

Table 1

Demographic Information of the Participants with Their Grade Levels and Gender

Grade	Gender	Participants
9th Grade	Female	44
	Male	33
10th Grade	Female	27
	Male	35
11th Grade	Female	22
	Male	24
12th Grade	Female	18
	Male	20

3.3 Data Collection Tools

3.3.1 Career Maturity Scale

The scale was developed by Kuzgun and Bacanlı (2005) based on Super's self-concept theory in order to measure the career maturity level of high school students aged between 14-18. The scale, which was prepared in the form of a five-point Likert-type rating scale, consists of 40 items. Substances: It can be answered as "Not at all suitable for me, Not very suitable for me, Somewhat suitable for me, Suitable for me and Very suitable for me". There is a particular point system for each answer given to the items. The highest score obtained from the scale is career maturity.

A low score indicates a low level of professional maturity (Bacanlı and Kuzgun, 2005). Internal consistency coefficients were calculated for the reliability of the Career Maturity Scale. Values were calculated separately, and the consistency coefficient of the scale was measured with Cronbach's Alpha coefficient which was found .89. In the study conducted on the sample by Ültanır and Orhan (2014), the Cronbach's Alpha reliability coefficient was to be found .85. With the test-retest method, the reliability of the scale was measured, and the correlation coefficient was found to be .82 (Ültanır and Orhan, 2014). For the reliability coefficient result, the scale was applied to 50 students and the data was obtained after the scale applied again five weeks later. It has been concluded that the Career Maturity Scale is highly reliable in measuring the variable it wants to measure (Ürün, 2010). Based on the results, the reliability coefficients of the Career Maturity Scale were found appropriate and sufficient to measure professional attitudes and behaviors (Bozgeyikli, Doğan, and Işıklar, 2010).

3.3.3 Big Five Inventory (BFI)

The Big Five Personality Factor Theory evaluates personality according to five main factors such as extraversion, agreeableness, conscientiousness, neuroticism, and openness. Therefore, the adaptation study in this area aims to adapt John, Donahue, and Kentle's (1991) Big Five Inventories into Turkish. Validity and reliability studies of BFI were conducted on 1153 university students. The internal consistent coefficient results for each scale were = .77 for the Extraversion subscale, = .81 for the Agreeableness subscale, = .84 for the Conscientiousness subscale, = .75 for the Neuroticism subscale, and = .86 for the Openness subscale. The internal consistency coefficients of the subscales of the BFI ranged between .75 and .86, indicating acceptable internal consistency. For language equivalence, the English and Turkish forms of the inventory were applied at different times to the same group of students who knew both languages. Content validity, language equality, and internal consistency were calculated to test the validity and reliability of the inventory. The result of the Pearson correlation coefficient results for the Turkish and English versions of the inventory was found $r=.64$ for the Extraversion subscale, $r=.50$ for the Agreeableness subscale, $r=.72$ for the Conscientiousness subscale, $r=.70$ for the Neuroticism subscale, and $r=.56$ for the Openness subscale (Karaman, 2010).

3.4 Data Collection

The measurement tools were turned into online forms and shared with the students of Turkish Education Foundation Inanc Turkes High School. The informed consent form about the aim of the study was included in the introduction part of the online form.

3.5 Data Analysis

The obtained data was analyzed using the relational analysis method with the SPSS v.27. The distribution of scores obtained from the scales was subjected to normal distribution test with Kolmogorov-Smirnov and Shapiro Wilk tests (Career Maturity Inventory $W = .99$ $p = .26$; Big Five Personality Traits: for Extraversion $W = .97$ $p < .001$, for Agreeableness $W = .99$ $p = .11$, for Conscientiousness $W = .99$ $p = .02$, for Neuroticism $W = .97$ $p = .24$, for Openness $W = .99$ $p = .02$). As Tabachnick, Fidell and Ullman (2007) stated, it was examined whether the skewness and kurtosis values were in the range of ± 1.5 . When it was observed that the skewness and kurtosis values of the scales were within the ± 1.5 range, it was accepted that the scores showed a normal distribution, and statistical analyzes were carried out with parametric tests.

PART IV

FINDINGS

4.1 Testing Research Questions: Correlation Analysis

Gifted Student's Career Maturity Scores and Grades

Career maturity distribution based on grade level is shown in Table 2. Students' career maturity level has increased gradually from freshman to senior years. For senior year students, the mean of the career maturity is 150 points (SD=20.8); for junior students, the mean of the career maturity is 148 points (SD=18.1); for sophomore students, the mean of the career maturity is 143 (SD=18.7); finally, for freshman students, the mean of the career maturity is 141 (SD= 19.5). Career maturity level can be evaluated in three categories: having 142 and below points is an indicator of low career maturity and students should increase their maturity level to make the right career decision; having 143 and above points shows moderate career maturity level, and they need to develop their career maturity level; having 155 and above points proves a high level of career maturity (Kuzgun and Bacanlı, 2005).

Table 2

Gifted Student's Career Maturity Scores and Grades

	Grades	Mean	SD
Career Maturity Score	9th Grade	141	19.5
	10th Grade	143	18.7
	11th Grade	148	18.1
	12th Grade	150	20.8

Correlation Analysis between Career Maturity and Personality Traits

The results of the correlation analysis about the relationship between career maturity and personal traits of gifted adolescents are shown in Table 3.

Table 3

Correlations Between Career Maturity and Personality Traits

	1	2	3	4	5	6
Career Maturity	1					
Extraversion	.159*	1				
Conscientiousness	.246***	.140*	1			
Neuroticism	-.178**	-.111	-.102	1		
Openness	-.062	-.143*	-.003	.195**	1	
Agreeableness	.413***	.247	.242***	-.107	.120	1

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

According to the correlational analysis between career maturity and personality traits, there is a positive relationship between career maturity of gifted adolescents and extraversion ($r=.159$). There is a positive relationship between the career maturity of gifted adolescents and conscientiousness ($r=.246$). There is a negative relationship between the career maturity of gifted adolescents and neuroticism ($r=-.178$). There is no significant relationship between the career maturity of gifted adolescents and openness ($r=-.068$). A positive relationship was found between the career maturity of gifted adolescents and agreeableness ($r=.413$).

PART V

RESULTS, DISCUSSION, AND SUGGESTIONS

5.1 Results and Discussion

This study investigated the relations among career maturity of gifted adolescents and their personality traits. The result showed that personality of gifted children matters for career maturity. The result of this study showed that career maturity is associated with personality partly. There were 5 personality traits in this study. Except for openness, all personality traits are related to career maturity (extraversion, conscientiousness, agreeableness, and neuroticism).

Extravert personality traits have a significant positive correlation with the career maturity level of gifted students. Extravert gifted adolescents may have strong social relations that influence their career maturity positively. As mentioned by Atli (2017), students having high extraversion personality trait show higher career maturity. On the other hand, extraversion has been found in a negative relation with academic achievement as mentioned by Mammodov and others (2021). Extravert individuals may seem eager to establish social connections, and attend several activities, therefore, their academic interest looks weak. Interaction with people and experience helps to develop career maturity. Sometimes career maturity could be related to having courage to get in contact with several professions and getting internships opportunities, therefore, gifted students having a high level of extraversion personality trait may have a tendency to bring more career maturity.

Conscientiousness and agreeableness personality traits have a significant positive correlation with the career maturity level of gifted students. The relation between career maturity and conscientiousness may have a positive relation because conscientiousness exhibits a person's inner discipline, responsibility, and consistency; therefore adolescents with a high sense of conscientiousness might be more systematic and insistent on going after their career exploration. According to Mammodov and others (2021) gifted students having high conscientiousness scores are more autonomously motivated. Gifted adolescents having opportunities to get knowledge and experiences from the academic environment might have higher career maturity. In the sample of this study, students having conscientiousness and agreeableness

does not resist developing themselves. Also they have opportunities such as school clubs, university-level academic courses offered by their school.

Agreeableness refers to compatibility, and empathy, therefore, people having high agreeableness are easy to get along with people in their environment. Agreeable people may not resist new advice to enhance their experiences. Therefore, career maturity and agreeableness have positive relations in gifted adolescents. Although agreeableness can be explained with a cooperative personality structure, the result of Hwa and Dongwon (2018)'s research is different from previous research which claimed that agreeable individuals have more tendency towards showing low levels of career maturity. For the scientifically gifted students, agreeableness scores have been found lower than non-gifted students by Peperkorn and Wegner (2021).

Neuroticism personality traits have a significant negative correlation with the career maturity level of gifted students. Zeidner and Shani Zinovic (2011) also found a similar result; gifted students have a significantly lower score of neuroticism. The neuroticism dimension is also called emotional instability. Individuals with high levels of neuroticism are considered to be anxious, insecure, angry, and sensitive individuals (Doğan, 2013). However, career maturity is closely related to realistic self-evaluation and environmental experiences (King, 1990). While extraverted students are completing their career explorations with their communication skills and motivation to get new information, adolescents carrying neuroticism traits do not have the same characteristic to reach career maturity. Gifted adolescents having neuroticism personality traits have limited chance to explore different channels to access requirements of career development because of their resistant personalities. Therefore, gifted adolescents with a tendency to neuroticism may show inconsistent development to increase their career maturity.

Openness personality traits do not significantly relate to the career maturity level of gifted students. However, previous studies showed that the openness trait predicts career maturity (e.g., Atlı, 2013). In this study, the result has been found to be different from the previous studies. Gifted students may have been distracted when they strive to catch every chance to experience in their lives. Over stimulus may make it difficult to focus on the essential steps of career development. On the other hand, Peperkorn and Wegner (2021) and Zeidner and Shani Zinovic (2011) claimed gifted students have a tendency to have higher openness scores compared to non-gifted groups. Therefore, gifted students may be an exception for this relation. Most of the gifted students may already be creative and open-

minded, so the individual differences for career maturity may not depend on openness. It can be a question for further research.

The career maturity of gifted students increases with their grade level. Every year, students are achieving more academic and intellectual knowledge, exposed to new vocational areas via news, social media, and books, experience several activities such as school clubs etc. Contacting individuals from different professionalities, job shadowing activities and working at summers provide intellectual development of adolescents and career maturity.

5.2 Suggestions

The present study has several limitations that should be considered. First, the survey was collected from one high school that educates gifted students. For more accurate results, future studies should also focus on the gifted students from other institutions such as the Art and Science Center (BILSEM) to increase the generalizability of our findings. Secondly, this study used an appropriate sample method, for future research, a systematic sampling method can be used to reach more students from different parts of Turkey.

Career maturity level has a significant effect on students' lives, and personality types could be beneficial to realize students who are likely to develop lower career maturity. The result of the study shows that there is a significant correlation between career maturity and personality traits. Notably, agreeableness and conscientiousness were found to be significant personality traits for career maturity. Therefore, the field workers should consider gifted adolescents' personality tendencies while evaluating their career maturity. The personality types would give clues to direct students for their needs. For instance, students with high neuroticism personality traits can be supported to explore professional areas. Teachers or counselors might initiate them to attend several school clubs and take online courses to overcome possible effects of their personality. Besides, practical studies such as intervention programs should be developed in the career counseling fields according to students' individual needs. For example, students with high agreeableness scores may be encouraged to search several areas. Extravert students may seem more mature for their career decisions, but they may have difficulties focusing on academic studies to achieve their goals. Suggestions and interventions like mentioned above may contribute students' development of career maturity.

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ATTACHMENTS

Attachments 1. Career Maturity Inventory

Mesleki Olgunluk Ölçeği

Ölçekte meslek seçimiyle ilgili tutum ve davranışları ölçen bazı ifadeler verilmiştir. Sizden istenen, ifadeleri dikkatle okuyup bu ifadelerin size ne kadar uygun olduğunu, sizin durumunuzu ne ölçüde yansıttığını belirtmenizdir. (A= Bana Hiç Uygun Değil), (B = Bana Pek Uygun Değil),(C = Bana Biraz Uygun),(D = Bana Uygun),(E = Bana Çok Uygun) karşılığındadır.

- 1) Hangi mesleğin bana uygun olduğunu büyüklerimin daha iyi bilecekleri düşüncesindeyim. ()
- 2) İnsan mesleğini tesadüfen seçer. ()
- 3) İstedğim mesleği seçemeyeceksem “bu konuyu düşünmenin ne gereği var” diyorum. ()
- 4) İnsan hangi mesleği seçmesi gerektiği konusunda ailesinin tavsiyelerini dikkate alırsa hata yapmaz. ()
- 5) Meslekleri daha iyi tanımak için, bu konuda yazılmış kaynak kitaplar olup olmadığını araştırırım. ()
- 6) Girmek istediğim meslekler hakkında bilinmesi gereken her şeyi biliyorum. ()
- 7) Öğretmenlerime, öğrencileri konu alanlarıyla ilgili üniversite programlarının neler olduğu hakkında sorular sorar, onlardan bu konularda beni aydınlatmalarını rica ederim. ()
- 8) Gelecekteki mesleğimi ben belirleyeceğime göre, bu konuda gerekli bilgiyi edinmek için benim harekete geçmem gerektiği düşüncesindeyim. ()
- 9) Hangi mesleğe gireceğime ailemin karar vermesi iyi olacak. Böylece sonuçta bir hata olursa ben sorumlu olmam. ()
- 10) Öğrencilik hayatımda daima hangi derslerin yada ders dışı faaliyetlerin bana ne yönden yararlı olabileceğini, hangi hedefe erişmek için katkısı olabileceğini düşünürüm. ()
- 11) Üniversitede program tercihim belirlenmeden önce, hangi alanlarda ne derece güçlü, hangi alanlarda ne derece zayıf olduğumu değerlendireceğim. ()
- 12) Meslek tercihlerimde sık sık değişiklik yapıyorum. ()

- 13) Bir meslek seçiminde dikkate alınacak o kadar çok faktör var ki, en iyisi işi olurlarına bırakmak diye düşünüyorum. ()
- 14) Şimdi meslek tercihleri üzerinde düşünmeyi gereksiz buluyorum. ()
- 15) Ailemin seçtiği mesleğe girersem onların daha çok yardım ve desteğini sağlayabilirim diye düşünüyorum. ()
- 16) İstedğim mesleğe giremeyeceksem meslek seçimi üzerinde düşünmenin ne yararı var diye düşünüyorum. ()
- 17) Ne zaman meslek seçme konusu açılrsa içimi bir sıkıntı kaplar. ()
- 18) Hiç kimsenin beni benden iyi tanımayacağını ve mesleğimi seçme sorumluluğunun bana ait olduğunu düşünürüm. ()
- 19) Bana uygun hiçbir meslek bulamıyorum. ()
- 20) Kendimi bildim bileli hangi mesleğe girmek istediğimi düşünürüm. ()
- 21) Bazı insanların hangi mesleği seçmek istedikleri konusunda nasıl da emin ve kararlı olabildiklerine şaşırım. ()
- 22) Ne olmak, hangi mesleği seçmek istediğim konusunda zaman zaman hayallere dalarım, ama aslında henüz tercihlerimi belirlemiş değilim. ()
- 23) Çok erken yaşlardan beri meslek yaşamımdan neler beklediğimi, ne gibi yeteneklere ve kişilik özelliklerine sahip olduğumu düşünürüm. ()
- 24) Üniversite sınavımda hangi alanla ilgili test alacağımı belirledim, ama o alanda hangi programlara girmek istediğime karar veremedim. ()
- 25) Benim için önemli olan sınava hazırlanmaktır. Meslek tercihim zamanı gelince belirlerim. ()
- 26) Şu ana kadar hangi programları tercih edeceğimi belirleyemedim. Çünkü her gün başka bir seçenek bana çekici geliyor. ()
- 27) Şu anda belirli bir meslek alanı belirlemedim ama kararımdan memnun değilim. ()
- 28) Televizyonda bir mesleğin özelliklerini ve ülke ekonomisindeki yerini tanıtan programları ilgi ile izlerim. ()
- 29) Yeteneğime uygun olduğunu düşündüğüm meslekleri inceliyorum. ()
- 30) Meslekleri tanıtan kaynak kitapları okurum. ()
- 31) İlgilendiğim bir meslekteki insanların neler yaptıklarını, hangi koşullarda çalıştıklarını öğrenmek için işyerlerine giderim. ()
- 32) Meslek tercihlerimi belirlemeden önce, sadece ilgi duyduğum meslekleri değil, mümkün olduğu kadar başka bir çok mesleği de incelemeye çalışıyorum. ()

- 33) Meslek seçerken pek çok kişiden bilgi ve görüş almaya niyetlendim. Ama sonuçta kargaşaya ve kararsızlığa düşünce bu işi oluruna bıraktım. ()
- 34) Yeni bir meslek adı duyduğumda hemen o mesleği incelemek için harekete geçerim. ()
- 35) Benden önce liseyi bitirip yüksek öğretime devam eden arkadaşlarıma bölümleri hakkında sorular sorarım. ()
- 36) Bir çok mesleğe heves ediyorum ve ilgi duyuyorum ama hepsinin bir kusuru var. Bir türlü birine karar veremiyorum. ()
- 37) Herhangi bir işim için bir iş yerinde örneğin; banka,hastane,fabrika ve benzeri yerlere gitsem orada çalışanların yaptıklarını gözler,“ ben bu işleri yapabilir miyim,bunları yapmaktan zevk alabilir miyim?” diye düşünürüm. ()
- 38) Yeteneklerimi tanımam gerekiyor,ama bunu nasıl yapacağımı bilmiyorum. ()
- 39) Tercih ettiğim meslekleri tanıtıcı toplantılara katılırım. ()
- 40) Benimle ilgili yönergeleri açıklamaları dikkatle okurum.(seçmeli dersler listesi,ÖSS kılavuzu gibi). ()

Attachment 2. Rosenberg Self Esteem Scale

Rosenberg Benlik Saygısı Envanteri

Aşağıda verilen ifadelere ne ölçüde katıldığınızı lütfen belirtiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Kendimi en az diğer insanlar kadar değerli buluyorum				
2. Birçok iyi özelliğim olduğuna inanıyorum				
3. Kendimi başarısız biri olarak görüyorum				
4. Kendimi en az diğer insanlar kadar başarılı buluyorum				
5. Pek fazla övünecek bir şeyim yok				
6. Kendime iyi davranırım				
7. Kendimden memnunum				
8. Keşke kendime daha fazla saygı duysam				
9. Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum				
10. Bazen hiç de iyi biri olmadığımı düşünüyorum				

Attachment 2. Five-Factor Personality Traits

Beş Faktör Kişilik Envanteri (BFI)

Sevgili Öğrenciler,

Bu araştırma sizlerin genel olarak kendinizi nasıl değerlendirdiğinizi belirlemek amacı ile yapılmaktadır. Çalışmada yer alan maddelere vereceğiniz samimi cevaplar araştırmanın güvenilir sonuçlara ulaşması açısından önemlidir. Cevaplar yalnızca araştırma amacı ile kullanılacaktır. Katkılarımız için teşekkür ederiz.

Genel Olarak Nasılım?

Aşağıda verilen ifadelere ne ölçüde katıldığınızı lütfen belirtiniz.

	Tamamen	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle
1. Konuşkanım.					
2. İş yönelimliyim.					
3. Karamsarım.					
4. Orijinal, yeni fikirlere açığım.					
5. Çekingen biriyim.					
6. Yardımseverim biriyim.					
7. Biraz dikkatsiz olabilirim.					
8. Stresle iyi baş edebilen rahat biriyim.					
9. Birçok şeye meraklıyım.					
10. Enerji doluyum.					

11. Ağız dalaşımı başlatan biriyim.					
12. Güvenilir bir çalışmam.					
13. Gergin biriyim.					
14. Dahiyim, derin düşünürüm.					
15. Çok fazla hayranlık uyandırırım.					
16. Affedici bir doğaya sahibim.					
17. Düzensiz olma eğilimindeyim.					
18. Çok kaygılı biriyim.					
19. Aktif bir hayal gücüne sahibim.					
20. Sessiz olma eğilimindeyim.					
21. Genellikle güvenilir biriyim.					
22. Tembelliğe eğilimliyim.					
23. Duygusal olarak kararlı bir yapım vardır, kolayca üzülmeyen biriyim.					
24. İcat yapan biriyim.					
25. Girişken bir kişiliğe sahibim.					
26. Soğuk ve mesafeliyim.					
27. İşi bitirene kadar azimle çalışırım.					
28. Duygu durumu değişebilen biriyim.					
29. Sanatsal değerleri, estetik deneyimleri olan biriyim.					
30. Bazen utanır ve çekinirim.					

31. Hemen hemen herkese karşı nazik ve düşünceliyim.					
32. Her şeyi etkili yaparım.					
33. Gergin durumlarda sakin kalırım.					
34. Rutin işleri tercih ederim.					
35. İşlerimi planlar ve yaptığım planlara uyarım.					
36. Kolayca sinirlenirim.					
37. Fikir jimnastiği yaparım.					
38. Sanatsal ilgilerim azdır.					
39. Başkaları ile işbirliği yapmaktan hoşlanırım.					
40. Sanat, müzik ya da edebiyatla ilgilenen biriyim.					