Original Research Article

Investigation of Career Future Perceptions of Medical Vocational High School Students

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ABSTRACT

Aim: This study was conducted in order to determine the career future perceptions of the medical vocational high school students and the factors affecting them.

Materials and Methods: The sample of this descriptive study was composed of a total of 149 high school students who were studying in the eleventh and twelfth grades of a private Medical Vocational High School in the province of Sakarya and who were volunteer to participate in the study. The data were collected using "Student Introductory Form" and "Career Futures Inventory" (CFI). Frequency, percentage, arithmetic mean and standard deviation, Independent t Test and One Way ANOVA Test were used to analyze the data.

Results-Discussion: The mean age of the participating students was 17.24 ± 0.67 years and 51.7% of them were eleventh grade students and 48.3% of them were twelfth grade students. The mean total CFI score of the students was found to be 95.25 ± 11.36. The mean CFI score of the students who perceived themselves as positive was found to be statistically significant compared to the students who perceived themselves as negative ($p < 0.05$). In the present study, the mean CFI score of the students was determined not be affected by the variables such as age, grade level, family type, having sibling, educational status of parents, employment status of parents, economic income perception of family.

Conclusion: According to the results of this research, the career future perception of the medical vocational high school students were found to be above moderate level and the career future perception of the students who perceived themselves as positive was found to be more positive. Career future perceptions influence the goals and behaviors of individuals on their future career both positively and negatively. Therefore, it would be beneficial for the medical vocational high school students to improve their individual awareness and to increase the psychological career counseling given to the students so that their career future perceptions can be improved positively.

Key words: Career Future Perception, medical vocational high school student, nursing.

INTRODUCTION

In recent years, rapidly changing business world and workforce changed the perspective about career development and made the career concept a focus in the lives of people. [1,2] According to the lexical meaning of career, it is defined as the milestone, success and expertise obtained in a profession through time and study. [3] Also, career is expressed as a step by step and continuous progress, acquisition of experience and skill in any business area during the years in which a person can work. [4]

Career is to provide obtaining necessary financial power for sustaining

professional life by contributing to the formation of identity, social situation and status the individual. It is also effective in providing psychological job satisfaction and developing personality. Thus, an individual whose physiological and emotional needs are met would like to rise in his career in the direction of self-realization motivation as he develops potentially. [5] At this point, the career future perception becomes important. It is reported that many factors affect individual career planning and factors such as demographic factors, economic and social factors as well as the laws set by the state, social and political factors of society are reported to be the main determinants of the career planning of the individual. [6]

Career planning includes the duties and responsibilities that an individual, who is to make a career decision, must accomplish during each developmental period. In this context, the career choice made during adolescence period can affect the individual positively or negatively in the future. [2] In recent years, the numbers and quotas of high schools that provide health education are observed to increase rapidly due to health policies. For this reason, the qualifications of the employers to employ the students to be graduated from these schools and career expectations and future perceptions of the students are important. From this point of view, the present study aimed to determine the career future perceptions of the students studying in Medical Vocational High School and some factors affecting this perception.

MATERIALS AND METHODS

The sample of this descriptive study was composed of a total of 149 high school students who were studying in the eleventh and twelfth grades of a private Medical Vocational High School in the province of Sakarya and who were volunteer to participate in the study (the level of participation: 66%). The data were collected using "Student Introductory Form" and "Career Futures Inventory" (CFI).

The Student Introductory *Form* is composed of 12 questions, which were created by the researchers by benefitting from the relevant literature, which were considered to affect the career future perception of the students and which were for determining the characteristics such as age, class level, gender, residency, parental education level, working status of parents, income status, having sibling.

The Career Futures Inventory (CFI) was developed by Rottinghaus, Day and Borgen (2005) in order to evaluate positive career planning attitude. Its reliability and validity study for the Turkish culture was conducted by Kalafat (2012). The inventory consists of a total of 3 sub-dimensions including career compatibility, career future and perceived knowledge of business markets and 25 items.

Ethical Dimension of the Study

In order to be able to carry out the research, firstly permission was obtained from the author, who adapted the scale, by means of electronic mail and then permission was obtained from the relevant institution for conducting the study. Also, information was given to the students participating in the research, after explaining that the data obtained at the end of research will not be used anywhere other than research report, their verbal consents were obtained.

Statistical Analysis

The data were assessed with computerized statistical programs. While assessing the data, frequency and percentage were used for the categorical data while arithmetic mean ± standard deviations (X ± SD) were used for the quantitative data. The mean total CFI score, which was used as data collecting tool, was calculated and normality test was administered to determine the conformity of inventory scores to the normal distribution. According to this test result, since the inventory scores were determined to show normal distribution (Kolmogorov-Smirnov Z=0.16, p>0.05), frequency, percentage, arithmetic mean and standard deviation, Independent t

test, One-way analysis of variance (ANOVA) and Pearson correlation analysis were used for the data analysis.

RESULTS

The descriptive characteristics of the participating students were presented in Table 1.

Table1. The distribution of the descriptive characteristics of students (n = 149)

Characteristics	n	%
Mean age (mean ±SD)	17.24±0.67	
Gender		
Female	97	65.1
Male	52	34.9
Grade-Level		
Eleventh grade	77	51.7
Twelfth grade	72	48.3
Residency		
City	59	39.6
District	76	51.1
Town	2	1.3
Village	12	8.1
Family Type		
Nuclear family	113	75.8
Extended family	28	18.8
Parents are separate	8	5.4
Maternal Educational Status		
Literate	5	3.3
Primary school	61	40.9
Middle School	35	23.5
High School	38	25.5
University/College	10	6.7
Paternal Educational Status		
Literate	1	0.7
Primary school	35	23.5
Middle School	47	31.5
High School	50	33.6
University/College	16	10.7
Maternal Employment Status		
Employed	49	32.9
Unemployed	100	67.1
Paternal Employment Status		
Employed	138	92.6
Unemployed	11	7.4
Perception of income status		
Good	34	22.8
Moderate	109	73.2
Poor	6	4.0
Status of Self-perception		
Positive:	131	87.9
Negative	18	12.1

The mean age of the participating students was 17.24±0.67 years. Of them, 65.1% were female and 51.7% were determined to be at the eleventh grade. It was determined that 51.0% of the students spent a large part of their lives in the district and the familial income status of 4% students was poor. When the educational status of parents was examined, 40.9% of

the maternal education status was found to be primary school graduate and 33.6% of the parental education status was found to be high school graduate. Of the students, % 75.8 had nuclear family; the mothers of 32.9% students were employed while the fathers of 92.6% students were employed. Eighty-seven point nine percent of the students were determined to perceive themselves as a positive person (Table 1).

Table2. Comparison of the mean CFI scores of the students according to some variables

Characteristics	CFI X±SD	Statistical Analysis
Gender[1]		
Female	95.96±12.17	t=1.048
Male	93.92±9.64	p=0.296>0.05
Grade-Level[1]		
Eleventh grade	95.54±11.41	t=0.322
Twelfth grade	94.94±11.38	p=0.748>0.05
Maternal Educational Status[2]		
Literate	101.00±7.00	
Primary school	93.60±10.30	F=1.464
Middle School	97.80±10.68	p=0.205>0.05
High School	94.31±12.25	
University/College	100.10±13.73	
Paternal Educational Status[2]		
Primary school	93.38±12.73	
Middle School	96.00±10.97	F=0.540
High School	95.28±10.69	p=0.656>0.05
University/College	97.18±11.81	
Family Type[2]		
Nuclear family	94.53±11.69	F=1.693
Extended family	98.75±8.93	p=0.187>0.05
Parents are separate	93.25±11.36	
Perception of income status[2]		
Good	95.38±10.22	F=0.228
Moderate	95.38±11.76	p=0.796>0.05
Poor	92.16±11.46	
Status of Self-perception[1]		
Positive:	96.00±10.88	t=2.18
Negative	89.83±13.53	p=0.03<0.05

1=Independent T test, 2=.One way analysis of variance (ANOVA)

The mean total CFI scores of the students who perceived themselves as positive (96.00±10.88) was found to be statistically significant compared to the students who perceived themselves as negative (89.83 ± 13.53)(p<0.05). Although the mean total CFI scores of the female students (95.96 ± 12.17) was higher than that of the male students (93.92±9.64), this difference was not found to be statistically significant (p>0.05). Also, no statistically significant difference was found in terms of the mean CFI score according to variables such as gender, class level, family type,

education levels of parents and economic income perception (Table 2).

DISCUSSION

The career concept shaping the plans for the future of the people has great importance in the formation of the identity, social status and life style of the individual. [7] At this point, the career future perception becomes important. Based on this information, the mean total CFI score of the students studying at Medical Vocational High School was found by 95.25±11.36 (between 25-125 points). According to this conclusion, the career future perception of the students can be deemed as above the moderate level.

The mean total CFI scores of the students who perceived themselves as positive (96.00±10.88) was found to be statistically significant compared to the students who perceived themselves as negative (89.83 ± 13.53)(p<0.05). Rogers et al. (2008) found that personality traits directly affected career choice and that particularly the students with positive personality determined more accurate targets for their futures in their study conducted with 414 high school students and determined the role of personality traits in career planning. [8] This result of our study supports the literature findings.

Although the mean total CFI scores of the female students (95.96 ± 12.17) was higher than that of the male students (93.92±9.64), this difference was not found to be statistically significant (p>0.05). Therefore, the career future perception of the students does not differ depending on gender. Some studies conducted similarly with our study reported that gender factor did not affect the career planning of students. [9,10] Therefore, based on this information, this finding of our study can be interpreted in a way that students do not prioritize the gender factor in making their future career plans.

As the grade level of education in the training process increases, the career future perception of the students is expected to increase in a positive way through the training received. [9] Our study revealed that there was no significant difference between the career future perception of the students and grade level. This result in the study suggests that the career counseling given during high school education is inadequate. In the literature, parents, teachers and guidance counselors were reported to have a significant role in the future planning of students especially during the adolescent period. [8]

The present study determined that the career future perceptions of the students were not affected by the educational status of the parents. This result can be interpreted as the result that students benefit from numerous non-familial factors for career development and choice of profession. Individuals receive information from different sources during their training process and they act with the concern of graduating from school rather than new career opportunities. [8]

The present study indicated that the career future perception of the students was not affected by the variables of family type, having a sibling and economic income status and thus, these characteristics of students did not affect their career expectations.

CONCLUSION

According to the results of this research, the career future perceptions of the medical vocational high school students were found to be above moderate level and the career future perception of the students who perceived themselves as positive was found to be more positive. Career future perceptions influence the goals and behaviors of individuals on their future career both positively and negatively. Therefore, it would be beneficial for the medical vocational high school students to improve their individual awareness and to increase the psychological career counseling given to the students so that their career future perceptions can be improved positively. In conclusion, in line with these

results, it may be suggested to organize activities to raise the career awareness of high school students (career days, profession promotion days, seminars, workshops, etc.), to increase psychological career counseling for students and to conduct physical and social activities that may lead students to think positively.

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