High School Students' Code of Career Choices

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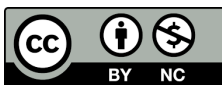| Article Info	ABSTRACT
	The aim of this study is to determine the students' views on coping ways in choosing a career, according to the opinions of high school students. In this study, qualitative research technique was used. Purposive sampling method was used for the research. 11th and 12th grade high school students participated in the research. The study group of the research consists of 20 high school students. Of these students, 13 (65%) are female and 7 (35%) are male. As a student, the years of education vary between 11-12 years. Semi-structured interview technique was used as the data collection method in collecting the research data. The data obtained at the end of the interview were analyzed with the content analysis technique. While interpreting the data, themes were identified and categories related to each theme were created. In the results obtained from the content analysis of the data obtained from the semi-structured interview form applied in the research, six themes were identified related to career planning, goal setting, obstacles in goals, individual tasks in overcoming obstacles, the duties of the family in overcoming obstacles and the duties of the teacher in overcoming obstacles. Categories related to these themes were created.

INTRODUCTION

It has been stated that the concept of career developed with the civil service in the 16th century and started to be examined scientifically in the 1970s (Erdoğan, 2009). According to the Turkish Language Association, career has been expressed as "the stage, success and expertise achieved in a profession with time and work" (TDK, 2020). In order for individuals to direct their careers, they need to realize that their career processes have started before they enter business life.

Career development process refers to a series of activities carried out in order to ensure harmony between the different positions and responsibilities of the individual in business life and to continue his personal and professional development. This process aims to direct the individual's career, improve his skills, set new goals and progress in his career (Savickas, 2012).

A 2002 study by Niles, Herr and Hartung supports a view that experiences in work life cannot be separated from general life goals. In addition, it is emphasized that with globalization and changes in the labor market, traditionally important issues such as "job security" have been replaced by a new understanding of career planning. This statement indicates that working life is not only a part of the individual's general life, but on the contrary, these two areas cannot be separated from each other. He states that there is an integration between people's business lives and their general life goals, and one area affects the other (Yalçın, Çarkıt & Koçakoğlu, (2022). At the same time, with globalization and changes in the business world, career planning has also evolved and moved away from old concerns, for example " It suggests that it has become important to get rid of concerns about "job security". This points to a perspective that may require individuals to be more flexible and open to change when determining their career goals. It is also possible to define career as a series of experiences and adventures that an individual goes through throughout his life (Woodd, 2000). According to Bernardin (2007), career includes the individual's work-related activities as well as attitudes and values regarding living and working; therefore, it is a process in which life roles accompany each other.

Career planning can be defined as the efforts to equip the individual with the competencies required by the positions he will undertake in the future, by ensuring compatibility between the future goals of the organization and the personal goals of the individual (Şimşek & Çelik, 2004). There are many definitions of career planning in the literature. Some of those; Career planning is the process of determining the goals of the individual who chooses a career path in the organization and starts to progress on this path and the means by which these goals will be realized (Özgen, Öztürk, & Yalçın, 2002).

Career planning is a process designed to help individuals shape their work lives and achieve specific goals. This process allows individuals to determine their own career goals and plan the necessary steps to achieve these goals by evaluating their knowledge, abilities, skills and motivation. (Ergül, 1996).You have the ability to know what is right or wrong for

yourself. You have the power to create a life force in the direction you decide. Other people will be your support. Think, move, research, decide what to do, roll up your sleeves, enter, tell us how and where we will help you, we will help. What matters is your initiative. We can only help you if you try (Cüceloğlu, 2001).

In short, in this study, it is aimed to determine the obstacles faced by high school students in the ways of coping in career choice, in reaching the goals they set in their career plans, and what the tasks are in overcoming these obstacles.

In order to achieve this aim, answers to the following questions were investigated.

1-How do you plan your career?

2-How did you determine your goals in career planning?

3-What are the obstacles in reaching your goals in your career plans?

3a-What are your duties to overcome these obstacles?

3b-What are the duties of your family to overcome these obstacles?

3c- What are the duties of your teachers to overcome these obstacles?

METHOD

Research Model
Qualitative research technique was used in this study. Qualitative research focuses on how and why phenomena and behaviors occur and allows the researcher to access data directly from the source(Büyüköztürk, at.al.,2008). This method aims to provide detailed descriptions that will provide an in-depth understanding of the context and facts. Additionally, qualitative research is subjective and deals with subjective data such as individuals' perceptions, feelings, experiences, and thoughts. It tries to understand and explain phenomena and events within the natural environment in question. This information shows that a study on how young people's career lives are planned was conducted using the qualitative research method (Yıldırım & Şimşek, 2013).

Study Group

Purposive sampling method was used in the study. Purposeful Working groups can generally be used in qualitative research. Qualitative It is not possible to generalize the findings obtained in the research to the universe.It may not be. In this case, the sample does not have to represent the universe (Karataş, 2017).

Volunteer 11th and 12th grade students participated in the research. The study group of the research consists of 20 high school students. Of these students, 13 (65%) are female

and 7 (35%) are male. As a student, the years of education are distributed between 12-13 years, including pre-school education.

Data Collection and Analysis

Semi-structured interview technique was used as the data collection method in collecting the research data. The data obtained at the end of the interview were analyzed with the content analysis technique. While interpreting the data, themes were identified and categories related to each theme were created. In the results obtained by content analysis of the data obtained from the semi-structured interview form applied in the research;

Six themes have been identified regarding career planning, goal setting, obstacles in goals, individual tasks in overcoming obstacles, family duties in overcoming obstacles, and the duties of the teacher in overcoming obstacles. Categories related to these themes were created.

FINDINGS

Table 1. *Views of High School Students on How They Plan Their Careers*

Themes	Categories	f	Examples from student opinions
Career planning	Awareness	8	'Being aware of my talents and wishes' (S1)
	Be useful	5	'I started my career plan by thinking in which branch I would be more useful' (S2)
	Entrepreneur	1	'Turkey is an entrepreneur that is heard and spoken about' (S4)
	To be indecisive	2	'I am undecided about my career' (S5)
	Comfortable future	3	'To provide a comfortable future in the conditions of my country' (S12)
	Good money	2	'I am planning a career where I can improve myself and a career where I can turn my hobbies into money' (S7)
	Being happy	2	'Choosing a profession that I can be happy while doing' (S15)

When table 1 examined, High school students were asked about their opinions on how they plan their careers, %40 stated that they wanted to plan their future with in the line of their abilities, desires, and in addition, They wanted to work in the field where they would be successful. It was observed that they wanted to provide a comfortable future in which they could be happy within the conditions of the country. Career planning is the process of determining the goals of the individual who chooses a career path in the organization and starts to progress on this path and the means by which these goals will be realized. Acording to these datas students didn't choose their goals

Table 2. *Opinions of High School Students on How They Set Their Goals in Career Planning*

Themes	Categories	f	Examples from student opinions
Goal Setting	Being useful	1	'My only goal is to be able to study law, I choose it so that I can be in this most beneficial branch.'(S2)
	According to their abilities	5	'I determined it according to my talent, my ability.'(S3)
	By interests	8	'Concentrating on my area of interest' (S16)
	Family's request	3	'Talking to my mom and dad (S5)
	Materiality	3	'I will be able to improve money and profession in general' (S7)
	Imaginary	2	'My childhood dream' (S10)
	Personality characteristics	1	'According to my dreams and personality traits' (S18)

When table 2 examined abilities, skills and interests are prioritized in determining goals in career planning. Economic conditions, family and environmental expectations are also important. However it's possible that a situation to happen that doesn't suits expectations and with the negative conclusion. So that's why proffesional support is needed.

Table 3. *Opinions Of High School Students On The Barriers To Achieving Goals in Career Planning*

Themes	Categories	f	Examples from student opinions
Barriers in Goals	Time	3	'Time'(S14)
	Motivation	2	'My own motivation, I am not easily motivated, I am the only obstacle in front of me' (S2)
	Have job opportunity	1	'A university that offers job opportunities (S3)
	No obstacle	3	'I have no barriers' (S4)
	Itself	3	'I hinder myself the most. (S4)
	Family pressure and little support	3	'Lack of support from my family (ÖS6)
	Exam	3	'YKS Exam' (S10)

When table 3 examined They think that students' difficulty in providing time and motivation to achieve their goals, lack of family support and exam anxiety hinder their career planning.However this problem can be eliminated with course programs and parent information seminars to be held by the guidance unit.

Table 3a. *Opinions Of High School Students On The Tasks They İndividually Undertake To Overcome The Obstacles in Their Career Planning:*

Themes	Categories	f	Examples from student opinions
Individual tasks in overcoming obstacles	Time	2	'Time' (S14)
	Planned, organized and working hard	11	'I have to work very hard' (S3)
	Confidence -Motivation	4	'Motivating myself and thinking about what I can do '(S17)
	Support	2	'My family would allow a good university that offers job opportunities'(S3)
	Materiality	1	'I can't get a part-time job because I'm studying, but I can work in the summer' (S7)
	Set a goal	1	'I can start by setting a good goal for myself' (S19)

When table 3a examined It was emphasized that in order to overcome obstacles in career planning, they should work in a planned and regular manner and receive the support of themselves and their families in providing self-confidence and motivation. However coaching and guidance services provided in educational institutions can be arranged.

Table 3b. *Opinions Of High School Students About The Responsibilities Of Their Families To Overcome The Obstacles in Their Career Planning*

Themes	Categories	f	Examples from student opinions
Duties of the family in overcoming obstacles	Support and motivation	12	'Respecting the decision I made and supporting me' (S6)
	Reward	1	'They should take me on vacation, but not to the country' (S5)
	Financial support	2	'To cover my university expenses' (S9)
	Priority in their plans	1	'Making your plans with me in mind' (S14)

When table 3b examined Family support and students' respect, motivation and support for their decisions come to the fore in their career planning. However family is not only important when it comes to career planing but its important about every part of the life.

Table 3c. *High School Students' Opinions On The Duties Of Their Teachers To Overcome The Obstacles in Their Career Planning*

Themes	Categories	*f*	Examples from student opinions
Teacher's duties in overcoming obstacles	Don't be too tired	2	'Not to tire too much in exams and homework' (S1)
	Be patient	1	'Answering my questions patiently and helping with my deficiencies' (S3)
	Motivating	4	'To help me in the subjects that I have difficulty in and to keep my motivation high'(S6)
	Be a guide	3	'Showing direction and being interested'(S11)
	Make you feel valued	1	'They should care about my success' (S9)
	To be planned	1	'Creating a work program' (S14)

When table 3c examined The duties of teachers are as important as family support. They must answer questions patiently, motivate students, guide students and be attentive. However the support of expert educators and coaching is also plays a major role in the career selection phase.

CONCLUSION DISCUSSION AND RECOMMENDATIONS

The aim of this study is to determine how high school students make their career plans, how they set goals, and the obstacles in their goals and the tasks in overcoming these obstacles.The high school years are extremely complex and difficult as it includes many choices and decisions in the career development adventure of the individual (Öztemel, 2012). During this period, the career goals that students will set and the decisions they will make about their careers directly affect their life careers. While the right steps to be taken by high school students at the point of determining their career goals will bring them more happiness, satisfaction and satisfaction, a reverse situation that does not match their expectations is likely to have negative consequences in the future, revealing problems such as unhappiness, social pressure and internal conflicts. In short, the goals that high school students will set for their careers is a critical process that largely concerns the rest of their lives.

There are scientific studies on human self-knowledge. According to Maslow's hierarchy of needs approach, the role of needs is important in people's motivation. People work when they are motivated. For this, a person needs to know at which level of the hierarchy of needs he is. When a person is motivated, he makes an effort to go to the next step. A person's self-knowledge, being aware of his values, strengths and weaknesses, develops the consciousness of questioning and plays an important role in finding the most suitable profession for himself. In the stage of self-knowledge, the person decides what the

most suitable profession is for him, taking into account his interests, values and abilities(Karaağaç,2022). After defining one's own abilities, one can reveal career goals. According to his career goals, he can turn to the profession that suits him and can get a suitable job. In business life, it can measure to what extent it has achieved the goals it has set.

Various obstacles may await us in achieving these goals. Time, lack of motivation, and insufficient support from the family are among these obstacles. In addition to individual responsibilities in overcoming these obstacles, family and teachers also have duties.

A student with career planning needs planned and regular study. At the same time, supporting this student is expected from both his family and teachers. In this long and tiring process, it is important to be caring and patient with our high school students, to support them and to keep their motivation high.

Career counseling and vocational guidance studies, personal/social and educational guidance studies to be offered by school counselors in high schools, and studies that improve the self-esteem of high school students, support their interests, increase their academic motivation, and encourage career research activities are carried out to improve their career decision, self-efficacy and career outcome. expectations can be increased.

Considering the positive effects of social support and parental support on career decision self-efficacy and career outcome expectation, informative family trainings related to the career development of high school students can be planned and seminars can be organized by school counseling services. In this way, the determining role of high school students in determining their career goals, choices and behaviors can be supported.

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