A Measurement Tool for Evaluating Career Goal Inconsistencies Between Individuals and Parents: A Validity and Reliability Study of the Turkish Version

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ABSTRACT

In this study, a measurement tool that evaluates career goal inconsistencies between individuals and parents was adapted into Turkish. The sample group consists of 410 university students, aged between 18 and 31 years. The Discrepancies Between Individual-Set and Parent-Set Career Goals Scale (DBIPCGS), Career Stress Scale (CSS,) and Life Satisfaction Scale (LCS) were used as data collection tools in the study. The structure of DBIPCGS was tested by confirmatory factor analysis. The model goodness of fit values obtained in confirmatory factor analysis showed that the structure of the scale was confirmed. The internal consistency coefficient (Cronbach Alpha) of the scale was calculated as .78 for the ability dimension, .90 for the choice dimension, .92 for the enthusiasm dimension, and .93 for the total score of the scale. As a result of the correlation analysis conducted for the criterion validity, a positive relationship was found between DBIPCGS and the CSS, and a negative relationship with the LCS. As a result, DBIPCGS is a valid and reliable measurement tool that can be used in Turkish culture.

During the university years when the transition to adulthood coincides, individuals start to have a professional identity understanding (Arnett, 2000). Determining career goals is important in the development of professional identity (Erikson, 1968). Career goal is stated as the internal representations of the processes and results that the individual wants to achieve in the future regarding his / her career (Austin & Vancouver, 1996). It is accepted that the behaviors of individuals to achieve their goals in any subject are motivational antecedents (Ajzen, 1991). Therefore, it is pointed out that individuals with career-related goals will also be more likely to reach a professional career (Locke & Latham, 2006; Schoon & Polek, 2011).

Social cognitive career theory states that in addition to internal factors such as personality, interests, values, and self-efficacy, external factors such as environment, family, education and economic conditions are also influential on the career goals of individuals (Lent, Brown, & Hacket, 1994). In addition, individuals seek feedback from internal and external factors to adjust their goals and actions in line with their goals (Bandura, 1989). At this point, exogenous factors, especially parents, strongly influence individuals' career development processes (Blustein, 2001; Otto, 2000; Whiston & Keller, 2004). It is stated that variables such as relationships between individuals and their families and support received from their parents affect processes such as goals, determination, exploration, commitment, and self-efficacy related to the individual's career (Whiston & Keller,

2004). As a result of these effects, it is stated that individuals build their career goals jointly with their parents (Young & Valach, 2004; Young et al., 2006). While certain consistency between individuals and parents in terms of career goals provides career support for individuals, possible discrepancies may be career barriers for individuals (Lent, Brown, & Hacket, 1994). When they have a common understanding with their parents regarding their career goals and receive support from parents, the individual's motivation and career optimism increase and career development progress positively (Keller & Whiston, 2008; Puklek Levpušek, Rauch, & Komidar, 2018). Therefore, when there are discrepancies between the career expectations and goals of individuals and parents, individuals experience difficulties in career-related activities such as career discovery and decision-making (Leung, Hou, Gatic, & Li, 2011; Sawitri, Creed, & Perdhana, 2020).

In a collectivist culture such as Turkey (Hofstede, 2001) it is known that family is effective in individuals' career processes (Bacanlı & Sürücü, 2011; Dursun & Kara, 2019; Solmaz, 2015; Özcan & Eranıl, 2018). With the influence of the collectivist culture, individuals in Turkish society, on the one hand, care about their families' preferences, on the other hand, it tries to determine their own career goals. This situation may cause conflicts between individuals and their parents about career goals, negatively affecting their career development and psychological well-being. When the literature in Turkey is examined, there are the Professional Development Assistance Scale (Hamamcı, 1996), Family Support in the Choice of Vocation Scale Vocation (Şeker ve Kaya, 2018), and The Career-Related Parent Support Scale (Güneş, 2015), which evaluate the contributions of families to the career development processes of individuals. Similarly, there are scales such as the Family Influence Scale (Özünlü & Bacanlı, 2015) and the Adolescent-Parent Career Congruence Scale (Bacanlı et al., 2018) that evaluate the effects of families on the career development of individuals. These measurement tools for students at high school and secondary school levels as well as are aimed at evaluating the effects of family on the individual's career process. In addition, the above-mentioned measurement tools are mostly aimed at evaluating parents' support and contributions on individuals' career development. However, as it is known, it is known that individuals, especially university students, experience inconsistency in various issues both within themselves and with their families when it comes to determining career goals. When the literature examined discrepancies between individual career goals and parents' career goals in Turkey has not been encountered directly into a measuring tool to evaluate. This study, it is aimed to adapt the DBIPCGS developed by Sawitri, Creed, and Perdhana (2020) into Turkish. It is thought that this adaptation study will contribute to the literature and researchers about career goals and determine career goal discrepancies between individuals and their families in career counseling centers.

Method

Study Group

In this study, the convenience sampling method was used. The convenience sampling method is to sample easily accessible groups suitable for the research in order to save the researcher's time, effort, and cost (Fink, 2003). The study group of the study consists of 410 university students, 279 (68%) female and 131 (32%) male, aged between 18 and 31 ($\bar{x}$=21.12; sd=1.96).

Ethical Process

In this study, the Social and Humanities Ethics Committee of Tokat Gaziosmanpaşa University reviewed the research and was given permission (REF: 21.05.2020/ 07.03). In addition, the participants participated in the study voluntarily.

Data Collection Tools

Demographic Information Form. It is a form prepared to collect participants' age, gender, class level, university and department they attend, and socio-demographic information.

The Discrepancies Between Individual-Set and Parent-Set Career Goals Scale (DBIPCGS). Developed by Sawitri, Creed, and Perdhana (2020), the scale aims to measure the discrepancy between the career goals of university students themselves and their parents. The scale is a six-point Likert type and consists of 15 items in total. There is no reverse-scored item in the scale. High scores obtained from the scale indicate that the

career goal inconsistency between the individual and their parent is high. The scale explains 68.58% of the total variance consisting of three sub-dimensions ability (5 items), choice (5 items), and enthusiasm (5 items). This structure obtained in the exploratory factor analysis (EFA) was examined with the confirmatory factor analysis (CFA) and it is stated that the obtained model goodness of fit values ($X2 / df = 1.90$; CFI = .97; TLI = .97 and RMSEA = .06) confirmed the structure in EFA. The Cronbach Alpha internal consistency coefficient calculated in the scale development study was found to be .96 for the whole scale, .94 for the ability sub-dimension, .88 for the choice sub-dimension, and .93 for the enthusiasm sub-dimension.

Career Stress Scale (CSS). The measurement tool developed by Choi et al. (2011) and adapted into Turkish by Özden and Sertel-Berk (2017) evaluates the factors related to the career stress of university students. There are a total of 20 items in the scale consisting of the sub-dimensions of employment pressure, external conflict, and career ambiguity-lack of information. In the Turkish adaptation study, the construct validity of the scale was examined with exploratory factor analysis, and a structure consisting of a three-dimensional structure that explains 64% of the total variance was reached. Özden and Sertel-Berk (2017) stated that the factor structure they reached was similar to the original scale and that the structure of the scale was also validated through the data obtained from the Turkish sample. They found that the internal consistency coefficient of CSS (Cronbach Alpha) was .94 for the whole scale, .85 for the external conflict sub-dimension, .89 for the career ambiguity-lack of information sub-dimension, and .86 for the employment pressure sub-dimension. The Cronbach Alpha internal consistency coefficient calculated on the data collected in this study was .95 for the whole scale, .94 for the career ambiguity-lack of information sub-dimension, .84 for the external conflict sub-dimension, and .84 for the employment pressure sub-dimension.

Life Satisfaction Scale (LSS). The Life Satisfaction Scale developed by Diener et al. (1985) was adapted into Turkish by Köker (1991). The scale is used to evaluate the general condition of individuals that they have obtained from their living conditions. The scale is a 7-point Likert type (1: not at all appropriate, 7: very convenient) and consists of five items and one dimension. In the adaptation study, in the reliability analysis of the scale, the test-retest reliability coefficient was found as .85 and the Cronbach Alpha internal consistency was found as .76. The internal consistency coefficient (Cronbach Alpha) of LSS calculated within the scope of this study was found .89.

Data Analysis

The construct validity of the scale was tested with confirmatory factor analysis. Whether the model obtained from CFA is valid or not is decided by looking at various model fit indices. In the evaluation of model fit in this study, $\geq$ .90 for NFI (Bentler & Bonett, 1980), $\leq$ .10 for RMSEA (MacCallum, Widaman, Preacher, & Hong, 2001; Bentler & Bonett, 1980), and .90 for IFI (Bollen, 1989), .90 for CFI (Vidaman & Thompson, 2003; Bentler & Bonett, 1980), $\geq$85 for GFI (Jöreskog & Sörbom, 1988), .80 for AGFI (Marsh, Balla, & McDonald, 1988) and the value (/ df) obtained from the division of the chi-square by the degrees of freedom (MacCallum, Brown, & Sugawara, 1996) values of 5 (MacCallum, Brown, & Sugawara, 1996) are expressed as acceptable values and these values were taken as reference in this study. To evaluate the item discrimination feature of the measurement tool adopted in the study, the significance of the differences in the item averages of 27% lower and upper groups was examined by independent sample t test analysis. In addition, to examine the criterion validity of DBIPCGS, the relationship between the Career Stress Scale (Özden & Sertel-Berk, 2017) and the Life Satisfaction Scale (Köker, 1991) was evaluated by calculating the Pearson Product-Moment Correlation coefficient. In addition, the internal consistency coefficients of the measurement tools used in the research were calculated and the item-total correlations were also examined.

Findings

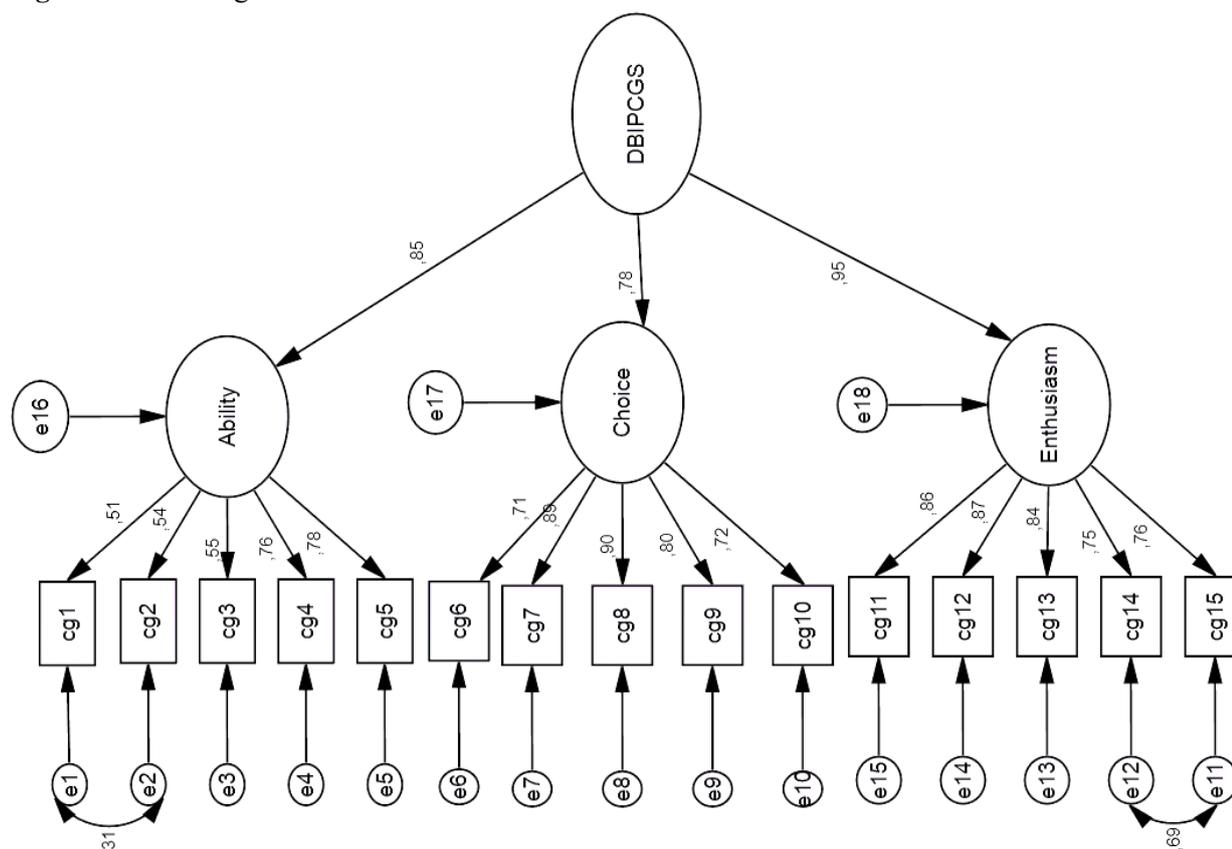## Findings Regarding Structural Validity

First and second-level CFA was performed to test the construct validity of DBIPCGS. As a result of the first level CFA, the model goodness of fit indexes was calculated as x2/df = 3.58, CFI =.95, GFI =.90, IFI =.95, NFI =.93, TLI =.94, RMSEA=.079 (90% confidence interval .070-.089). These results were evaluated as having an acceptable fit for the scale. In addition, the regression coefficients and t scores of all paths were found to be significant (p <.001). The path diagram for the first level CFA analysis is presented in Figure-1.

Figure-1: Path Diagram for First Level DFA of DBIPCGS
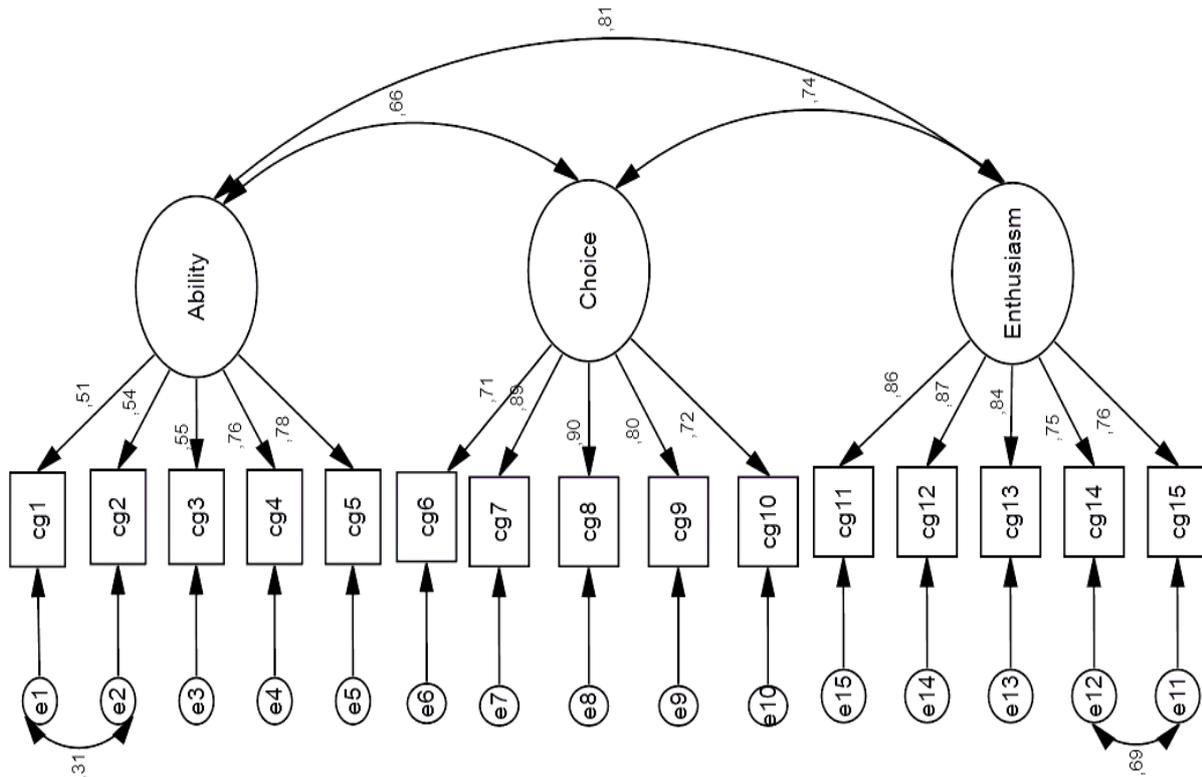
After the first level CFA, second level CFA was performed to test whether the latent structure of the measurement tool was verified or not. The model goodness of fit indices reached as a result of the second level CFA were found as x^2 / df = 3.57, CFI = .95, GFI = .90, IFI = .93, NFI = .95, TLI = .93 and RMSEA = .079 (90% confidence interval .070-.089). In addition, the regression coefficients and t scores of all paths in the second level CFA were found to be significant (p <.001). The path diagram of the second level confirmatory factor analysis is given in Figure-2.

Figure 2: Path Diagram for Second Level DFA of DBIPCGS

Findings Regarding the Criterion Validity

To examine the similar scale validity of DBIPCGS, the correlation values between the Career Stress Scale (CSS) and the Life Satisfaction Scale (LSS) were examined. Correlation analysis results are presented in Table 1.

Table 1. Correlation Coefficients Between Scales

	1	2	3	4	5	6	7	8	9
1. DBIPCGS Total Score	1								
2. Ability	.83**	1							
3. Choice	.83**	.54**	1						
4. Enthusiasm	.92**	.65**	.65**	1					
5. CSS Total Score	.60**	.54**	.49**	.52**	1				
6. Career Ambiguity - Lack of Information	.53**	.50**	.41**	.47**	.94**	1			
7. External Conflict	.61**	.46**	.64**	.50**	.77**	.63**	1		
8. Employment Pressure	.43**	.42**	.30**	.39**	.83**	.64**	.52**	1	
9. LSS	-.35**	-.37**	-.27**	-.27**	-.56**	-.56**	-.42**	-.44**	1

Note: n = 215; **p < .01

Table 1 shows that there is a positive significant relationship between the DBIPCGS total score and its sub-dimensions and the CSS total score and its sub-dimensions (p <.01). (p <.01). In addition, there is a negatively significant relationship between the DBIPCGS total score and its sub-dimensions and the LSS(p <.01). On the other hand, there is a negative correlation between the CSS total score and sub-dimensions used for criterion validity in the study and the LSS (p <.01).

Findings Related to Reliability Analyzes

To determine the reliability level of DBIPCGS, Cronbach's Alpha (α) was calculated with the internal consistency coefficient. The internal consistency coefficient of the scale calculated from the data collected in the current study was calculated as .78 for the ability dimension, .90 for the choice dimension, .92 for the enthusiasm dimension and .93 ,for the total score of the scale.

To evaluate the item discrimination feature of the measuring tool adapted in the study, the significance of the differences in the item averages of 27% lower and upper groups was examined by independent sample t test analysis. In addition, the item-total correlation of the items in the measurement tool was examined. The results of these analyzes are presented in Table 2.

Table 2. Item Analysis Results of DBIPCGS

Item	27% Lower and Upper Groups	n	$\bar{x}$	ss	sd	t	Item-Total Correlation *
Item1	1	110	1.64	1.03	218	12.06**	.52
	2	110	3.75	1.53			
Item2	1	110	1.33	0.62	218	14.78**	.52
	2	110	3.86	1.69			
Item3	1	110	1.13	0.36	218	9.34**	.48
	2	110	2.58	1.59			
Item4	1	110	1.15	0.41	218	16.99**	.64
	2	110	3.71	1.52			
Item5	1	110	1.41	0.76	218	14.63**	.64
	2	110	3.99	1.69			
Item6	1	110	1.22	0.68	218	12.83**	.63
	2	110	3.47	1.71			
Item7	1	110	1.05	0.25	218	14.16**	.71
	2	110	3.50	1.80			
Item8	1	110	1.06	0.25	218	15.61**	.72
	2	110	3.85	1.85			
Item9	1	110	1.09	0.29	218	17.58**	.71
	2	110	3.91	1.66			
Item10	1	110	1.03	0.16	218	14.15**	.64
	2	110	3.34	1.70			
Item11	1	110	1.09	0.35	218	30.38**	.83
	2	110	4.80	1.23			
Item12	1	110	1.08	0.31	218	29.95**	.77
	2	110	4.86	1.29			
Item13	1	110	1.14	0.44	218	26.83**	.74
	2	110	4.84	1.38			
Item14	1	110	1.27	0.52	218	23.12**	.69
	2	110	4.73	1.48			
Item15	1	110	1.21	0.49	218	24.70**	.72
	2	110	4.77	1.43			

Note: n= *410; **p<.001, 1 = 27% sub group; 2 = 27% upper group*

In Table 2, it is seen that the differences between the mean scores of 27% of the lower and upper groups of DBIPCGS are significant at p <.001 level. In addition, corrected item total correlations for DBIPCGS range between .48 (item 3) and .83 (item 11).

Discussion & Conclusion

This study aims to adapt the DBIPCGS developed by Sawitri, Creed, and Perdhana (2020). For this purpose, a confirmatory factor was made to examine the construct validity of the scale. The Cronbach's alpha coefficients of the total and sub-dimension scores of DBIPCGS were calculated, and to test whether the

measuring tool made a discriminatory measurement, the significance of the difference in item score averages of 27% of the lower-upper group was analyzed with the independent group's t-test. Finally, to test the criterion validity, the correlation coefficient between DBIPCGS and the CSI and GDS was examined. The construct validity of the scale was examined by confirmatory factor analysis (CFA). It was observed that the model fit indices obtained as a result of the first level CFA performed in the study were between the limits specified in the literature and indicated acceptable fit (x^2 / df = 3.57, CFI = .95, GFI = .90, IFI = .93, NFI = .95, TLI = .93 and RMSEA = .079 (90% confidence interval .070-.089)). After this analysis, second-order confirmatory factor analysis was performed to evaluate the implicit structure of the scale and it was evaluated that the model fit indices calculated as a result of this analysis also indicate acceptable fit as x2/df = 3.57, CFI = .95, GFI = .90, IFI = .93, NFI = .95, TLI = .93 and RMSEA = .079 (90% confidence interval .070-.089)).It is seen that the model goodness of fit indices obtained as a result of the first and second-level CFA are within acceptable bounds (RMSEA ≤ .10 (MacCallum, Widaman, Preacher, & Hong, 2001; Bentler & Bonett, 1980); IFI ≥ .90 (Bollen, 1989) CFI ≥ .90 (Vidaman & Thompson, 2003; Bentler, 1990; Bentler & Bonett, 1980); TLI = .90 (Tabachnick & Fidell, 2007); NFI ≥ .90 (Bentler & Bonett, 1980). When the results obtained in the first and second-level CFA are evaluated together, it can be said that the 15 items and three sub-dimensions in the original form of the scale were verified on Turkish university students.

For the criterion validity of DBIPCGS, correlations of the total score of the Career Stress Scale (CSI) the dimensions of CSI the pressure to find a job, the external conflict, career uncertainty-lack of knowledge, and Life Satisfaction Scale were examined. According to the results of the correlation analysis, a significant positive relationship was found between the ability, preference, and enthusiasm sub-dimensions of DBIPCGS and CSI total score and the sub-dimensions of CSI job-finding pressure, career uncertainty-lack of knowledge, and external conflict. However, a significant negative relationship was found with life satisfaction. These results can be interpreted when the career goal inconsistency between the individual and the parent increases, the career stresses perceived by individuals increase and their life satisfaction decreases. When the literature is examined, although no research directly examines the relationship between career goal inconsistency between individuals and parents and career stress and life satisfaction, there are studies on individual-parent career adaptation. In a meta-analysis study on career choice, it was reported that students living in a collectivist culture were affected by family expectations and those who were in harmony with their parents in career goals increased their career confidence and self-efficacy (Akosah-Twumasi, et al., 2018). In a study conducted on the career processes and life satisfaction of university students, it was found that there was a negative relationship between the family's values and beliefs, and the individual's life satisfaction with excessive family expectations for a career (Vautero, Taveria, Silva ve Fouad, 2020). The results of this research support the previous research. Therefore, these findings should be considered in career counseling practices in Turkey.

The internal consistency coefficient (Cronbach's alpha) for the total score of the scale was found to be .78, for the ability dimension, .90 for the preference dimension, and .92 for the enthusiasm dimension. It is stated in the literature that a reliability coefficient of .70 and above is sufficient (Nunnally & Bernstein, 1994). In the original development study of the scale, the reliability coefficient was determined as .96 for the total score, and it is seen that the coefficients in both studies are close. In addition, the corrected item-total correlations of the items in the measurement tool were examined in the study. In the literature, it is stated that each item must have a total correlation coefficient of .30 or more for a measurement tool to have a reliability feature (Büyüköztürk et al., 2017). It was observed that the corrected item-total correlations obtained in the study varied between .48 and .83. These results indicate that it has a measurement reliability feature. On the other hand, it is stated that a measurement tool should have a distinctive feature (Büyüköztürk et al., 2017). To determine the discrimination level of the Inconsistencies Between Individual-Parent Career Goals Scale, the difference between the item score averages of 27% in the lower and upper groups was examined with an independent sample t-test. As a result of the analysis, it has been concluded that the differences between the mean scores of 27% lower and upper groups are significant (p<.001).

The results of the analysis made indicate that the structure of DBIPCGS is verified on the Turkish sample and is a valid and reliable measurement tool that can be used in future studies. It is thought that the measurement tool adopted in this study may provide an opportunity to measure and evaluate the discrepancies in parent-individual career goals with a single measurement tool rather than measuring them with different tests. With this scale, researchers will be able to contribute to the literature by examining discrepancies between individual and parent career goals and relationship factors. On the other hand, this measurement tool can contribute to the determination of the parental effects of individuals on career goals in universities' career centers or guidance research application centers and develop support programs in this direction.

This research has some limitations. The adaptation study was carried out with the data obtained from university students. Therefore, the use of DBIPCGS adapted in this study is limited to university students. Furthermore, all data were obtained by a self-report method. Therefore, the collected data may contain all kinds of personal opinions.

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Data Availability: The datasets of current study are available from the corresponding author on reasonable request.

Ethics Approval and Consent to Participate: All procedures in this study involving human participants were conducted in accordance with the ethical standards of the 1975 Helsinki Declaration and was approved by the research team's university ethics committee. Ethics Committee Name: Social and Humanities Ethics Committee of Tokat Gaziosmanpaşa University. Approval Date: 21/05/2020. Approval Document Number: 07.03

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