A Research on Career Stress and Psychological Resilience of Vocational School Students[*]

Meslek Yüksekokulu Öğrencilerinin Kariyer Stresleri ve Psikolojik Sağlamlıkları Üzerine Bir Araştırma

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Absract

One of the most important sources of motivation that directs individuals to receive education is the desire to find a job and develop a career. For this reason, education is an important element in the employment and career of the individual. In this research, it is aimed to make estimations about career stress and psychological resilience of vocational school students, whose employment is constantly needed and expressed as intermediate staff. The research was designed according to the screening design, which is one of the quantitative research methods. In order to collect data in the research, Career Stress Scale, which was adapted into Turkish by Özden and Sertel-Berk (2017), and Short Resilience scales, which were adapted into Turkish by Doğan (2015) and whose validity and reliability proofs were obtained, were used. The data of this research were collected from 760 senior vocational school students at a state university in the Marmara Region. The data collected from the sample group were analyzed with the help of SPSS program. As a result of the research, career stress levels and resilience of vocational school students will be determined, and it will be understood whether career stress shows a significant difference according to their demographic characteristics and also the relationship between career stress and resilience.

Keywords: Career stress, psychological resilience, vocational education, vocational school, higher education.

Öz

Bireyleri eğitim almaya yönlendiren en önemli motivasyon kaynaklarından birisi, iş bulma ve kariyer geliştirme arzusudur. Bu sebeple eğitim, bireyin istihdamı ve kariyeri noktasında önemli bir unsurdur. Bu araştırmada istihdamlarına sürekli ihtiyaç duyulduğu yönünde söylemler geliştirilen ve ara eleman olarak ifade edilen meslek yüksekokulu öğrencilerinin kariyer stresleri ve psikolojik sağlamlıkları hakkında kestirimler yapmak amacıyla ele alınmıştır. Araştırma nicel araştırma yöntemlerinden tarama desenine göre tasarlanmıştır.

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Araştırmada veri toplamak amacıyla Özden ve Sertel-Berk (2017) tarafından Türkçe uyarlaması yapılan Kariyer Stresi Ölçeği ve Doğan (2015) tarafından Türkçe uyarlaması yapılarak geçerlik ve güvenirlik kanıtları elde edilen Kısa Psikolojik Sağlamlık ölçeği kullanılmıştır. Araştırmanın verileri Marmara Bölgesinde bir devlet üniversitede bulunan son sınıf 760 meslek yüksekokulu öğrencisinden toplanmıştır. Örneklem grubundan toplanan veriler SPSS programı yardımıyla analiz edilmiştir. Araştırmanın sonucunda, meslek yüksekokulu öğrencilerinin kariyer stresi düzeyleri ve psikolojik sağlamlıkları tespit edilerek demografik özelliklerine göre kariyer stresinin anlamlı bir farklılık gösterip göstermediği ve ayrıca kariyer stresi ile psikolojik sağlamlık arasındaki ilişki incelenmiştir.

Anahtar Kelimeler: Kariyer stresi, psikolojik sağlamlık, mesleki eğitim, meslek yüksekokulu, yükseköğretim.

Introduction

Vocational schools were first established in Turkey in 1974. In this context, the first examples of vocational schools were Balıkesir and Denizli Vocational Schools affiliated with Ege University. Afterwards, this type of practice continued at Boğaziçi and Hacettepe Universities. In the 1975-1976 academic year, the Ministry of National Education started a large-scale associate degree program with the "Non-Formal Education Institution" established within itself. In this practice, which was initiated under the name of vocational schools, the education period was determined as two years and covered various departments of technical, social sciences and health sciences. Vocational Schools operated under the Non-Formal Education Institution until 1982. It was affiliated with universities by Decree Law No. 41 in 1982 (Örs, 2003). Vocational schools still operate under universities, and new vocational schools can be established with the permission of the Higher Education Council.

In Turkey, as in the world, vocational schools are higher education institutions that train qualified manpower for various business lines. One of the most important problems in the industrial and service sectors of developed and developing countries is the lack of qualified "intermediate manpower". Intermediate manpower is the level between workers and engineers, managers and administrative personnel (Konya and Güngör, 2015). Vocational Schools are higher education institutions that generally provide four-semester education, regulated by the Higher Education Law No. 2547 (Gümüşoğlu, Ünal and Kestane, 2010; Balcı, Argon and Kösterelioğlu, 2013). Vocational schools are units affiliated with higher education institutions where vocational education is provided at the university level. It is one of the higher education institutions that is the most important component of the vocational and technical education system, established for the purpose of training intermediate staff with relevant theoretical and practical skills, especially in the fields needed by the trade, industry and service sectors (Alkan, Suiçmez, Aydınkal and Şahin, 2014). In this context, the main purpose of vocational schools is to train qualified manpower for certain professions and to contribute economically and socially to the region in which they are located (Yücebaş, Alakan, Atasağun and Egeli, 2013). The prevalence of vocational schools and the number of students in Turkey is remarkable. According to the Higher Education Information Management System (2022) data, there are a total of 1032 vocational schools within state and foundation universities in 2021-2022 statistics. 1021 of these vocational schools are actively continuing their education activities. Likewise, according to the Higher Education Information Management System (2022) data, it is stated that there are 3,250,101 associate degree students in the 2021-2022 period.

Individuals career orientations begin at the very first stage of their education - primary school age - and continue to increase in importance in every period of the education process. In this context, the way to raise successful and happy individuals by

making the right professional choices is to adapt education to the needs and direct individuals to jobs that suit their abilities. It is generally effective in individuals' educational life, business and career planning. To briefly define career; It can be defined as the promotion and experience of an individual in the field he works in, thanks to his abilities and the education he has received (Erdoğmuş, 2003). In this respect, career, defined as the expertise that people want to have and the position they want to achieve in their working life, is among the most important goals and objectives in an individual's personal life. Career planning; determining career goals, analyzing possible jobs and career paths, identifying possible businesses; It is staged as applying for and obtaining a job (Kozak, 2001). Individuals' stress and anxiety levels may change depending on many factors during the planning phase or career processes. An individual who starts university education is in the last step of education before starting business life. Therefore, while students tend to liberate themselves by adapting to the university environment in this process, they also start to experience job and future anxiety after graduation. It would not be wrong to state that students' job and career concerns intensify especially towards the last years of university education.

The conceptual framework of the research consists of the concepts of "career stress" and "psychological resilience". It is important to make descriptive explanations about these concepts in order to understand the research. The word "career", which is frequently expressed in business life, is of French origin and is expressed as the improvement or advancement of an individual's position in business life. Career is related to an individual's success in business or professional life. In this respect, the main factor in achieving a career can be stated as success (Günay and Çelik, 2019). According to Zunker (2006), the phenomenon of career, which is defined as maintaining a purposeful life pattern by working, takes its foundations from job placement and career choice and has shown significant changes from the early 1900s to the present day (Zunker, 2006). As of the 21st century, career has become more important in the changing and developing business life. Competition, especially in business life, has led individuals to development and change (Çetin and Karalar, 2016), and globalization, which has caused the emergence of new working styles, has further increased the importance of career (Kale and Özer, 2012). In this regard, increasingly active working conditions today have made career-related research even more important (Bozyiğit and Gökbaraz, 2020). Stress can be expressed as the interaction process that occurs between the individual and his/her environment, which is evaluated by the individual as exceeding the burden or resources and endangering his/her well-being (Lazarus and Folkman, 1984). Briefly, stress can be defined as an uncomfortable emotional state that occurs when an individual tries to adapt to uncomfortable situations (Işıtan and Gökler, 2012). As can be understood from this definition, stress is a factor that significantly affects an individual's personal, social and business life. While people are likely to encounter many different sources of stress throughout their lives, from a career perspective, one of the most important stress periods in life is the university years (Özden and Sertel-Berk, 2017). Individuals need an income to continue their lives. Within the social structure, working at a job is generally seen as the most common source of income. The biggest source of motivation that directs individuals to education is to get a good job after education and climb the career ladder. For this reason, career stress is an emotional state that individuals, especially university students who are at the last stage of their education life, are frequently exposed to.

Another important element of the research is the concept of "psychological resilience". The concept of psychological resilience has been increasing in importance recently and has been addressed in many studies. Psychological resilience means a person's ability to overcome and adapt to these difficulties and negative conditions

despite difficult conditions (Öz and Bahadır-Yılmaz, 2009). In the simplest and most general sense, it is expressed as the individual's ability to endure distress (Jackson et al., 2007). Career stress can negatively affect interpersonal relationships, cause various conflicts, and cause symptoms of depression in the individual (Baard et al., 2004; Yeşilyaprak, 2012). Şensoy and Siyez (2019) state that career stress is quite common among young people in Turkey. In the research conducted by Gizir (2005), it was determined that career distress ranked third among the nine problems stated by senior university students. Fouad et al. found that the anxiety, stress and depression levels of a significant portion of young people are higher than the general population, and their psychological well-being levels are accordingly low. (2006). Likewise, Choi et al. (2011) state in their research that career stress is at the top of the stress types of university students. In this regard, it can be stated that career stress can have negative effects on the psychological resilience of individuals. This interaction between career stress and psychological resilience contributes to the importance of the research.

There are many studies in the literature on the concepts of career stress and psychological resilience. When the studies in recent years are examined; The study conducted by Saltık and Kızılırmak (2018) aimed to determine the stress management styles and psychological resilience levels of guides and to examine the relationship and interaction between these concepts. In his study, Jung (2020) aimed to understand the career decision types of nursing students and accordingly determine their career identities, satisfaction with the branch, and career stress. Xu, et al. (2020) aimed to investigate the relationship between career adaptability, resilience, and mental health problems in a sample of Chinese adolescents. In the study conducted by Deniz, Çimen and Yüksel (2020), the effect of psychological resilience on work stress was investigated in the context of hospital employees. In his research, Yam (2020) examined the predictive role of career stress levels of vocational school of justice students on their psychological well-being levels. Emirel and Bozkurt (2022) wrote about the relationship between career stress and uncertainty avoidance with his research on vocational school insurance and social security department students. In their research, Üngören and Kaçmaz (2022) aimed to determine how the pandemic affected the career anxiety of tourism department students, who are future employees of the tourism and accommodation industry. Perret, et al. (2022) aimed to investigate the relationship of demographic, career and lifestyle factors with psychological resilience and the relationship of resilience with mental health outcomes in Canadian veterinarians. The study conducted by Kara (2023) aimed to understand and evaluate the protective factors of university senior students against career stress.

There are critical processes in achieving certain gains in life. University years are an important period in terms of preparing for the professional future and gaining some career-related gains. An individual who starts university education is in the last step of education before starting business life. Therefore, while students tend to become liberated by adapting to the university environment in this process, they also begin to make job and future plans after graduation. In these years, students have some concerns about academic success, financial concerns and professional career (Yılmaz, 2019). It would not be wrong to state that students' job and career concerns intensify, especially towards the last years of university education. It is stated that career anxiety ranks first among the sources of anxiety experienced by university students (Kim, 2003).

This study aims to determine the career stress and psychological resilience levels of students studying in vocational colleges. In this context, the current situation will be

described by investigating students' career stress levels and psychological resilience. In line with this main objective, answers to the following sub-objectives will be sought.

- What is the level of career stress of vocational school students?

- What is the level of psychological resilience of vocational school students?

- Is there a significant difference between gender and career stress of vocational school students?

- Is there a significant difference between the ages and career stress of vocational school students?

- Is there a significant difference between the place of residence (province, district, town and village) of vocational school students and their career stress?

- Is there a significant difference between total family income and career stress of vocational school students?

- Is there a significant difference between the department of study and career stress of Vocational School students?

- What is the relationship between career stress and psychological resilience of vocational school students?

Methods

This part of the study includes explanations on the research model, sample, data collection tools, data collection process, data analysis and ethical values.

Research Model

This study, which will be handled in order to make predictions about career stress and psychological resilience of vocational school students, was designed according to the quantitative research method. Quantitative research seeks to prove the relationships between variables and helps the researcher to generalize, make predictions and explain causality. (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2014). The survey design, which is one of the types of quantitative research method, was used in the study. Survey research is research in which the views of the participants on the subject under investigation are determined or their interests, behaviors, attitudes, etc. are identified (Demirel, 2018, p. 107).

Research Sample

In scientific research, the group consisting of all individuals on whom research can be conducted, depending on the purpose of the research, is called the universe of the research (Erkuş, 2005). The sample of the research is the clusters that are selected from a certain universe according to certain techniques and rules, can represent the universe from which they are selected, and the results of the researches can be generalized to the relevant universe (Karasar, 2005). Simple random sampling technique was used to determine the sample for this study. In this sampling technique, the probability of each individual in the population to be included in the sample is equal and independent of each other. In this context, the sample of the research is 760 students studying in the last year of the vocational school of a university in the Marmara Region in 2022-2023.

Data Collection Instrument

In the study, the Career Stress Scale developed by Choi et al (2011). and adapted into Turkish by Özden and Sertel-Berk (2017) was used to measure the career-related stress sources and difficulties of vocational school students. The scale has a structure with 3 factors and 20 items. In this context, the dimensions of the scale are; It is called career uncertainty and lack of information with 10 items, external conflict with 4 items, and pressure to find a job with 6 items. The second measurement tool to be used in the research is the Brief Psychological Resilience Scale. Brief Resilience Scale, Smith et al. (2008) to measure individuals' psychological resilience levels. The Turkish adaptation of the scale was made by Doğan (2015). The scale has a single-factor structure consisting of 6 items. Permission to use the scales to be used in the research was received from the authors via e-mail. In addition, the "Demographic Information Form" was used to obtain various information about the demographic characteristics of the research sample.

Data Collection Process

During the research process, first of all, the aim and sub-goals of the research were determined by literature review and the research method was chosen to suit the purpose of the research. The measurement tools planned to be used in the study were determined and permission for their use was obtained from the authors via e-mail. In the stages following the acceptance of the study, an application was made to Sivas Cumhuriyet University Ethics Committee Commission and ethics committee permission was obtained. After Ethics Committee approval, the Demographic Information Form and related scales were digitized and turned into a google forum. Then, the data were collected by sending them to the research population via internet message programs (whatsapp, telegram) and e-mail.

Analysis of the Data

In the analysis of the research data, descriptive and inferential statistical techniques were used using SPSS 22 quantitative data analysis program. With the descriptive statistics technique, numerical data about the characteristics of the sample group are obtained by using values such as percentage frequency, while in inferential statistics, generalizations are made about the population group by using descriptive statistics values (Büyüköztürk, Çokluk- Bökeoğlu and Köklü, 2009). In the study, Independent Group T-Test and One-Way Analysis of Variance (ANOVA) were conducted to analyze the significance between career stress and demographic characteristics of the sample group. Correlation analysis was used to determine the relationship between career stress and psychological resilience and its direction. In addition, in order to test the reliability of the collected data, Cronbach's Alpha value, which is the internal consistency coefficient, was calculated and interpreted separately for the dimensions and scales.

Ethical Values

In all processes of scientific research, ethical values should be taken into account and carried out with due diligence (Erkuş, 2005). The research process was completed by considering ethical values from the beginning to the end of the research Information on the ethical values taken into consideration in the research process is listed below.

- Sivas Cumhuriyet University Scientific Research and Publication Ethics Board Presidency's letter dated 3/10/2022 and numbered E-60263016-050.06.04-213601 and ethics committee approval that the research has ethical values.

- The associate degree students who constituted the research samples were informed about the purpose, scope and research process of the study. Students who volunteered to participate in the study were asked to fill out an informed consent form.

- No pressure was exerted on the participants to participate in the research and no incentives such as gifts, rewards, etc. were offered.

- They were informed that identifying information such as names, phone numbers and addresses of the research sample would not be shared and that their identity information would be kept confidential.

- It was stated that the participants participated voluntarily, that they could leave the study at any time, and that they could withdraw from the study if they felt uncomfortable.

Results

In this part of the study, the data collected from the sample group were systematically reported. In this context, firstly, the demographic information of the sample group was explained in a table. Afterwards, the analyses of the data for the Career Stress Scale adapted into Turkish by Özden and Sertel-Berk (2017) and the Brief Psychological Resilience Scale adapted into Turkish by Doğan (2015) were expressed in tables.

Findings on Demographic Characteristics

The sample group of the study consists of 760 associate degree students who continue their final year education. In this context, Table 1 below presents various information about the demographic characteristics of the sample group.

Table 1. Demographic Information on the Sample Group

Variable		f	%
Gender	Woman	538	70,8
	Male	222	29,2
Place of Residence	Village	120	15,8
	District	334	43,9
	Province	306	40,3
Income Level	Low	112	14.7
	Middle	418	55.0
	High	230	30.3
Vocational School Type	Social Sciences	412	54,2
	Technical Sciences	216	28,4
	Health Sciences	132	17,4
Total		760	100

Table 1 shows the frequency and percentage values of the sample group in terms of gender, place of residence, income level and the type of vocational school of higher education. When the gender distribution of the research participants is analysed, it is seen that 70.8% of them are female and 29.2% are male. The distribution of their place of residence (the location of their families or their families before university education) was 15.8% village, 43.9% district and 40.3% province. In terms of the type of vocational school they attended, 54.2% were social sciences, 28.4% were technical sciences and 17.4% were health sciences (Table 1).

Findings Related to Career Stress Scale

The Career Stress Scale, which was adapted into Turkish by Özden and Sertel-Berk (2017), has a structure with 3 dimensions and 20 items. In this context, separate analyses were conducted for the total scale and its sub-dimensions. Table 2 below shows the T-Test results for the career stress scale and its sub-dimensions according to gender variable.

Table 2. T-Test Results of Career Stress Scale According to Gender Variable

Gender			N	X	ss	t	p
Career Uncertainty and Lack of Information	Woman	Woman	538	2,4242		4,444	,000
	Male	Male	222	2,7712			
External Conflict	Woman	Woman	538	2,1087		8,192	.000
	Male	Male	222	2,7117			
Pressure to Find a Job	Woman	Woman	538	3,0149		2,617	.009
	Male	Male	222	3,2312			
Scale Total	Woman	Woman	538	2,5383		5,060	.000
	Male	Male	222	2,8973			

p<.05

There is a significant difference (p<.05) in the scale and all its sub-dimensions in terms of the gender variable (Table 2). The significant difference is in favor of men in the total scale and its subscales. In other words, men's career stress is higher than women. Table 3 below shows the ANOVA Test results according to the place of residence variable.

Table 3. Career Stress Scale ANOVA Test Results According to Place of Residence Variable

Place of Residence		N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Career Uncertainty and Lack of Information	Village[a]	120	2.21	.888	Between groups	14,318	2	7,159	7,414	,001	b>a c>a
	District[b]	334	2.55	.957	Within groups	730,967	757	,966			
	Province[c]	306	2.61	1.043	Total	745,285	759				
External Conflict	Village[a]	120	2.03	.849	Between groups	11,751	2	5,875	6,439	,002	b>a c>a
	District[b]	334	2.26	.964	Within groups	690,700	757	,912			
	Province[c]	306	2.40	.983	Total	702,451	759				
Pressure to Find a Job	Village[a]	120	2.76	1.064	Between groups	13,714	2	6,857	6,446	,002	b>a c>a
	District[b]	334	3.12	.980	Within groups	805,210	757	1,064			
	Province[c]	306	3.15	1.072	Total	818,923	759				
Scale Total	Village[a]	120	2.34	.824	Between groups	13,333	2	6,666	8,320	,000	b>a c>a
	District[b]	334	2.67	.854	Within groups	606,562	757	,801			
	Province[c]	306	2.73	.962	Total	619,894	759				

p<.05

Table 3 shows that there is a significant difference (p<.05) in the scale and all its sub- dimensions in terms of the place of residence variable. When the direction of the significant difference is examined, there is a significant difference between the district and the village in favor of the district, and between the province and the village in favor of

the village. From this point of view, the career stress level of vocational school students whose place of residence is village is lower than the vocational school students living in the province and district. Table 4 below shows the results of the ANOVA Test according to the income level variable.

Table 4. ANOVA Test Results of Career Stress Scale According to Income Level Variable

Income Level		N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Career Uncertainty and Lack of Information	Low[a]	112	2.92	1.101	Between groups	54.223	2	27.111	29.698	<.001	a>b
	Middle[b]	418	2.62	.922	Within groups	691.062	757	.913			a>c
	High[c]	230	2.15	.937	Total	745.285	759				b>c
External Conflict	Low	112	2.75	1.062	Between groups	42.673	2	21.337	24.481	<.001	a>b
	Middle[b]	418	2.30	.927	Within groups	659.778	757	.872			a>c
	High[c]	230	2.01	.876	Total	702.451	759				b>c
Pressure to Find a Job	Low[a]	112	3.52	1.000	Between groups	88.058	2	44.029	45.603	<.001	a>b
	Middle[b]	418	3.22	.933	Within groups	730.865	757	.965			a>c
	High[c]	230	2.58	1.058	Total	818.923	759				b>c
Scale Total	Low[a]	112	3.07	.917	Between groups	59.787	2	29.894	40.402	<.001	a>b
	Middle[b]	418	2.74	.839	Within groups	560.107	757	.740			a>c
	High[c]	230	2.25	.871	Total	619.894	759				b>c

p<.05

When the career stress levels of associate degree students are examined in terms of income level variable, it is seen that there is a significant difference ($p<.05$) in the total scale and its sub-dimensions. The direction of the significant difference between low-income level and medium and high-income level is in favor of low-income level. Between the middle-income level and high-income level, it is in favor of the middle-income level. In other words, associate degree students with low-income levels experience more career stress than students with medium and high-income levels. Similarly, students with medium income level experience more career stress than students with high income level. Table 5 below shows the results of the ANOVA Test according to the type of vocational school.

Table 5. ANOVA Test Results of the Career Stress Scale according to the Type of Vocational School Variable

Vocational School Type		N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Career Uncertainty and Lack of Information	Social Sciences[a]	412	2.37	.975	Between groups	27.326	2	13.663	14.406	<.001	b>a
	Technical Sciences[b]	216	2.81	.960	Within groups	717.959	757	.948			b>c
	Health Sciences[c]	132	2.51	.992	Total	745.285	759				
External Conflict	Social Sciences[a]	412	2.12	.975	Between groups	29.297	2	14.649	16.473	<.001	b>a
	Technical Sciences[b]	216	2.58	.918	Within groups	673.154	757	.889			b>c
	Health Sciences[c]	132	2.28	.874	Total	702.451	759				
Pressure to Find a Job	Social Sciences[a]	412	2.99	1.043	Between groups	18.331	2	9.166	8.667	<.001	b>a
	Technical Sciences[b]	216	3.32	.998	Within groups	800.592	757	1.058			b>c

	Health Sciencesᶜ	132	2.92	1.027	Total	818.923	759			
Scale Total	Social Sciencesᵃ	412	2.51	.886	Between groups	23.851	2	11.926	15.146	<.001 b>a b>c
	Technical Sciencesᵇ	216	2.92	.890	Within groups	596.043	757	.787		
	Health Sciencesᶜ	132	2.59	.885	Total	619.894	759			

p<.05

Table 5 shows that there is a significant difference in the scale and its sub-dimensions in terms of the type of vocational school. When the direction of the significant difference is examined, it is seen that there is a significant difference between technical sciences, health sciences and social sciences in favor of technical sciences. In this context, it can be said that technical sciences associate degree students experience higher levels of career stress than social sciences and health sciences associate degree students.

Findings for the Brief Psychological Resilience Scale

The Turkish adaptation of the Brief Psychological Resilience Scale developed by Smith et al. (2008) was conducted by Doğan (2015). The scale has a single-factor structure consisting of 6 items. Table 6 below shows the T-Test results for the Brief Psychological Resilience Scale according to gender variable.

Table 6. T-Test Results of Psychological Resilience Scale According to Gender Variable

Gender	N	X	ss	t	p
Woman	538	3.03	.856	-1.105	.135
Male	222	3.10	.773		

p<.05

When Table 6 is examined, it is seen that there is no significant difference between the gender variable and the mean scores of the psychological resilience scale. Table 7 below shows the ANOVA Test results according to the place of residence variable.

Table 7. ANOVA Test Results of Psychological Resilience Scale According to Place of Residence Variable

Place of Residence	N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Villageᵃ	120	3.02	.844	Between groups	.685	2	.342	.492	.611	
Districtᵇ	334	3.03	.836	Within groups	526.439	757	.695			-
Provinceᶜ	306	3.09	.826	Total	527.123	759				

p<.05

Table 7 shows that there is no significant difference between the mean scores of the psychological resilience scale and the place of residence variable of associate degree students. Table 8 below shows the results of the ANOVA Test according to the income level variable.

Table 8. ANOVA Test Results of Psychological Resilience Scale According to Income Level Variable

Place of Residence	N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Lowᵃ	112	2.67	.857	Between groups	30.518	2	15.259	23.260	<.001	c>a c>b
Middleᵇ	418	3.01	.816	Within groups	496.605	757	.656			

| High[c] | 230 | 3.30 | .774 | Total | 527.123 | 759 | | | | | b>c |

p<.05

When Table 8 is examined, it is understood that there is a significant difference between the mean scores of the psychological resilience scale and the income level variable. When the direction of the significant difference is examined, there is a significant difference between high income level and medium and low-income level in favor of high-income level. There is a significant difference between middle income level and low-income level in favor of middle-income level. In other words, the psychological resilience of associate degree students with high income levels is higher than the psychological resilience of those with low- and middle-income levels. The psychological resilience of associate degree students with middle income level is higher than that of associate degree students with low-income level. Table 9 below shows the results of the ANOVA Test according to the type of vocational school

Table 9. ANOVA Test Results of the Psychological Resilience Scale According to the Type of Vocational School Variable

Vocational School Type	N	X	ss	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Social Sciences[a]	412	3.14	.910	Between groups	7.850	2	3.925	5.722	.003	a>b
Technical Sciences[b]	216	2.91	.674	Within groups	519.273	757	.686			
Health Sciences[c]	132	3.01	.785	Total	527.123	759				

p<.05

There is a significant difference between the mean scores of the psychological resilience scale and the type of vocational school. The significant difference is between social sciences vocational school students and technical sciences vocational school students and in favor of social sciences students. In this context, it can be said that social sciences associate degree students have a higher level of psychological resilience than technical sciences associate degree students.

Pearson correlation analysis was conducted to examine whether there is a relationship between career stress levels of vocational school students and their psychological resilience. Pearson correlation analysis results are presented in Table 10 below.

Table 10. Pearson Correlation Analysis Results of Career Stress Scale and Resilience Scale

Variables		Career Stress Scale	Psychological Resilience Scale
Career Stress Scale	r	1	-.338[**]
	p		<.001
	N	760	760
Psychological Resilience Scale	r	-.338[**]	1
	p	<.001	
	N	760	760

**p<.001

Table 10 shows that there is a highly significant (p<.001), negative and moderate (r=-.338) correlational relationship between career stress level and psychological resilience. In this context, it can be said that as the career stress of associate degree students increases, their psychological resilience will decrease.

Conclusion

The mission that gender imposes on men and women is also observed in their behaviors towards working life. In this context, gender imposes tasks such as housework and childcare on women, while men are assigned the responsibility of providing for the household. Undoubtedly, this gender division of labor causes women to move away from labor markets and even to be discriminated against and excluded. In this respect, it is possible that there is a relative comfort in this gender division of labor in women's subconscious - in case they cannot enter business life. In this context, it is possible to evaluate the result of the research that women's career stress is lower than men's career stress. Contrary to these gender-based results we obtained as a result of the research, Bozyiğit and Gökbaraz (2020) and Yılmaz (2019) concluded in their studies that gender does not make a significant difference on career stress. It is thought that this difference in terms of gender variable is due to the variability of the sample groups. In this research, the sample group consists of vocational school students, while in the studies of Bozyiğit and Gökbaraz (2020) and Yılmaz (2019), it consists of undergraduate students (teacher candidates and sports science students).

It can be said that there are many internal and external reasons that cause career stress. The place where the individual lives can also be evaluated in this context. In this research, it was concluded that as the size of the place of residence (village-district-province) increases, career stress also increases. In this regard, it is an expected result that it will be lower in settlements where dependent work is mandatory for the individual to continue his life, and in more rural areas where career stress is intense.

When the career stress levels of associate degree students are examined in terms of the income level variable, it is seen that there is a significant difference. In this context, associate degree students with low-income levels experience more career stress than students with middle and high income levels, and those with middle income levels experience more career stress than those with high income levels. According to these results obtained from the research, it can be stated that there is a negative relationship between income level and career stress.

Vocational schools in Turkey are located in three different categories depending on their structure. These are expressed as social sciences, technical sciences and health sciences vocational schools. When career stress was examined according to the type of vocational school attended, it was seen that there was a significant difference. Career stress levels of technical sciences vocational school students are higher than social and health sciences vocational school students. Vocational schools of technical sciences include departments such as machinery, electricity, electronics, construction, textile, computer and engine. These departments, due to their structure, are important in terms of employing blue-collar workers. In this regard, it can be expected that students studying in these departments will have high career stress.

In the study, predictions were made about the psychological resilience of vocational school students according to their demographic characteristics and it was observed whether there were any significant differences. Associate degree students with high income levels show higher levels of psychological resilience than those with medium and low-income levels, and associate degree students with middle income levels show higher levels of psychological resilience than those with low-income levels. In this context, it can be stated that there is a direct relationship between income level and psychological resilience. Another significant difference in terms of psychological resilience was observed between students of social sciences vocational schools and students of technical sciences

vocational schools. Psychological resilience levels of social sciences associate degree students are significantly higher than technical sciences associate degree students.

When the relationship between the data collected for the Career Stress Scale and Brief Psychological Resilience Scales, which were used as data collection tools within the scope of the research, was examined, it was seen that there was a significant and negative relationship of moderate intensity. It can be stated that there is a negative relationship between career stress and psychological resilience of associate degree students. Increasing career stress causes their psychological resilience to decrease. In this context, on the point of career stress and psychological well-being, Günay and Çelik (2019), Gülpınar et al. (2021), Aşık and Akgül (2022) and Yemenci, Bozkurt and Özkara (2020) show that similar results were obtained in the study.

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