

**VALIDATING THE TURKISH VERSIONS OF THE CAREER DECISION-MAKING
OUTCOME EXPECTANCIES AND THE CAREER DECISION-MAKING EXPLORATORY
INTENTIONS SCALES IN UNDERGRADUATE STUDENTS**

**LİSANS ÖĞRENCİLERİNDE KARIYER KARAR VERME SONUÇ BEKLENTİLERİ ÖLÇEĞİ
VE KARIYER KARAR VERME ARAŞTIRMA NİYETLERİ ÖLÇEĞİ'NİN TÜRKÇE
VERSİYONLARININ GEÇERLİLİĞİ**

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ÖZ

ABSTRACT

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Anahtar Kelimeler

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Bu çalışma Kariyer Karar Verme Sonuç Beklentileri ve Kariyer Karar Verme Araştırma Niyetleri Ölçeklerinin yapı geçerliği, eş zamanlı geçerliği, yakınsak geçerliği, güvenilirliği ve ölçüm değişmezliğini incelemiştir. Veriler, 297 Türk lisans öğrencisinden (%59,9 kadın ve %40,1 erkek) toplanmıştır. Doğrulayıcı faktör analizi sonuçları her iki ölçeğin de tek faktörlü yapısını doğrulamıştır. Beklenildiği gibi ölçeklerin Türkçe versiyonları kariyer karar verme öz yetkinliği ile pozitif yönde ilişkili bulunmuştur. Çok gruplu doğrulayıcı faktör analizi sonuçları, ölçeklerin Türkçe versiyonlarının cinsiyete göre ölçüm değişmezliğine sahip olduğunu göstermiştir. Ayrıca ölçeklerin Türkçe versiyonları yüksek iç tutarlılığa sahiptir ($\alpha = .92$ ve $\alpha = .91$). Sonuçlar, Kariyer Karar Verme Sonuç Beklentileri ve Kariyer Karar Verme Araştırma Niyetleri Ölçeklerinin Türkçe versiyonlarının geçerli, güvenilir ve dolayısıyla Türk lisans öğrencilerinin kariyer karar verme sonuç beklentileri ve niyetleri ile ilgili uygulama ve araştırmalar için kullanışlı olduğuna dair kanıtlar sunmaktadır.

This study evaluated the construct validity, concurrent validity, convergent validity, reliability, and measurement invariance of the Turkish version of the Career Decision-Making Outcome Expectancies Scale (CDMOES) and the Career Decision-Making Exploratory Intentions Scale (CDMEIS) among 297 Turkish undergraduate students (59.9% women and 40.1% men). Confirmatory factor analysis (CFA) demonstrated a single-factor construct for each of the CDMOES and CDMEIS Turkish versions. As expected, the CDMOES and CDMEIS Turkish versions were positively correlated with self-efficacy in career decision-making. Multi-group CFAs demonstrated that the CDMOES and CDMEIS Turkish versions had measurement invariance across gender. Furthermore, the CDMOES and CDMEIS Turkish versions demonstrated high reliability ($\alpha = .92$ and $\alpha = .91$). The results provide evidence that the CDMOES and CDMEIS Turkish versions are valid, reliable, and thus potentially useful for practice and research on career decision outcome expectations and intentions of Turkish undergraduate students.

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Introduction

A growing number of studies highlight the importance of fostering undergraduate students' social cognitive variables (i.e., self-efficacy, outcome anticipations, and intentions) for their career development and decision-making processes (Brown & Lent, 2019a, 2019b; Lent et al., 2017). It has been shown that adaptive career behaviors such as career decision-making and career decisional outcomes such as decidedness, decisional anxiety, and stress are related to their career decision-making outcome anticipations and goals (Lent et al., 2016). The use of screening tools can facilitate the identification of individuals who have problems in the career decision-making process and are at risk of attaining undesirable decisional outcomes. The use of measurement tools is considered key to evaluating the effectiveness of practitioners' psychoeducational interventions (Brown, 2018). Therefore, practitioners must have valid and reliable assessment tools to understand and support undergraduate students' career decision-making outcome anticipations and goals or intentions (Lent & S. Brown, 2006; Lent et al., 2017).

Betz and Vuyten (1997) developed the Career Decision-Making Outcome Expectations Scale (CDMOES) to assess undergraduate students' optimistic outcome anticipations regarding career decision-making, and the Career Decision-Making Exploratory Intentions Scale (CDMEIS) to assess career decision-making intentions. Lent et al. (2017) expanded these scales to better represent and capture the relevant constructs. The CDMOES has a unidimensional construct with eight items, and the CDMEIS has a unidimensional construct with 10 items, and these scales have strong psychometric properties (Lent et al., 2017). These scales are frequently used by researchers and practitioners interested in undergraduate students' career decision-making processes (Brown & Lent, 2019a, 2019b). Although the CDMOES and the CDMEIS (Lent et al., 2017) are powerful tools for capturing undergraduate students' optimistic outcome anticipations and goals in career decision-making, there is a lack of research examining their psychometric properties in the Turkish context. The psychometric properties of these scales have not been extensively examined in samples outside the United States. This is an important knowledge gap because cultural contextual differences can influence individuals' outcome expectations and intentions (Bandura, 1997; Lent & Brown, 2006).

This study examined the validity and reliability (construct validity, concurrent validity, convergent validity, reliability, and measurement invariance) of the CDMOES and CDMEIS in a sample of Turkish undergraduate students. The current study is the first to examine the psychometric properties of the CDMOES and CDMEIS Turkish versions in a Turkish undergraduate student sample. The present study enriches the literature by providing further evidence regarding the validity and reliability of these scales. Besides, the present study is the first to examine the measurement invariance of the CDMOES and CDMEIS across gender groups. Therefore, this study expands the existing literature by providing evidence for the generalizability of the CDMOES and CDMEIS across gender groups. Finally, the present study results may be used to identify factors that hinder or promote undergraduate students' career decision-making processes, to develop intervention strategies to support this process, and to test the effectiveness of interventions.

Career Decision Making Outcome Expectations

Outcome anticipations are beliefs about the positive or negative consequences of performing certain behaviors or plans of action (Bandura, 2001). Bandura (1986) classified expected outcomes as social, such as the benefit to one's family, material, such as money, and self-evaluative, such as self-approval. Positive outcome expectations in all forms can encourage behavior, while negative outcome expectations can be a deterrent to maintaining behavior (Bandura, 1997; Fouad & Guillen, 2006). Lent and Brown (2013) assumes that participation in an adaptive career behavior is facilitated by beliefs that that behavior will have positive outcomes. Moreover, Lent et al. (1994) presumed that outcome anticipations influence interests, goals, goal progress, and domain-specific satisfaction (Lent, 2004; Lent & Brown, 2008, 2013; Lent et al., 2002).

Career decision-making outcome anticipations refer to beliefs on the positive outcome of participation in career exploration activities for career decision-making (Betz & Vuyten, 1997; Lent et al., 2017). There are a growing number of studies demonstrating the beneficial effects of expectations for the consequences of career decisions on career development. Earlier studies have demonstrated that positive anticipations on the consequences of participating in career exploration activities encourage exploratory intentions (Ireland &

Lent, 2018; Lent et al., 2019; Rajabi et al., 2012). In many studies, career decision outcome anticipations were positively related to decisional self-efficacy (Chan, 2020; Lent et al., 2017) and career decidedness (Lent et al., 2022). Furthermore, it was found to be negatively correlated with career indecision (Betz & Vuyten, 1997) and decisional anxiety (Lent et al., 2016). In this context, it can be said that career decision-making outcome anticipations are one of the factors that facilitate university students to reach positive career consequences, such as engage career exploration activities and decidedness.

Career Decision Making Exploratory Intentions

Goals or intentions express an individual's intention to engage in a particular activity or produce a particular result (Bandura, 2006; Brown & Lent, 2019b). Goals or intentions motivate individuals to participate in actions (Lent & Brown, 2019; Lent et al., 2002). Goals that are clear, specific, consistent with personal values, and close to actions increase the likelihood of individuals turning their goals into actions (Bandura, 1986). Lent (2005, 2013) proposed that certain behaviors are more likely to occur and be sustained when individuals have goals. In parallel, studies have shown that having career goals promotes participation in career exploration (Lent et al., 2019; Rogers et al., 2008) and career planning (Rogers & Creed, 2011; Rogers et al., 2008) behaviors.

Goals or intentions are linked to specific performance areas and activities, as mentioned above. One of these areas is career decision-making exploratory behavior. Career decision-making exploratory intentions refer to the intention to become involved in career exploration activities in the future (Lent et al., 2017). In previous studies, career decision-making exploratory intentions were positively associated with the certainty of career choices (Lent et al., 2022) and career decision-making self-efficacy (Ireland & Lent, 2018; Rajabi et al., 2012). Based on the theoretical propositions and previous study results, it can be said that career decision-making exploratory intentions are an important factor for the emergence and maintenance of career exploration behaviors, which is an adaptive career behavior of university students.

Present Study

Due to the positive outcomes related to career exploration, studies on the role of expectations for the outcomes of career decisions and exploratory intentions in the career decision-making process attract attention. In these studies, the CDMOES and the CDMEIS are employed to measure outcome anticipations and intentions. Items of the CDMOES capture the expectation that university students will make better career decisions when they engage in career exploration activities (example item; "If I carefully compare the pros and cons of different career options, I will make a better career decision"). Items of the CDMEIS capture university students' goals to engage in career exploration activities in the future (example item; "I intend to learn more about how my values [the things I most want from a career] can be met by different careers"). Lent et al. (2017) examined the psychometric properties of these scales in a sample of US undergraduate students. However, despite their robust psychometric properties, these scales, to our knowledge, have not been widely used in research outside the USA, and comprehensive psychometric evaluations of translated versions have not yet been performed. Considering the literature deficit, it is crucial to inquiry the psychometric properties of the CDMOES and CDMEIS, which could be utilized to examine the antecedents and consequences of undergraduate students' expectations for the outcomes of career decisions and exploratory intentions/goals in societies outside the USA, including Türkiye. Studies on career decision-making outcome anticipations and intentions in Türkiye are few. Given the positive effects of career decision-making outcome anticipations and intentions on career development, it is necessary to have psychometrically sound scales for their measurement. These valid and reliable scales may allow the conducting of high-quality research. Furthermore, these scales may also be useful tools for practitioners. Therefore, in this study, it was aimed to inquiry the validity and reliability of the CDMOES and CDMEIS Turkish versions in a sample of undergraduate students.

Concurrent validity can be examined by determining if the scale scores are associated with theoretically linked constructs in an anticipated manner (Cronbach & Meehl, 1955). Since it is suggested that self-efficacy in career decision-making promote career exploration consequence anticipations and intentions (Lent & Brown, 2013),

and this is corroborated by empirical evidence (e. g., Kleine et al., 2021), concurrent validity was tested by determining the correlation coefficients of the CDMOES and CDMEIS Turkish versions with the decisional self-efficacy. Based on the theoretical propositions and empirical evidence, CDMOES and CDMEIS Turkish versions were expected to be positively correlated with the career exploratory and decision self-efficacy.

There may be a need to understand how gender influences career decision-making consequence anticipations and goals in order to promote career exploration among women and men undergraduate students. To achieve this, it is crucial to establish measurement invariance across gender groups, given the need for researchers to have reached scales that are invariant among these student groups. To do meaningful group comparisons, it is necessary to ensure that there are no significant differences across the groups that would preclude individuals from responding similarly on a given scale (Vandenberg & Lance, 2000). To date, no studies have examined the measurement invariance of the CDMOES and CDMEIS across gender. For these reasons, it was tested whether the CDMOES and CDMEIS Turkish versions were invariant between women and men undergraduate students. These scales can be used by all practitioners interested in undergraduate student's career exploration and decision-making outcome expectations and intentions. Thus, they can be used as a useful tool for practitioners aiming to support the career development of undergraduate students.

Method

Participants

The participants of this study consisted of 297 Turkish undergraduate students recruited by a convenient sampling method. Participants consisted of 178 (59.9%) women and 119 (40.1%) men, aged between 18 and 27 ($M = 21.14$, $SD = 1.56$). In terms of class year, 79 (26.6%) were freshmen, 65 (21.9%) sophomores, 64 (21.5%) juniors, 82 (27.6%) seniors, and seven (2.4%) reported foreign language preparation students.

Measures

The Career Decision-Making Outcome Expectations Scale (CDMOES)

The CDMOES (Betz & Vuyten, 1997) was revised by Lent et al. (2017) to add four items to the original items to improve the reliability of the scale and expand the representation of the construct. The CDMOS measures beliefs about the positive outcomes of participation in career exploration activities. Higher scores on the scale reflect more optimistic outcome anticipations. The CDMOES consists of 8 items (e.g., “If I learn more about different careers, I will make a better career decision.” and “If I learn more about which careers might best match my personality, I will make a better career choice.”). Participants respond to the items on a 5-point rating, which changes from *strongly disagree* (1) to *strongly agree* (5). The CDMOES was moderately and positively correlated with decisional self-efficacy. Lent et al. (2017) reported Cronbach reliability estimate of .90 for the CDMOES.

The Career Decision-Making Exploratory Intentions Scale (CDMEIS)

The CDMEIS (Betz & Vuyten, 1997) was revised by Lent et al. (2017) to add five items to the original items to improve the reliability of the scale and expand the representation of the construct. The CDMEIS measures the intention to involvement in career exploration activities in the future. High scores on the scale reflect firmer goals for future participation in career exploratory activities. The CDMEIS consists of 10 items (e.g., “I intend to spend more time learning about careers than I have been.” and “I plan to spend more time thinking about which careers best match my interests and abilities.”). Participants respond to the items on a 5-point rating, which changes from *strongly disagree* (1) to *strongly agree* (5). The CDMEIS was moderately and positively correlated with decisional self-efficacy. Lent et al. (2017) noted Cronbach's alpha estimate of .87 for the CDMOES.

Career Exploratory and Decision Self-Efficacy Scale (CEDSES)

The CEDSES was developed by Lent et al. (2016). The CEDSES measures individuals' confidence in their ability to conduct career exploration and decision-making activities and to manage decision-making barriers. Adaptation of CEDSES for Turkish undergraduate students was performed by the Çarkıt (2024). The CEDSES has two subscales (brief decisional; CEDSE-BD and coping efficacy; CEDSE-CE) and 12 items (e.g., "Identify careers that best match your interests." and "Cope with the disappointment if your first choice does not work out."). Participants respond to items on a 5-point rating, which changes from *no confidence at all* (0) to *complete confidence* (4). The CEDSE-BD was used in the present study. The CEDSE-BD was moderately and positively correlated with career decidedness. Çarkıt reported Cronbach reliability estimate of .92 for the CEDSE-BD.

Procedure

The CDMOES and CDMEIS were translated into Turkish by following the translation and back translation procedure recommended by Brislin (1986). A committee approach was used to reduce the possibility of bias and misconceptions in the translation process. The author and two experts translated the English versions of the CDMOES and CDMEIS into Turkish. The translators are experts who have a doctorate in guidance and counseling, have been trained in scale development, adaptation, and psychological tests, have a good level of English, and are familiar with Turkish culture. Translations were compared with each other until an optimal translation was agreed upon. Afterwards, the final versions of the translations of the scales were compared with the English equivalents by a bilingual expert who had a doctorate in English language education and was knowledgeable about Turkish culture and language. This expert evaluated the Turkish translations in terms of meaning, content, suitability for culture, and readability. Thus, Turkish version of the CDMOES and the CDMEIS were formed. The Turkish forms of the scales were translated back into English by an English language education doctoral expert. Another English language education expert compared the original forms of the scales with the back-translations. This expert reported that the original and the back-translated versions of the scales seem identical.

The data of this study were collected through an online platform. Participants voluntarily participated in the data collection process. All of the participants approved the informed consent form. Participants completed measures assessing career decision-making outcome expectancies, career decision-making exploratory intentions, career decision self-efficacy, and demographic questions. Scale scores were formed by dividing the total score obtained from the items by the number of items.

Data Analysis

Confirmatory factor analysis (CFA) was utilized to confirm the construct of the scales. A decent fit to the data was indicative by models with χ^2/df values below 3 (Hair et al., 2010), CFI and TLI values higher than .90 (Hu & Bentler, 1995), as well as SRMR and RMSEA values lower than .08 (Hu & Bentler, 1999). Correlation coefficients were determined with CEDSE-BD to test the concurrent validity of the scales. To examine the convergent validity of the scales, CR and AVE values were calculated. The CR value should be above .70 and the AVE value should be above .50 (Fornell & Larcker, 1981). To examine the reliability of the scales, corrected item-total correlations and Cronbach's alpha coefficients were determined. A multiple-group CFA was performed to evaluate the measurement invariance of the CDMOES and CDMEIS Turkish versions with women and men samples. Based on the recommendations of Vandenberg and Lance (2000) and Dimitrov (2010), a hierarchical procedure was followed. First, the model was tested without any equality constraints across gender groups (configural invariance model). Second, the model constraining all factor loads to be equal across gender groups were tested (metric invariance model). Third, the model constraining factor loadings and indicator intercept to be equal across gender groups were tested (scalar invariance model). Finally, the model was tested, which constraining factor loadings, indicator intercepts, and error variances to be equal across gender groups (residual invariance model). The CFI and RMSEA values of each model were compared with the previous model's CFI and RMSEA values. Cheung and Rensvold (2002) and Chen (2007)

recommend that CFI decrease less than .01 and RMSEA increase less than .015, respectively, should be interpreted as an indication of invariance.

Results

CFA Results

The CFA results showed that the one-factor eight-item construct of the CDMOES fits well with the data ($\chi^2 = 56.48$; $df = 20$; $\chi^2/df = 2.82$; $CFI = .97$; $TLI = .96$; $RMSEA = .07$; $SRMR = .02$). Standardized factor loads for items of the CDMOES range from .67 to .84 and all factor loads are significant at the $p < .001$ level.

The CFA results showed that the one-factor 10-item construct of the CDMEIS fits well with the data ($\chi^2 = 104.09$; $df = 35$; $\chi^2/df = 2.97$; $CFI = .95$; $TLI = .94$; $RMSEA = .08$; $SRMR = .03$). Standardized factor loads for items of CDMEIS range from .61 to .80 and all factor loads are significant at the $p < .001$ level.

Concurrent Validity

The correlations with decisional self-efficacy were examined for the concurrent validity of the CDMOES and CDMEIS (see Table 1). The CDMOES was positively linked to decisional self-efficacy ($r = .37, p < .01$). The CDMEIS was positively linked to decisional self-efficacy ($r = .54, p < .01$). This result offered evidence for the concurrent validity of the CDMOES and CDMEIS.

Table 1. Correlations among Study Variables and Descriptive Statistics

	1	2	3	M	SD	Skewness	Kurtosis
1. CDMOE	(.92)			4.27	.69	-1.08	1.44
2. CDMI	.61	(.91)		3.87	.76	-.71	.89
3. Decisional self-efficacy	.37	.54	(.91)	4.01	.70	-.56	.60

Note. All correlations are significant at the $p < .01$ level. Cronbach's Alpha values are on the diagonal. CDMOE = Career decision-making outcome expectancies; CDMI = Career decision-making exploratory intentions

Measurement Invariance

Testing configural, metric, scalar, and residual models by following the hierarchical procedure (Dimitrov, 2010), the measurement invariance of the CDMOES and CDMEIS across gender groups was examined. The CFI and RMSEA values of each model with the previous model's CFI and RMSEA values were compared (see Table 2).

Table 2. The Conformity Values for Measurement Invariance of the CDMOES and CDMEIS

The Conformity Values for Measurement Invariance of the CDMOES								
Model	χ^2/df	TLI	CFI	RMSEA	SRMR	Comparison	ΔCFI	$\Delta RMSEA$
Model A (Configural)	$97.22/40 = 2.43$	.945	.961	.070	.042	-	-	-
Model B (Metric)	$107.47/47 = 2.28$	.951	.959	.066	.049	Model A vs. Model B	.002	.004
Model C (Scalar)	$123.15/55 = 2.23$	.953	.953	.065	.049	Model B vs. Model C	.006	.001
Model D (Residual)	$144.52/63 = 2.29$	.951	.944	.066	.054	Model C vs. Model D	.009	.001
The Conformity Values for Measurement Invariance of the CDMEIS								
Model A (Configural)	$148.88/70 = 2.12$	.939	.952	.062	.046	-	-	-
Model B (Metric)	$152.85/79 = 1.93$	.949	.955	.056	.047	Model A vs. Model B	.003	.006
Model C (Scalar)	$183.22/89 = 2.05$	.942	.943	.060	.048	Model B vs. Model C	.012	.004
Model D (Residual)	$193.93/99 = 1.95$	.948	.943	.057	.048	Model C vs. Model D	.000	.003

The multigroup CFA results demonstrated that the CDMEIS fit the data well for the configural, metric, scalar, and residual invariance models. When the scalar invariance model and metric invariance model are compared, the decrease in CFI value is slightly more than .01, but the change in RMSEA value meets the recommended cutoff criterion ($\Delta\text{RMSEA} \leq .015$). In addition, the general model fit was found to be good for the scalar invariance model ($\chi^2 = 183.22$; $df = 89$; $\chi^2/df = 2.05$; $\text{CFI} = .942$; $\text{TLI} = .943$; $\text{RMSEA} = .060$; $\text{SRMR} = .048$). Together, this pattern of results suggests that scalar invariance is reasonable for the CDMEIS. Therefore, configural, metric, scalar, and residual invariances were established across gender groups for the CDMEIS.

Convergent Validity and Reliability

The CDMOES had a CR value of .92 and an AVE value of .60. The CDMEIS had a CR value of .92 and an AVE value of .54. Therefore, these results offered the convergent validity of the CDMOES and CDMEIS.

The corrected item-total correlations and Cronbach's alpha to test the reliability of the CDMOES and CDMEIS were determined. The corrected item-total correlations should be higher than .30 (Field, 2009). The corrected item-total correlations of the CDMOES ranged from .64 to .80 and ranged from .59 to .76 for the CDMEIS. The Cronbach reliability of the CDMOES was .92, and .91 for the CDMEIS, indicating excellent internal consistency.

Discussion

The present study aimed to provide evidence for the validity and reliability of the CDMOES and CDMEIS Turkish versions in a sample of undergraduate students. The results of this study supported the construct validity of the CDMOES and CDMEIS Turkish versions. As in the originals (Lent et al., 2017), the CDMOES Turkish version has one factor and eight items, and the CDMEIS Turkish version has one factor and 10 items.

The scores of the CDMOES and CDMEIS Turkish versions were significantly and positively correlated with CEDSE-BD scores. These results are consistent with previous evidence that CDMOES and CDMEIS are positively associated with CEDSE-BD (Lent et al., 2016, 2017). This evidence indicates that greater levels of expectations for the outcomes of career exploratory and intentions are associated with stronger self-efficacy in career exploration and decision. As a result, this evidence supports the concurrent validity of the CDMOES and CDMEIS Turkish versions.

The convergent validity of the CDMOES and CDMEIS Turkish versions was fully established. In addition, the CDMOES and CDMEIS Turkish versions were found to have a high level of internal consistency. Lent et al. (2017) reported the Cronbach alpha estimations of the original versions of CDMOES and CDMEIS as .90 and .87, respectively. The Cronbach α value of the CDMOES Turkish version was determined as .92, and the Cronbach α value of the CDMEIS Turkish version was determined as .91.

The results showed that the CDMOES and CDMEIS Turkish versions had measurement invariance across women and men undergraduate students. This study expands the existing literature by providing evidence for the generalizability of the CDMOES and CDMEIS in gender groups. These results provide evidence that the CDMOES and CDMEIS Turkish versions have the same meaning in gender groups. Therefore, the results of the CDMOES and CDMEIS Turkish versions for women and men undergraduate students can be interpreted in the same way and meaningful gender comparisons can be made.

In conclusion, the CDMOES and CDMEIS Turkish versions can be used by researchers and practitioners who want to evaluate Turkish undergraduate students' career decision-making outcome anticipations and goals. Specifically, it can inform the effectiveness of practitioners' interventions aimed at supporting undergraduate students' career development. The CDMOES and CDMEIS Turkish versions indicate that, due to their sound psychometric properties, these scales can be utilized in screenings to assess the degree of career exploration outcome expectations and intentions of Turkish undergraduate students. In addition, these scales can be used to evaluate the efficiency of interventions and career counseling sessions aimed at strengthening

undergraduate students' expectations for the outcomes of career decisions and exploratory and intentions. Finally, researchers can use the CDMOES and CDMEIS Turkish versions to test theoretical assumptions.

The participants of this study were selected among Turkish undergraduate students. Future studies with more diverse samples (e. g., adolescents) are needed to improve the generalizability of the results. This study relied on self-report questionnaires, and this may have increased the likelihood of common method variance. Future research should utilize data from multiple sources (e. g., parents and teachers) to overcome this limitation. Finally, it is recommended that the convergent validity of the CDMOES and CDMEIS Turkish versions continue to be tested by examining their relationship with career support, learning experiences, career decidedness, career decision anxiety, and career decision comfort.

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GENİŞLETİLMİŞ ÖZET

Giderek artan sayıda çalışma, kariyer gelişimleri ve karar verme süreçleri için lisans öğrencilerinin sosyal bilişsel faktörleri (yani öz yetkinlik, sonuç beklentileri ve niyetler/hedefler) desteklemenin önemini vurgulamaktadır (Brown ve Lent, 2019a, 2019b). Kariyer kararı verme gibi uyumlu kariyer davranışlarının ve kariyer kararlılığı, kariyer karar kaygısı ve stresi gibi kariyer kararı sonuçlarının, kariyer karar verme sonuç beklentileri ve niyetleriyle ilişkili olduğu göstermiştir (Lent vd., 2016). Tarama araçlarının kullanılması, kariyer kararı verme sürecinde sorun yaşayan ve istenmeyen karar sonuçlarına ulaşma riski taşıyan bireylerin belirlenmesini kolaylaştırabilir. Ölçme araçlarının kullanımının, uygulayıcıların psikoeğitimsel müdahalelerinin etkililiğini değerlendirmede anahtar olduğu düşünülmektedir (Brown, 2018). Bu nedenle uygulayıcıların, lisans öğrencilerinin kariyer kararı verme sonuç beklentilerini ve niyetlerini anlamak ve desteklemek için geçerli ve güvenilir değerlendirme araçlarına sahip olmaları gerekir (Lent ve Brown, 2006). Kariyer kararı verme sonuç beklentileri, kariyer kararı verme için kariyer araştırma faaliyetlerine katılımın olumlu sonuçlarına ilişkin inançları ifade eder (Betz ve Voyten, 1997). Kariyer kararı verme araştırma niyetleri, gelecekte kariyer araştırma faaliyetlerine katılma niyetini ifade eder (Betz ve Voyten, 1997). Kariyer karar vermenin sonuçlarına ilişkin beklentilerin kariyer gelişimi üzerindeki yararlı etkilerini gösteren giderek artan sayıda çalışma bulunmaktadır. Daha önceki çalışmalar, kariyer karar verme faaliyetlerine katılmanın sonuçlarına ilişkin olumlu beklentilerin, kariyer araştırma hedeflerini teşvik ettiğini göstermiştir (Lent vd., 2019). Pek çok çalışmada, kariyer kararı sonuç beklentileri, karar verme öz yetkinliği (Chan, 2020; Lent vd., 2017) ve kariyer kararlılığı (Lent vd., 2022) ile pozitif yönde ilişkili olduğu rapor edilmiştir. Ayrıca kariyer kararsızlığı (Betz ve Voyten, 1997) ve karar kaygısı (Lent vd., 2016) ile de negatif ilişkili olduğu bulunmuştur. Önceki çalışmalarda, kariyer kararı verme araştırma niyetleri, kariyer seçimlerinin kesinliği (Lent vd., 2022) ve kariyer kararı verme öz yetkinliği (Ireland ve Lent, 2018) ile pozitif ilişkili bulunmuştur.

Betz ve Voyten (1997), lisans öğrencilerinin kariyer keşfi ve karar verme ile ilgili olumlu sonuç beklentilerini değerlendirmek için Kariyer Karar Verme Sonuç Beklentileri Ölçeği'ni (KKVSBÖ) ve kariyer araştırma niyetlerini/hedeflerini değerlendirmek için Kariyer Karar Verme Araştırma Niyetleri Ölçeği'ni (KKVNÖ) geliştirdi. Lent vd. (2017), ilgili yapıları daha iyi ölçmek için bu ölçekleri genişletti. KKVSBÖ sekiz maddeli tek boyutlu bir yapıya, KKVNÖ ise 10 maddeli tek boyutlu bir yapıya sahiptir (Lent vd., 2017). Bu ölçekler lisans öğrencilerinin kariyer kararı verme süreçleriyle ilgilenen araştırmacılar ve uygulayıcılar tarafından sıklıkla kullanılmaktadır (Brown ve Lent, 2019b). Her ne kadar KKVSBÖ ve KKVNÖ (Lent vd., 2017), lisans öğrencilerinin kariyer araştırmalarında ve karar vermede olumlu sonuç beklentilerini ve ilgili yapıları ölçmek için güçlü araçlar olsa da, bunların psikometrik özelliklerini Türk lisans öğrencileri ile inceleyen araştırma eksikliği bulunmaktadır. Bu çalışmada, Türk lisans öğrencilerinden oluşan bir örnekleme KKVSBÖ ve KKVNÖ'nün geçerliliği ve güvenilirliği (yapısal geçerlilik, eşzamanlı geçerlilik, yakınsak geçerlilik, güvenilirlik ve ölçüm değişmezliği) incelenmiştir. Eş zamanlı geçerlilik, ölçek puanlarının teorik olarak bağlantılı yapılarla beklenen şekilde ilişkili olup olmadığı belirlenerek incelenir (Cronbach ve Meehl, 1955). Kariyer kararı vermede öz yetkinliğin, kariyer kararı sonuç beklentilerini ve niyetlerini desteklediği öne sürüldüğünden (Lent ve Brown, 2013) ve bu ampirik kanıtlarla desteklendiğinden (örneğin, Kleine vd., 2021; Lent vd., 2019), KKVSBÖ ve KKVNÖ'nün Türkçe versiyonlarının karar verme öz-yetkinliği ile korelasyon katsayıları belirlenerek eş zamanlı geçerlilik test edilmiştir. Teorik önermelere ve ampirik kanıtlara dayanarak, KKVSBÖ ve KKVNÖ'nün Türkçe versiyonlarının kariyer karar verme öz-yeterliği ile pozitif yönde ilişkili olması bekleniyordu. Kadın ve erkek lisans öğrencileri arasında kariyer araştırma davranışını teşvik etmek amacıyla, cinsiyetin kariyer kararı verme sonuç beklentilerini ve hedeflerini nasıl etkilediğini anlamaya ihtiyaç olabilir. Bunu başarmak için, araştırmacıların bu öğrenci grupları arasında değişmez olan ölçeklere ulaşması gerçeği göz önüne alındığında, kadın ve erkek lisans öğrencileri arasında ölçüm değişmezliği oluşturmak oldukça önemlidir. Anlamlı grup karşılaştırmaları yapmak için, gruplar arasında bireylerin belirli bir ölçekte benzer şekilde yanıt vermesini engelleyecek anlamlı farklılıklar olmadığından emin olmak gerekir (Vandenberg ve Lance, 2000). KKVSBÖ ve KKVNÖ'nün cinsiyete göre ölçüm değişmezliğini inceleyen hiçbir çalışmaya rastlanmamıştır. Bu nedenlerden dolayı KKVSBÖ ve KKVNÖ Türkçe versiyonlarının kadın ve erkek lisans öğrencileri arasında değişmez olup olmadığı test edilmiştir.

Ölçeklerin Türkçe formları oluşturulduktan sonra veriler, 297 Türk lisans öğrencisinden (%59.9 kadın ve %40.1 erkek) kolay ulaşılabilir örnekleme yöntemi kullanılarak toplanmıştır. Doğrulayıcı faktör analizi

sonuçları, KKVSÖ'nün tek faktörlü sekiz maddeli yapısının verilerle iyi uyum sağladığını göstermiştir. KKVSÖ'nün maddeleri için standartlaştırılmış faktör yükleri .67 ile .84 arasında değişmektedir ve tüm faktör yükleri $p < 0,001$ düzeyinde anlamlıdır. DFA sonuçları, KKNÖ'nün tek faktörlü 10 maddelik yapısının verilerle iyi uyum sağladığını göstermiştir. KKNÖ'nün maddeleri için standartlaştırılmış faktör yükleri .61 ile .80 arasında değişmektedir ve tüm faktör yükleri $p < .001$ düzeyinde anlamlıdır. KKVSÖ'nün CR değeri .92 ve AVE değeri .60 bulundu. KKNÖ'nün CR değeri .92 ve AVE değeri .54 bulundu. KKVSÖ ve KKNÖ'nün Türkçe versiyonlarının puanları ile öz yetkinlik puanları arasında anlamlı ve pozitif korelasyon bulunmuştur. Bu bulgu, KKVSÖ ve KKNÖ'nün öz yetkinlikle ilgili pozitif olarak ilişkili olduğuna dair önceki kanıtlarla tutarlıdır (Lent vd., 2016, 2017). Bu kanıt, kariyer karar vermeye yönelik daha yüksek düzeydeki olumlu sonuç beklentilerinin ve niyetlerin, kariyer araştırma ve karar vermede daha güçlü öz yetkinlikle ilişkili olduğunu göstermektedir. Ayrıca KKVSÖ ve KKNÖ'nün Türkçe versiyonlarının yüksek düzeyde iç tutarlılığa sahip olduğu görülmüştür. Lent vd. (2017) KKVSÖ ve KKNÖ'nün orijinal versiyonlarının Cronbach alfa tahminlerini sırasıyla .90 ve .87 olarak bildirmişlerdir. Bu çalışmada, KKVSÖ Türkçe versiyonunun Cronbach α değeri .92, KKNÖ Türkçe versiyonunun Cronbach α değeri .91 olarak belirlendi. Çoklu grup doğrulayıcı faktör analizi sonuçları KKVSÖ ve KKNÖ için kadın ve erkekler arasında değişmez olduğunu gösterdi. Bu çalışmanın sonuçları, lisans öğrencilerinin kariyer kararı verme süreçlerini engelleyen veya teşvik eden faktörlerin belirlenmesi, bu süreci destekleyecek müdahale stratejilerinin geliştirilmesi ve müdahalelerin etkililiğinin test edilmesi amacıyla KKVSÖ ve KKNÖ'nün kullanılabilir olduğunu göstermiştir. Araştırmacılar teorik varsayımları test etmek için KKVSÖ ve KKNÖ'nün Türkçe versiyonlarını kullanabilirler. Bu çalışmanın katılımcıları Türk lisans öğrencileri arasından seçilmiştir. Sonuçların genellenebilirliğini artırmak için daha çeşitli örneklerle (örneğin ergenler) ölçeklerin geçerlik ve güvenilirlik çalışmaları yapılabilir. Bu çalışma öz bildirim anketlerine dayanıyordu ve bu, ortak yöntem varyansı olasılığını arttırmış olabilir. Gelecekteki araştırmalarda bu sınırlamanın üstesinden gelmek için birden fazla kaynaktan (örneğin ebeveynler ve öğretmenler) toplanan veriler kullanılabilir. Son olarak KKVSÖ ve KKNÖ'nün Türkçe versiyonlarının sosyal destek, kariyer karar verme öğrenme deneyimleri, kariyer kararlılığı, kariyer karar kaygısı ve kariyer karar pişmanlığı gibi değişkenler ile ilişkileri incelenerek ölçeklerin yakınsak geçerliliğinin test edilmeye devam edilmesi önerilmektedir.