

## The Effect of Career Indecision on Wrong Choice of an Occupation: A Mixed Methods Research

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**Abstract.** This research method, which aimed to determine the effect of career indecision on the choice of an occupation was carried out as mixed method research which includes quantitative and qualitative research approaches. In the qualitative part of the research, scale items were identified by interviewing with fifteen teachers, who were selected via purposive sampling method and convenient sampling technique. Scale items were written by analyzing qualitative data with thematic and descriptive analysis. In quantitative part of the research, the research sampling was selected from the teachers working in official schools in Karatay, Meram and Selçuklu districts located in the center of Konya province. As a result of the survey studies, n=397 valid survey forms were obtained from the teachers. In accordance with the expert judgments, a pilot implementation was initiated. In the study, both the structure validity and scope validity of the scales relating to career indecision and wrong choice of an occupation were analyzed and the validity was verified. The reliability levels of the scales were also found to be high. Furthermore, it was concluded that career indecision had a significant effect on wrong choice of an occupation by twenty-six percent [ $\beta=.26$ ,  $p<.05$ ].

**Keywords:** Career indecision, wrong choice of an occupation

### Introduction

The concept of career is that the individual advances in his or her preferred occupation and gains a position. Careers are important for both working individuals and businesses. The concept of career is a strategic concept based on the concept of business. A career is that an individual gains experience from the occupation they work for. It is the individual's attitude towards the work he has worked for. A career is a career in which an individual gains more respectability, financial gain, responsibility, success, experience, position and position in his / her preferred occupation during his / her lifetime. In short, career is a concept that covers the hierarchical levels of the individual has engaged in during his or her working life and the activities he or she has exhibited (Sabuncuoglu, 2000).

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According to another definition, career; it is stated that during the years that a person may spend in labor, he / she will gradually and continuously rise in his / her preferred occupation and gain experience and ability (Tortop, 1992). On the other hand, the world of the Twenty-First Century involves constant and unpredictable changes and requires rapid adaptation to these changes. This causes individuals to make many career transitions throughout their lives. The quality of decisions taken during these transitions is of importance to both the individual and society (Sauermann, 2005). Career decisions have a significant impact in the long term in terms of individuals' lifestyles, emotional well-being, economic and social status, feelings of personal productivity, and contributions to society. This leads individuals to engage with career choices at different stages of their lives (Gati and Tal, 2008). However, the choice of career also presents a variety of challenges for many people. These challenges have an effect that negatively influence individuals' career decisions and makes it difficult for them to make decisions. Therefore, these challenges need to be identified and dealt with carefully (Amir, Gati and Kleiman, 2008).

In the case of a decision-making, the individual may use one of the rational, intuitional and dependent decision-making styles. In the intuitional decision-making style, emotional elements are taken into consideration, and intimate and sudden behaviors are present. In the dependent decision-making style, responsibility is placed on factors other than the individual and treated in accordance with the wishes of others. In both decision-making styles, the individual makes decisions in a non-systematic way, in problem situations and avoids taking responsibility for the decision made. However, rational decision-style, participation, systematic editing, research, realistic, creating choices, and taking responsibility for personal decisions to avoid situations associated with problem (Parker, Bruine & Fichhoff 2007). Decision-making styles as well as thought production and choice are indispensable parts of the process of creating creative ideas, and combining these two is a very complex and difficult task (Rietzschel, Nijstad and Stroebe 2006). After brainstorming, thought selection or decision making is the second important stage. Research in the literature focuses more on the production of thought rather than deciding thoughts after brainstorming (Girotra, Terwiesch and Ulrich 2010). While the production of ideas is heavily focused, the selection process of the thoughts produced is often ignored. There is little study on the quality of thought selection or decision making in brainstorming. In recent years, research on this subject has reported that individuals fail to choose thoughts of quality or decide on quality ones after brainstorming (Rietzschel, Nijstad and Stroebe 2006).

One of the issues not mentioned much in the literature is the effect of indecision or failure in thought selection on later production of thought. Research in the literature indicates that participants experienced indecision in choosing their thoughts. Indecision is a condition that occurs when a person has more than one choice. Although people prefer to avoid indecision situations, they often encounter such situations in their lives. What makes the decision-making process most efficient is to do it as a group rather than as an individual (Scholten, Knippenberg, Nijstad & Dreu, 2007). Indecision is the difficulty one experiences in choosing one of several situations, feelings, thoughts, wishes or one another. These many options often constitute opposites. The decision-making behavior begins with the individual becoming aware of a situation that needs to be decided and ends with determining when and how to make a decision in such a situation. Ambivalence is more experienced in choosing one of two items that are similar to each other. The more similar one item is to another, the harder the individual is to choose, on the other hand, if one element is significantly more advantageous than the other or contains the desired features in its structure, it is more preferred.

The process of making career decisions is a comprehensive process involving many dimensions in itself. There is an individual who has to decide, there are a number of alternatives to choose from, and there are many characteristics or dimensions that are considered when comparing or evaluating different

alternatives. In addition to these characteristics, career decisions also have certain distinguishing features. First of all, the number of potential alternatives is quite high. Second, there is a wide-ranging set of information that can be obtained in relation to each alternative. Third, a number of dimensions are needed to be able to characterize the occupations and preferences of individuals in a detailed and meaningful way and adequately. Fourth, uncertainty has an important role in both the characteristics of the individual (current and future preferences) and the nature of future career alternatives (Gati, Krausz and Osipow, 1996).

Career indecision is a complex and multidimensional problem (Fuqua and Hartman, 1983). Because career indecision can be caused by many reasons. For example, some individuals may experience indecision because they have different alternatives, while others may experience indecision because they have no hope of achieving the choice they would prefer as a priority. However, some individuals may experience ambivalence because they do not yet feel ready to make decisions, while others may experience ambivalence because they have difficulty deciding on any issue (Vondracek, Hostetler, Schulenberg and Shimizu, 1990). Career indecision in its most general form is a serious problem characterized by high levels of uncertainty and anxiety about career choices and choice activities (Lopez and Ann-Yi, 2006), defined as an individual's inability to decide on the occupation he or she wants to pursue (Leong and Chervinko, 1996). This problem covers all the problems and challenges that need to be dealt with before, during and after the decision-making process (Gati, Asulin-Peretz and Fisher, 2012). For this reason, many researchers have tried to explain the factors that can cause career indecision so far.

The ability and interests of the individual in the career decision-making process should be sufficiently diverged. The divergence of abilities and interests depends on the individual's ability to practice in different fields. However, due to the lack of elective courses in schools and very limited extracurricular activities, individuals do not have the opportunity to practice and test themselves in various fields. This situation causes individuals' real abilities and interests to become unclear. For this reason, individuals may have difficulty in making career decisions by having an approach-approach conflict towards various professional alternatives (Bacanli, 2008; Kuzgun, 2014). It is extremely important to have sufficient knowledge of the choices available in the career decision-making process. Lack of awareness of possible career choices, lack of adequate recognition of the characteristics of choices, or lack of adequate knowledge of the consequences of these choices may prevent individuals from making healthy decisions (Germeijs and Boeck, 2003). Lack of sufficient knowledge of the individual's decision-making process reduces the quality of the decision making process and negatively affects the effectiveness of the decision to be made at the end of the process. Lack of resources in obtaining the necessary information about the decision-making process may cause individuals to have difficulty making decisions or to make decisions that are not suitable for them (Gati, 1986). Failure of the individual to do enough of his / her professional development duties such as the lack of attitude, behavior, knowledge and skills for the tasks required by the individual's professional development period makes his / her career decision difficult and leads to his / her inability to make a suitable decision. This type of ambivalence experienced by the individual is called developmental ambivalence. Developmental instability refers to a transient instability due to a specific time or situation (Bacanli, 2008). "Chronic ambivalence": chronic ambivalence is not dependent on a particular time or situation, unlike developmental ambivalence. This type of indecision is based on personality traits and occurs in all decision situations encountered, including a career decision. Chronic ambivalence may come from the fact that one does not find any of the available career choices appropriate to the concept of self (Kuzgun, 2014). Failure to reconcile the wishes of the individual with those around him / her such as inconsistency between the development tendencies of the individual's self-structure and the expectations of his / her parents can lead to negative consequences related to his / her decision-making life. For example, when an individual who is forced to choose a occupation by his parents turns to a occupation he does not want to please them,

this situation will cause him to be anxious and unhappy. This anxiety and unhappiness of the individual can lead to an approach-avoidance conflict and a constant feeling of indecision (Bacanli, 2008).

In addition to the explanations of theorists and researchers regarding career indecision and the reasons for this indecision, some researchers focused on the difficulties in career decision making and conducted studies to identify these difficulties (Amir and Gati, 2006). It is observed that most people experience indecision when faced with school, occupation and career decision making. The results of studies examining career instability in Turkey and abroad support these phenomena (Cakir, 2003). If a person is still unable to finalize his / her decision even though it is time to make his / her career decision, it can be said that he / she is experiencing career indecision. Researchers interested in career indecision states that there are two types of career indecision problems. They refer to these as "developmental ambivalence" and "chronic ambivalence". The roots of chronic ambivalence are associated with a number of negative personality traits that the individual has. It has been found that individuals with chronic ambivalence problems have particularly high levels of anxiety (Bacanli, 2005).

As a matter of fact, the indecision experienced in career decision has an effect on individuals' career choices and the individual can make the wrong career choice because of career indecision. Choice of an occupation is one of the main issues to focus on in planning one's life career. Because if an individual's choice of an occupation is not made in accordance with his or her own life choices, the likely consequences of his or her choice of an occupation in later periods will directly affect the individual's life career and quality. Therefore, it is a very difficult and complicated process for the individual to make a decision that is important enough to directly affect his or her life. The complexity of the career selection process and the need to reconcile the individual's personal characteristics and the characteristics of the occupation make career decision-making generally difficult. The individual who is forced in the decision making process may turn to the wrong occupation.

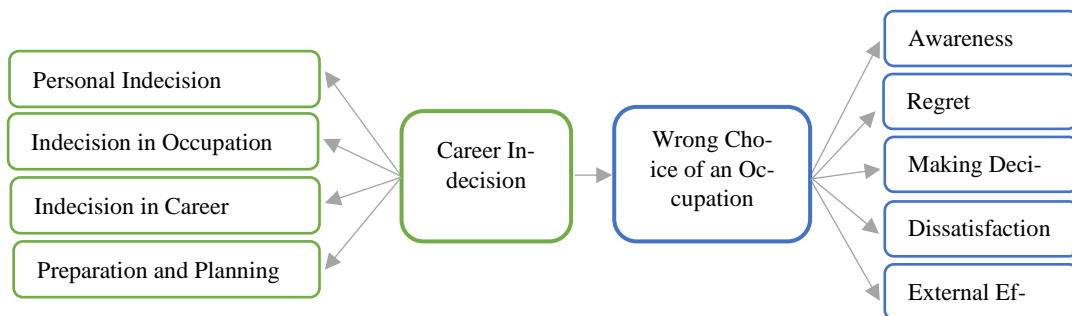
The choice of an occupation is one of the most important choices among the choices made by people. Because the choice of an occupation has a decisive impact not only on one's personal life, but also on their relationship with the environment. In today's society, the status of the person has a large role in the occupation he or she performs. Changes and developments in technology and industry in our age have led to the emergence of new business groups and occupations in societies, which have increased and complicated the choices in business and professional life. In such a fast-growing process, it is of importance how economic life will take shape in tomorrow's world, to what extent globalisation will succeed and to what extent the situation of those who cannot keep up will be determined. Therefore, the choice of an occupation has become more important than ever (Ozsoy, 2003). Therefore, it is important that people can turn to occupations that they can do willingly and eagerly without having a career indecision and thus do not make the wrong choice of an occupation. Because the career indecision experienced by the individual is effective on the wrong choice of an occupation. Career instability has a significant effect on the wrong choice of an occupation. Thus this study aimed to determine the effect of career indecision on the choice of an occupation and accordingly to test the following hypothesis:  $H_a =$  Career indecision has a significant effect on wrong choice of an occupation ( $\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \epsilon$ ,  $p < .05$ ).

## Method

In this section, model and paradigm of research, population and sampling, the writing of items and expert opinion, data analysis are included.

### *Model and paradigm of research*

This research, which aims to determine the effect of career indecision on wrong career choice, was carried out as a mixed method research involving quantitative and qualitative research approaches. Mixed method research is an alternative approach to achieving the goals of “depth and detail” where quantitative research is weak and “generalization and estimation” where qualitative research is weak (Clark and Ivankova, 2018; Teddlie and Tashakkori, 2003). In the study, the exploratory sequential design was used in which mixed research patterns, quantitative and qualitative data were collected at different times, followed by findings from first qualitative data and then analysis of quantitative data. The contribution of qualitative and quantitative data to the research was ensured to be equal. The research was also conducted with a descriptive survey model from quantitative research methods. descriptive survey is a study in which the characteristics and attitudes of the subjects included in the research are determined in order to make a general opinion about a population that contains many characteristics. Firstly, relying on subjectivist standpoint, interpretive paradigm was applied to support the first phase of qualitative research and functionalist paradigm, depending on objectivist approach tending to be realist, positivist, determinist and nomothetic (Gunbayi & Sorm, 2018) was used to for the quantitative phase. The theoretical model of the research prepared in this direction is given in Figure 1.



**Figure 1.** Fictionalized theoretical model of research

### **Population and Sampling**

Research and study population, located in the center of Konya Karatay, Meram and Selçuklu districts of public schools consisted of teachers. According to the 2018-2019 data from the strategy development unit of Konya Provincial Directorate of National Education, the number of teachers employed in Karatay district was determined as  $\alpha=3704$ , the number of teachers employed in Meram district  $\alpha=3950$  the number of teachers employed in Seljuq district  $\alpha=7669$ . The total number of teachers of these three districts mentioned is  $\alpha=15,323$ . Sample size was determined at 95% confidence level based on descriptive survey model, exploratory Accordingly, it was determined that minimum  $n=375$  subjects should be reached by calculating the sample size formula of the current study population. The sample size reached is divided into layers with the technique of stratified sampling thus randomly.  $N=91$  in Karatay District  $N=97$  in Meram district and  $N = 187$  in Seljuq district were sampled. A simple random sampling technique in which the teachers were given an equal chance to select each sample was used. As a result of the survey,  $n=397$  valid survey forms were obtained from the teachers. 51.1% ( $n=203$ ) of the teachers involved were male and 48.9% ( $n=194$ ) were female. As for age, 25.2% ( $n=100$ ) 25-30 years, 25.9% ( $N=103$ ) 31-40 years 24.9% ( $N=99$ ) 41-50 years 23.9% ( $N=95$ ) were 51 years of age and older. Professional seniority distributions 22.2% ( $n=88$ ) 1-5 years, 18.6% ( $n=74$ ) 6-10 years, 20.9% ( $n=83$ ) 11-15 years 18.6% ( $n=74$ ) 16-20 years 19.6% ( $n=78$ ) 21 years and over. 53.7% ( $n=213$ ) of the teachers who participated in the study chose their occupation intentionally, while 46.3% ( $n=184$ ) chose their occupation unintentionally.

### ***Developing survey items and getting expert reviews: Phase I***

For collecting and analysing the qualitative phase of the study, fifteen teachers from various branches were interviewed using semi-structured interview data collection tool (Creswell, 2003; Robson, 2002; Yin, 2017) commonly used in qualitative research before developing scale items. These interviews were conducted in the form of conversation-style interviews. Prior questions were not determined, the interaction between career indecision and the wrong choice of an occupation was maintained in a natural flow. Interviews with teachers were recorded and subjected to descriptive and content analyses of qualitative data analysis types. Thirty-nine scale items on career indecision and twenty-eight on wrong choice of career were developed and written by descriptive analysis. It was also confirmed that the items written be supported by literature. Concepts and relationships that can explain the data collected were reached by content analysis. In addition, main themes were identified in each section by coding transcripts thematically. These main themes for career indecision scale items were personal indecision, professional indecision, career indecision and preparation and planning; for wrong choice of an occupation scale items; awareness, regret, decision making, dissatisfaction, external effects. Later, expert reviews were got from the faculty members of Akdeniz University, Department of Educational Sciences. As a result of the expert reviews received, the scale items were revised and reorganized. The items were written in the form of Likert scale which consists of five scales "1-strongly disagree, 2-disagree, 3 - No Idea, 4 - agree 5- strongly agree.

### ***Analyzing data: Phase II***

The scales were developed upon the qualitative findings as instrument for collecting empirical quantitative data. Thus, exploratory and confirmatory factor analyses were conducted for the data collected in the study. Exploratory Factor Analysis is analysis to identify the underlying relationships between measured variables. Confirmatory Factor Analysis is an attempt to test the accuracy of a relationship previously determined by the researcher (Morgan, Leech, Gloeckner & Barret, 2011). Reliability is required for measurements of each data set. Reliability refers to the consistency of questions on a test or scale, and to what extent the scale used reflects the relevant problem.

### **Findings**

This section contains exploratory and confirmatory factor analysis findings and reliability analysis findings and internal comments on the scales of career indecision and wrong career choice.

#### ***Career indecision scale exploratory factor analysis and reliability analysis***

The results of exploratory factor analysis (EFA) and reliability analysis related to the career indecision scale are shown in Table 1.

**Table 1.**

*Exploratory factor analysis (EFA) and reliability analysis of career indecision scale*

Item Number	Preparation and Planning	Indecision in Career	Indecision in Occupation	Personal Indecision
Item Number 5	,902			
Item Number 15	,865			
Item Number 18	,931			
Item Number 20	,898			
Item Number 25	,934			
Item Number 30	,909			
Item Number 37	,828			
Item Number 4		,777		



Item Number 10	,804
Item Number 12	,797
Item Number 13	,813
Item Number 22	,744
Item Number 24	,605
Item Number 26	,779

Table 1 Continue

Item Number	Preparation and Planning	Indecision in Career	Indecision in Occupation	Personal Indecision
Item Number 34		,799		
Item Number 9			,732	
Item Number 14			,685	
Item Number 27			,647	
Item Number 31			,827	
Item Number 32			,662	
Item Number 33			,750	
Item Number 38			,650	
Item Number 2				,708
Item Number 7				,676
Item Number 17				,782
Item Number 29				,714
Item Number 39				,671
Eigen Values	9,276	4,663	2,476	1,685
Variance Explained %	21,960	19,624	14,386	11,071
Total Variance Explained %		67,040		
Cronbach Alfa of Factors ( $\alpha$ )	,967	,927	,856	,814
Cronbach Alfa of Scale( $\alpha$ )		,923		

In order to measure career indecision, a 39-item scale was developed to measure career indecision in terms of personal indecision, indecision in occupation indecision, indecision in career, preparation and planning as a result of qualitative data collected via interviews with teachers. In order to determine the structural validity of the developed scale, EFA was applied using basic components analysis and Varimax axis rotation technique. As a result of the EFA, the Kaiser-Meyer-Olkin (KMO) sample qualification value was found to be 911, indicating sample size was appropriately large. The Bartlett globality test was significant [ $X^2$  (741)=10398.766,  $p<.0001$ ], suggesting correlations were substantially enough to justify factor analysis. In EFA, factors were formed with eigenvalues greater than 1. As a result of the EFA analysis, an eight-factor result was obtained. The variances explained by the factors were taken into account and the four-factor structure yielded to be more suitable. In this context, it was decided to remove items 1, 3, 6, 8, 11, 16, 19, 21, 23, 28, 35 and 36. Finally, after performing a series of factor analyses for the scale refinement, the 27-item scale was formed in four-factors, explaining 67,040% of the total variance of factors and factor loads of items. Finally a four factor solution with data based on the items of career indecision emerged as the best solution. The EFA results on this 27-item scale for ITEMS and their loads in factors of items are shown in Table 1.

### ***Wrong choice of an occupation scale exploratory factor analysis and reliability analysis***

The results of exploratory factor analysis and reliability analysis related to the scale of wrong choice of an occupation are shown in Table 2.

Table 2.

*Results of EFA and reliability analysis of wrong choice of an occupation scale*

Item Number	Awareness	Regret	Making Decision	Dissatisfaction	External Effects
Item Number 1	,897				
Item Number 2	,920				
Item Number 4	,777				

Table 2 Continue

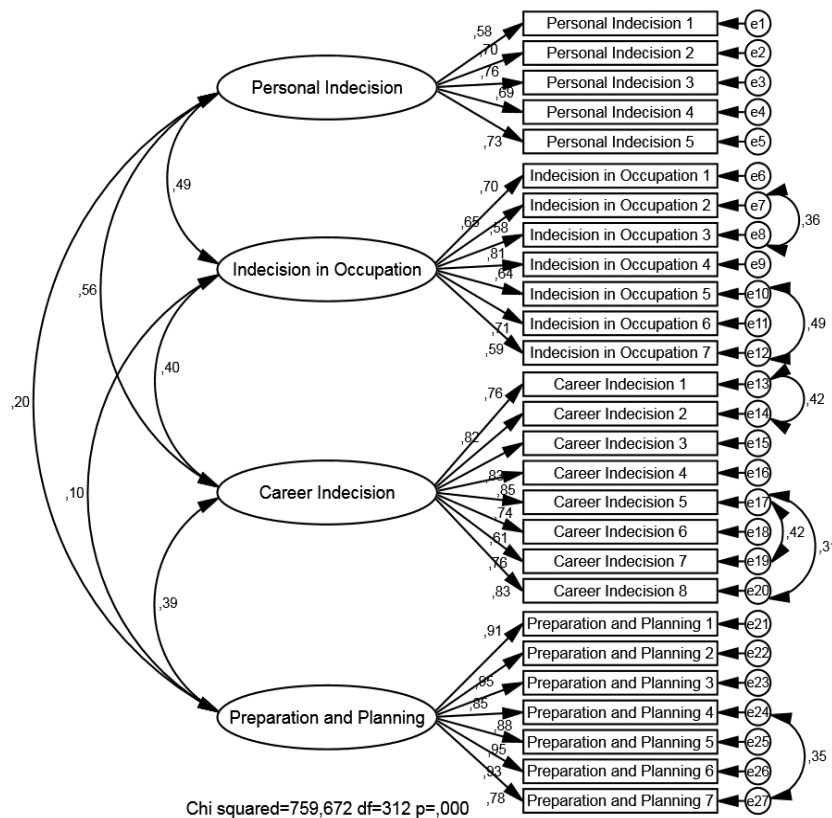
Item Number	Awareness	Regret	Making Decision	Dissatisfaction	External Effects
Item Number 6	,590				
Item Number 15	,853				
Item Number 3		,579			
Item Number 16		,745			
Item Number 21		,766			
Item Number 12		,792			
Item Number 23		,615			
Item Number 5			,558		
Item Number 10			,725		
Item Number 11			,828		
Item Number 13			,773		
Item Number 14			,613		
Item Number 8				,722	
Item Number 17				,740	
Item Number 19				,813	
Item Number 28				,686	
Item Number 7					,778
Item Number 12					,780
Item Number 18					,766
Item Number 24					,667
Eigen Values	5,229	2,864	2,148	1,828	1,660
Variance Explained %	15,076	11,890	11,811	10,498	10,414
Total Variance Explained %			59,688		
Cronbach Alfa of Factors ( $\alpha$ )	,883	,779	,772	,764	,762
Cronbach Alfa of Scale( $\alpha$ )			,840		

In order to measure the wrong choice of an occupation, a 28-item scale was developed under the main themes of awareness, regret, making decision, dissatisfaction, external effects as a result of qualitative data collected via interviews with teachers. In order to determine the structural validity of the developed scale, EFA was applied using basic components analysis and Varimax axis rotation technique. As a result of the EFA, the Kaiser-Meyer-Olkin (KMO) sample qualification value was found to be 803 indicating sample size was appropriately large. The Bartlett globality test was significant [ $X^2 (378) = 3968.337, p < .0001$ ] suggesting correlations were substantially enough to justify factor analysis. In EFA, factors were formed with eigenvalues greater than 1. The variances explained by the factors were taken into account and the five-factor structure yielded to be more suitable. In this context, it was decided to remove items 9, 20, 25, 26 and 27. Finally, after performing a series of factor analyses for the scale refinement, the 23-item scale was formed in five-factors, explaining 59,688% of the total variance of factors and factor loads of items. Finally a five factor solution with data based on the items of wrong choice of an occupation emerged as the best solution. The EFA results on this 27-item scale for items and their loads in factors of items are shown in Table 2.



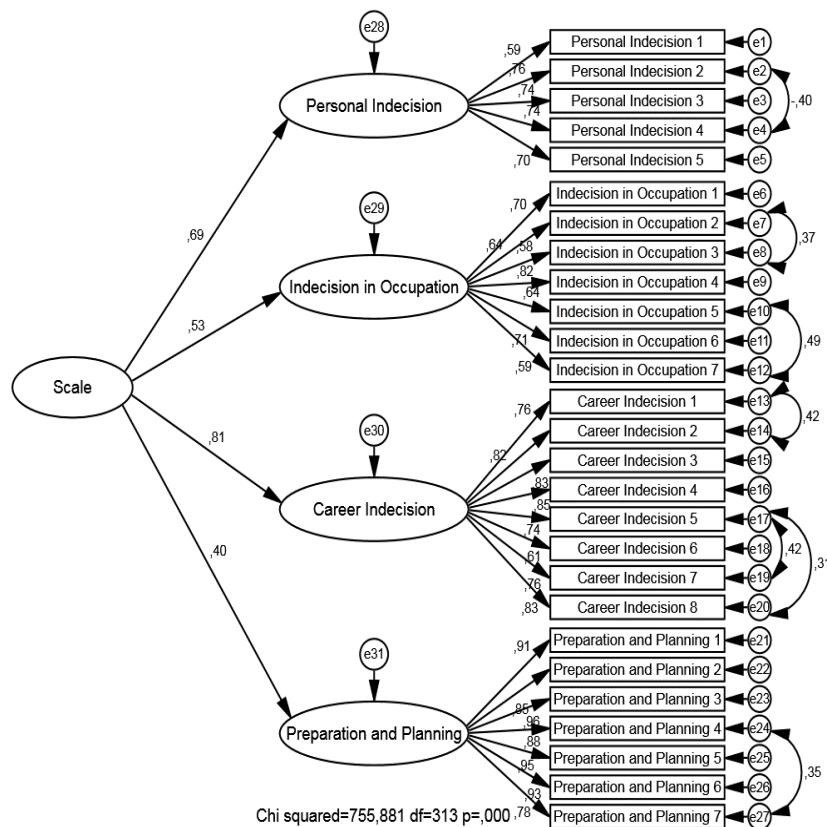
### Career indecision scale confirmatory factor analysis

The results of the first and second level multifactor model confirmatory factor analysis on the career indecision scale are shown in Figure 2 and Figure 3.



**Figure 2.** Career indecision scale first level multi factor (latent variable) model

As a result of the analysis, the first level multi-factor structure tested to determine whether the model was confirmed by data in Figure 2 were examined, model goodness of fit CMIN / df (2,435), CFI (, 945) GFI (, 875) SRMR (, 072) RMSEA (, 060) indicated that the model was acceptable (Hu and Bentler, 1998; Bentler & Bonet, 1980). In the first level multifactorial model where the observed variables in Figure 2 were grouped under more than one implicit variable for the scale tried to be found, the factor load values ranged between .58 and .76 in the personal indecision latent variable, .58 and .81 in the Indecision in occupation latent variable, .61 to .85. in indecision in career latent variable, .78 to .95 Preparation and Planning latent variable. These values showed that the scale had high factor load values under four latent variables. The second level confirmatory factor model was shown in Figure 3 for career indecision scale.

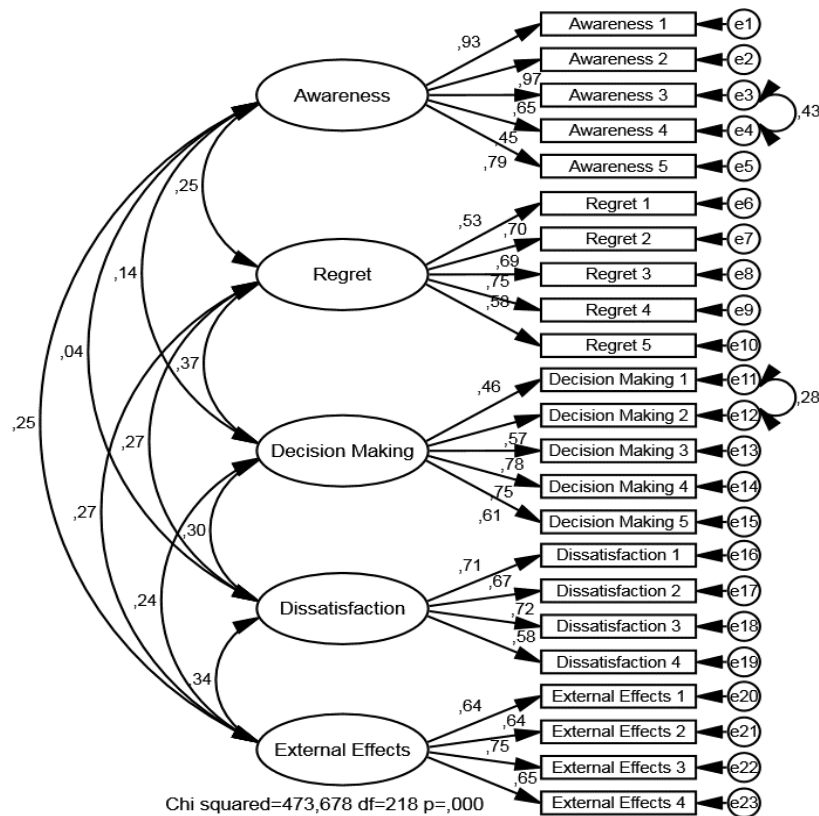


**Figure 3.** Career indecision scale second level multifactorial (latent variable) model

As a result of the analysis, the second level multi-factor structure tested to determine whether the model was validated with data in Figure 3 were examined and model goodness of fit values, CMIN / df (2,415), CFI (, 946) GFI (, 875) SRMR (, 088) RMSEA (, 060) indicated that the model was acceptable (Hu and Bentler, 1998; Bentler & Bonet, 1980). In the second level multi-factor model where the observed variables in Figure 3 are collected under more than one implicit variable for the scale tried to be found, the factor load values ranged between .59 and .76 in personal Indecision latent variable, .58 and .82 in indecision in occupation latent variable. .61 and .85 in indecision in career the preparation and .85 to .95 preparation and planning latent variable. These values showed that the scale had high factor load values. When the first and second level confirmatory factor analysis results were taken together, it was seen that the latent variables constituting the observed variables at the first level had high factor load values around the four latent variables, and the latent variables constituting the observed variables at the second level formed the career indecision scale under four latent variables. When data in Table 1 EFA, reliability analysis results, Figure 2 and Figure 3 were evaluated together, it was seen that the construct validity and reliability of the career indecision scale were obtained and this structure was confirmed.

### **Confirmatory factor analysis for wrong choice of an occupation scale**

The results of the first and second level multifactor model confirmatory factor analysis wrong choice of an occupation scale are shown in Figure 4 and Figure 5.



**Figure 4.** Wrong choice of an occupation scale first level multifactorial (covariate variable) model

As a result of the analysis, the first level multi-factor structure tested to determine whether the model was confirmed by data in Figure 4 were examined, model goodness of fit CMIN / df (2,173), CFI (.928) GFI (.904) SRMR (.036) RMSEA (.054) indicated that the model was acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). In the first level multifactorial model where the observed variables in Figure 4 were grouped under more than one implicit variable for the scale tried to be found, the factor load values ranged between .45 and .93 in awareness latent variable .53 and .75 regret latent variable. .46 and .75 in decision making, .58 and .72 in dissatisfaction latent variable and .64 ile .75 in environmental effects. These values indicate that the scale had high factor load values under five latent variables. The second level confirmatory factor model is shown in Figure 5 for wrong choice of an occupation scale.



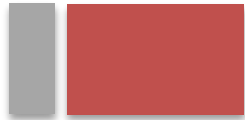
**Figure 5.** Wrong choice of an occupation scale second level multi factor (covariate variable) model

As a result of the analysis, the second level multi-factor structure tested to determine whether the model was verified with data in Figure 5 were examined, CMIN / df (2,203), CFI (, 924) GFI (, 901) SRMR (, 040) RMSEA (, 055) indicated that the model was acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). In the second level multi-factor model in which the observed variables in Figure 5 were collected under more than one implicit variable for the scale tried to be found, the factor load values ranged between .45 and .97 in the awareness latent variable variable .53 and .75 in regret. .46 and .78 in decision making, .58 and .72 in dissatisfaction latent variable and .63 and .75 in external effects latent variable. These values indicated that the scale had high factor load values. When the first and second level confirmatory factor analysis results were taken together; It was seen that latent variables that made up the observed variables in the first level had high factor load values under the five latent variables, and the latent variables that made up the observed variables in the second level constituted wrong choice of an occupation scale under five latent variables. When data in Table 2 EFA, reliability analysis results, in Figure 4 and Figure 5 were evaluated together, it was seen that the structure validity and reliability of the wrong occupation selection scale was obtained and this structure was confirmed.

### ***The effect of career indecision on wrong career choice***

The results of path analysis with implicit variables related to the effect of career indecision on wrong choice of an occupation are shown in Table 3 and Figure 6.

In order to determine whether the model was verified with data, it was observed that the compliance goodness values such as CMIN/DF (2,706), CFI (,841) GFI (,764) SRMR (,100) RMSEA (,066) were not within acceptable limits. Therefore, modifications were carried out on the model. As a result of the modification procedures, goodness of fit values such as CFI (, 964) GFI (, 857) SRMR (, 065) RMSEA (,



052) indicated that they were acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). The results of the path coefficients analysis are shown in Table 3.

**Table 3.**

*Model path coefficients analysis results*

Yol	Standardized $\beta$	Standart Error	t	p
Career Indecision → Personal Indecision	+ .72	.132	5.454	.000*
Career Indecision → Indecision in Occupation	+ .59	.104	7.063	.000*
Career Indecision → Indecision in Career	+ .80	.250	7.914	.000*
Career Indecision → Preparation and Planning	+ .39	.104	3.750	.000*
Wrong Choice of an Occupation → Awareness	+ .36	.109	3.302	.000*
Wrong Choice of an Occupation → Regret	+ .58	.202	2.871	.000*
Wrong Choice of an Occupation → Decision Making	+ .62	.180	3.444	.000*
Wrong Choice of an Occupation → Dissatisfaction	+ .32	.097	3.298	.000*
Wrong Choice of an Occupation → External Effects	+ .51	.226	2.256	.000*
Career Indecision → Wrong Choice of an occupation	+ .26	.061	4.262	.000*

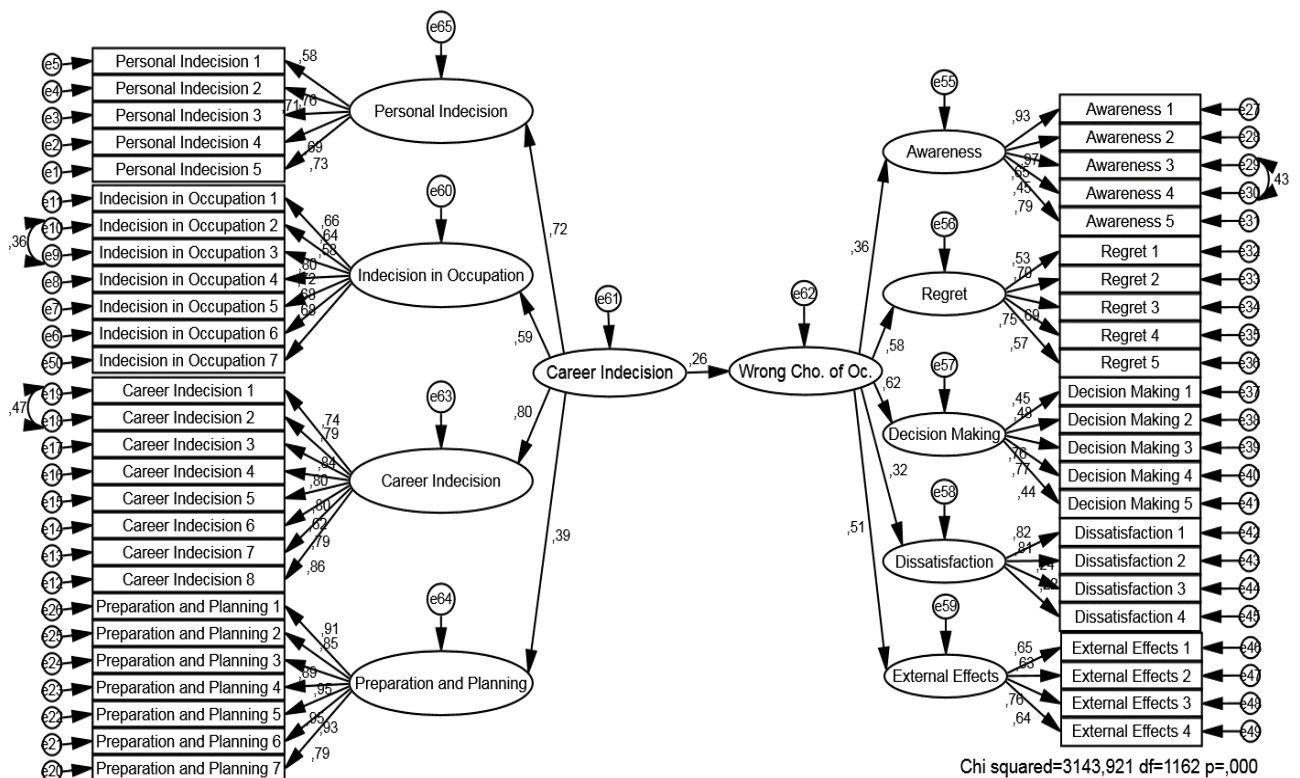
\*p<0.05

According to Path Coefficients Analysis Results, while the variable career indecision significantly affected personal indecision variable [ $\beta=.72$ ,  $p < 0.05$ ] occupation indecision variable [ $\beta=.59$ ,  $p<0.05$ ], indecision in career [ $\beta=.80$ ,  $p < 0.05$ ] and preparation and planning variable [ $\beta=.39$ ,  $p < 0.05$ ], the variable wrong choice of an occupation significantly affected the awareness variable [ $\beta=.36$ ,  $p<0.05$ ], regret variable [ $\beta=.58$ ,  $p < 0.05$ ], decision making variable [ $\beta=.62$ ,  $p < 0.05$ ], dissatisfaction variable [ $\beta=.32$ ,  $p < 0.05$ ] and external effects variable [ $\beta=.51$ ,  $p < 0.05$ ]. On the other hand, inconsisted with the aim of the study, it was found that career indecision significantltly affected wrong choice of an occupation [ $\beta=.26$ , $p<0.05$ ].

In the light of these findings, the zero (null) hypothesis was rejected and the alternative hypothesis was accepted as follows:

H null = career instability had no significant effect on the wrong choice of an occupation ( $\hat{Y}=b_0+b_1X_1+b_2X_2+b_3X_3+b_4X_4+\epsilon$ ,  $p>05$ ).

Ha= career instability had a significant effect on the wrong choice of an occupation ( $\hat{Y}=b_0+b_1X_1+b_2X_2+b_3X_3+b_4X_4+\epsilon$ ,  $p<,05$ ).



**Figure 6.** Hidden Variable Multifactor Model Path Analysis

## Conclusion and Discussion

This research, which aimed to determine the effect of career indecision on the choice of an occupation was carried out as mixed method research which includes quantitative and qualitative research approaches.

In the qualitative part of the research, scale items were identified by interviewing with fifteen teachers, who were selected via purposive sampling method and convenient sampling technique. Scale items were written by analyzing qualitative data with thematic and descriptive analysis. In quantitative strand of the research, the research sampling was selected from the teachers working in official schools in Karatay, Meram and Selçuklu districts located in the center of Konya province. According to 2018-2019 data, Karatay  $\alpha=3704$  Meram  $\alpha=3950$  Selçuklu  $\alpha=7669$  total  $\alpha=15,323$  teachers were identified. With the sample size formula, it was determined that minimum  $n=375$  teachers should be reached by calculating the number of teachers in the population. The sample size reached was determined by stratified sampling technique.  $N=91$  in Karatay district  $N=97$  in Meram district and  $N=187$  in Selçuklu district were taken from a sample of teachers. The determined teachers were also tried to reach out with simple random sampling techniques in which equal chances were given for selecting each sample randomly. As a result of the survey studies,  $n=397$  valid survey forms were obtained from the teachers. For the written scale items, the expert judgments were taken from the faculty members of Akdeniz University Faculty of Education. In accordance with the expert judgments, a pilot implementation was initiated.

Reliability analysis for the scale of wrong choice of an occupation were for scale-wide  $\alpha=.923$ , for sub-factors of Preparation and planning  $\alpha=.967$  indecision in career  $\alpha=.927$  indecision in occupation  $\alpha=.856$



and personal indecision  $\alpha=.814$ . Additionally, Reliability analysis for the scale of career indecision results were for scale-wide  $\alpha=.840$ . for sub- factors of awareness  $\alpha=.883$ , regret  $\alpha=.779$ , decision making  $\alpha=.772$ , dissatisfaction  $\alpha=.764$  and external effects  $\alpha=.762$ . These values have shown that the overall and sub-dimensions of the scales had high reliability (Christensen, Johnson and Turner, 2015).

EFA and CFA for both career indecision scale and wrong choice of an occupation. For career indecision scale in EFA analysis a four factor solution with data based on the items of career indecision emerged as the best solution as seen in Table 1. For wrong choice of an occupation scale in EFA analysis a five factor solution with data based on the items emerged as the best solution in Table 2.

After exploratory factor analysis (EFA), the first level multifactor confirmatory factor analysis of the four dimensions was conducted for career indecision scale. When the first-level EFA results given in Figure 2 were examined, goodness of fit values such as CMIN / df (2,435), CFI (, 945) GFI (, 875) SRMR (, 072) RMSEA (, 060) indicated that the model was acceptable (Hu and Bentler, 1998; Bentler & Bonet, 1980). The factor load values of the first level model were also high. A second-level multifactor confirmatory factor analysis was then performed to form career indecision scale. When the second level CFA results given in Figure 3 were examined, goodness fit values CMIN / df (2,415), CFI (, 946) GFI (, 875) SRMR (, 088) RMSEA (, 060) indicated that the model was acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). Accordingly, the factor load values of the second level model were also high.

After exploratory factor analysis (EFA), the first level multifactor confirmatory factor analysis of the five dimensions was conducted. When the first-level EFA results given in Figure 4 were examined, goodness of fit values such as CMIN/df (2,173), CFI (,928) GFI (,904) SRMR (,036) RMSEA (,054) indicated that the model was acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). The factor load values of the first level model were also high. A second-level multifactor confirmatory factor analysis was then performed to form wrong choice of an occupation scale. When the second level CFA results given in Figure 5 were examined, goodness fit values CMIN/DF (2,203), CFI (,924) GFI (,901) SRMR (,040) RMSEA (,055) indicated that the model was acceptable (Hu & Bentler, 1998; Bentler & Bonet, 1980). Accordingly, the factor load values of the second level model were also high.

The effect of career indecision on wrong choice of an occupation verified with EFA, CFA, reliability analysis and related literature was tested with path analysis. When examining model goodness of fit values such as CMIN/DF (2,706), CFI (, 964) GFI (, 857) SRMR (, 065) RMSEA (, 052) indicated that they were acceptable. When the significance of the standardized path coefficients was examined, it was concluded that career indecision had a significant effect on the wrong choice of an occupation 26% [ $\beta=.26, p<0.05$ ]. Thus consisted with the studies done so far (Daniels, Stewart, Stupnisky, Perry & Verso, 2011; Vignoli, 2015; Gianakos, 1999; Sax, 1194). Hypothesis  $H_a$ = career indecision had a significant effect on the wrong choice of an occupation ( $\hat{Y}=b_0+b_1X_1+b_2X_2+b_3X_3+b_4X_4+\epsilon$ ,  $p<.05$ ) was confirmed.

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## Appendix

### Appendix I. Questionnaires of career indecision and wrong choice of an occupation

Dear Teachers;

This research aims to investigate the effect of career indecision on wrong choice of an occupation. The data obtained through the survey will be used for scientific purposes and all personal information will be kept confidential under the terms of the Privacy Policy. It is important that you answer all questions in order to achieve the purpose of the study. The questions are subjected to be marked "1- strongly disagree, 2-disagree, 3- No Idea, 4-agree 5- strongly agree.

Please Mark "X" in the box with the most appropriate answer for you when answering the questions.

Thank you for your interest and contribution.

1. Your age:.....

2. Gender: Male ( ) Female ( )

3. Occupational Seniority :.....

4. Did you choose your occupation willingly? Yes ( ) No ( )

Questionnaires of career indecision	1	2	3	4	5
1. I know how to improve career awareness professionally.					
2. I know the importance of the role that career plays in human life.					
3. I know how to pursue career awareness professionally.					
4. I make my career decision based on the saying that the worst decision is better than indecision.					
5. Increased sense of external focus of control complicates my career decision-making process.					
6. I experience career indecision as I have superior potential in more than one field.					
7. My failures in decision-making have led to my career indecision.					
8. I experience career indecision because my interests and abilities do not become identical.					
9. I do not eagerly go to my work because of my professional career indecision.					
10. I prepare a career action plan to avoid being undecided.					
11. I personally choose the option where I can get result fast so as not to experience career indecision.					
12. I plan all my steps to achieve my goals.					
13. I know how to use the trainings I received during my education life in professional life					
14. People should make their own decisions in the career process					
15. I experience career indecision because of my extreme need for other people's approval.					
16. I do research on options in my career decisions.					
17. I experience career indecision due to difficulties in clarifying my personal preferences.					
18. I am professionally closed to learning about my occupation because of my career indecision.					
19. My anxiety level in making career decisions is quite high.					
20. I make a list of the occupations that suit me as career planning					
21. I do not know exactly what I aim for in my career.					
22. I believe I have chosen a career that suits me as a skill.					
23. In my career decision, I cannot reconcile my own wishes with those of close family members.					
24. I believe I have chosen a close career that appeals to me as self-sufficient.					
25. I know where to gather information so as not to experience indecision in my career.					
26. I can personally assess the degree to which the characteristics of the occupation and my own qualifications are consisted.					
27. I do not know what to do because it is so complicated to decide on a career.					

Questionnaire of wrong choice of an occupation	1	2	3	4	5
1. After choosing an occupation, a change of direction for choosing one another occupation is a difficult thing.					
2. I cannot connect who I am and what I do because of the wrong choice of an occupation					
3. Instead of continuing this choice, I want to pursue a different choice of an occupation.					
4. I cannot find what is right for myself because of my wrong choice of an occupation					
5. I am thinking about making a career change because of the wrong choice of an occupation.					
6. Although I want a career change from my choice of the wrong occupation, I cannot take action.					
7. My decision to choose the wrong occupation has been influenced by the people I have consulted in my assessment of choices.					
8. I cannot be satisfied because of the wrong choice of an occupation.					
9. I cannot determine what I really want to do about my occupation.					
10. My decision on my choice of an occupation is a decision made without consideration					
11. My parents have had an impact on my wrong choice of an occupation.					
12. I learned that every decision has a consequence in my wrong choice of an occupation					
13. I saw that there was no compensation for the decision I made by choosing the wrong occupation.					
14. I made my choice of an occupation in order to guarantee my future.					
15. I wish I was someone with another choice of an occupation.					
16. Psychologically, I cannot establish a satisfactory relationship between my choice of an occupation and myself.					
17. My circle of friends has had a big impact on my choice of wrong occupation					
18. Sociologically, I cannot establish a satisfactory relationship between my choice of an occupation and myself.					
19. I have physical difficulties due to the wrong choice of an occupation					
20. I have mental problems because of the wrong choice of an occupation					
21. My decision to choose the wrong occupation affects not only me but also my family relationships.					
22. The idea that everyone chooses this option made me choose the wrong occupation in my choice					
23. I do not enjoy my occupation because of the wrong choice of an occupation					