






Career Anxiety and Perceptions of School Climate: A Study on Adolescents' Future Plans

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ARTICLE INFO

Article History

Received 01.09.2024

Received in revised form

13.12.2024

Accepted 07.01.2025

Article Type: Research

Article



ABSTRACT

Adolescence marks the beginning of career contemplation and planning for many individuals. During this process, career-related anxiety may arise due to a variety of personal and environmental factors. For high school students, their career plans and anxieties can be shaped by influences from teachers, administrators, and peers. In this sense, this study tried to examine the potential relationship between adolescents' career anxieties and their school climate perceptions. The sample consisted of 628 high school students from Afşin, Kahramanmaraş. Data were collected using the "Personal Information Form," the "Career Anxiety Scale," and the "School Climate Scale." Descriptive analysis was used to investigate participants' career anxieties and school climate perceptions across different variables, while correlation analysis was performed to examine the relationship between these two factors. The findings indicated that the participants experienced moderate levels of career anxiety and school climate perception, with variations observed across different variables. However, the correlation analysis revealed no significant relationship between the participants' career anxieties and their school climate perceptions.

Keywords:

Career, career anxiety, school climate, school, adolescence

1. Introduction

Adolescence marks the period of transition to higher education institutions such as high school or university, during which career choices are made (Yıldırım Kurtuluş et al., 2022). During adolescence, young people experience significant physical, emotional, and social changes (Steinberg, 2013) as part of a complex process in which they adopt different roles in life and make decisions regarding their future and careers (Adams, 2000; Cloutier & Onur, 2019).

Career can be explained as having a profession that a person prefers, progressing in her job, and progressing in a certain field (Sabuncuoğlu, 2011; Uğur, 2008). Planning a career and making life-related decisions are key features of adolescence (Yıldırım Kurtuluş et al., 2022). The journey towards a career often begins in high school, when an interest in specific professions develops, and decisions about university preferences are made. This period also coincides with a phase of indecision and anxiety related to career choices (Göncü Akbaş & Okutan, 2020). According to Erikson (1968), if adolescents successfully complete this phase, during which they shape their career decisions, they will become confident individuals and will be capable of making future plans. Otherwise, they may struggle with decision-making and experience career anxiety.

¹ This study was presented as an oral paper at the International Education Congress held in Diyarbakır on September 18-21, 2024, in collaboration with EDU Publishing and Dicle University.

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Citation: Kuloğlu, A., Özer, M. & Tutuş, F. (2025). Career anxiety and perceptions of school climate: A study on adolescents' future plans. *International Journal of Psychology and Educational Studies*, 12(1), 66-77. <https://dx.doi.org/10.52380/ijpes.2025.12.1.1414>

Anxiety is a process that generally begins in childhood. The influence of family, peers, teachers, or social environments on the child's anxiety can be significant (Gençtan, 1994). Anxiety can be evident in different ways depending on age, developmental stage, and social environment. In other words, there are many factors that can cause anxiety. One of these factors, especially in adolescence, is career anxiety. According to Vignoli (2015), career anxiety arises from indecision and difficulties faced during the career decision-making process. Individuals feel anxious due to the uncertainty they experience when choosing a profession. According to Pizarik et al. (2017), a key factor contributing to career anxiety in adolescents is the lack of sufficient knowledge about professions and career development, combined with the fear of not being able to improve themselves.

Individuals who enroll in university often begin to experience career anxiety related to setting career goals and securing employment. This indicates that career anxiety begins in high school and perseveres through university and beyond (Göncü Akbaş & Okutan, 2020). To cope with this, adolescents need to engage in career planning, become familiar with career fields, and implement their career plans (Aytaç, 2005). For adolescents to successfully carry out their career plans, support from family, the social environment, teachers, and the school climate is essential.

School climate refers to the elements that are unique to a school and distinguish it from others, reflecting the culture specific to that school (Çalık & Kurt, 2010). School climate includes the physical and social environment of the school, which affects the behavior of its members, including administrators, teachers, and students (Cohen et al., 2009). This climate not only relates to the physical and psychological characteristics of the school but also encompasses students' perceptions of the school (Dönmez & Taylı, 2018). This dynamic helps identify the relationship between students and the school climate and the existing shared values (Balci, 2007; Özdemir & Serttaş, 2020). School climate includes the collective perceptions of organizational members regarding trust, solidarity, fairness, freedom, recognition, and innovation. The interactions, communication, values, and cultures among members are key in shaping the school climate. In other words, school climate is one of the intrinsic features that determine the behaviors of the school's members and distinguish it from other schools (Balıkcı, 2023).

School climate also plays a role in determining students' satisfaction with school (Libbey, 2004) and has various impacts, both positive and negative, on all individuals in the school and the school's overall performance (Çalık & Kurt, 2010). A positive school climate helps students achieve academic success (Hoy et al., 1991), fosters good relationships with peers and other school staff, encourages adherence to rules (Blum, 2005), and motivates teachers to strive to cultivate successful individuals (Sweetland & Hoy, 2000). A positive school climate increases students' attachment to school while reducing negative behaviors such as bullying, fighting, and disrespect toward teachers (Hopson & Lee, 2011).

Several studies on school climate have shown a relationship between students' and school staff's sense of belonging (Özdemir et al., 2010), academic achievement (Pehlivan, 2010), and the development of positive perceptions of the school (Sayılır et al., 2024). Therefore, it is important to examine whether there is any relationship between the career anxiety experienced by adolescents, particularly during high school, and their perceptions of the school climate in which they study. Career anxiety is commonly observed during adolescence and is known to influence individuals' career orientation processes (Patton & Creed, 2007). Some studies suggest that a positive school climate can reduce students' future-related anxieties by enhancing their academic motivation and psychological well-being (Eccles & Roeser, 2011). In this context, the present study aims to examine the relationship between adolescents' career anxiety and their perceptions of the school climate. To achieve this, the following research questions were addressed:

- Do adolescents' career anxiety and perceptions of the school climate differ based on various variables such as gender, school type, grade level, and perceived parental attitudes?
- Is there a relationship between adolescents' career anxiety and their perceptions of the school climate?

2. Methodology

2.1. Research Model

In this quantitative study, the career anxieties and school climate perceptions of adolescents were examined using survey model. A survey model is used to collect information by examining a sample group to explain the appearance, attitudes, and characteristics of a population (Creswell, 2012). To determine the relationship

between career anxieties and school climate perceptions, a correlation study was conducted. A correlation study aims to identify the strength and direction of the linear relationship between two variables (Pallant, 2020).

2.2. Research Sample

The population of the study consisted of high school students in Afşin, Kahramanmaraş during the 2023-2024 academic year. The population of the study consisted of 5,000 high school students enrolled in public institutions in Afşin, Kahramanmaraş. Given the difficulty of reaching the entire population, the sample was limited to 628 high school students in Afşin, Kahramanmaraş. The convenience sampling method was used to select the sample due to its proximity, cost-effectiveness, and ease of access for the researcher (Kılıç, 2012).

Table 1. Demographic Information of the Sample Group

		Number(N)	Percentage (%)
Gender	Female	407	64.8
	Male	221	35.2
School	Anatolian High School	322	51.3
	Project High School	306	48.7
Grade	9th	205	32.6
	10th	234	37.3
	11th	189	30.1
Perception of Parental Attitude	Authoritarian	244	38.9
	Democratic	336	53.5
	Indifferent	48	7.6
Total		628	100

The study involved 628 students, comprising 407 female students (64.8%) and 221 male students (35.2%). Two high schools in Afşin were selected: one Anatolian High School (n=322) and one Project High School (n=306), both admitting students from specific percentile ranks considered academically qualified. This selection was based on the assumption that students with certain levels of academic success may have broader future planning perspectives.

The sample included students from 9th grade (n=205), 10th grade (n=234), and 11th grade (n=189). Twelfth-grade students were excluded from the study, considering that their future-related anxiety levels might be more intense due to university entrance exam preparation, which could bias the study's results.

Regarding parental attitude perceptions, 244 students perceived their parents as authoritarian, 336 as democratic, and 48 as indifferent.

2.3. Data Collection Tools and Procedure

Personal Information Form: A personal information form, prepared by the researchers, was administered to the participants. This form included the following variables: gender, school type, grade level, and perceptions of parental attitudes.

Career Anxiety Scale (CAS): The Career Anxiety Scale (CAS), developed by Çetin Gündüz and Nalbantoğlu Yılmaz (2016), consists of two dimensions: "anxiety related to family influence" and "anxiety related to career choice." It includes 14 items. The responses to the scale items are rated on a 5-point Likert scale ranging from "strongly disagree (1)" to "strongly agree (5)." High scores from each dimension indicate higher levels of career anxiety in that dimension. The minimum score that can be obtained from the CAS is 14, and the maximum is 70. Reliability analysis for the scale found the Cronbach's Alpha value to be .797 for the career choice-related anxiety dimension and .742 for the family influence-related anxiety dimension, indicating that the scale is reliable. In this study, the reliability of the scale was calculated as Cronbach's Alpha internal consistency coefficient of .89, confirming its reliability.

School Climate Scale (SCS): The School Climate Scale was developed by Çalık and Kurt (2010). The scale consists of three sub-dimensions ("supportive teacher behaviors," "achievement orientation and safe learning environment," and "positive peer interaction") and 22 items. The items on the SCS are rated on a 5-point Likert scale. The Cronbach's Alpha coefficients for the scale were .79 for the first sub-dimension, .77 for the second

sub-dimension, .85 for the third sub-dimension, and .81 for the entire scale (Çalık & Kurt, 2010). The minimum score that can be obtained from the SCS is 22, and the maximum is 110. In this study, Cronbach's Alpha was calculated as .76, confirming its reliability.

2.4. Data Analysis

The data were collected through forms containing demographic information and relevant scales prepared by the researchers, distributed in person. A total of 750 responses were obtained. After excluding 122 incomplete responses, analyses were conducted with 628 valid data points. The data were analyzed using the "SPSS 22" software. The reliability and normality values of the scales were calculated.

Table 2. *Skewness and Kurtosis Coefficients of the Variables Used in the Study*

Variable	Skewness				Kurtosis	
	M	Sd	Value	Std. Er.	Value	Std. Er.
Career Anxiety Scale	37.86	11.97	.035	,098	-.372	,195
School Climate Scale	65.58	11.75	-.367	,098	.098	,195

As shown in Table 2, the skewness and kurtosis values for the Career Anxiety Scale ranged from .035 to -.372, while those for the School Climate Scale range from -.367 to .098. According to Tabachnick and Fidell (2013), skewness and kurtosis values should be between +1.5 and -1.5 for data to be considered normally distributed. Based on these values, both scales demonstrated normality.

Table 2 indicated that adolescents' career anxiety ($X=37.86$) and school climate perceptions ($X=65.58$) were at a moderate level. To examine significant differences between variables, a t-test was conducted for a two-group category, and a one-way analysis of variance (ANOVA) was applied for variables with more than two categories. If a significant difference was found, the LSD test was used to compare the means and identify the source of the difference. To analyze the relationship between career anxieties and their perceptions of the school climate, the Pearson Product-Moment Correlation Coefficient (r) analysis was applied. It is used to determine the level of linear relationship between two continuous variables. The correlation coefficient ranges from -1 to +1, where -1 indicates a negative linear relationship, +1 indicates a positive linear relationship, and 0 indicates no relationship between the two variables (Köklü, Büyüköztürk, & Çokluk, 2018).

2.5. Ethical

Ethics committee permission for this study was obtained from Firat University Social Sciences And Humanities Research Ethics Committee Social And Humanities Research Ethics Committee with the decision dated 12.07.2024 and numbered 2024/14

3. Findings

The participants' career anxiety and school climate perceptions were examined based on the gender, and the findings are shown in Table 4.

Table 3. *Career Anxiety and School Climate Perceptions by Gender*

	Gender	N	M	Sd	t	p	η^2
Career Anxiety Scale	Female	407	38.5	11.6	3.026	.03*	0.21
	Male	221	35.9	12.3			
School Climate Scale	Female	407	65.3	11.2	-.567	.57	-
	Male	221	65.9	12.5			

* $p < .05$

The analysis of career anxiety based on gender revealed a significant difference. It was observed that female participants had higher career anxiety compared to male participants ($t(626)=3.026$; $p=.03 < .05$). Based on the effect size, career anxieties showed a low-level significant difference by gender ($\eta^2=0.21$). However, no significant difference was found in school climate perceptions based on gender ($t(626)=-0.567$; $p=.57 > .05$). The participants' career anxiety and school climate perceptions were examined based on the school type, and the findings are shown in Table 4.

Table 4. Career Anxiety and School Climate Perceptions by School Type

	School	N	M	Sd	t	p	η ²
Career Anxiety Scale	Anatolian	322	37.2	11.8	-1.377	.16	-
	Project	306	38.5	12.0			
School Climate Scale	Anatolian	322	67.0	10.6	3.236	.00*	0.25
	Project	306	64.0	12.6			

*p<.05

As shown in Table 4, no significant difference was found in career anxiety based on school type ($t(626)=-1.377$; $p=.16 > .05$). However, a significant difference was found in school climate perceptions based on school type, with the difference favoring Anatolian High School students ($t(626)=3.236$; $p=.00 < .05$). According to the effect size value, a low-level significant difference ($\eta^2=0.25$) was observed in school climate perceptions between the Anatolian High School and the Project High School. The participants' career anxiety and school climate perceptions were examined based on the grade level variable, and the findings are shown in Table 5.

Table 5. Career Anxiety and School Climate Perceptions by Grade Level

	Grade	N	M	Sd		Sum of Squares	df	Mean Square	F	p	Difference (LSD)	η ²
Career Anxiety	9th (1)	205	37.1	12.0	Between Groups	193.1	2	96.57	.672	.511		-
	10th (2)	234	37.9	11.7	Within Groups	89780.3	625	143.6				
	11th (3)	189	38.5	12.2	Total	89973.4	627					
	Total	628	37.8	11.9								
School Climate	9 th(1)	205	69.1	12.2	Between Groups	3943.7	2	1971.8	14.90	.00*	1>2	0.04
	10 th (2)	234	63.5	11.3	Within Groups	82660.7	625	132.2			1>3	
	11 th (3)	189	64.1	10.8	Total	86604.5	627					
	Total	628	65.5	11.7								

*p<.05

No significant difference was found in career anxiety based on the grade level ($F(2,625)=0.672$; $p=0.511 > 0.05$). However, a significant difference was found in school climate perceptions based on grade level ($F(2,625)=14.90$; $p=0.00 < 0.05$). Based on the effect size, school climate perceptions showed a low-level significant difference by grade level ($\eta^2=0.04$). The findings showed that 9th graders had higher school climate perception scores compared to 10th and 11th graders. The participants' career anxiety and school climate perceptions were examined based on their perceptions of parental attitudes, and the findings are shown in Table 6.

Table 6. Career Anxiety and School Climate Perceptions by Perceptions of Parental Attitudes

	Perception of Parental Attitude	N	M	Sd		Sum of Squares	sd	Mean Squares	F	P	Different (LSD)	η ²
Career Anxiety	Authoritarian(1)	244	39.6	12.0	Between Groups	3466.2	2	1733.1	12.52	.00*		
	Democratic (2)	336	35.8	11.2	Within Groups	86507.2	625	138.4			1>2	.039
	Indifferent (3)	48	43.0	13.4	Total	89973.4	627				3>2	
	Total	628	37.8	11.9								
School Climate	Authoritarian(1)	244	64.9	11.5	Between Groups	1097.1	2	548.5	4.010	.01*		
	Democratic (2)	336	66.5	11.6	Within Groups	85507.3	625	136.8			2>3	0.013
	Indifferent (3)	48	61.8	13.1	Total	86604.5	627					
	Total	628	65.5	11.7								

A significant difference was found in participants' career anxiety based on their perceptions of parental attitudes ($F(2,625)=12.52$; $p=0.00<0.05$). Examining the effect size reveals that perceptions of parental attitudes had a small but significant impact on career anxieties ($\eta^2=0.03$). Adolescents with authoritarian and indifferent perceptions of parental attitudes exhibited higher career anxiety than those with democratic parental attitudes.

In addition, a significant difference was found in school climate perceptions based on parental attitude perceptions ($F(2,625)=4.010$; $p=0.01 < 0.05$). The effect size analysis indicated that perceptions of parental attitudes had a very small but significant impact on school climate perceptions ($\eta^2=0.013$). Adolescents with democratic parental attitudes had higher school climate perceptions compared to those with indifferent parental attitudes.

A correlation analysis was conducted to examine the relationship between career anxiety and school climate perceptions. The results are shown in Table 7.

Table 7. Correlation Analysis of the Relationship Between Career Anxiety and School Climate Perceptions

	1	1a	1b	2	2a	2b	2c
1-Career Anxiety	1						
1a-Family Influence-Related Anxiety	.722**	1					
1b-Career Choice-Related Anxiety	.925**	.406**	1				
2- School Climate Scale	.051	.017	.059	1			
2a- Supportive Teacher Behaviors	-.103*	-.094*	-.084*	.773**	1		
2b- Achievement Orientation	-.035	-.100*	.009	.684**	.526**	1	
2c- Safe Learning Environment	.223**	.185**	.192**	.620**	.048	.140**	1

** $p<.01$; * $p<.05$

No significant relationship was found between the participants' career anxiety and their overall school climate perception scores ($r=0.051$; $p > 0.05$). However, a low positive and significant relationship was found between the safe learning environment and career anxiety ($r=0.223$; $p < 0.01$). Furthermore, there was a low positive and significant relationship between the safe learning environment and family influence-related anxiety ($r=0.185$; $p < 0.05$) and career choice-related anxiety ($r=0.192$; $p < 0.05$). A negative and low significant relationship was found between supportive teacher behaviors and career anxiety ($r=-0.103$; $p < 0.05$).

4. Discussion and Conclusion

This study was conducted to examine the relationship between career anxiety and school climate in adolescents. In this section, the findings are presented and discussed based on the existing literature. In the study, first, the participants career anxieties were examined based on gender, and a significant difference was found in favor of female participants. This finding aligns with studies suggesting that women may experience greater anxiety when making career-related decisions due to societal expectations, stereotypes, and perceived barriers in certain professions (Landaud et al., 2020). Similarly, Akkoç (2009), Daniels et al. (2011), Göncü Akbaş (2019), Gürgan and Beler (2021), Karakuzu (2024), Kayadibi (2019), Nguyen et al. (2024), and Şama (2020) reported that women's career anxiety is higher compared to men. Göncü Akbaş (2019) attributed this to the social roles assigned to women in Turkish society, which contribute to their career anxiety. Karakuzu (2024) pointed out that women's employment opportunities are not as abundant as men's, while Corell (2001) emphasized that men have more job opportunities in certain sectors. In addition, societal expectations (Gorman, 2005) and the lack of female role models (Coogan & Chen, 2007) were shown to increase career anxiety among female students. In many societies, the responsibilities of motherhood and homemaking assigned to women can be seen as contributing factors to girls' anxiety about achieving their career goals.

Second, there was no significant difference in the participants' career anxiety based on the type of school they attend. Karakuzu (2024) reported similar findings in a study on career anxiety among 11th and 12th graders, where no significant difference in career anxiety was observed based on school type. The study attributed this finding to the exclusion of vocational high school students from the sample. However, in contrast, Nalbantoğlu Yılmaz and Çetin Gündüz (2018) found that students attending vocational high schools had higher levels of career anxiety compared to those attending science high schools. Göncü Akbaş and Okutan (2020) also reported that 11th and 12th-grade students in vocational and private high schools had lower career anxiety

compared to students in Anatolian high schools. The reason for this finding in the study may be that both schools provided career and vocational guidance services, the student profiles of these schools were similar, the schools were in the same district, and the participants received similar training, seminars, and information from the District Directorate of National Education.

The analysis of career anxiety based on grade level did not indicate a significant difference. These findings are consistent with previous studies on career anxiety (Göncü Akbaş, 2019; Karakuzu, 2024; Nalbantoğlu Yılmaz & Çetin Gündüz, 2018). However, contrary to the finding of the present study, Nguyen et al. (2024) reported that 10th-grade students experienced higher levels of career anxiety compared to 11th graders. The reason for reaching this conclusion in the study may be that the sample consisted of 9th, 10th, and 11th graders who still had time before taking the university entrance exam, anxiety might not have fully developed yet.

The examination of parental attitudes showed that the participants' career anxiety showed a significant difference. The participants who perceived their parents' attitudes as authoritarian or indifferent had higher levels of career anxiety compared to those who perceived their parents' attitudes as democratic. Most studies align with this finding (Aygün, 2014; Şanlı Kula & Saraç, 2016; Tüfekçiyaşar, 2014). As noted by Bilgir and Algan Bilgir (2023) and Göncü Akbaş and Okutan (2020), such a finding may be linked to a lack of family support in the decision-making process. In this period, effective communication between parents and adolescents is crucial. Negative interactions may increase students' anxiety levels. Amatea, Smith-Adcock, and Villares (2006) indicated that children with supportive families are more successful both in the field of education and in minimizing career anxiety. The absence of necessary support from their families, feelings of loneliness, and the suppression or disregard of their desires and thoughts by their parents may contribute to such a situation.

The examination of school climate perceptions based on gender indicated that there was no significant difference. This finding may be related to the positive school climate and the participants' overall positive attitudes toward the school. In addition, the absence of gender-based approaches or activities and the perception that all students have equal rights and freedoms may have influenced this outcome. Eraslan (2018) and Pehlivan (2020) also found no significant difference based on gender in their studies with secondary school students. However, some studies with secondary school students have shown that school climate perceptions favor female students (Aydın, 2010; Liu & Lu, 2012). Yates (2003) explained this by noting that female students tend to be more emotionally connected and dependent on each other. In contrast, Doğan (2012) reported results favoring male students in his study. Bugay Sökmez, Çok, and Avcı (2020) suggested that this finding might be due to male students' higher involvement in violent behaviors at school.

In this study, the perceptions of school climate based on the type of school showed a significant difference in favor of Anatolian high schools. Some studies found results favoring sports and vocational high schools, which had been associated with the presence of professional training facilities and laboratories (Akgül, 2013; Kargın Göktaş, 2019; Subaşı, 2021). This difference may be attributed to variations in the relationships between administrators, teachers, and students, differences in school culture, and varying levels of attachment to the school.

The study also revealed a significant difference in school climate perceptions based on grade level, with 9th graders reporting higher perceptions. Studies by Doğan (2012), Bugay Sökmez et al. (2020), Wang and Dishion (2012) and Way, Reddy, and Rhodes (2007) found that school climate perceptions tend to decline with age and grade level. Bugay Sökmez et al. (2020) attributed this decline to the typical characteristics of adolescence, while Doğan (2012) suggested that as grade level increases, the relationships between teachers and students and between students and their peers become more influential in shaping these perceptions. This difference may be attributed to the transition to high school and the adjustment process to the new environment. In contrast, upper-grade students, who are more familiar with the school and may have shifted their focus to other priorities, might have developed different perceptions of the school climate.

A significant difference was found in school climate based on the parental attitude variable. Adolescents who perceived their parents as having a democratic parenting style had higher perceptions of school climate compared to those who perceived their parents as having an indifferent parenting style. The fact that parents with a democratic attitude are sensitive to their children's thoughts, desires, and needs throughout their educational journey, and that they emphasize school-family cooperation, may positively influence the

students' perceptions of the school climate. According to Emik Aksoy (2024), children raised in a democratic family environment respect others, are self-confident, understand their boundaries, are aware of their emotions and thoughts, take responsibility, feel valued, and exhibit respectful behaviors toward others. It can be argued that children who are instilled with these qualities by their families are more likely to have positive attitudes toward the school climate.

Finally, the relationship between career anxiety and school climate perceptions was examined, and no significant relationship was found. In other words, there was no significant relationship between the participants' career anxiety and the school climate. One possible explanation is that schools may focus more on academic life and may not address career-related topics in sufficient depth. However, adolescents' thoughts about their careers are also related to their academic motivation (Flouri & Buchanan, 2002), and academic motivation is supported within schools through administrators, teachers, and peers. This could have indirectly impacted the relationship between school climate and career anxiety, but the analysis results from the sample group in this study did not reveal such a connection. Ayyıldız (2015) conducted a study on students attending vocational high schools and examined their unemployment anxiety. The study found no significant difference in anxiety based on academic achievement levels or perceptions of the adequacy of their education. Academic achievement and educational adequacy are factors that schools attempt to develop within the school climate. Based on the findings of that study, there was no relationship between unemployment anxiety and school climate perceptions. In contrast, Patton and McMahon (2006) developed a systems theory of career development and counseling, which highlights the influence of educational institutions on adolescents' career development.

In conclusion, this study aimed to examine adolescents' career anxiety and school climate perceptions based on selected variables and to investigate the relationship between them. The study examined adolescents based on variables such as gender, school type, grade level, and parental attitudes. No significant differences were found for the variables of grade level and school type, while significant differences were observed for gender and parental attitudes. Regarding school climate perceptions, no significant difference was found based on gender, but differences were observed for grade level, school type, and parental attitudes. The study also attempted to determine the relationship between career anxiety and school climate, but no relationship was found.

5. Recommendations

The study findings indicate that high school students experience a moderate level of career anxiety. Reducing this anxiety could enhance their academic motivation and help them feel more secure when planning their future careers. To achieve this, school counseling services can provide career-related information and guidance. Addressing factors contributing to career anxiety through targeted interventions could also be beneficial.

The analysis revealed a significant difference in career anxiety between female and male students, with females experiencing higher levels. Focusing on the root causes of this anxiety in female students and gathering their input on potential solutions could help reduce their concerns and enable them to concentrate better on their future aspirations. Additionally, career anxiety was found to vary significantly based on students' perceptions of parental attitudes. Organizing parent-student meetings and training sessions could strengthen family-student relationships and provide families with strategies to support their children's career development.

The findings also show that students' perceptions of the school climate were at a moderate level. Enhancing these perceptions could foster positive attitudes toward school, contributing to students' academic success and holistic development. To improve the school climate, schools could increase in-school and extracurricular activities, create a supportive environment, and promote collaboration among school staff. Significant differences in school climate perceptions were observed across grade levels. Identifying factors affecting grade-level interactions with the school and addressing these issues could lead to improvements.

No significant relationship was found between career anxiety and school climate perceptions. However, the school environment plays a crucial role as a space where students receive career-related information and engage in social interactions. Therefore, providing career-related guidance and ensuring that school staff and

administrators receive appropriate training could better equip students for their future careers, potentially reducing career anxiety.

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