


THE PREDICTING POWER OF FAMILY SUPPORT ON PROFESSIONAL MATURITY LEVEL IN FINE ARTS: HIGH SCHOOL STUDENTS' CHOICE OF PROFESSION



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ABSTRACT

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In this study, the predictive power of family support on the level of professional maturity of students studying at Kars Fine Arts High School in the choice of profession was examined. The research was determined as a relational survey model, one of the survey models. The study group consisted of students studying at Kars Fine Arts High School in the 2019-2020 academic year. Data, the personal information form containing the demographic characteristics of the participants and the Professional Maturity Scale (PMS) and Family Support in Choosing a Profession scales were used to determine the level of professional maturity of family support in choosing a profession. In the analysis of the data, *t*-test, one-way ANOVA test, and regression analysis were performed for independent samples. It has been determined that the level of professional maturity of family support in choosing a profession differs according to the income level of the family. There is no significant difference in the department variable in the choice of profession. It has been seen that the power of family support to predict the level of professional maturity in the choice of profession of the students is the predictor of family support in the choice of profession.

Contribution/ Originality: There are many studies aimed at predicting professional maturity. But no such study has been found in Turkey for fine arts high school students. This study is important in terms of filling this gap and considering its contribution to the originality of the study.

1. INTRODUCTION

There are many definitions for each profession. For the professions to reach a certain maturity, natural conditions that develop over time and keep up with the changes also occur. Each profession has working conditions, duties, training centers related to that profession, opportunities for professional employees, and enterprises that support those professions. Occupations may show different characteristics according to these situations.

According to the definition of TDK (Turkish Language Association), occupation is: "It is a business with determined rules, based on systematic knowledge and skills gained through a certain education, producing useful goods, serving people and earning money in return."(www.tdk.gov.tr). Occupation can be defined as all of the activities done with the knowledge and skills gained after a certain education in order to maintain its existence in a standard of living in the society (Yanikkerem, Altınparmak, & Karadeniz, 2004). Aytekin (2005) defines the profession as follows: "Profession is a service that is done independently and as continuously as possible,

Meets the material and spiritual needs of people and society, is a function of the economy, especially learned based on aptitude, ability, and power, and is paid in return" (Aytekin, 2005). However, when the general definitions

are reviewed, the general judgment that emerges for the definition of the profession is seen as a field of occupation that people constantly perform in order to earn their living (Ozguven, 2001). Professions are also an activity field that evokes a sense of self-confidence, pride, respect, social communication, having a certain position in society, and being useful (Kuzgun, 2000). It is understood from these definitions that occupations are people's inner peace, financial freedom, obligation to make a living, self-confidence, quality of life, a social life that people can start from a certain time and continue as much as possible, a lifestyle shaped according to the environmental conditions, a person's own personal characteristics. It can be expressed as a choice. While professions reflect the structural (personality) characteristics of people, career choices are among the decisions people prefer.

Choosing a profession is an action effort that individuals want, choose or think about in line with their family, environment, or their ideals. Therefore, this process is seen as an action that requires an important decision since people want to reveal their personal life forms, identity, and sense of belonging at the same time with the choices they make, by reconciling them with their existing abilities. This situation creates a situation of struggle. Many complex components such as supply-demand balance in work-life, personality traits, gender, age, talent areas, and working discipline are among the factors that affect the preferences of individuals in this process. Therefore, we can say that choosing a profession is one of the most important periods of human life. Because when individuals choose a profession in line with their own ideals and exactly as they want, life dynamics, private life cone, and similar situations can become significantly positive. Since the profession affects many things, from whom we interact with, what style of dressing we will have, our choice of spouse, and our social life. In short, the choice of profession stands before us as a process that affects the whole area of life (Bilir, 2018; Blustein, 2011; Gezer, 2010; Kepceoglu, 2004; Sarikaya & Khorshid, 2009; Tan, 1992).

In the light of all this information, the support and encouraging attitudes of families can be very important in the career choices of individuals in this process. Because the choice of profession is a role that a person determines with or without her own free will. Here, individuals interact with other individuals in the living space. This interaction usually starts with the closest relatives of individuals and their families. Families also think about professions and act accordingly so that their children can achieve career and life convenience. Here, the family needs to support the child's social life, psychologically and economically. This doesn't just mean protecting your children. Families show that their children are with their children both socially and in terms of the educational process, both materially and morally. Children who grow up in such families can often achieve success in their career choices and act with their own will and abilities. We can say that such a family also reduces the stresses in the child's life (Curgatay, 2010; Gilligan, 2000). In the decision-making processes of individuals, the guiding and informative attitudes of families rather than authoritarian ones have significant effects especially on adolescents (Ozdel, 2009; Ozünlü & Bacanlı, 2015). It is important for students to reach a certain level of professional maturity in order to decide on the appropriate professions among different professions (Kırdök, 2010). Studies have shown that the family, which is one of the most important sources of social support for the adolescents, plays an important role in their career development process in many ways (Bacanlı & Driver, 2011; Bryant, Zvonkovic, & Reynolds, 2006; Gilligan, 2000; Keller & Whiston, 2008).

When the situation between professional maturity and family support is examined, it is seen that the professional maturity of the child increases as the support from the parent is noticed (Akdas, 2013; Köküsoy, 2008; Sürücü, 2005; Ulas, 2011). After the support of family and environment in the choice of profession, the person reaches the level of professional maturity in time. Professional maturity can be defined as individuals' focusing on a profession with a perspective suitable for their own characteristics and needs and having appropriate attitudes and behaviors in this direction. In other words, it can be said that if the individual is capable of discovering herself and her wishes and making decisions in this direction, she is at the level of professional maturity. Of course, we can say that this is the level of professional maturity if this decision-making process can be carried out with a real discovery, analysis and decision process. The variables whose relationship with professional maturity has been investigated in

the literature can be listed as follows: “age, gender, grade level, self-concept, personality traits and locus of control, academic achievement and the effect of the family” (Akıntuğ & Birol, 2011).

When the literature is examined, the general tendency is that family, life and environment are the predictors of professional maturity. In addition, the correlation between professional maturity and exams, self-state in choosing a profession, the relationship between self-esteem and professional maturity etc. studies such as Brown, Darden, Shelton, and Dipoto (1999); Betz and Hackett (1986); Bulut and Bacanlı (2022); Eccles, Barber, and Jozefowicz (1999); Lent, Brown, and Hackett (2000); Leung (2008); Sahinler (2018); Kiyak (2018); Cinar (2011); Schoon and Parsons (2002); Sahin (2010); Urün (2010). However, no similar study was found with this study for fine arts high schools. For this reason, this study differs from other studies in terms of a determination specific to fine arts high school students.

For this reason, the schools that individuals attend are also important in choosing a profession. Factors such as profession, choice of profession, family support, career, and professional maturity mentioned above are discussed. There is an important link between the profession one wants to choose and the type of high school she attends. In this study, the effect of family support on the vocational maturity level of Fine Arts High School students in their choice of profession is discussed. Fine Arts High Schools provide training in the fields of music and painting, and students generally tend to choose their profession in this direction. In this regard, it will be important to determine how the family support in career choices of the students affects the level of students' professional maturity.

The student who graduated from a fine arts high school may seem to be in a direct relationship with music and painting education as a profession, but considering the individual's own quality of life in choosing a profession, the choice of the profession can lead the person to different professions. In this study, it will be tried to determine whether there is a family effect in individuals who choose the profession of music and painting education, and how the power of family support to predict the level of professional maturity in choosing a profession.

2. METHOD

This research was designed as a relational screening model in the general screening model. It is structured to determine and describe the predictive power of family support to the professional maturity level of students studying at a fine arts high school in their career choice. Survey models are research approaches that describe a past or present situation as it exists (Karasar, 2007).

In this study, it was aimed to determine the differences between more than two variables. Exploratory and predictive correlation studies are generally used in correlation studies. The situation to be predicted is investigated together with the relations between the variables. In this study, predictive correlation research was used. According to Büyüköztürk, Kılıç-Çakmak, Akgün, Black Sea, and Demirel (2016) predictor and predicted variables should be found in studies. The situation to be predicted should be the predictor of the other. The ethical permissions required for the research were obtained at the session numbered 07, dated 07/04/2020, with the number 28644117-840.99/.

2.1. Participant

A total of 143 students, 94 girls, and 49 boys, studying at Kars Fine Arts High School in the 2019-2020 academic year participated in the research. The average age of the students in the study group was 16.31. The scales were applied to the students outside the course hours by the researcher under the supervision of the teacher. Personal Information Form, Professional Maturity Scale, and Family Support in Choosing a Profession scales prepared by the researcher were applied to the participants. Information about the working group is given below. The frequencies of the high school students participating in the research according to their gender are shown in Table 1.

Table 1. Frequency distribution for gender variable.

Gender	<i>n</i>
Male	49
Female	94
Total	143

Of the participants participating in the study, 94 were girls and 49 were boys. The frequencies of the high school students participating in the study according to their study areas are shown in [Table 2](#).

Table 2. Frequency distribution for section variable.

Department	<i>n</i>
Music	53
Art	90
Total	143

53 of the participants participating in the study were studying music and 90 were painting. Information on the vocational maturity scale of university students participating in the research is shown in [Table 3](#).

Table 3. Variable professional maturity scale frequency distribution.

Variables	<i>n</i>
1 Low	113
2 Must Develop	16
3 High	14
Total	16

Occasional maturity scale frequency distribution of the participants participating in the research was found to be low with 113 people in the 1st rank, 16 people in the 2nd rank, and high with 14 people in the 3rd rank.

2.2. Data Collection Tool

Data Collection Tool In this study, Personal Information Form, Professional Maturity Scale, and Family Support in Professional Selection scales were introduced in order to examine the predictive power of family support in choosing a profession of fine arts high school students. A literature review was conducted on the subject. The personal information form was prepared by the researcher and it contained information about the gender, age, high school, education level of the parents, and the number of siblings for personal information. In the second scale, the Professional Maturity Scale was used, and the Professional Maturity Scale (PMS) developed by [Kuzgun and Bacanli \(2005\)](#) was used to determine the level of professional maturity. Composed of 40 items, PMS was developed as a five-point Likert-type rating scale. This rating consisted of 'not at all suitable for me' (1), 'not very suitable for me' (2), 'somewhat suitable for me' (3), 'appropriate for me' (4), 'very suitable for me' (5).

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for me' (3), 'appropriate for me' (4), 'very suitable for me' (5). The scale had one factor and the Cronbach Alpha reliability coefficient was calculated as .89. The correlation coefficient was calculated by the test-retest method and found to be .82. In order to determine the validity, the relationship between the scores obtained from the professional maturity scale and the academic abilities of the students was examined, and as a result of the analysis, it was determined that the scale had a sufficient level of validity (Kuzgun & Bacanli, 2005). The Cronbach Alpha value for this study was found to be 0.86.

The second scale was the Family Support Scale in Career Choice developed by Seker and Kaya (2018). There were 18 items and two factors to determine family support in the career selection process. The first factor was defined as 'acceptance and encouragement' and the second factor was defined as 'informing'. A five-point Likert-type rating scale was used to determine the level of agreement of the individuals participating in the study with the statements in the scale, such as "(1) Strongly Disagree, (2) Disagree", "(3) Partially Agree", "(4) Agree" and (5) Totally Agree". The lowest score that can be obtained from the scale is 18, and the highest score is 90. The increase in the scores obtained from the scale indicates that the level of family support is high in the career selection process of high school students. The reliability of the measurements obtained from the family support scale in choosing a profession was examined by the internal consistency reliability coefficient and test-retest reliability methods. The internal consistency reliability coefficient for the total scale score was calculated as .93. Considering the test-retest reliability analysis results obtained as a result of the application made with 15-day intervals; the coefficients obtained were .74 for the acceptance and encouragement dimension, .67 for the information dimension, and .73 for the total scale score. Findings are an indication that the scale is reliable (Seker & Kaya, 2018). The Cronbach Alpha value of this study was found to be 0.92.

2.4. Data Analysis

SPSS (Statistical Package for the Social Sciences) 24 program was used in the analysis of the obtained research and the significance level was taken as .05. Independent groups t-test was used to determine whether the data analysis of this study differs according to gender and department, and one-way analysis of variance (ANOVA) to determine whether it differed according to parental education level, parental occupation level, and family income level.

For the normality values of the study, the skewness and kurtosis values for the related (dependent) and unrelated (independent) variables were between -2 and +2 values. Büyüköztürk (2004) revealed that the values showed a normal distribution. The skewness value of family support in choosing a profession is -.819, and the kurtosis value is 1.046. The skewness value of the family support information sub-dimension in choosing a profession was -.590, the kurtosis value was .452. The skewness value of the family support acceptance-encouragement sub-dimension in choosing a profession was -.865, and the kurtosis value was 1.131. The skewness value of professional maturity was 0.614 and the kurtosis value was .113. According to these data, skewness, and kurtosis values were found to be normal.

Regression analysis was used to determine the predictive power of family support for career maturity in career choice. Regression is the pulling of measurements of a variable towards the group mean. Regression analysis describes the process of distinguishing between two or more variables, one as the dependent variable and the others as independent variables, and explaining the relationship between them with mathematical equations. Simple regression analysis was used because the number of dependent and independent variables was only one (Büyüköztürk, 2004).

2.5. Validity and Credibility

The scale had one factor and the Cronbach Alpha reliability coefficient was calculated as .89. The correlation coefficient was calculated by the test-retest method and found to be .82. In order to determine the validity, the

relationship between the scores obtained from the professional maturity scale and the academic abilities of the students was examined, and as a result of the analysis, it was determined that the scale had a sufficient level of validity (Kuzgun & Bacanlı, 2005). The Cronbach Alpha value for this study was found to be .86.

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3. RESULTS

In this section, within the scope of the sub-problems of the research, the findings and interpretations of the professional maturity of the fine arts high school students and the family support in the choice of profession were made.

3.1. Findings for the First Sub-Problem Sentence

The results of the total and sub-dimension levels of family support in career maturity and career choice of students are given below.

Table 4. T-test results of students' professional maturity by gender and total and sub-dimensional levels of family support in choosing a profession.

Total and Sub-Dimensions of Family Support in Professional Maturity and Profession Selection	Gender	N	X	Ss	sd	t	p
Profession Maturity	Female	94	134.28	15.51	141	1.980	0.050*
	Male	49	129.16	12.92			
Family support in choosing a profession total	Female	94	69.18	13.36	141	-0.846	0.399
	Male	49	71.04	10.55			
Acceptance-Encouragement	Female	94	48.00	9.09	141	-0.713	0.477
	Male	49	49.06	7.03			
To inform	Female	94	21.18	4.95	141	-0.945	0.346
	Male	49	21.97	4.47			

Note: *p<.01.

According to the findings in Table 4, professional maturity scores differ significantly by gender ($t_{(141)}=1.980$; $p<.05$). Professional maturity point average of the girls' students ($\bar{X}=134.28$) professional maturity point average of male students ($\bar{X}=129.16$) has been higher. Family support total score average in career choice does not differ significantly according to gender ($t_{(141)}= -.846$; $p>.05$). The total score average of family support in choosing a profession for boys ($\bar{X}=71.04$) was higher than the mean score of female students ($\bar{X}=69.18$). Informing and acceptance-encouragement, which are the sub-dimensions of family support in choosing a profession, did not significantly change according to gender. Male students' mean of information ($\bar{X}=21.97$) and acceptance-encouragement averages ($\bar{X}=49.06$) sub-dimension mean scores of female students' mean of information ($\bar{X}=21.18$) and mean of acceptance-encouragement ($\bar{X}=48.00$) sub-dimension mean scores higher results were seen.

3.2. Findings for the Second Sub-Problem Sentence

The results of the total and sub-dimension levels of family support in career maturity and career choice according to the department they are studying are given below.

Table 5. T-test results of total and sub-dimensional levels of family support in professional maturity and profession selection by department of education.

Total and Sub-Dimensions of Family Support in Professional Maturity and Profession Selection	Department	N	X	Ss	sd	t	p
Profession Maturity	Music	52	130.73	15.44	138	-1.347	0.18
	Art	88	134.19	14.24			
Family support in choosing a profession total	Music	52	72.57	13.76	138	1.808	0.07
	Art	88	68.70	11.26			
Acceptance-Encouragement	Music	52	50.03	9.02	138	1.591	0.11
	Art	88	47.72	7.85			
To inform	Music	52	22.53	5.25	138	1.885	0.06
	Art	88	20.97	4.40			

According to Table 5, the professional maturity of the students according to the department they study ($t_{(138)} = -1.347$; $p > 0.05$), family support total ($t_{(138)} = 1.808$; $p > 0.05$), acceptance-encouragement ($t_{(138)} = 1.591$; $p > 0.05$) and to inform ($t_{(138)} = 1.885$; $p > 0.05$) sub-dimension scores, there was no significant difference in professional maturity and family support scores.

In Table 5, the professional maturity scores of the students studying in the painting department ($\bar{X} = 134.19$) were higher than the professional maturity scores of the students studying in the music department ($\bar{X} = 130.73$). When the scores of the students studying in the departments of family support, music ($\bar{X} = 72.57$) and painting ($\bar{X} = 68.70$) in choosing a profession were compared, the scores of the students studying in the music department were higher. Sub-dimension, acceptance and encouragement scores; The scores of the students studying in the music department ($\bar{X} = 50.03$), the painting department ($\bar{X} = 47.72$), the sub-dimension informational music department ($\bar{X} = 22.53$), the painting department ($\bar{X} = 20.97$), the music department Professional choice and family support sub-dimension scores of the students who were educated were higher it was found to be higher than the sub-dimension scores.

3.3. Findings for the Third Sub-Problem Sentence

The results of family support and professional maturity in choosing a profession according to the education level of the mother and father are given below.

In Table 6a, while the average professional maturity score ($\bar{X} = 133.04$) of the students whose mother's education level is primary school is the highest, the average of the professional maturity score ($\bar{X} = 130.37$) of the students whose mother's education level is illiterate is the lowest. In the sub-dimensions of family support total ($\bar{X} = 80.90$), acceptance-encouragement ($\bar{X} = 54.60$) and informing ($\bar{X} = 26.30$) in choosing a profession, it was seen that students with undergraduate mother education level had the highest average.

The results of the analysis in Table 6b show that there is a significant difference between the students' professional maturity score ($F_{4-138} = 0.094$, $p > 0.05$) and acceptance-encouragement ($F_{4-138} = 1.644$, $p > 0.05$) sub-dimension scores in terms of maternal education level. showed no difference. However, it is seen that there is a significant difference depending on the mother's education level in total family support ($F_{4-138} = 2.656$, $p < 0.05$) and informing ($F_{4-138} = 4.230$, $p < 0.00$) sub-dimensions in choosing a profession.

Table 6a. Descriptive statistics on professional maturity, total family support in choosing a profession, informing and acceptance-encouragement sub-dimension scores by mother's education level.

Variables	Mother education level	N	X	Ss
Profession Maturity	Illiterate (1)	8	130.37	1.76
	Primary school (2)	66	133.04	15.37
	Middle School (3)	45	132.51	15.46
	High school (4)	14	132.64	15.58
	License (5)	10	130.80	15.24
	Total	143	132.53	14.83
Family support in choosing a profession total	Illiterate (1)	8	65.00	9.92
	Primary school (2)	66	68.40	13.72
	Middle School (3)	45	69.80	10.40
	High school (4)	14	71.35	12.42
	License (5)	10	80.90	9.42
	Total	143	69.81	12.46
Acceptance-Encouragement Sub-Dimension	Illiterate (1)	8	46.12	7.45
	Primary school (2)	66	47.68	9.42
	Middle School (3)	45	48.37	7.23
	High school (4)	14	48.35	8.12
	License (5)	10	54.60	5.92
	Total	143	48.36	8.43
Information Sub-Dimension	Illiterate(1)	8	18.87	3.52
	Primary school (2)	66	20.72	4.84
	Middle School (3)	45	21.42	4.48
	High school (4)	14	23.00	4.73
	License (5)	10	26.30	3.65
	Total	143	21.45	4.79

Table 6b. ANOVA results of professional maturity and total and sub-dimension levels of family support in choosing a profession by mother education level.

Variables	Source of Variance	S.S.	df	M.S.	F	p	Source of Difference
Profession Maturity	B.G.	84.811	4	21.203	0.094	0.98	-
	W.G.	31164.797	138	225.832			
	Total	31249.608	142				
Family Support in Choosing a Profession Total	B.G.	1578.004	4	394.501	2.656	0.03*	1-5, 2-5.
	W.G.	20495.269	138	148.516			3-5.
	Total	22073.273	142				
Acceptance-Encouragement	B.G.	459.706	4	114.926	1.644	0.16	-
	W.G.	9645.385	138	69.894			
	Total	10105.091	142				
To inform	B.G.	356.411	4	89.103	4.230	0.00**	1-3,4-3,2-5
	W.G.	2907.044	138	21.066			3-5, 4-1.
	Total	3263.455	142				5-1, 2,3

Note: * $p < 0.05$, ** $p < 0.01$. S.S.= Sum of Squares, M.S.= Mean Square, B.G.= Between Groups., W.G.= Within Groups.

In Table 6b, there is a significant difference in the result of the LSD post hoc test. For the total family support in choosing a profession, 1 (illiterate)-5 (university), 2 (primary school)-6 (university), 3 (secondary school)-5 (university) and 5 (university)-1 (illiterate) groups. If there is a significant difference in the information sub-dimension, the source is 1 (illiterate)-3,4 (secondary school, high school), 2 (primary school)-5 (university), 3 (secondary school)-5 (university), 4 (high school)-2 (illiterate) and 5 (university)-1, 2, 3, (illiterate, primary school, secondary school) groups.

3.4. Findings for the Fourth Sub-Problem Sentence

The results of professional maturity, total family support in choosing a profession, information and acceptance-encouragement sub-dimensions according to father's education level are given below.

Table 7a. Descriptive statistics on professional maturity, total family support in choosing a profession, informing and acceptance-encouragement sub-dimension scores by father's education level.

Variables	Father education level	N	X	Ss
Profession Maturity	Illiterate(1)	3	132.66	3.78
	Primary school (2)	35	132.65	14.89
	Middle School (3)	56	131.69	15.43
	High school (4)	31	135.80	15.43
	License (5)	15	128.26	13.98
	Total	140	132.50	14.98
Family Support in Choosing a Profession Total	Illiterate(1)	3	65.33	7.37
	Primary school (2)	35	69.42	11.18
	Middle School (3)	56	68.69	13.60
	High school (4)	31	71.83	12.58
	License (5)	15	73.80	11.04
	Total	140	70.05	12.43
Acceptance-Encouragement Sub-Dimension	Illiterate(1)	3	47.66	3.05
	Primary school (2)	35	48.54	7.63
	Middle School (3)	56	47.19	9.27
	High school (4)	31	49.80	8.39
	License (5)	15	51.00	7.53
	Total	140	48.52	8.43
Information Sub-Dimension	Illiterate(1)	3	17.66	4.93
	Primary school (2)	35	20.88	4.37
	Middle School (3)	56	21.50	4.79
	High school (4)	31	22.03	5.26
	License (5)	15	22.80	4.41
	Total	140	21.52	4.76

In Table 7a, while the average professional maturity score ($\bar{X} = 135.80$) of the students whose father's education level is high school is the highest, the professional maturity score average ($\bar{X} = 128.26$) of the students whose father's education level is university (bachelor) is the lowest. In the sub-dimensions of total family support ($\bar{X} = 73.80$), acceptance-encouragement ($\bar{X} = 51.00$) and information ($\bar{X} = 22.80$) in choosing a profession, students with undergraduate education level had the highest average.

Table 7b. ANOVA results of professional maturity and total and sub-dimension levels of family support in choosing a profession by father education level.

Variables	Source Variance	S.S.	df	M.S.	F	p	Source of Difference
Profession Maturity	B.G.	644.836	4	161.209	0.712	0.585	
	W.G.	30556.164	135	226.342			-
	Total	31201.000	139				
Family Support in Choosing a Profession Total	B.G.	492.979	4	123.245	0.792	0.532	
	W.G.	20999.671	135	155.553			-
	Total	21492.650	139				
Acceptance-Encouragement	B.G.	243.855	4	60.964	0.854	0.494	
	W.G.	9639.030	135	71.400			-
	Total	9882.886	139				
To inform	B.G.	91.358	4	22.840	1.005	0.407	
	W.G.	3067.577	135	22.723			-
	Total	3158.936	139				

The analysis results in Table 7b show that there is a significant difference between the students' professional maturity score ($F_{4-138}=0.094, p>0.05$) and acceptance-encouragement ($F_{4-138}=1644, p>0.05$) sub-dimension scores in terms of maternal education level. showed no difference. At the same time, family support in choosing a profession ($F_{4-135}=0.792, p>0.05$), acceptance-encouragement ($F_{4-135}=0.854, p>0.05$) and informing ($F_{4-135}=1.005$,

$p > .05$) sub-dimension, it is seen that there is no significant difference depending on the education level of the mother. As a result of the analysis, the groups that did not reveal any difference in the post hoc test are as follows: illiterate, primary school, secondary school, high school and university levels.

3.5. Findings for the Fifth Sub-Problem Sentence

The results of the total and sub-dimension levels of family support in career maturity and career choice according to the mother's professional level are given.

Table 8. ANOVA results of total and sub-dimension levels of family support in professional maturity and profession selection by mother professional level.

Variables	Source of variance	S.S.	df	M.S.	F	p
Profession Maturity	B.G.	1136.382	5	227.276	1.03	0.40
	W.G.	30113.227	137	219.805		
	Total	31249.608	142			
Family Support in Choosing a Profession Total	B.G.	500.799	5	100.160	0.63	0.67
	W.G.	21572.474	137	157.463		
	Total	22073.273	142			
Acceptance-Encouragement	B.G.	228.154	5	45.631	0.63	0.67
	W.G.	9876.937	137	72.094		
	Total	10105.091	142			
To inform	B.G.	85.407	5	17.081	0.73	0.59
	W.G.	3178.047	137	23.197		
	Total	3263.455	142			

According to the analysis results in Table 8, the professional maturity score of the students according to the mother's professional level ($F_{5-137} = 1.034$, $p > 0.40$), family support in choosing a profession ($F_{5-137} = .636$, $p > 0.67$), acceptance- showed that there was no significant difference between the sub-dimension scores of encouraging ($F_{5-137} = .633$, $p > .67$) and informing ($F_{5-137} = 0.736$, $p > 0.59$) in terms of maternal professional level.

3.6. Findings for the Sixth Sub-Problem Sentence

The results of the total and sub-dimension levels of family support in career maturity and career choice according to father's professional level are given below.

According to the results of the analysis in Table 9, the students' professional maturity score according to their father's professional level ($F_{5-135} = .468$, $p > .80$), family support in choosing a profession ($F_{5-135} = 1.223$, $p > .30$), acceptance- showed that there was no significant difference between the sub-dimension scores of encouraging ($F_{5-135} = 1.432$, $p > 0.21$) and informing ($F_{5-135} = 0.656$, $p > 0.65$) in terms of father's professional level.

3.7. Findings for the Seventh Sub-Problem Sentence

The results of the students' family income level, professional maturity, total family support in choosing a profession, information and acceptance-encouragement sub-dimension scores are given below.

Table 9. ANOVA results of professional maturity and total and sub-dimension levels of family support in choosing a profession by father professional level.

Variables	Source of variance	S.S.	df	M.S.	F	p
Profession Maturity	B.G.	532.106	5	106.421	0.468	0.80
	W.G.	30698.930	135	227.399		
	Total	31231.035	140			
Family Support in Choosing a Profession Total	B.G.	950.224	5	190.045	1.223	0.30
	W.G.	20982.386	135	155.425		

Variables	Source of variance	S.S.	df	M.S.	F	p
	Total	21932.610	140			
Acceptance-Encouragement	B.G.	505.622	5	101.124	1.432	0.21
	W.G.	9533.116	135	70.616		
	Total	10038.738	140			
To inform	B.G.	76.587	5	15.317	0.656	0.65
	W.G.	3154.448	135	23.366		
	Total	3231.035	140			

Table 10a. Descriptive statistics of students' family income level, professional maturity, total family support in choosing a profession, informing and acceptance-encouragement sub-dimension scores.

Variables	Family Income Level	N	X	Ss
Profession Maturity	Below minimum wage (1)	29	128.55	13.71
	Minimum wage (2)	54	134.05	14.20
	Between 1500 and 2000 (3)	23	136.04	17.16
	Between 2000 and 2300 (4)	13	139.00	17.82
	2300 and above (5)	23	127.21	11.36
	Total	142	132.59	14.86
Family Support in Choosing a Profession Total	Below minimum wage (1)	29	62.58	17.73
	Minimum wage (2)	54	71.44	9.62
	Between 1500 and 2000 (3)	23	72.65	10.01
	Between 2000 and 2300 (4)	13	69.15	10.69
	2300 and above (5)	23	71.86	10.65
	Total	142	69.69	12.41
Acceptance-Encouragement Sub-Dimension	Below minimum wage (1)	29	44.10	12.14
	Minimum wage (2)	54	49.24	7.09
	Between 1500 and 2000 (3)	23	50.00	6.36
	Between 2000 and 2300 (4)	13	48.84	7.10
	2300 and above (5)	23	49.26	6.81
	Total	142	48.28	8.40
Information Sub-Dimension	Below minimum wage (1)	29	18.48	6.10
	Minimum wage (2)	54	22.20	3.42
	Between 1500 and 2000 (3)	23	22.65	4.95
	Between 2000 and 2300 (4)	13	20.30	4.26
	2300 and above (5)	23	22.60	4.40
	Total	142	21.40	4.77

Professional maturity for family income level in Table 10a, while family income level between 2000 and 2300 ($\bar{X} = 139.00$) is the highest in Table 10a, professional maturity for family income level is lowest at 2300 and above income level ($\bar{X} = 127.21$). It was observed that the family income level had the highest average in the sub-dimensions of total family support ($\bar{X} = 72.65$), acceptance-encouragement ($\bar{X} = 50.00$) and informing ($\bar{X} = 22.60$) in choosing a profession.

In Table 10b, the results of the analysis show that the students' family income levels are between the professional maturity score ($F_{4-137} = 2.426$, $p > .05$) and acceptance-encouragement ($F_{4-2389} = 3.364$, $p > .05$) sub-dimension scores in terms of family income level. showed that there was no significant difference in a limited sense. At the same time, it is seen that there is no significant difference depending on family income level in total family support ($F_{4-137} = 3.362$, $p < .01$), and information ($F_{4-137} = 4.003$, $p < .01$) sub-dimensions in choosing a profession. In Table 10b, as a result of the post hoc test, a significant difference was seen between the categories below the minimum wage (1), Minimum wage (2), between 1500 and 2000 (3), between 2000 and 2300 (4), between 2300 and above (5). According to family income level, professional maturity is between 1-4, 3-5, 4-1 and 5-3, for family support in choosing a profession, 1-2, 2-1, 3-1, 5-1, sub-dimensions There was a significant difference in 1-2, 2-1, 3-1, 5-1 for acceptance and encouragement, and 1-2, 2-1, 3-1 and 5-1 for information.

Table 10b. ANOVA results of profession maturity and total and sub-dimensions of family support in choosing a profession by students' family income level.

Variables	Source of variance	S.S.	df	M.S.	F	p
Profession Maturity	B.G.	2061.244	4	515.311	2.426	0.051
	W.G.	29096.875	137	212.386		
	Total	31158.120	141			
Family Support in Choosing a Profession Total	B.G.	1944.480	4	486.120	3.364	0.012*
	W.G.	19795.886	137	144.496		
	Total	21740.366	141			
Acceptance-Encouragement	B.G.	650.045	4	162.511	2.389	0.054
	W.G.	9318.687	137	68.020		
	Total	9968.732	141			
To inform	B.G.	366.844	4	91.711	4.403	0.002**
	W.G.	2853.466	137	20.828		
	Total	3220.310	141			

Note: *p<.012, **p<0.002.

3.8. Findings for the Eighth Sub-Problem Sentence

The results of total family support, information and acceptance-encouragement sub-dimension scores in choosing a profession according to professional maturity level (low-development-high) are given below.

Table 11a. Descriptive statistics on total family support, informing and acceptance-encouragement sub-dimension scores in choosing a profession according to the level of professional maturity (Low-Developed-High).

Variables	Level	N	X	Ss
Family Support in Choosing a Profession Total	Low(1)	113	67.83	12.55
	Should be improve(2)	16	74.56	8.33
	High(3)	14	80.42	8.72
Information Sub-Dimension	Low(1)	143	69.81	12.46
	Should be improve(2)	113	46.88	8.370
	High(3)	16	52.75	5.247
Acceptance-Encouragement Sub-Dimension	Low(1)	14	55.28	6.89
	Should be improve(2)	143	48.36	8.43
	High(3)	113	20.94	4.86

Table 11a shows that students with high professional maturity in the sub-dimensions of family support ($\bar{X}=80.42$), information ($\bar{X}=69.81$) and acceptance-encouragement ($\bar{X}=55.28$) in choosing a profession according to the level of professional maturity. average score is the highest. The average score of students with low professional maturity in the sub-dimensions of family support total ($\bar{X}=67.83$), informing ($\bar{X}=46.88$) and acceptance-encouragement ($\bar{X}=20.94$) in choosing a profession is the lowest.

The results of the analysis in Table 11b, the total score of family support ($F_{2-140}=8.468$, $p<.00$), acceptance-encouragement ($F_{2-140}=9.663$, $p<.00$) and informing ($F_{2-140}=5.100$) of students in choosing a career, $p<.00$) shows that there is a significant difference between the sub-dimension scores in terms of professional maturity level. According to the LSD (Post hoc) results in Table 11b, family support in choosing a profession is between 1-2, 1-3, 3-1 groups.)-3 (high) groups. The source of the difference for the information sub-dimension score is between 1 (low)-3 (high) and 3-1 groups.

Table 11b. ANOVA results of total and sub-dimension levels of family support in choosing a profession by professional maturity level.

Variables	Source of variance	S.S.	df	M.S.	F	p	Source of difference
Family Support in Choosing a Profession Total	B. G.	2382.101	2	1191.051	8.468	0.00*	1-2. 1-3.3-1
	W.G.	19691.171	140	140.651			
	Total	22073.273	142				
Acceptance-Encouragement	B. G.	1225.729	2	612.865	9.663	0.00**	2-1. 2-3
	W.G.	8879.362	140	63.424			
	Total	10105.091	142				
To inform	B. G.	221.621	2	110.811	5.100	0.00***	1-3. 3-1
	W.G.	3041.833	140	21.727			
	Total	3263.455	142				

Note: *p<.00,**p<.00, ***p<.007.

3.9. Findings for the Ninth Sub-Problem Sentence

The results of family support total score in predicting career maturity are given below.

Table 12. Simple linear regression analysis results on the prediction of family support total score in professional maturity prediction of professional maturity.

Variables	N	B	Standard Error	Standardized β	t	p	F	R	R ²	p
Family support total score in choosing a profession	142	0.407	0.094	0.342	4.326	0.00*	18.712	0.342	0.117	0.00

Note: N=142; p<0.00*.

In Table 12, it is seen that the result of the analysis of variance ($F_{\text{family support total}} = 18,712$) is significant at the $p < .00$ level according to the simple linear regression analysis results regarding the prediction of the professional maturity of the total score of family support in choosing a profession. In Table 12, it is seen that the total score of family support in choosing a profession positively predicts professional maturity ($p < .00$). It is observed that .12% of career maturity is predicted by the family support variable in choosing a profession. The regression coefficient of the total score of family support in choosing a profession is .342.

4. DISCUSSION, CONCLUSION AND SUGGESTION

In the study, the predictive power of family support on the level of professional maturity of the students studying at Kars Fine Arts High School in the choice of profession was examined. It is seen that the family support of the students studying at the fine arts high school in the choice of profession differs significantly according to the professional maturity and gender. The professional maturity level of female students was higher than that of male students.

In studies conducted, significant results were also obtained according to the same gender (Acisu, 2002; Akbalık, 1991; Cakar & Kulaksızoğlu, 1997; Coban, 2005; Crites, 1969; Keller, 2004; Kutlu, 2012; Lunneborg, 1978; Patton & Creed, 2001; Pound, 1978; Sekmenli, 2000) stated in their research that there is a significant difference in the level of professional maturity of family support in choosing a profession according to gender.

The average family support in choosing a profession does not differ significantly by gender. The total score average of family support in choosing a profession for boys was higher than the mean score of female students. In the studies carried out, the choice of profession has changed significantly with the different environment besides the family. The most important factor in terms of environment is the circle of friends. In the study of Ozcan and Eraniel (2018) "Within the Scope of Choosing a Profession: Attitudes of Parents and Attitudes towards the Teaching

Profession", it was found that the attitude of the family varies according to gender at the point of choosing a profession. Parents, who showed a more protective attitude towards their daughters, said that they guided their children in choosing a profession.

The level of professional maturity of family support in the choice of profession of the students studying at Kars Fine Arts High School did not change according to the department they studied. The career choice levels of the students studying in the painting department were higher than the career choice levels of the students studying in the music department. In the music department, family support was more prominent among girls. Akdas (2013) and Köküsoy (2008) did not change according to the professional maturity level of the students according to the departments they studied.

Family support and professional maturity in choosing a profession according to the education level of the family, and a high mean score of mother and father education level and professional maturity are important in terms of choosing a profession for the child in the education of the mother. In the study of Sarikaya and Khorshid (2009) on choosing a profession for university students, it was seen that there is a correlation between the education level of the mother and the choice of profession. Cakar and Kulaksızoğlu (1997) and Vurucu (2010) stated that the education of parents has a great effect on the choice of profession in children.

According to the professional level of the family, the average score of family support and professional maturity, mother and father professional, and professional maturity did not change significantly. In choosing a profession according to the level of professional maturity, if the parents do not work in a job they want professionally, they cannot contribute to their own careers in children (Sarikaya & Khorshid, 2009; Vurucu, 2010).

The level of professional maturity of family support differs according to the income level of the family in the choice of profession of the students studying at Kars Fine Arts High School. As a result of the research, there was a significant difference between family income levels. This shows that family income level is important in terms of career choice and maturity level. Yesilyurt (2011) reached similar studies to the study conducted in his doctoral study. Yeşilyurt shared the socio-economic structure of the family and the situation that it is related to education. Onler and Varol Saraçoğlu (2010) found a difference in their socio-demographic structure such as choice of profession, income level, educational status of parents. The choice of profession has had a great environmental impact. Bahar (1993) and Akbalık (1991) found a significant difference between the professional maturity level and the socio-economic level in their study.

Family support in choosing a profession changes significantly according to the level of professional maturity (Low-Developed-High). It shows that there is a significant difference between the sub-dimension scores of family support, acceptance-encouragement and information in the choice of profession of the students in terms of the level of professional maturity. Family support in choosing a profession Low-It should be developed-High was seen as a source of difference between them. This emerges as a result of the importance of family support in choosing a profession according to the level of professional maturity. Özyürek and Atıcı (2002) stated that their parents were supported in every sense in choosing a profession, they followed their parents' professions and how they wanted to decide. Coban (2005); Kagnici (1999) found a difference between the professional maturity levels in their studies, and it was observed that the professional maturity level was generally low.

In the study, the power of family support to predict the level of professional maturity of the students studying at Kars Fine Arts High School in choosing a profession was significant. In the studies conducted, it was found that family support was significant in predicting the level of professional maturity (Caliskan, 2015).

4.1. Suggestions

By keeping the study universe wider, the study can be detailed and supported. The study can be restructured within the framework of variables such as professional maturity, self-efficacy, belief and attitude by using different scales for new studies. For the choice of profession; The process can be followed in cooperation with the school

parent association and the school guidance service. Families can also be encouraged to this cooperation. Families' knowledge about their career and career choices can be improved through these collaborations. Because individuals who are the executives of the professions can have a higher quality cone of life with their conscious choices. This is a chain of processes that requires many collaborations.

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