Olcay, Z. F. (2022). Examining the Relationship Between Professional Interest and Positive Future Expectation in the Occupational Safety Field, *International Journal of Eurasia Social Sciences (IJOESS)*, 13(47), 371-385.

DOI: http://dx.doi.org/10.35826/ijoess.3085

ISSN: 2146-1961 ***Makale Türü (ArticleType):*** *Research Article*

İŞ GÜVENLİĞİ ALANINDA MESLEKİ İLGİ ve OLUMLU GELECEK BEKLENTİSİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Zeynep Feride OLCAY
Asst. Prof., İstanbul Aydın University, İstanbul, Turkey, zeynepolcay@aydin.edu.tr
ORCID: 0000-0001-5720-7350

Gönderim tarihi: 08.11.2021 *Kabul tarihi: 18.01.2022* *Yayım tarihi: 01.03.2022*

ÖZ

Bu çalışmada ciddi sorumluluk ve görevlerin verildiği, aynı zamanda zorlu ve yorucu bir iş temposunda çalışmak durumunda kalan iş güvenliği uzmanı olacak üniversite öğrencileri ve mezunlarından oluşan 188 katılımcıdan oluşan örneklem grubuna uygulanan ankette, mesleki ilgi ve olumlu gelecek beklentisi arasındaki ilişki ile mesleki ilginin olumlu gelecek beklentisine yordayıcılığı araştırılmaktadır. Üç bölümden oluşan ankette; birinci bölüm demografik özelliklere ilişkin sorulardan oluşurken, ikinci bölümde Kaysi (2021) tarafından geliştirilmiş olan 19 önermenin ve 4 alt boyutun olduğu ''Mesleki İlgi Ölçeği'', son bölümde ise İmamoğlu'nun (2001) geliştirdiği 5 maddelik ve tek boyut olan ''Olumlu gelecek beklentisi ölçeği''ne yer verilmiştir. SPSS 25.0 istatistik paket programı kullanılarak gerçekleştirilen istatistiksel analizlerde mesleki ilgi ve olumlu gelecek beklentisi puanları arasındaki ilişkileri incelemek için ise Pearson Korelasyon katsayıları hesaplanmıştır. Mesleki ilgi bileşenlerinin olumlu gelecek beklentisi üzerindeki yordama gücünü belirlemek için çoklu doğrusal regresyon analizi kullanılmıştır. Analiz sonuçlarına göre, Mesleki ilgi ölçeği toplam puanları arttıkça olumlu geçek beklentisi puanları da artış göstermiştir. Mesleki hazır bulunuşluk, meslek seçim farkındalığı ve mesleğini başkalarına önerme olumlu gelecek beklentisini pozitif yönde yordamaktadır.

Anahtar Kelimeler: İş sağlığı ve güvenliği, iş güvenliği uzmanı, mesleki ilgi, olumlu gelecek beklentisi, çalışma psikolojisi.

EXAMINING THE RELATIONSHIP BETWEEN PROFESSIONAL INTEREST AND POSITIVE FUTURE EXPECTATION IN THE OCCUPATIONAL SAFETY FIELD

ABSTRACT

This study investigates the relationship between professional interest and positive future expectation, as well as the prediction of professional interest on positive future expectation through the questionnaire administered to a sample group of 188 participants, who are students and graduates, all of whom will be occupational safety specialist with significant responsibilities and duties, and who will have to work under intense challenging and exhausting work pressure. The questionnaire consists of three sections: the first section consists of questions about demographic characteristics, the second section includes "Professional Interest Scale" developed by Kaysi (2021), which consists of 19 items and 4 dimensions, and last section includes "Positive Future Expectation Scale" developed by İmamoğlu & Edwards (2007), which consists of 5 items and one dimension. In the statistical analyses performed using the SPSS 25.0 statistical package program, Pearson Correlation coefficients were computed to examine the associations between the professional interest and the positive future expectations scores. The predictive power of professional interest components on positive future expectation was determined using multiple linear regression analysis. Analysis results show that positive future expectation scores increased as the total scores of the professional interest scale increased. Future expectations are positively predicted by occupational readiness, awareness of one's choice of profession, and suggesting one's profession to others.

Keywords: Occupational health and safety, occupational safety specialist, psychology of working, professional interest, positive future expectation

INTRODUCTION

The role of youths in society has been stressed, particularly in recent years. Future expectations of youths, who are viewed as a remedy to societal issues, play a vital role in the growth of societies as well as the advantages they will offer to themselves. It has been observed that youths with positive future expectations take a positive attitude to achieving the objectives they set for themselves in the future. The interest of youths towards the professions they choose is also effective in the positive future expectations. It is important to understand youths' professional interests, values, and abilities and to lead them properly correspondingly.

It is well acknowledged that professional interests have a significant role in both educational and occupational satisfaction and success (Boerchi & Magnano, 2015). Studies support the assumption that professional interests arise throughout infancy (Tracey, 2001) and grow more confident in their interests with age, that is, during the post-adolescent youth age period.

Choosing a profession in which one interested also has a positive effect on performance and motivation of people in the duties for which they take responsibility and obligation in their working lives. People's interest toward profession is especially crucial in vocations with many responsibilities and challenging and stressful working conditions, such as occupational safety specialists. This study investigates the relationships and effect of the interest towards profession with the perspectives and positive future expectations of youths, which will shape the future.

Professional Interest

Turkish Language Association defines the concept of interest as "any attachment, association, relationship, relevance, between two things", while Dewey (1913) defined it as "a propulsive force that impulse individual to action and activity in order to develop their goals".

Herbart first used the notion of educational interest in the early 19th century. Herbart, who built the basis of interest theories, emphasized that education should be interesting and that students' interests should be taken into account in the education process (Krapp, 2002). Numerous research have been conducted to investigate the links between interest, learning, and achievement, and several models have been developed (Su, 2012; Krapp et al, 1992; Mitchell, 1993)

The most pivotal decision that may have an impact on the progress of people's life is their choice of profession (Atlı & Keldal 2017). Thus, people's interest towards profession is highly crucial while selecting a vocation (Kaysi, 2021). Students' professional interest is highly effective in their job satisfaction and success during the university education process and when they begin their work life after graduation (Yaman et al., 2008). Both theories (Holland, 1985; Furnham, 2001; Tinsley, 2006; Tsabari et al., 2005) and research (Ehrhart & Makransky, 2007) demonstrate that perceived professional interest positively affects both person-job and person-occupation fit.

One research look at the consistency of professional interest among people aged 12-40 years. It has been concluded that the age range in which they are most determined about professional interest is 18-22 years (Low et al., 2005). Supporting the work of Super (1974), Gutherie and Herman (1982) discovered that age was significantly associated with professional maturity.

Since the beginning of the 20th century, studies in domains of professional interest have been incorporated (Parsons, 1909). Professional interest may be effective in many aspects such as completing the education during university education, the decision to change the field of study, satisfaction with the learning process, and academic achievement (Yaman et al., 2008).

Positive Future Expectation

The concept of expectation is defined as "what is expected to happen" or "an individual's foresight about the forms that certain conditions and situations will take or what is expected from him" (TDK, 2011); According to Vroom (1964), it is the individual's belief that he will achieve the goals he has set.

Although expectations, which are the most powerful motivators in decision-making, are very important for the future (Nurmi, 1991), it is to make judgements about what may happen in the future based on previous experiences (Tatar, 2005).

Frank (1939), Israeli (1930), and Lewin (1939) focused on future expectation and created a conceptual map of it. Accordingly, future expectations; what will happen in the future will occur in the future. Future orientation is associated with several fields. It covers a person's own view of the future. These places where the future direction is in close touch with the individual or society may be particular to the individual or society (Seginer, 2003).

Future expectation, which can be positive or negative, is a mental process that encompasses people's fear, uneasiness, hope, and interest in the future. Future expectations of adolescents are expressed as cognitive maps that include their perspectives, concerns, and apprehensions (Şimşek, 2010). Adolescents' future expectations shape their adult lives as well. In this sense, expectations are closely related to the work, lifestyle, and choice of spouse.

It has been observed that youths with a psychologically positive perception of thinking have a more optimistic and versatile mind about the future. However, as compared to youths who have a negative perspective of thinking, they demonstrate a more positive attitude toward achieving their future goals (Mac Leod & Byrne, 1996).

Occupational Safety Specialist

Occupational safety specialist (OSS) defined as inspectors who are authorized by the Ministry to work in the field of OSS, have a certificate of OSS certificate and inspect working life in the Ministry and its related institutions, and technical staff (such as physicists, chemists, biologists, technical teachers, graduates of

Occupational Health and Safety (OHS) undergraduate and graduate programs) who are graduates of faculties providing engineering or architectural education. They generally have duties such as guiding the employer, participating in risk assessment studies, planning the periodic maintenance, controls and measurements to be carried out in accordance with the OSS legislation within the scope of work environment surveillance and controlling their applications, cooperating with the units related to the training planning of the employees (OHS Law, 2012). According to the legislation, OSS, who are held liable to the employer they serve due to their negligence in the execution of OSS services, their duties and responsibilities while making their professional choices. According to a study conducted in the high-risk sector, the high level of professional interest and positive future expectations of OSS (Guennoc et al., 2019), who are seen as being key actors in managing employee safety, will have an impact on their willingness and love to do their job as well and their progress by creating career goals for the future.

METHOD

Research Design

This research has been conducted with causal comparison and correlational research designs. In this study, the causal comparison research design was used to examine whether Professional Interest and Positive Future Expectation changes according to the age group, statu, education status. Using the correlation research design from the other side; the relationship between Professional Interest and Positive Future Expectation were examined.

Universe and Sample

The target population of the research consists of students studying in OHS program and department at universities and OSS who have graduated from this department. The sample of the study consists of 188 participants who are students or graduates of OHS department/program of two different foundation universities in İstanbul. The data of the research were collected through google survey forms.

Data Collection

The questionnaire consists of three sections: the first section consists of questions about demographic characteristics, the second section includes “Professional Interest Scale” developed by Kaysi (2021) and last section includes “Positive Future Expectation Scale” developed by İmamoğlu & Edwards (2007). In the research, permission was obtained from the Scientific Research and Publication Ethics Committee of İstanbul Aydın University, dated 07.02.2022 and numbered E-45379966-020-39518.

Professional Interest Scale: The scale developed by Kaysi (2021) in order to determine the professional interest levels, consists of 19 items and 4 dimensions including occupational readiness, self-development, awareness of one’s choice of profession, and suggesting one’s profession to others. High scores obtained from the scale indicate a high level of professional interest.

Positive Future Expectation Scale: This is a self-assessment scale developed by İmamoğlu & Edwards. The scale which measures the level of positivity about their personal future, consists of 5 item. The scale is a 4-point Likert type and the highest possible score is 20. High scores obtained from the scale indicate that the adolescent has positive expectations from the future (İmamoğlu & Edwards, 2007).

Participants' Personal Information

Table 1. Distribution of Participants in Terms of Demographic Characteristics

		f	%
Age	17-19	15	8,0
	20-22	91	48,4
	23-26	53	28,2
	27 and above	29	15,4
Gender	Male	107	56,9
	Female	81	43,1
Status	I am class A specialist	1	0,5
	I am class B specialist	6	3,2
	I am class C specialist	39	20,7
	I am an OHS student	114	60,6
	I am a safety technician	28	14,9
OHS department/program undergraduate student/graduated	Bachelor/ 4 years	3	1,6
	Associate degree/ 2 years	185	98,4
	Total	188	100,0

Looking at Table 1, the participants divided into four age groups: 17-19 year olds (8%), 20-22 year olds (48.4%), 23-26 year olds (28.2%), and 27 and above (56.9%). While 56.9% of the participants are male and 43.1% of them are female. A large proportion of the participants (60.6%) stated that they are still OHS students. A large proportion of the participants (98.4%) stated that they had an associate degree.

Table 2. Distribution of Participants in terms of Demographic Characteristics

		f	%
Non-students' work experience in the field	Less than 1 year	35	47,3
	1-3 years	13	17,5
	3-5 years	11	14,9
	More than 5 years	15	20,3
Students' class level	First Grade (1st year)	66	57,9
	Sophomore (2nd year)	48	42,1
Employment status of students	Yes I am working but not in OHS field	43	37,8
	Yes, I am working in the field of OHS.	11	9,6
	No I'm not working	60	52,6

Looking at Table 2, it is revealed that 47.3% of the non-student participants have less than 1 year job experience, 17.5% have 1-3 years, 14.9% have 3-5 years and 20.3% have more than 5 years. 57.9% of the

students are first grade students and 42.1% are sophomore students. 37.8% of the students said they were working, 9.6% of them were working in the field of OHS and 52.6% of them they said they were not working.

Data Analysis

Within the scope of this research, the coefficients of skewness and kurtosis are used as a basis to determine the distribution of values obtained from the Professional Interest and Positive Future Expectation Scales. The skewness and kurtosis coefficients in the range of ±1 indicate that the scores have a normal distribution (Büyüköztürk, 2007). The calculated skewness and kurtosis coefficients revealed that the scores obtained from the measurement tools followed a normal distribution (Table 1). Given this outcome, it was decided to employ parametric analytic approaches.

Table 3. Skewness and Kurtosis Values of the Scores Obtained from the Professional Interest and Positive Future Expectation Scales

Variables	Skewness		Kurtosis	
	z	SH	z	SH
Occupational readiness	-0,71	0,18	0,72	0,35
Self-development	-0,75	0,18	0,83	0,35
Awareness of one's choice of profession	-0,34	0,18	0,33	0,35
Suggesting one's profession to others	-0,27	0,18	0,49	0,35
Professional Interest total score	-0,18	0,18	0,75	0,35
Positive Future Expectation	-0,85	0,18	0,77	0,35

An independent groups t-test was used to compare the scores obtained from the Professional Interest and Positive Future Expectation by gender, class level and working status variables; and a one-way analysis of variance was used to compare by age group variable. Some groups with a small number of participants were combined with an upper or lower group and included in the analysis. To investigate the associations between professional interest and positive future expectation scores, Pearson Correlation coefficients were computed. The predictive power of professional interest components on positive future expectation was determined using multiple linear regression analysis. The Durbin-Watson coefficient was computed to examine the assumption of independence of error. The fact that this coefficient is range between (>1,50 and 2.50) indicates that the requirement of error independence is satisfied (Kalaycı, 2017). The computed Durbin-Watson coefficient was 1.92, indicating that the relevant assumption was satisfied. The confidence interval for the analyses was set at 95%, and $p<0.05$ values were considered significant. In the statistical analyses performed using the SPSS 25.0 statistical package program, Pearson Correlation coefficients were computed to examine the associations between the professional interest and the positive future expectations scores. The predictive power of professional interest components on positive future expectation was determined using multiple linear regression analysis.

FINDINGS

The following findings have been reached as a result of the analyzes made for the research.

Table 4. Descriptive Values of Scores Obtained from Professional Interest and Positive Future Expectation Scales

Variables	N	Min.	Max.	Ave	Sd
Occupational readiness	188	7	35	27,56	4,24
Self-development	188	5	25	18,82	3,43
Awareness of one's choice of profession	188	5	25	21,13	3,35
Suggesting one's profession to others	188	2	10	8,15	1,91
Professional Interest total score	188	19	95	75,66	10,60
Positive Future Expectation	188	5	25	19,48	4,09

Table 4 shows that the mean scores of occupational readiness, self-development, awareness of one's choice of profession, suggesting one's profession to others, professional interest total score and Positive future expectation are calculated respectively as 27.56 (Sd=4.24), 18.82 (Sd=3.43), and 21.13 (Sd=3.35), 8.15 (Sd=1.91), 75.66 (Sd=10.60), and 19.48 (Sd=4.09). The mean scores obtained suggested that the participants' professional interests and positive future expectation were at a high level.

Table 5. The Mean Scores for Professional Interest and Positive Future Expectation, Standard Deviations and ANOVA Results by Age Group

Variables	Age Group	N	Ave	Sd	F	p
Occupational readiness	22 years old and under	106	27,15	3,72	1,19	0,31
	23-26 year olds	53	28,19	4,07		
	27 years old and above	29	27,93	5,98		
Self-development	22 years old and under	106	18,54	3,38	1,72	0,18
	23-26 year olds	53	18,81	3,01		
	27 and above	29	19,86	4,16		
Awareness of one's choice of profession	22 years old and under	106	21,42	2,95	1,08	0,34
	23-26 year olds	53	20,92	3,08		
	27 and above	29	20,45	4,90		
Suggesting one's profession to others	22 years old and under	106	8,43	1,52	2,68	0,07
	23-26 year olds	53	7,83	2,30		
	27 and above	29	7,72	2,27		
Professional Interest total score	22 years old and under	106	75,54	9,57	0,02	0,98
	23-26 year olds	53	75,75	9,59		
	27 and above	29	75,97	15,36		
Positive future expectation	22 years old and under	106	19,90	3,91	1,33	0,27
	23-26 year olds	53	18,81	4,18		
	27 and above	29	19,21	4,51		

Table 5 suggested that the mean scores of occupational readiness, self-development, awareness of one's choice of profession, suggesting one's profession to others and professional interest total score and positive future expectation do not differ significantly ($p>0.05$) by age groups. It has been observed that the professional

interests and positive future expectations of participants in the age group 22 years old and under, 23-26, and 27 and above are similar.

Table 6. The Mean scores of Professional Interest and Positive Future Expectation, Standard Deviations and Independent Groups t-Test Results by Gender

Variables	Gender	N	Ave	Sd	t	Sd	p
Occupational readiness	Female	81	27,47	4,57	-0,27	186	0,79
	Male	107	27,64	3,99			
Self-development	Female	81	18,91	3,60	0,33	186	0,74
	Male	107	18,75	3,31			
Awareness of one's choice of profession	Female	81	21,10	3,49	-0,10	186	0,92
	Male	107	21,15	3,26			
Suggesting one's profession to others	Female	81	8,22	1,90	0,42	186	0,67
	Male	107	8,10	1,92			
Professional Interest total score	Female	81	75,70	10,89	0,04	186	0,97
	Male	107	75,64	10,43			
Positive future expectation	Female	81	20,22	3,71	2,17	186	0,03*
	Male	107	18,93	4,29			

*p<0,05

Examining Table 6, it is found that the mean scores of occupational readiness, self-development, awareness of one's choice of profession, suggesting one's profession to others, professional interest total score and positive future expectation do not differ significantly by gender (p>0.05). In addition, the mean scores of Positive Future Expectation by Gender has shown a significant difference (p<0,05). The mean score of positive future expectation of women is significantly higher than mean score of men.

Table 7. The Mean scores of Professional Interest and Positive Future Expectation, Standard Deviations and Independent Groups t-Test Results by Class level

Variables	Class Level	N	Ave	Sd	t	Sd	p
Occupational readiness	First grade	66	27,45	3,86	1,98	112	0,05
	Sophomore	48	25,94	4,27			
Self-development	First grade	66	18,67	3,51	1,06	112	0,29
	Sophomore	48	17,96	3,54			
Awareness of one's choice of profession	First grade	66	21,38	3,29	2,08	112	0,04*
	Sophomore	48	20,02	3,63			
Suggesting one's profession to others	First grade	66	8,83	1,45	2,82	112	0,01*
	Sophomore	48	8,04	1,52			
Professional Interest total score	First grade	66	76,33	9,89	2,18	112	0,03*
	Sophomore	48	71,96	11,47			
Positive future expectation	First grade	66	19,97	3,54	1,93	112	0,06
	Sophomore	48	18,54	4,33			

Examining Table 7, it is found that the mean scores of occupational readiness, self-development, and positive future expectation do not differ significantly by class (p>0.05). Nevertheless, awareness of one's choice of

profession, suggesting one's profession to others, and professional interest total score differ significantly (p<0,05). The awareness of one's choice of profession, suggesting one's profession to others and professional interest total score of junior students are significantly higher than the mean scores of sophomore students. The junior students have been found to have higher professional interest.

Table 8. The Mean scores of Professional Interest and Positive Future Expectation, Standard Deviations and Independent Groups t-Test Results by Employment status

Variables	Employment Status	N	Ave	Sd	t	Sd	p
Occupational readiness	Employed	128	27,96	4,45	1,89	186	0,16
	Unemployed	60	26,72	3,65			
Self-development	Employed	128	19,06	3,51	1,43	186	0,06
	Unemployed	60	18,30	3,21			
Awareness of one's choice of profession	Employed	128	21,27	3,46	0,87	186	0,39
	Unemployed	60	20,82	3,13			
Suggesting one's profession to others	Employed	128	8,00	1,07	-1,62	186	0,11
	Unemployed	60	8,48	1,47			
Professional Interest total score	Employed	128	76,30	11,04	1,20	186	0,23
	Unemployed	60	74,32	9,53			
Positive future expectation	Employed	128	19,43	4,33	-0,27	186	0,79
	Unemployed	60	19,60	3,55			

Examining Table 8, it is found that the mean scores of occupational readiness, self-development, awareness of one's choice of profession, suggesting one's profession to others, professional Interest total score and positive future expectation do not differ significantly by gender (p>0.05). The fact that the scores do not show a significant difference indicates that professional interest and positive future expectations of employees and non-workers show similarity.

Table 9. Pearson Correlation Coefficients for the Relationships between the Scores of Professional Interest and Positive Future Expectation

	Variables	1.	2.	3.	4.	5.	6.
1.	Occupational readiness	1					
2.	Self-development	0,66**	1				
3.	Awareness of one's choice of profession	0,63**	0,59**	1			
4.	Suggesting one's profession to others	0,34**	0,37**	0,54**	1		
5.	Professional Interest total score	0,87**	0,84**	0,86**	0,61**	1	
6.	Positive future expectation	0,48**	0,30**	0,46**	0,38**	0,50**	1

**p<0,01; N=188

Table 9 suggested that there are moderate positive and significant correlations between the total scores of positive future expectations with the total scores of professional readiness (r=0.48; p<0.01), self-development (r=0.30; p<0.01), suggesting one's profession to others (r=0.38; p<0.01), and professional interest total score (r=0,50; p<0,01). Positive future expectation increased as the total scores of professional readiness, self-

development, awareness of one's choice of profession, suggesting one's profession to others, and the professional interest total scores also increased

Table 10. Results of Regression Analysis Performed to Determine the Predictive Power of Professional Interest Components on Positive Future Expectation

Variables	B	SH	β	t	p
(Fixed)	3,94	1,83		2,16	0,03*
Occupational readiness	0,37	0,09	0,39	4,33	0,00*
Self-development	-0,17	0,10	-0,15	-1,70	0,09
Awareness of one's choice of profession	0,25	0,11	0,20	2,23	0,03*
Suggesting one's profession to others	0,41	0,16	0,19	2,58	0,01*
R=0,56	R^2=0,31		F=20,41		p<0,01

Dependent variable = positive future expectation, *p<0,05

Table 10 suggested that all professional interest components together have a significant association with positive future expectation (R=0.31; F=20.41; p<0.01). The professional interest components explained 31% of the change in positive future expectation. When the significance values of the standardized beta coefficients were evaluated, it is found that the predictor variables of professional readiness (β=0,39; p<0,05), awareness of one's choice of profession (β=0,20; p<0,05) and suggesting one's profession to others (β=0,19; p<0,05) had a significant effect on positive future expectation.

CONCLUSION and DISCUSSION

In this study, the relationship between professional interest and positive future expectation of the sample group consisting of 188 participants, including university students and alumni who are expexted to be become OSS, and the predictor of professional interest to positive future expectation are emphasized.

According to the data obtained from the sample, it has been found out that there are moderate positive and significant relationships between positive future expectation and professional interest and sub-factors of professional readiness, self-development, awareness of career choice, and proposing one's profession to others. However, 31% of the change in positive future expectation is explained by the occupational interest components. Except for self-development among the variables, it is found that professional readiness, awareness of choosing a profession, and suggesting one's profession to others positively predicted positive future expectations.

Choosing a profession that is compatible with one's talents, interests, and future expectations is vital for personal wellbeing, job satisfaction, and job performance. One of the most essential aspects in choosing a profession is one's interest in that profession (Lewalter & Krapp, 2004). Thus it is vital to prioritize students' talents, interests, and expectations in their profession choices (Polatçı & Gültekin, 2019). Because the decisions related to professional choices may have a significant impact on people's life.

Şanlı & Saraçlı (2016) & Güleri (1999) suggested that talent and skill levels have a significant role on youths' future expectation. Many pieces of research on future expectation provide significant pieces of evidence that positive future expectations improve people's psychological state (Shobe & Page-Adams 2001; Johnson et al., 2014).

In societies, education areas should be developed that will be effective on youths, who are the pioneers of economic workforce, intellectual power, and change, to attain the goals they set for themselves in their choosing profession; and professions should be accurately defined and articulated. Students should be guided not just in their university choices, but also in their talents and interests, from starting pre-school education. If the right decisions are taken, people with positive future expectations will also make significant contributions to the growth of society and country (Yavuzer et al., 2005).

People who have a professional interest and are guided by their abilities will do their chosen profession with love and willingness. Thus, peoples with good psychology are constructed by courtesy of positive expectations for the future, and psychologically powerful societies are made from these individuals.

RECOMMENDATIONS

The sample of the research consists of students and graduates of the OHS program. It is thought that the accuracy of the data obtained from the research will increase if the research, which has a high professional interest in OHS, is renewed on a larger sample of people who are studying or graduated from different departments.

Individuals who have professional interest and are guided according to their skill sets will do their preferred profession with enthusiasm. Thus, it will be possible to create individuals with good psychology with positive expectations for the future. Psychologically strong societies will be formed from these individuals. In order to achieve this, it is thought that an education model should be created to guide students according to their abilities and wishes, starting from high school and even primary school years, before they determine their profession and their university life.

ETHICAL TEXT

In the study, permission was obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of İstanbul Aydın University. In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article. In the research, permission was obtained from the Scientific Research and Publication Ethics Committee of İstanbul Aydın University, dated 07.02.2022 and numbered E-45379966-020-39518.

Article writing author influence rate: The author's contribution rate is 100%,

REFERENCES

6331 Sayılı İş Sağlığı ve Güvenliği Kanunu, Resmi Gazete, S: 28339, 30.06.2012.

Aslan, M. & Uğraş, S. (2021). The Relationship Between the Anxiety About Finding A Job and the Career Beliefs of the Sports Management Department Students, *International Journal of Education Technology and Scientific Researches,* 6(15), pp. 1149-1178.

Atli, A., & Keldal, G. (2017). Mesleki Kişilik Tipleri Envanterinin Geliştirilmesi. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*. Vol. 18 Issue 1, p73-93. https://doi.org/10.17494/ogusbd.330743

Boerchi, D., & Magnano, P. (2015). Iconographic professional interest inventory (3IP): A new validation. *Europe's Journal of Psychology*, 11 (4), 571-596. DOI: 10.5964/ejop.v11i4.927

Büyüköztürk, Ş. (2007). Sosyal bilimler için veri analizi el kitabı. Pagem Yayınları.

Csikszentmihalyi, M., & Schneider, B. (2000). *Becoming adult: How teenagers prepare for the world of work*. Basic Books.

Dewey, J. (1913). *Interest and effort in education.* Houghton, Mifflin and Company.

Ehrhart, K. H., & Makransky, G. (2007). Testing vocational interests and personality as predictors of person–vacation and person–job fit. *Journal of Career Assessment*, 15, pp. 206-226. DOI: 10.1177/1069072706298105

Frank, L. K. (1939). Time perspectives. *Journal of Social Philosophy*, 4, 293-312

Furnham, A. (2001). Vocational preference and P–O fit: reflections on Holland's theory of vocational choice. *Applied Psychology*, 50 (2001), pp. 5-29. https://psycnet.apa.org/doi/10.1111/1464-0597.00046

Guennoc, F., Chauvin, C., & Le Coze, J. C. (2019). The Activities of Occupational Health and Safety Specialists In A High-Risk Industry. Safety Science. 112. 71-80. doi: 10.1016/j.ssci.2018.10.004

Guthrie, W., & Herman, A. (1982). Vocational maturity and its relationship to Holland's Theory of Vocational Choice. *Journal of Vocational Behaviour*, pp.196-205. https://psycnet.apa.org/doi/10.1016/0001-8791(82)90029-X

Güleri, M. (1999), İşçi ve üniversiteli gençliğin gelecek beklentileri ile kötümserlik iyimserlik düzeyleri (III. Sosyal Psikiyatri Sempozyumunda sunulan bildiri), *Ankara Üniversitesi Kriz Dergisi*. pp.88.

Holland, J.L. (1985). Making Vocational Choices: A Theory of Vocational Personalities and Work Environments (2nd ed.), Prentice Hall, Englewood Cliffs, NJ (1985)

Israeli, N. (1930). Some aspects of the social psychology of futurism. *Journal of Abnormal and Social Psychology,* 25, 121-132. https://doi.org/10.1037/h0073258

İmamoğlu. E. O., & Edwards. A. G. (2007). Geleceğe ilişkin yönelimlerde benlik tipine bağlı farklılıklar (Self-related differences in future time orientations). *Türk Psikoloji Dergisi*, 22, pp.115-138

Johnson S. R. L., Blum R.W., & Cheng T. L. (2014). Future Orientation: A Construct with Implications for Adolescent Health and Wellbeing. *International Journal of Adolescent Medicine and Health 26* (4), pp.459-468. doi: 10.1515/ijamh-2013-0333

Kalaycı, Ş. (2017). *SPSS uygulamalı çok değişkenli istatistik teknikleri* (8. Baskı). Asil Yayın Dağıtım.

Krapp, A. (2002). An educational-psychological theory of interest and its relation to SDT. In E. L. Deci & R.M. Ryan (Eds.), The handbook of self-determination research pp. 405–427. Rochester: University of Rochester Press.

Krapp, A., Hidi, S., & Renninger, K. A. (1992). The Role of Interest in Learning and Development, Erlbaum, Hillsdale, NJ, pp. 3–25.

Lewalter, D., & Krapp, A. (2004). The Role of Contextual Conditions of Vocational Education for Motivational Orientations and Emotional Experiences. *European Psychologist, 9*(4), pp.210–221. https://doi.org/10.1027/1016-9040.9.4.210

Lewin, K. (1939). Field theory and experiment in social psychology: concepts and methods. *The American Journal of Sociology*, 44, pp.868-897.

Low, K. S. D., Yoon, M., Roberts, B. W., & Rounds, J. (2005). The Stability of Vocational Interests from Early Adolescence to Middle Adulthood: A Quantitative Review of Longitudinal Studies. *Psychological Bulletin, 131*(5), pp.713–737. DOI: 10.1037/0033-2909.131.5.713

MacLeod, A. K., & Byrne, A. (1996). Anxiety, depression, and the anticipation of future positive and negative experiences. *Journal of Abnormal Psychology, 105*(2), pp.286–289. https://doi.org/10.1037/0021-843X.105.2.286

Mitchell, M. (1993). Situational interest: Its multifaceted structure in the secondary school mathematics classroom. *Journal of Educational Psychology, 85*(3), pp.424–436. https://doi.org/10.1037/0022-0663.85.3.424

Nurmi, J., E. (2001). Navigating through adolescence: introduction. In J. E. Nurmi (Ed.), Navigating through adolescence. Routledge.

Polatcı, S., & Gültekin, Z. (2019). Meslek yüksekokulunda okuyorum seçtiğim mesleğe uygun muyum? *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(21), pp.384-396.

Seginer, R. (2003). Adolescent Future Orientation: An Integrated Cultural and Ecological Perspective. *Online Readings in Psychology and Culture.* 6(1). DOI: 10.9707/2307-0919.1056

Shobe, M., & Page-Adams, D. (2001). Assets, Future Orientation, and Well-Being: Exploring and Extending Sherraden's Framework. *Journal Of Sociology And Social Welfare 28* (3), pp.109-127.

Song, Z., & Chon, K. (2012). General self-efficacy's effect on career choice goals via vocational interests and person–job fit: A mediation model. *International Journal of Hospitality Management, 31*(3), pp.798–808. https://psycnet.apa.org/doi/10.1016/j.ijhm.2011.09.016

Su, R. (2012). The power of vocational interests and interest congruence in predicting career success. University of Illinois at Urbana-Champaign. ProQuest Dissertations Publishing, 3600736. http://hdl.handle.net/2142/34329

Super, D. E. (1974). Measuring Vocational Maturity for Counseling and Evaliation. American Personnel and Guidance Association.

Şanlı, K., & Saraç, T. (2016). Üniversite Öğrencilerinin Gelecek Kaygısı. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 13(33), pp.227-242.

Şekerli, E. B., Taslak S. & Çetinel M. H. (2016). Mesleki Bağlılığın Çalışanların İhbarcılık Eğilimleri Üzerindeki Etkisinin İncelenmesine Yönelik Görgül Bir Çalışma, *International Journal Of Eurasia Social Sciences*, Vol: 7, Issue: 25, pp.1-21.

Şimşek, H. (2010). Güneydoğu Anadolu bölgesindeki lise öğrencilerinin sosyal bütünleşme düzeyleri ve gelecek beklentileri. (Proje Raporu. No. 109K300). TÜBİTAK.

Tatar, A. M. (2005). Öğretmen beklentisi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 2 (2) . https://dergipark.org.tr/tr/pub/yyuefd/issue/13720/166070

Tinsley, H. (2006). A pig in a suit is still a pig: a comment on "modifying the C index for use with Holland codes of unequal length". *Journal of Career Assessment*, 14 (2006), pp. 283-288

Tracey, T. J. G. (2001). The development of structure of interests in children: Setting the stage. *Journal of Vocational Behavior*, 59, pp.89–104. doi:.10.1006/jvbe.2000.1787

Tsabari, O., Tziner, A., & Meir, E. (2005). Updated meta-analysis of the relationship between congruence and satisfaction. *Journal of Career Assessment*, 13, pp. 216-232. https://doi.org/10.1177%2F1069072704273165

Vroom, V.H. (1964). *Work and motivation.* Wiley.