

```

USE ALL.
COMPUTE filter_$=(Country_no = 3).
VARIABLE LABELS filter_$ 'Country_no = 3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=Country_no QS1_gender QS2_age QS3_1 QS3_2 QS3_3 QS3_4
  QS3_5 QS3_6 QS3_7 QS4_1 QS4_2 QS4_3 QS5_1 QS5_2 QS5_3 QS5_4 QS5_5 QS5_6 QS
  5_7 QS5_8 QS6_1 QS6_2 QS6_3 QS7_1 QS7_2 QS7_3 QS7_4 QS7_5 QS7_6 QS7_7 QS7_8
  QS7_9 QS7_10 QS7_11 QS7_12
  QS7_13 QS8 QS10 QS11_1 QS11_2 QS11_3 QS11_4 QS11_5 QS11_6 QS11_7 QS11_8 QS1
  1_9 QS11_10 QS12_1 QS12_2 QS12_3 QS12_4 QS12_5 QS12_6 QS12_7 QS12_8 QS12_9
  QS12_10 QS13_1_1 QS13_1_2 QS13_2_1 QS13_2_2 QS13_3_1 QS13_3_2 QS13_4_1 QS13
  _4_2 QS13_5_1 QS13_5_2
  QS13_6_1 QS13_6_2 QS13_7_1 QS13_7_2 QS13_8_1 QS13_8_2 QS13_9_1 QS13_9_2 QS1
  3_10_1 QS13_10_2 QS14_1 QS14_2 QS14_3 QS14_4 QS14_5 QS14_6 QS14_7 QS14_8 QS
  14_9 QS14_10 QS14_11 QS14_12 QS15 QS16
  /STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM MEAN MEDIAN
  /BARChart PERCENT
  /ORDER=ANALYSIS.

```

Häufigkeiten

[DatenSet1] C:\Users\mbeutner\Desktop\Daten SPSS COR-VET students - final 1
7-07-2013.sav

Statistiken

	N	
	Gültig	Fehlend
Country	406	0
Gender	404	2
Age	389	17
The transition process from school into the world of work should be supported by teachers.	398	8
The transition process from school into the world of work should be supported by parents.	397	9
The transition process from school into the world of work should be supported by enterprises.	392	14
The transition process from school into the world of work should be supported by counsellors.	397	9
The transition process from school into the world of work should be supported by advisers.	393	13
The transition process from school into the world of work should be supported by social workers.	390	16
The transition process from school into the world of work should be supported by the learner himself / herself.	398	8
How important is the transition process from school into the world of work?	396	10
How important is it to support the job decision of the learners?	390	16
How important is it to provide information on future job opportunities?	391	15
The transition of learners from school into the world of work is seen as important in my country.	397	9
The transition of learners from school into the world of work is supported by teachers in my country.	396	10
The transition of learners from school into the world of work is supported by the parents in my country.	395	11

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Country	3,00	3,00	,000	,000
Gender	1,53	2,00	,499	,249
Age	16,33	16,00	4,031	16,248
The transition process from school into the world of work should be supported by teachers.	1,66	1,00	,860	,739
The transition process from school into the world of work should be supported by parents.	1,56	1,00	,803	,645
The transition process from school into the world of work should be supported by enterprises.	1,99	2,00	,994	,987
The transition process from school into the world of work should be supported by counsellors.	1,91	2,00	,949	,901
The transition process from school into the world of work should be supported by advisers.	1,97	2,00	,998	,996
The transition process from school into the world of work should be supported by social workers.	2,12	2,00	1,044	1,089
The transition process from school into the world of work should be supported by the learner himself / herself.	2,16	2,00	1,114	1,242
How important is the transition process from school into the world of work?	1,40	1,00	,825	,680
How important is it to support the job decision of the learners?	1,44	1,00	,927	,859
How important is it to provide information on future job opportunities?	1,47	1,00	,989	,978
The transition of learners from school into the world of work is seen as important in my country.	1,86	2,00	,949	,901
The transition of learners from school into the world of work is supported by teachers in my country.	1,82	2,00	,833	,694
The transition of learners from school into the world of work is supported by the parents in my country.	1,76	2,00	,858	,736

Statistiken

	Minimum	Maximum
Country	3	3
Gender	1	2
Age	12	81
The transition process from school into the world of work should be supported by teachers.	1	4
The transition process from school into the world of work should be supported by parents.	1	4
The transition process from school into the world of work should be supported by enterprises.	1	4
The transition process from school into the world of work should be supported by counsellors.	1	4
The transition process from school into the world of work should be supported by advisers.	1	4
The transition process from school into the world of work should be supported by social workers.	1	4
The transition process from school into the world of work should be supported by the learner himself / herself.	1	4
How important is the transition process from school into the world of work?	1	6
How important is it to support the job decision of the learners?	1	6
How important is it to provide information on future job opportunities?	1	6
The transition of learners from school into the world of work is seen as important in my country.	1	4
The transition of learners from school into the world of work is supported by teachers in my country.	1	4
The transition of learners from school into the world of work is supported by the parents in my country.	1	4

Statistiken

	N	
	Gültig	Fehlend
The transition of learners from school into the world of work is supported by enterprises in my country.	395	11
The transition of learners from school into the world of work is supported by job counsellors in my country.	398	8
The transition of learners from school into the world of work is supported by career advisers in my country.	393	13
The transition of learners from school into the world of work is supported by social workers in my country.	396	10
The transition of learners from school into the world of work is supported by the learners in my country.	406	0
In my country the transition of learners into the world of work is supported by other institutions.	394	12
In my country the transition of learners into the world of work is supported by other institutions A:	406	0
In my country the transition of learners into the world of work is supported by other institutions B:	406	0
What do you want to do after leaving school? I'd like to start an apprenticeship.	383	23
What do you want to do after leaving school? I'd like to work immediately.	385	21

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
The transition of learners from school into the world of work is supported by enterprises in my country.	2,15	2,00	,992	,983
The transition of learners from school into the world of work is supported by job counsellors in my country.	2,06	2,00	1,006	1,011
The transition of learners from school into the world of work is supported by career advisers in my country.	2,08	2,00	1,010	1,021
The transition of learners from school into the world of work is supported by social workers in my country.	2,17	2,00	1,061	1,127
The transition of learners from school into the world of work is supported by the learners in my country.	2,13	2,00	1,098	1,206
In my country the transition of learners into the world of work is supported by other institutions.	,32	,00	,468	,219
In my country the transition of learners into the world of work is supported by other institutions A:				
In my country the transition of learners into the world of work is supported by other institutions B:				
What do you want to do after leaving school? I'd like to start an apprenticeship.	2,11	2,00	1,153	1,328
What do you want to do after leaving school? I'd like to work immediately.	1,93	2,00	1,060	1,123

Statistiken

	Minimum	Maximum
The transition of learners from school into the world of work is supported by enterprises in my country.	1	4
The transition of learners from school into the world of work is supported by job counsellors in my country.	1	4
The transition of learners from school into the world of work is supported by career advisers in my country.	1	4
The transition of learners from school into the world of work is supported by social workers in my country.	1	4
The transition of learners from school into the world of work is supported by the learners in my country.	0	4
In my country the transition of learners into the world of work is supported by other institutions.	0	1
In my country the transition of learners into the world of work is supported by other institutions A:		
In my country the transition of learners into the world of work is supported by other institutions B:		
What do you want to do after leaving school? I'd like to start an apprenticeship.	1	4
What do you want to do after leaving school? I'd like to work immediately.	1	4

Statistiken

	N	
	Gültig	Fehlend
What do you want to do after leaving school? I'd like to do a work placement.	382	24
What do you want to do after leaving school? I'd like to go to another school/college /professional course.	382	24
What do you want to do after leaving school? I'd like to go to university.	388	18
What do you want to do after leaving school? I'd like to find more information about jobs and my career.	385	21
What do you want to do after leaving school? I'd like to stay at home with family.	385	21
What do you want to do after leaving school? I'd like to volunteer.	379	27
What do you want to do after leaving school? I'd like to have a gap year.	387	19
What do you want to do after leaving school? I'd like to open up a business.	379	27
What do you want to do after leaving school? I'm going to start military service.	374	32
What do you want to do after leaving school? Other:	225	181
What do you want to do after leaving school? Other ...	406	0
How do you rate your chances of getting an apprenticeship after school?	373	33

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
What do you want to do after leaving school? I'd like to do a work placement.	1,72	1,00	,999	,999
What do you want to do after leaving school? I'd like to go to another school/college /professional course.	1,69	1,00	,969	,939
What do you want to do after leaving school? I'd like to go to university.	1,30	1,00	,696	,484
What do you want to do after leaving school? I'd like to find more information about jobs and my career.	1,34	1,00	,655	,429
What do you want to do after leaving school? I'd like to stay at home with family.	3,01	4,00	1,191	1,419
What do you want to do after leaving school? I'd like to volunteer.	2,61	3,00	1,146	1,313
What do you want to do after leaving school? I'd like to have a gap year.	2,78	3,00	1,232	1,518
What do you want to do after leaving school? I'd like to open up a business.	2,26	2,00	1,188	1,412
What do you want to do after leaving school? I'm going to start military service.	2,65	3,00	1,311	1,720
What do you want to do after leaving school? Other:	2,25	2,00	1,283	1,645
What do you want to do after leaving school? Other ...				
How do you rate your chances of getting an apprenticeship after school?	2,49	2,00	1,471	2,165

Statistiken

	Minimum	Maximum
What do you want to do after leaving school? I'd like to do a work placement.	1	4
What do you want to do after leaving school? I'd like to go to another school/college /professional course.	1	4
What do you want to do after leaving school? I'd like to go to university.	1	4
What do you want to do after leaving school? I'd like to find more information about jobs and my career.	1	4
What do you want to do after leaving school? I'd like to stay at home with family.	1	4
What do you want to do after leaving school? I'd like to volunteer.	1	4
What do you want to do after leaving school? I'd like to have a gap year.	1	4
What do you want to do after leaving school? I'd like to open up a business.	1	4
What do you want to do after leaving school? I'm going to start military service.	1	4
What do you want to do after leaving school? Other:	1	4
What do you want to do after leaving school? Other ...		
How do you rate your chances of getting an apprenticeship after school?	1	6

Statistiken

	N	
	Gültig	Fehlend
How do you rate your chances of getting a job after school?	367	39
Which factors below contributed to your answer above? my knowledge	389	17
Which factors below contributed to your answer above? my education	389	17
Which factors below contributed to your answer above? my self confidence	389	17
Which factors below contributed to your answer above? my social competencies	388	18
Which factors below contributed to your answer above? the vocational and career orientation at school	388	18
Which factors below contributed to your answer above? my social/cultural background	388	18
Which factors below contributed to your answer above? knowing the right people	390	16
Which factors below contributed to your answer above? my grades	386	20
Which factors below contributed to your answer above? other aspects	315	91
Which factors below contributed to your answer above? own reason	406	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
How do you rate your chances of getting a job after school?	2,44	2,00	1,492	2,225
Which factors below contributed to your answer above? my knowledge	1,62	1,00	,756	,571
Which factors below contributed to your answer above? my education	1,63	1,00	,750	,563
Which factors below contributed to your answer above? my self confidence	1,54	1,00	,767	,589
Which factors below contributed to your answer above? my social competencies	1,77	2,00	,875	,765
Which factors below contributed to your answer above? the vocational and career orientation at school	1,89	2,00	,899	,808
Which factors below contributed to your answer above? my social/cultural background	1,80	2,00	,890	,792
Which factors below contributed to your answer above? knowing the right people	1,76	2,00	,858	,736
Which factors below contributed to your answer above? my grades	1,82	2,00	,825	,680
Which factors below contributed to your answer above? other aspects	1,87	2,00	,939	,882
Which factors below contributed to your answer above? own reason				

Statistiken

	Minimum	Maximum
How do you rate your chances of getting a job after school?	1	6
Which factors below contributed to your answer above? my knowledge	1	4
Which factors below contributed to your answer above? my education	1	4
Which factors below contributed to your answer above? my self confidence	1	4
Which factors below contributed to your answer above? my social competencies	1	4
Which factors below contributed to your answer above? the vocational and career orientation at school	1	4
Which factors below contributed to your answer above? my social/cultural background	1	4
Which factors below contributed to your answer above? knowing the right people	1	4
Which factors below contributed to your answer above? my grades	1	4
Which factors below contributed to your answer above? other aspects	1	4
Which factors below contributed to your answer above? own reason	1	4

Statistiken

	N	
	Gültig	Fehlend
How important are the following factors in getting an orientation about future vocation, job and career? my knowledge	360	46
How important are the following factors in getting an orientation about future vocation, job and career? my education	361	45
How important are the following factors in getting an orientation about future vocation, job and career? my self confidence	360	46
How important are the following factors in getting an orientation about future vocation, job and career? my social competencies	357	49
How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school	359	47
How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background	361	45
How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people	355	51
How important are the following factors in getting an orientation about future vocation, job and career? my grades	359	47

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
How important are the following factors in getting an orientation about future vocation, job and career? my knowledge	1,32	1,00	,587	,345
How important are the following factors in getting an orientation about future vocation, job and career? my education	1,39	1,00	,618	,382
How important are the following factors in getting an orientation about future vocation, job and career? my self confidence	1,44	1,00	,717	,515
How important are the following factors in getting an orientation about future vocation, job and career? my social competencies	1,58	1,00	,802	,643
How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school	1,76	1,00	,908	,825
How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background	1,68	1,00	,824	,680
How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people	1,63	1,00	,838	,702
How important are the following factors in getting an orientation about future vocation, job and career? my grades	1,61	1,00	,772	,596

Statistiken

	Minimum	Maximum
How important are the following factors in getting an orientation about future vocation, job and career? my knowledge	1	4
How important are the following factors in getting an orientation about future vocation, job and career? my education	1	4
How important are the following factors in getting an orientation about future vocation, job and career? my self confidence	1	4
How important are the following factors in getting an orientation about future vocation, job and career? my social competencies	1	4
How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school	1	4
How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background	1	4
How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people	1	4
How important are the following factors in getting an orientation about future vocation, job and career? my grades	1	4

Statistiken

	N	
	Gültig	Fehlend
How important are the following factors in getting an orientation about future vocation, job and career? other aspects	269	137
How important are the following factors in getting an orientation about future vocation, job and career? own reason	406	0
Combination of practical and theoretical experiences. How well is it done?	359	47
Combination of practical and theoretical experiences. Importance?	356	50
Focusing on the strengths of the learners. How well is it done?	367	39
Focusing on the strengths of the learners. Importance?	359	47
Individual focus on each learner. How well is it done?	362	44
Individual focus on each learner. Importance?	354	52
Focusing individual self-discovery by the learners. How well is it done?	357	49
Focusing individual self-discovery by the learners. Importance?	352	54
Focusing several professions and vocations. How well is it done?	361	45
Focusing several professions and vocations. Importance?	357	49

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
How important are the following factors in getting an orientation about future vocation, job and career? other aspects	1,73	1,00	,960	,922
How important are the following factors in getting an orientation about future vocation, job and career? own reason				
Combination of practical and theoretical experiences. How well is it done?	1,88	2,00	,991	,983
Combination of practical and theoretical experiences. Importance?	1,52	1,00	,737	,543
Focusing on the strengths of the learners. How well is it done?	2,04	2,00	,994	,988
Focusing on the strengths of the learners. Importance?	1,48	1,00	,776	,602
Individual focus on each learner. How well is it done?	2,15	2,00	1,058	1,119
Individual focus on each learner. Importance?	1,50	1,00	,780	,608
Focusing individual self-discovery by the learners. How well is it done?	2,16	2,00	1,072	1,149
Focusing individual self-discovery by the learners. Importance?	1,51	1,00	,784	,615
Focusing several professions and vocations. How well is it done?	2,10	2,00	1,023	1,046
Focusing several professions and vocations. Importance?	1,59	1,00	,793	,630

Statistiken

	Minimum	Maximum
How important are the following factors in getting an orientation about future vocation, job and career? other aspects	1	4
How important are the following factors in getting an orientation about future vocation, job and career? own reason		
Combination of practical and theoretical experiences. How well is it done?	1	4
Combination of practical and theoretical experiences. Importance?	1	4
Focusing on the strengths of the learners. How well is it done?	1	4
Focusing on the strengths of the learners. Importance?	1	4
Individual focus on each learner. How well is it done?	1	4
Individual focus on each learner. Importance?	1	4
Focusing individual self-discovery by the learners. How well is it done?	1	4
Focusing individual self-discovery by the learners. Importance?	1	4
Focusing several professions and vocations. How well is it done?	1	4
Focusing several professions and vocations. Importance?	1	4

Statistiken

	N	
	Gültig	Fehlend
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	360	46
Matching individual competencies and opportunities with possibilities on the job market. Importance?	353	53
Training of applying and interview situations. How well is it done?	360	46
Training of applying and interview situations. Importance?	354	52
Training of writing cover letters and curriculum vitae. How well is it done?	364	42
Training of writing cover letters and curriculum vitae. Importance?	354	52
Discussions with job experts. How well is it done?	360	46
Discussions with job experts. Importance?	350	56
Discussions with peers. How well is it done?	367	39
Discussions with peers. Importance?	350	56
Where do you need help or support concerning career orientation or vocational orientation? finding my strengths	401	5
Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation	399	7

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	2,06	2,00	1,035	1,072
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1,53	1,00	,772	,596
Training of applying and interview situations. How well is it done?	2,04	2,00	1,027	1,054
Training of applying and interview situations. Importance?	1,57	1,00	,805	,648
Training of writing cover letters and curriculum vitae. How well is it done?	1,92	2,00	,957	,917
Training of writing cover letters and curriculum vitae. Importance?	1,69	1,00	,902	,813
Discussions with job experts. How well is it done?	2,08	2,00	1,065	1,135
Discussions with job experts. Importance?	1,60	1,00	,819	,670
Discussions with peers. How well is it done?	1,83	2,00	,974	,950
Discussions with peers. Importance?	1,66	1,00	,907	,822
Where do you need help or support concerning career orientation or vocational orientation? finding my strengths	,77	1,00	,424	,180
Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation	,62	1,00	,485	,235

Statistiken

	Minimum	Maximum
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?	1	4
Matching individual competencies and opportunities with possibilities on the job market. Importance?	1	4
Training of applying and interview situations. How well is it done?	1	4
Training of applying and interview situations. Importance?	1	4
Training of writing cover letters and curriculum vitae. How well is it done?	1	4
Training of writing cover letters and curriculum vitae. Importance?	1	4
Discussions with job experts. How well is it done?	1	4
Discussions with job experts. Importance?	1	4
Discussions with peers. How well is it done?	1	4
Discussions with peers. Importance?	1	4
Where do you need help or support concerning career orientation or vocational orientation? finding my strengths	0	1
Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation	0	1

Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications	399	7
Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market	399	7
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	399	7
Where do you need help or support concerning career orientation or vocational orientation? writing cover letters	399	7
Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae	399	7
Where do you need help or support concerning career orientation or vocational orientation? communication skills	399	7
Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)	399	7

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications	,72	1,00	,450	,202
Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market	,59	1,00	,492	,242
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	,50	,00	,501	,251
Where do you need help or support concerning career orientation or vocational orientation? writing cover letters	,34	,00	,475	,226
Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae	,44	,00	,497	,247
Where do you need help or support concerning career orientation or vocational orientation? communication skills	,54	1,00	,499	,249
Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)	,54	1,00	,499	,249

Statistiken

	Minimum	Maximum
Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications	0	1
Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market	0	1
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations	0	1
Where do you need help or support concerning career orientation or vocational orientation? writing cover letters	0	1
Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae	0	1
Where do you need help or support concerning career orientation or vocational orientation? communication skills	0	1
Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)	0	1

Statistiken

	N	
	Gültig	Fehlend
Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)	399	7
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	399	7
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are	406	0
Additional discussion points you see in Career and Vocational Orientation.	406	0
Chances you see in career orientation and vocational orientation: Chances it really offers:	406	0

Statistiken

	Mittelwert	Median	Standardabweichung	Varianz
Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)	,54	1,00	,499	,249
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	,30	,00	,457	,209
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are				
Additional discussion points you see in Career and Vocational Orientation.				
Chances you see in career orientation and vocational orientation: Chances it really offers:				

Statistiken

	Minimum	Maximum
Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)	0	1
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed	0	1
Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are		
Additional discussion points you see in Career and Vocational Orientation.		
Chances you see in career orientation and vocational orientation: Chances it really offers:		

Häufigkeitstabelle

Country

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig Turkey	406	100,0	100,0	100,0

Gender

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig female	188	46,3	46,5	46,5
male	216	53,2	53,5	100,0
Gesamt	404	99,5	100,0	
Fehlend 9	2	,5		
Gesamt	406	100,0		

Age

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	12	1	,2	,3	,3
	13	1	,2	,3	,5
	14	9	2,2	2,3	2,8
	15	142	35,0	36,5	39,3
	16	113	27,8	29,0	68,4
	17	100	24,6	25,7	94,1
	18	13	3,2	3,3	97,4
	19	2	,5	,5	97,9
	20	1	,2	,3	98,2
	25	1	,2	,3	98,5
	26	1	,2	,3	98,7
	30	2	,5	,5	99,2
	38	1	,2	,3	99,5
	42	1	,2	,3	99,7
	81	1	,2	,3	100,0
Gesamt		389	95,8	100,0	
Fehlend	99	17	4,2		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by teachers.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	213	52,5	53,5	53,5
	agree	133	32,8	33,4	86,9
	disagree	27	6,7	6,8	93,7
	strongly disagree	25	6,2	6,3	100,0
	Gesamt	398	98,0	100,0	
Fehlend	0	8	2,0		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by parents.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	238	58,6	59,9	59,9
	agree	108	26,6	27,2	87,2
	disagree	37	9,1	9,3	96,5
	strongly disagree	14	3,4	3,5	100,0
	Gesamt	397	97,8	100,0	
Fehlend	0	9	2,2		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by enterprises.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	155	38,2	39,5	39,5
	agree	126	31,0	32,1	71,7
	disagree	71	17,5	18,1	89,8
	strongly disagree	40	9,9	10,2	100,0
	Gesamt	392	96,6	100,0	
Fehlend	0	14	3,4		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by counsellors.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	164	40,4	41,3	41,3
	agree	139	34,2	35,0	76,3
	disagree	60	14,8	15,1	91,4
	strongly disagree	34	8,4	8,6	100,0
	Gesamt	397	97,8	100,0	
Fehlend	0	9	2,2		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by advisers.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	159	39,2	40,5	40,5
	agree	131	32,3	33,3	73,8
	disagree	60	14,8	15,3	89,1
	strongly disagree	43	10,6	10,9	100,0
	Gesamt	393	96,8	100,0	
Fehlend	0	13	3,2		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by social workers.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	140	34,5	35,9	35,9
	agree	117	28,8	30,0	65,9
	disagree	81	20,0	20,8	86,7
	strongly disagree	52	12,8	13,3	100,0
	Gesamt	390	96,1	100,0	
Fehlend	0	16	3,9		
Gesamt		406	100,0		

The transition process from school into the world of work should be supported by the learner himself / herself.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	146	36,0	36,7	36,7
	agree	117	28,8	29,4	66,1
	disagree	61	15,0	15,3	81,4
	strongly disagree	74	18,2	18,6	100,0
	Gesamt	398	98,0	100,0	
Fehlend	0	8	2,0		
Gesamt		406	100,0		

How important is the transition process from school into the world of work?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	297	73,2	75,0	75,0
	2 - important	60	14,8	15,2	90,2
	3 - rather important	27	6,7	6,8	97,0
	4 - less important	8	2,0	2,0	99,0
	5 - rather unimportant	1	,2	,3	99,2
	6 - unimportant	3	,7	,8	100,0
	Gesamt	396	97,5	100,0	
Fehlend	0	10	2,5		
Gesamt		406	100,0		

How important is it to support the job decision of the learners?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	289	71,2	74,1	74,1
	2 - important	57	14,0	14,6	88,7
	3 - rather important	29	7,1	7,4	96,2
	4 - less important	8	2,0	2,1	98,2
	5 - rather unimportant	1	,2	,3	98,5
	6 - unimportant	6	1,5	1,5	100,0
	Gesamt	390	96,1	100,0	
Fehlend	0	16	3,9		
Gesamt		406	100,0		

How important is it to provide information on future job opportunities?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	287	70,7	73,4	73,4
	2 - important	62	15,3	15,9	89,3
	3 - rather important	20	4,9	5,1	94,4
	4 - less important	10	2,5	2,6	96,9
	5 - rather unimportant	7	1,7	1,8	98,7
	6 - unimportant	5	1,2	1,3	100,0
	Gesamt	391	96,3	100,0	
Fehlend	0	15	3,7		
Gesamt		406	100,0		

The transition of learners from school into the world of work is seen as important in my country.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	173	42,6	43,6	43,6
	agree	141	34,7	35,5	79,1
	disagree	47	11,6	11,8	90,9
	strongly disagree	36	8,9	9,1	100,0
	Gesamt	397	97,8	100,0	
Fehlend	0	9	2,2		
Gesamt		406	100,0		

The transition of learners from school into the world of work is supported by teachers in my country.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	159	39,2	40,2	40,2
	agree	169	41,6	42,7	82,8
	disagree	48	11,8	12,1	94,9
	strongly disagree	20	4,9	5,1	100,0
	Gesamt	396	97,5	100,0	
Fehlend	0	10	2,5		
Gesamt		406	100,0		

The transition of learners from school into the world of work is supported by the parents in my country.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	183	45,1	46,3	46,3
	agree	145	35,7	36,7	83,0
	disagree	46	11,3	11,6	94,7
	strongly disagree	21	5,2	5,3	100,0
	Gesamt	395	97,3	100,0	
Fehlend	0	11	2,7		
Gesamt		406	100,0		

The transition of learners from school into the world of work is supported by enterprises in my country.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	127	31,3	32,2	32,2
	agree	125	30,8	31,6	63,8
	disagree	101	24,9	25,6	89,4
	strongly disagree	42	10,3	10,6	100,0
	Gesamt	395	97,3	100,0	
Fehlend	0	11	2,7		
Gesamt		406	100,0		

The transition of learners from school into the world of work is supported by job counsellors in my country.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
strongly agree	144	35,5	36,2	36,2
agree	130	32,0	32,7	68,8
disagree	79	19,5	19,8	88,7
strongly disagree	45	11,1	11,3	100,0
Gesamt	398	98,0	100,0	
Fehlend	0	8	2,0	
Gesamt	406	100,0		

The transition of learners from school into the world of work is supported by career advisers in my country.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
strongly agree	138	34,0	35,1	35,1
agree	131	32,3	33,3	68,4
disagree	77	19,0	19,6	88,0
strongly disagree	47	11,6	12,0	100,0
Gesamt	393	96,8	100,0	
Fehlend	0	13	3,2	
Gesamt	406	100,0		

The transition of learners from school into the world of work is supported by social workers in my country.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
strongly agree	133	32,8	33,6	33,6
agree	122	30,0	30,8	64,4
disagree	80	19,7	20,2	84,6
strongly disagree	61	15,0	15,4	100,0
Gesamt	396	97,5	100,0	
Fehlend	0	10	2,5	
Gesamt	406	100,0		

The transition of learners from school into the world of work is supported by the learners in my country.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
0	9	2,2	2,2	2,2
strongly agree	135	33,3	33,3	35,5
agree	118	29,1	29,1	64,5
disagree	84	20,7	20,7	85,2
strongly disagree	60	14,8	14,8	100,0
Gesamt	406	100,0	100,0	

In my country the transition of learners into the world of work is supported by other institutions.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no	267	65,8	67,8	67,8
	yes	127	31,3	32,2	100,0
	Gesamt	394	97,0	100,0	
Fehlend	-77	12	3,0		
Gesamt		406	100,0		

In my country the transition of learners into the world of work is supported by other institutions A:

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	367	90,4	90,4	90,4
-77	1	,2	,2	90,6
0	4	1,0	1,0	91,6
5	1	,2	,2	91,9
ÄŸŸrenciler kendi baŸŸna karar verir	1	,2	,2	92,1
ÄŸ HAYATI VE GELECEK	1	,2	,2	92,4
ÄŸKUR	1	,2	,2	92,6
ÄŸKUR ÄŸIRAKLIK EÄŸTÄŸM	1	,2	,2	92,9
ÄŸLEM VE ÄŸ- ÄŸRETMENLER	1	,2	,2	93,1
A SELSAN	1	,2	,2	93,3
DAYIM AMCAM	1	,2	,2	93,6
erkeŸ yaŸta eŸitim hakkÄŸnda bilgilendirilmek.	1	,2	,2	93,8
evet	2	,5	,5	94,3
kÄŸrÄŸehir anadolu ÄŸŸretmen lisesi	1	,2	,2	94,6
KAHÄŸAD	1	,2	,2	94,8
KIRÄŸEHÄŸR ANADOLU ÄŸŸRETMEN LÄŸSESÄŸ	1	,2	,2	95,1
KIRSEHIR ANADOLU OGRET MEN LISESI	1	,2	,2	95,3
KOÄŸ HOLDÄŸNG	1	,2	,2	95,6
MÄŸLLÄŸ EÄŸTÄŸM BAKANLIÄŸI	2	,5	,5	96,1
Okul	1	,2	,2	96,3
OKUL	8	2,0	2,0	98,3
OKUL , TÄŸÄŸK	1	,2	,2	98,5
OKUL TUBÄŸTAK	1	,2	,2	98,8
OKULDAN ÄŸÄŸ HAYATINA GEÄŸÄŸ SÄŸREÇÄŸ NE KADAR ÄŸNEMLÄŸDÄŸR	1	,2	,2	99,0
QKUL , TÄŸÄŸK	1	,2	,2	99,3
sabancÄŸ	1	,2	,2	99,5
SABUNCU	1	,2	,2	99,8
VALÄŸLÄŸK	1	,2	,2	100,0
Gesamt	406	100,0	100,0	

In my country the transition of learners into the world of work is supported by other institutions B:

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	392	96,6	96,6	96,6
3	1	,2	,2	96,8
Ä-ÄžRETMENLER TARAFINDAN DESTEKLENÄ°R	1	,2	,2	97,0
Ä†ALIK	1	,2	,2	97,3
Ä°ÄžLETMELER	1	,2	,2	97,5
BOGAZÄ°CÄ° UNIVERSITESI	1	,2	,2	97,8
hacetepe tÄ±p Ä¼niversitesi	1	,2	,2	98,0
HACETTEPE TIP FAKÄœLTESÄ°	1	,2	,2	98,3
koÄŒ	1	,2	,2	98,5
KOÄ†	1	,2	,2	98,8
MEB	1	,2	,2	99,0
Meslek DanÄ±ÄŸmanlarÄ±	1	,2	,2	99,3
PETLAS	1	,2	,2	99,5
SÄ°VÄ°L TOPLUM KURULUÄžLARI	1	,2	,2	99,8
SABANCI HOLDÄ°NG	1	,2	,2	100,0
Gesamt	406	100,0	100,0	

What do you want to do after leaving school? I'd like to start an apprenticeship.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
strongly agree	161	39,7	42,0	42,0
agree	93	22,9	24,3	66,3
disagree	55	13,5	14,4	80,7
strongly disagree	74	18,2	19,3	100,0
Gesamt	383	94,3	100,0	
Fehlend				
0	18	4,4		
System	5	1,2		
Gesamt	23	5,7		
Gesamt	406	100,0		

What do you want to do after leaving school? I'd like to work immediately.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	178	43,8	46,2	46,2
	agree	108	26,6	28,1	74,3
	disagree	47	11,6	12,2	86,5
	strongly disagree	52	12,8	13,5	100,0
	Gesamt	385	94,8	100,0	
Fehlend	0	16	3,9		
	System	5	1,2		
	Gesamt	21	5,2		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to do a work placement.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	222	54,7	58,1	58,1
	agree	80	19,7	20,9	79,1
	disagree	44	10,8	11,5	90,6
	strongly disagree	36	8,9	9,4	100,0
	Gesamt	382	94,1	100,0	
Fehlend	0	19	4,7		
	System	5	1,2		
	Gesamt	24	5,9		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to go to another school/college /professional course.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	224	55,2	58,6	58,6
	agree	86	21,2	22,5	81,2
	disagree	39	9,6	10,2	91,4
	strongly disagree	33	8,1	8,6	100,0
	Gesamt	382	94,1	100,0	
Fehlend	0	19	4,7		
	System	5	1,2		
	Gesamt	24	5,9		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to go to university.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	314	77,3	80,9	80,9
	agree	43	10,6	11,1	92,0
	disagree	20	4,9	5,2	97,2
	strongly disagree	11	2,7	2,8	100,0
	Gesamt	388	95,6	100,0	
Fehlend	0	13	3,2		
	System	5	1,2		
	Gesamt	18	4,4		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to find more information about jobs and my career.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	286	70,4	74,3	74,3
	agree	72	17,7	18,7	93,0
	disagree	21	5,2	5,5	98,4
	strongly disagree	6	1,5	1,6	100,0
	Gesamt	385	94,8	100,0	
Fehlend	0	16	3,9		
	System	5	1,2		
	Gesamt	21	5,2		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to stay at home with family.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	71	17,5	18,4	18,4
	agree	57	14,0	14,8	33,2
	disagree	53	13,1	13,8	47,0
	strongly disagree	204	50,2	53,0	100,0
	Gesamt	385	94,8	100,0	
Fehlend	0	16	3,9		
	System	5	1,2		
	Gesamt	21	5,2		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to volunteer.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	87	21,4	23,0	23,0
	agree	90	22,2	23,7	46,7
	disagree	86	21,2	22,7	69,4
	strongly disagree	116	28,6	30,6	100,0
	Gesamt	379	93,3	100,0	
Fehlend	0	22	5,4		
	System	5	1,2		
	Gesamt	27	6,7		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to have a gap year.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	95	23,4	24,5	24,5
	agree	59	14,5	15,2	39,8
	disagree	68	16,7	17,6	57,4
	strongly disagree	165	40,6	42,6	100,0
	Gesamt	387	95,3	100,0	
Fehlend	0	14	3,4		
	System	5	1,2		
	Gesamt	19	4,7		
Gesamt		406	100,0		

What do you want to do after leaving school? I'd like to open up a business.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	142	35,0	37,5	37,5
	agree	83	20,4	21,9	59,4
	disagree	66	16,3	17,4	76,8
	strongly disagree	88	21,7	23,2	100,0
	Gesamt	379	93,3	100,0	
Fehlend	0	22	5,4		
	System	5	1,2		
	Gesamt	27	6,7		
Gesamt		406	100,0		

What do you want to do after leaving school? I'm going to start military service.

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	119	29,3	31,8	31,8
	agree	53	13,1	14,2	46,0
	disagree	43	10,6	11,5	57,5
	strongly disagree	159	39,2	42,5	100,0
	Gesamt	374	92,1	100,0	
Fehlend	0	27	6,7		
	System	5	1,2		
	Gesamt	32	7,9		
Gesamt		406	100,0		

What do you want to do after leaving school? Other:

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	strongly agree	96	23,6	42,7	42,7
	agree	43	10,6	19,1	61,8
	disagree	19	4,7	8,4	70,2
	strongly disagree	67	16,5	29,8	100,0
	Gesamt	225	55,4	100,0	
Fehlend	0	176	43,3		
	System	5	1,2		
	Gesamt	181	44,6		
Gesamt		406	100,0		

What do you want to do after leaving school? Other ...

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	365	89,9	89,9	89,9
Ä±OK PARA KAZANMAK Ä°STÄ°YORUM	1	,2	,2	90,1
Ä°ÄŸ hayatÄ±na atÄ±lmak	2	,5	,5	90,6
Ä°ÄŸimi en iyi ÄŸekilde yapmaya ÄŸalÄ±ÄŸacaÄŸÄ±m.	1	,2	,2	90,9
Ä°Äž BAÄžVURULARI YAPMAK Ä°STÄ°YORUM	1	,2	,2	91,1
AKADEMÄ°K KARÄ°YER	1	,2	,2	91,4
Akademik kariyer	1	,2	,2	91,6
Akademik Kariyer	1	,2	,2	91,9
ALANIMDA Ä±OK BAÄžARILI OLMAK Ä° STÄ°YORUM	1	,2	,2	92,1
ÄœNÄ°VERSÄ°TE OKUYACAÄžİM	1	,2	,2	92,4
ÄœNÄ°VERSÄ°TEYE GÄ°TMEK	3	,7	,7	93,1
Äœniversiteye gitmek istemiyorum.	1	,2	,2	93,3
Äœniversiteye gitmek istiyorum.	1	,2	,2	93,6
BASKA MESLEK D ALLARINDA UNIVERSÄ° TE OKUMAK İSTİYORUM	1	,2	,2	93,8
BEN BAYANIM	1	,2	,2	94,1
BUR	1	,2	,2	94,3
EÄžÄ°TÄ°M SÄ°STEMÄ° Ä±OK YANLIÄž Ä° LERLÄ°YOR NERDE BU DEVLET ,EZBERCÄ° ZÄ° HNÄ°YETE HAYIR	1	,2	,2	94,6
EGÄ°TÄ°M SÄ°STEÄ°Ä° YANLIÄž	1	,2	,2	94,8
gÄŸz doktoru olmak istiyorum	1	,2	,2	95,1
GEZMEK	1	,2	,2	95,3
HEMEN KENDÄ° Ä°ÄžÄ° MÄ° KURMAK	1	,2	,2	95,6
KARÄ°YER YAPMAK Ä° STÄ°YORUM	1	,2	,2	95,8
Kendimi geliÄŸtirmek	1	,2	,2	96,1
MATEMATÄ°K Ä°- ÄžRETMENÄ° OLMAK Ä° STÄ°YORUM	1	,2	,2	96,3
meleÄŸimde kendimi geliÄŸtiricem	1	,2	,2	96,6
meleÄŸimi ÄŸÄŸreneceÄŸim	1	,2	,2	96,8

What do you want to do after leaving school? Other ...

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig mesleÄÿimde kendimi geliÄÿtireceÄÿim	1	,2	,2	97,0
Okulu bitirdikten sonra boÄÿta kalmayÄÿp bir an Äÿnce iÄÿ hayatÄÿna atÄÿlmak istiyorum	1	,2	,2	97,3
TÄÿRKIYEDE ÄÿOÄÿZU MESLEÄÿÄÿN DEÄÿZERÄÿ YOK EDÄÿLDÄÿ	1	,2	,2	97,5
YÄÿlda 2 ay tatil istiyorum	1	,2	,2	97,8
yurt dÄÿÄÿÄÿnda yÄÿksek lisans yapmak istiyorum	1	,2	,2	98,0
YURT DIÄÿZİNDA BURSLU OKUYACAÄÿZİM	2	,5	,5	98,5
YURT DIÄÿZİNDA YÄÿKSEK LÄÿSANS YAPMAK ÄÿSTÄÿYORUM	2	,5	,5	99,0
yurtdÄÿÄÿÄÿnda eÄÿitime devam etmek istiyorum	2	,5	,5	99,5
yurtdÄÿsÄÿÄÿnda eÄÿÄÿÄÿme devam etmek istiyorum	1	,2	,2	99,8
YURTDIÄÿZİNA ÄÿKACAÄÿZİM	1	,2	,2	100,0
Gesamt	406	100,0	100,0	

How do you rate your chances of getting an apprenticeship after school?

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig very good opportunities	121	29,8	32,4	32,4
good opportunities	91	22,4	24,4	56,8
rather good opportunities	87	21,4	23,3	80,2
rather poor opportunities	31	7,6	8,3	88,5
poor opportunities	18	4,4	4,8	93,3
very poor opportunities	25	6,2	6,7	100,0
Gesamt	373	91,9	100,0	
Fehlend 0	28	6,9		
System	5	1,2		
Gesamt	33	8,1		
Gesamt	406	100,0		

How do you rate your chances of getting a job after school?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very good opportunities	110	27,1	30,0	30,0
	good opportunities	127	31,3	34,6	64,6
	rather good opportunities	69	17,0	18,8	83,4
	rather poor opportunities	15	3,7	4,1	87,5
	poor opportunities	13	3,2	3,5	91,0
	very poor opportunities	33	8,1	9,0	100,0
	Gesamt	367	90,4	100,0	
Fehlend	0	34	8,4		
	System	5	1,2		
	Gesamt	39	9,6		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my knowledge

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	199	49,0	51,2	51,2
	high extent	153	37,7	39,3	90,5
	rather high extent	23	5,7	5,9	96,4
	rather low extent	14	3,4	3,6	100,0
	Gesamt	389	95,8	100,0	
Fehlend	0	12	3,0		
	System	5	1,2		
	Gesamt	17	4,2		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my education

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	195	48,0	50,1	50,1
	high extent	154	37,9	39,6	89,7
	rather high extent	28	6,9	7,2	96,9
	rather low extent	12	3,0	3,1	100,0
	Gesamt	389	95,8	100,0	
Fehlend	0	12	3,0		
	System	5	1,2		
	Gesamt	17	4,2		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my self confidence

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	231	56,9	59,4	59,4
	high extent	116	28,6	29,8	89,2
	rather high extent	30	7,4	7,7	96,9
	rather low extent	12	3,0	3,1	100,0
	Gesamt	389	95,8	100,0	
Fehlend	0	12	3,0		
	System	5	1,2		
	Gesamt	17	4,2		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my social competencies

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	179	44,1	46,1	46,1
	high extent	141	34,7	36,3	82,5
	rather high extent	45	11,1	11,6	94,1
	rather low extent	23	5,7	5,9	100,0
	Gesamt	388	95,6	100,0	
Fehlend	0	13	3,2		
	System	5	1,2		
	Gesamt	18	4,4		
Gesamt		406	100,0		

Which factors below contributed to your answer above? the vocational and career orientation at school

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	150	36,9	38,7	38,7
	high extent	158	38,9	40,7	79,4
	rather high extent	51	12,6	13,1	92,5
	rather low extent	29	7,1	7,5	100,0
	Gesamt	388	95,6	100,0	
Fehlend	0	13	3,2		
	System	5	1,2		
	Gesamt	18	4,4		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my social/cultural background

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	174	42,9	44,8	44,8
	high extent	144	35,5	37,1	82,0
	rather high extent	44	10,8	11,3	93,3
	rather low extent	26	6,4	6,7	100,0
	Gesamt	388	95,6	100,0	
Fehlend	0	13	3,2		
	System	5	1,2		
	Gesamt	18	4,4		
Gesamt		406	100,0		

Which factors below contributed to your answer above? knowing the right people

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	177	43,6	45,4	45,4
	high extent	151	37,2	38,7	84,1
	rather high extent	39	9,6	10,0	94,1
	rather low extent	23	5,7	5,9	100,0
	Gesamt	390	96,1	100,0	
Fehlend	0	11	2,7		
	System	5	1,2		
	Gesamt	16	3,9		
Gesamt		406	100,0		

Which factors below contributed to your answer above? my grades

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	152	37,4	39,4	39,4
	high extent	174	42,9	45,1	84,5
	rather high extent	39	9,6	10,1	94,6
	rather low extent	21	5,2	5,4	100,0
	Gesamt	386	95,1	100,0	
Fehlend	0	15	3,7		
	System	5	1,2		
	Gesamt	20	4,9		
Gesamt		406	100,0		

Which factors below contributed to your answer above? other aspects

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	135	33,3	42,9	42,9
	high extent	111	27,3	35,2	78,1
	rather high extent	43	10,6	13,7	91,7
	rather low extent	26	6,4	8,3	100,0
	Gesamt	315	77,6	100,0	
Fehlend	0	86	21,2		
	System	5	1,2		
	Gesamt	91	22,4		
Gesamt		406	100,0		

Which factors below contributed to your answer above? own reason

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig		384	94,6	94,6	94,6
	ÄġzgÄ¼ven	1	,2	,2	94,8
	ÄġALIÄžMAM	1	,2	,2	95,1
	ÄġEVRE	1	,2	,2	95,3
	ÄġEVREMDEKÄ° Ä° NSANLAR	1	,2	,2	95,6
	Ä¼lkemizde olan olanaklar	1	,2	,2	95,8
	AÄ°LEM	3	,7	,7	96,6
	AÄ°LEM VE ÄġEVREMÄ° N KATKISI	2	,5	,5	97,0
	Äœlkemizde olan olanaklar	1	,2	,2	97,3
	ArġadaÄ¼YlarÄ±ma olan gÄ¼venim	1	,2	,2	97,5
	DÄ¼Ä¼Ä¼Ä¼ncelerim	2	,5	,5	98,0
	derse olan ilgim	1	,2	,2	98,3
	kiÄ¼YiliÄ¼Yim	1	,2	,2	98,5
	selam ben buradan amcamlara	1	,2	,2	98,8
	SOSYAL HAYAT	2	,5	,5	99,3
	YAÄžAM TARZI	1	,2	,2	99,5
	Yine aklÄ±ma gelmedi	1	,2	,2	99,8
	ZEKÄ° OLMAM	1	,2	,2	100,0
Gesamt		406	100,0	100,0	

How important are the following factors in getting an orientation about future vocation, job and career? my knowledge

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	264	65,0	73,3	73,3
	high extent	83	20,4	23,1	96,4
	rather high extent	8	2,0	2,2	98,6
	rather low extent	5	1,2	1,4	100,0
	Gesamt	360	88,7	100,0	
Fehlend	0	41	10,1		
	System	5	1,2		
	Gesamt	46	11,3		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? my education

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	243	59,9	67,3	67,3
	high extent	102	25,1	28,3	95,6
	rather high extent	11	2,7	3,0	98,6
	rather low extent	5	1,2	1,4	100,0
	Gesamt	361	88,9	100,0	
Fehlend	0	40	9,9		
	System	5	1,2		
	Gesamt	45	11,1		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? my self confidence

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	243	59,9	67,5	67,5
	high extent	81	20,0	22,5	90,0
	rather high extent	30	7,4	8,3	98,3
	rather low extent	6	1,5	1,7	100,0
	Gesamt	360	88,7	100,0	
Fehlend	0	41	10,1		
	System	5	1,2		
	Gesamt	46	11,3		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? my social competencies

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	207	51,0	58,0	58,0
	high extent	107	26,4	30,0	88,0
	rather high extent	29	7,1	8,1	96,1
	rather low extent	14	3,4	3,9	100,0
	Gesamt	357	87,9	100,0	
Fehlend	0	44	10,8		
	System	5	1,2		
	Gesamt	49	12,1		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	183	45,1	51,0	51,0
	high extent	97	23,9	27,0	78,0
	rather high extent	61	15,0	17,0	95,0
	rather low extent	18	4,4	5,0	100,0
	Gesamt	359	88,4	100,0	
Fehlend	0	42	10,3		
	System	5	1,2		
	Gesamt	47	11,6		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	185	45,6	51,2	51,2
	high extent	121	29,8	33,5	84,8
	rather high extent	41	10,1	11,4	96,1
	rather low extent	14	3,4	3,9	100,0
	Gesamt	361	88,9	100,0	
Fehlend	0	40	9,9		
	System	5	1,2		
	Gesamt	45	11,1		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	197	48,5	55,5	55,5
	high extent	107	26,4	30,1	85,6
	rather high extent	35	8,6	9,9	95,5
	rather low extent	16	3,9	4,5	100,0
	Gesamt	355	87,4	100,0	
Fehlend	0	46	11,3		
	System	5	1,2		
	Gesamt	51	12,6		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? my grades

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	194	47,8	54,0	54,0
	high extent	121	29,8	33,7	87,7
	rather high extent	34	8,4	9,5	97,2
	rather low extent	10	2,5	2,8	100,0
	Gesamt	359	88,4	100,0	
Fehlend	0	42	10,3		
	System	5	1,2		
	Gesamt	47	11,6		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? other aspects

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	very high extent	147	36,2	54,6	54,6
	high extent	71	17,5	26,4	81,0
	rather high extent	28	6,9	10,4	91,4
	rather low extent	23	5,7	8,6	100,0
	Gesamt	269	66,3	100,0	
Fehlend	0	132	32,5		
	System	5	1,2		
	Gesamt	137	33,7		
Gesamt		406	100,0		

How important are the following factors in getting an orientation about future vocation, job and career? own reason

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	387	95,3	95,3	95,3
ÄŕzgÄ¼ven	1	,2	,2	95,6
Ä±EVREM	1	,2	,2	95,8
Ä°STEDÄ°ÄžÄ°M MESLEK	1	,2	,2	96,1
aile isteÄŸi	1	,2	,2	96,3
AYNISINI SORMUÄžÄžUNUZ	1	,2	,2	96,6
derse olan ilgim	1	,2	,2	96,8
Hangi alana ilgili olduÄŸum.	1	,2	,2	97,0
hayat ÄŸartlarÄ±)	1	,2	,2	97,3
iÄŸ bulma imkanÄ±	1	,2	,2	97,5
Kuşura bakmayÄ±n yine aklÄ±ma gelmedi	1	,2	,2	97,8
Okuldaki ÄŸÄŸretmenlere olan saygÄ±m	1	,2	,2	98,0
SAVAÄžÄ±ILIAžİM	1	,2	,2	98,3
YAÄžAMAK Ä°STEDÄ° ÄžÄ°M HAYAT	1	,2	,2	98,5
YAPABÄ°LDÄ°KLERÄ°M	5	1,2	1,2	99,8
YETENEKLERÄ°M	1	,2	,2	100,0
Gesamt	406	100,0	100,0	

Combination of practical and theoretical experiences. How well is it done?

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
good	162	39,9	45,1	45,1
rather good	116	28,6	32,3	77,4
rather not good	43	10,6	12,0	89,4
not good	38	9,4	10,6	100,0
Gesamt	359	88,4	100,0	
Fehlend				
0	42	10,3		
System	5	1,2		
Gesamt	47	11,6		
Gesamt	406	100,0		

Combination of practical and theoretical experiences. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	213	52,5	59,8	59,8
	2 - important	111	27,3	31,2	91,0
	3 - less important	22	5,4	6,2	97,2
	4 - unimportant	10	2,5	2,8	100,0
	Gesamt	356	87,7	100,0	
Fehlend	0	45	11,1		
	System	5	1,2		
	Gesamt	50	12,3		
Gesamt		406	100,0		

Focusing on the strengths of the learners. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	134	33,0	36,5	36,5
	rather good	125	30,8	34,1	70,6
	rather not good	68	16,7	18,5	89,1
	not good	40	9,9	10,9	100,0
	Gesamt	367	90,4	100,0	
Fehlend	0	34	8,4		
	System	5	1,2		
	Gesamt	39	9,6		
Gesamt		406	100,0		

Focusing on the strengths of the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	237	58,4	66,0	66,0
	2 - important	81	20,0	22,6	88,6
	3 - less important	30	7,4	8,4	96,9
	4 - unimportant	11	2,7	3,1	100,0
	Gesamt	359	88,4	100,0	
Fehlend	0	42	10,3		
	System	5	1,2		
	Gesamt	47	11,6		
Gesamt		406	100,0		

Individual focus on each learner. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	121	29,8	33,4	33,4
	rather good	124	30,5	34,3	67,7
	rather not good	59	14,5	16,3	84,0
	not good	58	14,3	16,0	100,0
	Gesamt	362	89,2	100,0	
Fehlend	0	39	9,6		
	System	5	1,2		
	Gesamt	44	10,8		
Gesamt		406	100,0		

Individual focus on each learner. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	230	56,7	65,0	65,0
	2 - important	81	20,0	22,9	87,9
	3 - less important	33	8,1	9,3	97,2
	4 - unimportant	10	2,5	2,8	100,0
	Gesamt	354	87,2	100,0	
Fehlend	0	47	11,6		
	System	5	1,2		
	Gesamt	52	12,8		
Gesamt		406	100,0		

Focusing individual self-discovery by the learners. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	124	30,5	34,7	34,7
	rather good	110	27,1	30,8	65,5
	rather not good	66	16,3	18,5	84,0
	not good	57	14,0	16,0	100,0
	Gesamt	357	87,9	100,0	
Fehlend	0	44	10,8		
	System	5	1,2		
	Gesamt	49	12,1		
Gesamt		406	100,0		

Focusing individual self-discovery by the learners. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	227	55,9	64,5	64,5
	2 - important	77	19,0	21,9	86,4
	3 - less important	40	9,9	11,4	97,7
	4 - unimportant	8	2,0	2,3	100,0
	Gesamt	352	86,7	100,0	
Fehlend	0	49	12,1		
	System	5	1,2		
	Gesamt	54	13,3		
Gesamt		406	100,0		

Focusing several professions and vocations. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	126	31,0	34,9	34,9
	rather good	119	29,3	33,0	67,9
	rather not good	70	17,2	19,4	87,3
	not good	46	11,3	12,7	100,0
	Gesamt	361	88,9	100,0	
Fehlend	0	40	9,9		
	System	5	1,2		
	Gesamt	45	11,1		
Gesamt		406	100,0		

Focusing several professions and vocations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	201	49,5	56,3	56,3
	2 - important	113	27,8	31,7	88,0
	3 - less important	30	7,4	8,4	96,4
	4 - unimportant	13	3,2	3,6	100,0
	Gesamt	357	87,9	100,0	
Fehlend	0	44	10,8		
	System	5	1,2		
	Gesamt	49	12,1		
Gesamt		406	100,0		

Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	134	33,0	37,2	37,2
	rather good	121	29,8	33,6	70,8
	rather not good	56	13,8	15,6	86,4
	not good	49	12,1	13,6	100,0
	Gesamt	360	88,7	100,0	
Fehlend	0	41	10,1		
	System	5	1,2		
	Gesamt	46	11,3		
Gesamt		406	100,0		

Matching individual competencies and opportunities with possibilities on the job market. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	219	53,9	62,0	62,0
	2 - important	89	21,9	25,2	87,3
	3 - less important	37	9,1	10,5	97,7
	4 - unimportant	8	2,0	2,3	100,0
	Gesamt	353	86,9	100,0	
Fehlend	0	48	11,8		
	System	5	1,2		
	Gesamt	53	13,1		
Gesamt		406	100,0		

Training of applying and interview situations. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	138	34,0	38,3	38,3
	rather good	116	28,6	32,2	70,6
	rather not good	61	15,0	16,9	87,5
	not good	45	11,1	12,5	100,0
	Gesamt	360	88,7	100,0	
Fehlend	0	41	10,1		
	System	5	1,2		
	Gesamt	46	11,3		
Gesamt		406	100,0		

Training of applying and interview situations. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	211	52,0	59,6	59,6
	2 - important	98	24,1	27,7	87,3
	3 - less important	32	7,9	9,0	96,3
	4 - unimportant	13	3,2	3,7	100,0
	Gesamt	354	87,2	100,0	
Fehlend	0	47	11,6		
	System	5	1,2		
	Gesamt	52	12,8		
Gesamt		406	100,0		

Training of writing cover letters and curriculum vitae. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	150	36,9	41,2	41,2
	rather good	125	30,8	34,3	75,5
	rather not good	57	14,0	15,7	91,2
	not good	32	7,9	8,8	100,0
	Gesamt	364	89,7	100,0	
Fehlend	0	37	9,1		
	System	5	1,2		
	Gesamt	42	10,3		
Gesamt		406	100,0		

Training of writing cover letters and curriculum vitae. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	193	47,5	54,5	54,5
	2 - important	97	23,9	27,4	81,9
	3 - less important	43	10,6	12,1	94,1
	4 - unimportant	21	5,2	5,9	100,0
	Gesamt	354	87,2	100,0	
Fehlend	0	47	11,6		
	System	5	1,2		
	Gesamt	52	12,8		
Gesamt		406	100,0		

Discussions with job experts. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	138	34,0	38,3	38,3
	rather good	106	26,1	29,4	67,8
	rather not good	64	15,8	17,8	85,6
	not good	52	12,8	14,4	100,0
	Gesamt	360	88,7	100,0	
Fehlend	0	41	10,1		
	System	5	1,2		
	Gesamt	46	11,3		
Gesamt		406	100,0		

Discussions with job experts. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	204	50,2	58,3	58,3
	2 - important	93	22,9	26,6	84,9
	3 - less important	42	10,3	12,0	96,9
	4 - unimportant	11	2,7	3,1	100,0
	Gesamt	350	86,2	100,0	
Fehlend	0	51	12,6		
	System	5	1,2		
	Gesamt	56	13,8		
Gesamt		406	100,0		

Discussions with peers. How well is it done?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	good	177	43,6	48,2	48,2
	rather good	108	26,6	29,4	77,7
	rather not good	49	12,1	13,4	91,0
	not good	33	8,1	9,0	100,0
	Gesamt	367	90,4	100,0	
Fehlend	0	34	8,4		
	System	5	1,2		
	Gesamt	39	9,6		
Gesamt		406	100,0		

Discussions with peers. Importance?

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	1 - very important	200	49,3	57,1	57,1
	2 - important	94	23,2	26,9	84,0
	3 - less important	32	7,9	9,1	93,1
	4 - unimportant	24	5,9	6,9	100,0
	Gesamt	350	86,2	100,0	
Fehlend	0	51	12,6		
	System	5	1,2		
	Gesamt	56	13,8		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? finding my strengths

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	94	23,2	23,4	23,4
	help needed	307	75,6	76,6	100,0
	Gesamt	401	98,8	100,0	
Fehlend	System	5	1,2		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	150	36,9	37,6	37,6
	help needed	249	61,3	62,4	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	112	27,6	28,1	28,1
	help needed	287	70,7	71,9	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	163	40,1	40,9	40,9
	help needed	236	58,1	59,1	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	201	49,5	50,4	50,4
	help needed	198	48,8	49,6	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? writing cover letters

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	262	64,5	65,7	65,7
	help needed	137	33,7	34,3	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	223	54,9	55,9	55,9
	help needed	176	43,3	44,1	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? communication skills

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	185	45,6	46,4	46,4
	help needed	214	52,7	53,6	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	182	44,8	45,6	45,6
	help needed	217	53,4	54,4	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	185	45,6	46,4	46,4
	help needed	214	52,7	53,6	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	no help needed	281	69,2	70,4	70,4
	help needed	118	29,1	29,6	100,0
	Gesamt	399	98,3	100,0	
Fehlend	System	7	1,7		
Gesamt		406	100,0		

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	398	98,0	98,0	98,0
1	1	,2	,2	98,3
AÄ°LEM	1	,2	,2	98,5
ABÄ° BÄ°ZE BURS VÄ°R NE OLUR LÄ°PEN PÄ° LÄ°Ä°Z !!!11!BÄ°R!!	1	,2	,2	98,8
Hangi mesleÄ°ye daha yatkÄ±n olmama	1	,2	,2	99,0
HASTANE	1	,2	,2	99,3
kendini tanÄ±ma	1	,2	,2	99,5
lhkmkmmkmmk	1	,2	,2	99,8
saÄ°Ä±k	1	,2	,2	100,0
Gesamt	406	100,0	100,0	

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	332	81,8	81,8	81,8
0	3	,7	,7	82,5
Ä-	1	,2	,2	82,8
Ä-ÄžRENCÄ°YE BÄ° REYSEL Ä°LGÄ° YOK.	1	,2	,2	83,0
Ä°Äž Ä°MKANI SIFIR	1	,2	,2	83,3
Ä°Äž HAYATI	4	1,0	1,0	84,2
Ä°ņsanlarÄ±n mesleđ seÄŒiminin beklediÄ°yi gibi ÄŒÄ±kmamasÄ±.	1	,2	,2	84,5
AÄ°LE BASKISININ FAZLA OLMASI.	1	,2	,2	84,7
Aile rahat bÄ±rakmalÄ±.	1	,2	,2	85,0
BÄ°REYSEL BÄ°LGGÄ° BECERÄ°LERÄ°N Ä°- NEMSENMEMESÄ°	1	,2	,2	85,2
BAÄžARI	1	,2	,2	85,5
baskÄ± yapÄ±lmasÄ±	1	,2	,2	85,7
BASKI	1	,2	,2	86,0
BASKI YAPILMASI	1	,2	,2	86,2
beceriler	1	,2	,2	86,5
bilgi var sadece	1	,2	,2	86,7
bilmiyorum,bu konuda ÄŒok dÄ°Ä°Ä°nmedim.	1	,2	,2	86,9
Bu tÄ°r yÄ°nlendirmeler pek yapÄ±lmamaktadÄ±r	1	,2	,2	87,2
BU TÄ°R YÄ°NLENDÄ° RMELER YAPILMIYOR	2	,5	,5	87,7
DÄ°L	1	,2	,2	87,9
daha iyi bir bilgi edinmeliyim	1	,2	,2	88,2
GÄ°VEN	1	,2	,2	88,4
HER KAFADAN AYRI SES Ä°KİYOR	1	,2	,2	88,7
HERÄžEY	1	,2	,2	88,9
HERKESÄ°N KARIÄžMASI	1	,2	,2	89,2
HOCALARIMIZ YETERSÄ°Z DAVRANIYO	2	,5	,5	89,7
iÄ° olanaÄ±nÄ±n hangi meslekte daha fazla olmasÄ±.	1	,2	,2	89,9
KÄ°ÄžÄ°NÄ°N Ä°LGÄ° ALANLARI	1	,2	,2	90,1
KARÄ°YER ALANINDA ÄŒOK FAZLA BÄ°LGÄ° VERÄ°LMÄ°YOR	1	,2	,2	90,4
kazanÄŒ	1	,2	,2	90,6

Additional discussion points you see in Career and Vocational Orientation.

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig KENDÄ°NÄ° TANIMA	3	,7	,7	91,4
kiÄŸinin kendjsini tanÄ±mamasÄ±	1	,2	,2	91,6
kmlmkmkmmk	1	,2	,2	91,9
maaÄŸ	2	,5	,5	92,4
MAAÄŸ	2	,5	,5	92,9
okul ÄŸok sÄ±kÄ±cÄ±	1	,2	,2	93,1
PÄ°YASA YOK	1	,2	,2	93,3
Para miktarÄ±	1	,2	,2	93,6
PMKH	1	,2	,2	93,8
SÄ°STEM FARKLILIKLARI	1	,2	,2	94,1
SÄ°YASÄ° GÄ-RÄœÄŸ	1	,2	,2	94,3
tecrÄ¼be	3	,7	,7	95,1
Temizlik	1	,2	,2	95,3
UJI8*ORÄŸMN	1	,2	,2	95,6
YANLIÄŸ BÄ°R AÄ°LE BASKISI VAR.	1	,2	,2	95,8
YeteneÄŸin Belirlenmesi	1	,2	,2	96,1
YETENEKLERÄ°MÄ° KEÄŸFETMEDE	2	,5	,5	96,6
YETENEKLERE GÄ-RE Ä°ÄŸ BULMA	2	,5	,5	97,0
yok	2	,5	,5	97,5
YOK	10	2,5	2,5	100,0
Gesamt	406	100,0	100,0	

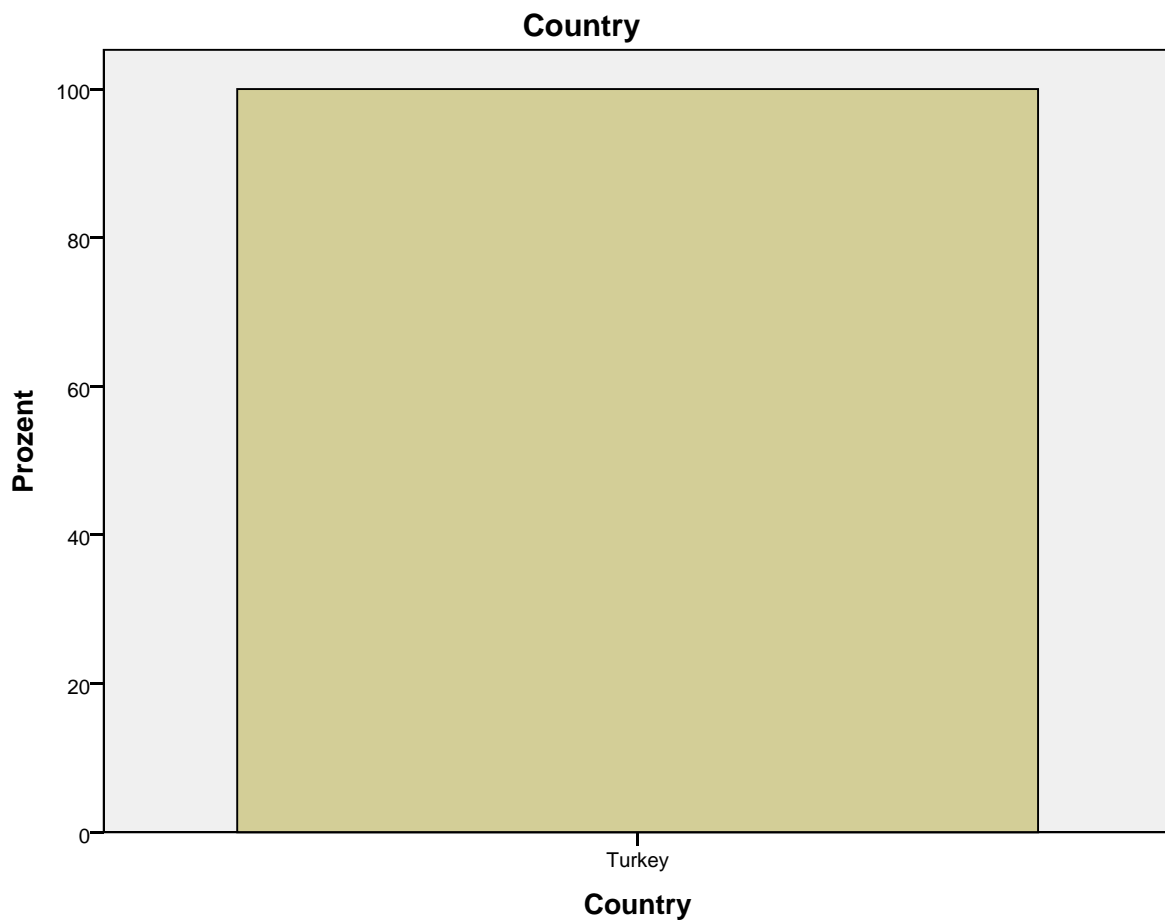
Chances you see in career orientation and vocational orientation: Chances it really offers:

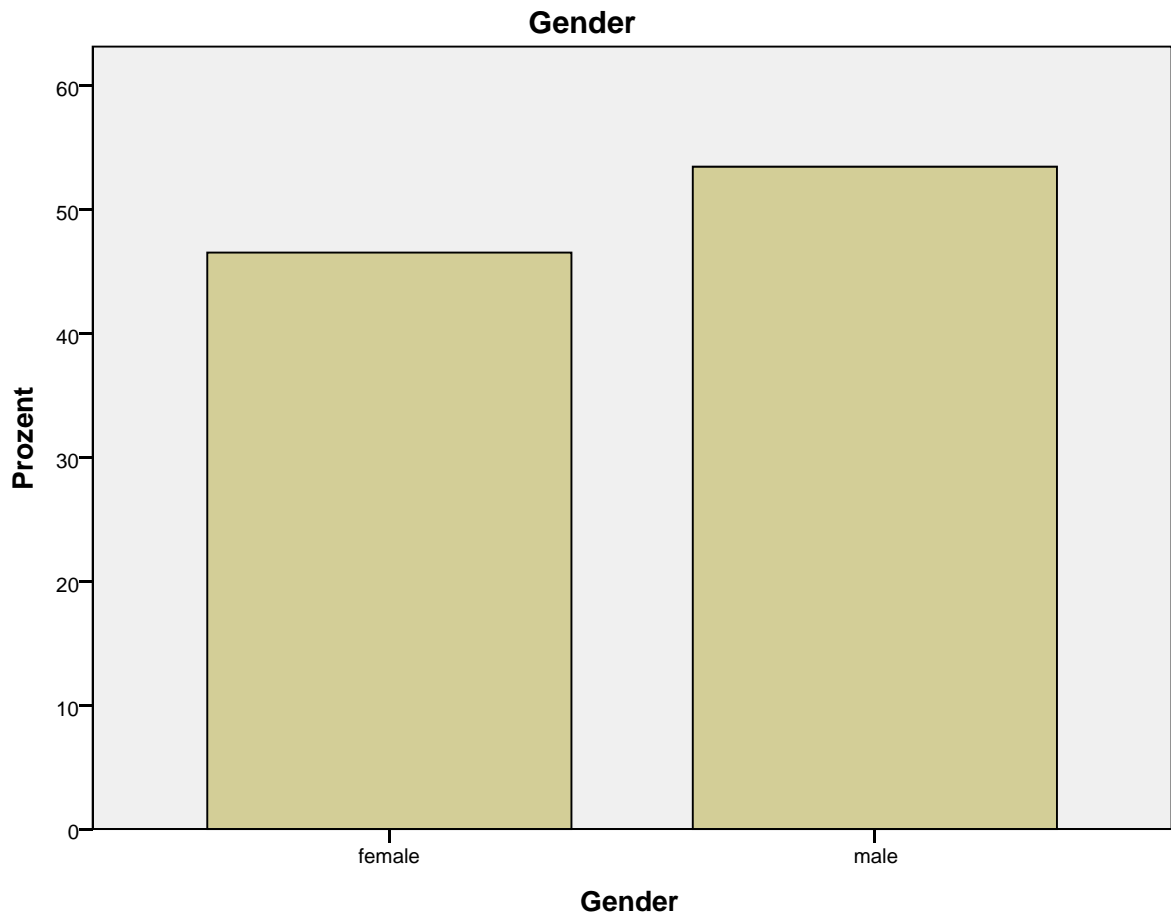
	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	346	85,2	85,2	85,2
Äñnemli olan hiÅŞ bir ÄYey yok.	1	,2	,2	85,5
Aile	1	,2	,2	85,7
Äœ0*OA6U	1	,2	,2	86,0
ÄœLKEMÄ°ZDEKÄ° Ä- ZEL VE DEVLETE AA°T Ä°Äž YERLERÄ°	1	,2	,2	86,2
atama	1	,2	,2	86,5
BAÄžARI	1	,2	,2	86,7
bssjÄñmcsvjÄñmcj ÄñsvmcsjmÄñvÄŞcm ÄñvcmÄŞkjaÄñmÄ¼kme ÄŞcv	1	,2	,2	86,9
BURS,STAJYERLÄ°K	5	1,2	1,2	88,2
DayanÄ±ÄŸma	1	,2	,2	88,4
EN ÄœST SEVÄ° YEDEKÄ° EÄžÄ°TÄ°M ARANIYOR.	2	,5	,5	88,9
GÄœVEN	1	,2	,2	89,2
gereken Äñnem yeterli	1	,2	,2	89,4
HEPSÄ°	1	,2	,2	89,7
HSLM	1	,2	,2	89,9
iÄŸ olanaklarÄ±	1	,2	,2	90,1
iÄŸimde elimden gelwenin en iyisini yapmaÄ±yÄ±m	1	,2	,2	90,4
meslek hakkÄ±nda bilgi vermek iÄŞin yapÄ±lan konferanslar	1	,2	,2	90,6
OKUL DESTEÄžÄ°	1	,2	,2	90,9
okul yÄñnlendirmeleri	2	,5	,5	91,4
OLANAK YOKK	1	,2	,2	91,6
para	1	,2	,2	91,9
PARA	4	1,0	1,0	92,9
PARA PARA PARA	1	,2	,2	93,1
PARA VE KENDÄ° Ä° STEÄžÄ°M	1	,2	,2	93,3
SADECE BÄ°LGÄ° VERÄ°LÄ°YOR	2	,5	,5	93,8
sadece bilgi veriliyor onun dÄ±sÄ±nda yapÄ±lan bir sey yok	1	,2	,2	94,1
Sadece bilgilendirilir	1	,2	,2	94,3
SEÄğMEK Ä°STEDÄ° ÄžÄ°MÄ°Z MESLEKTE BÄ°R GÄœN GEÄğÄ° RME.	1	,2	,2	94,6

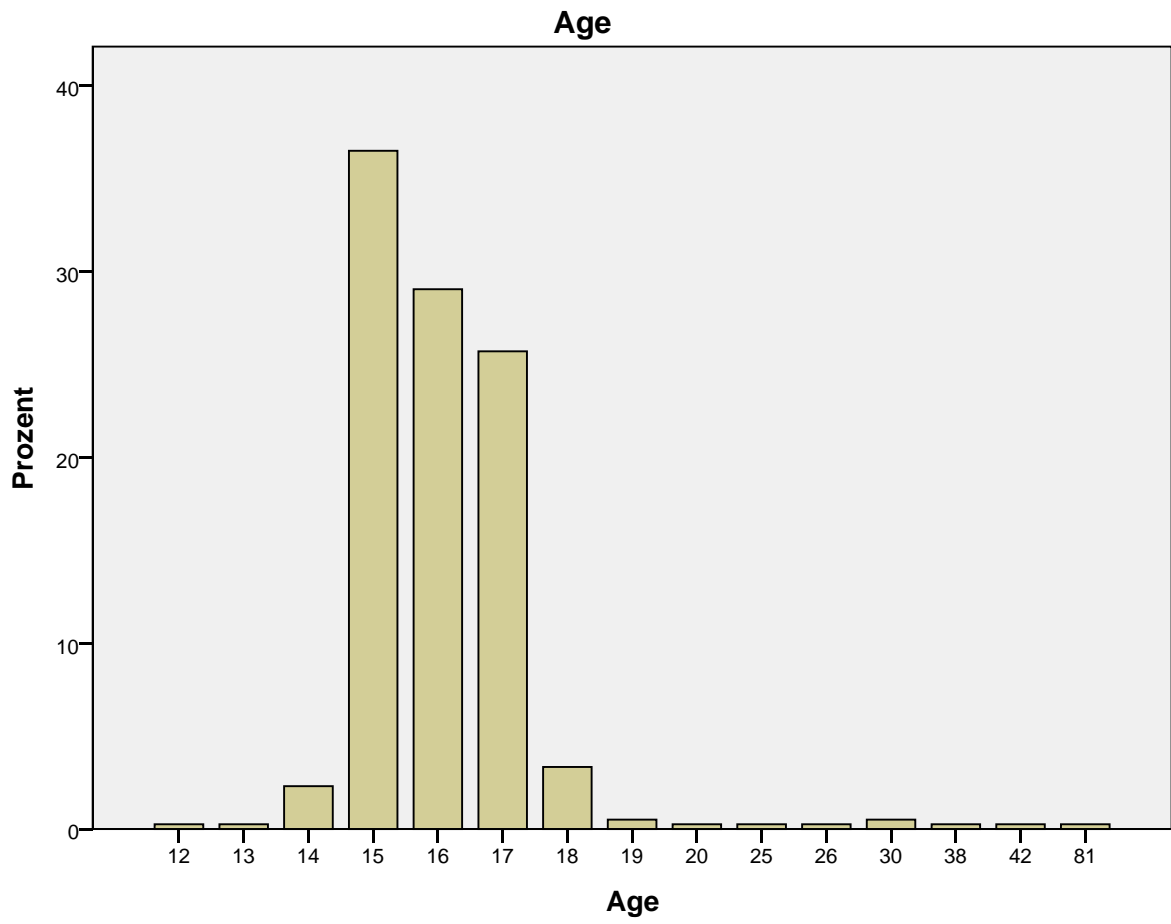
Chances you see in career orientation and vocational orientation: Chances it really offers:

	Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig				
SOSYAL AĖEVRE	2	,5	,5	95,1
TANIDIKLARIM VAR.	1	,2	,2	95,3
tecrÅ¼be	1	,2	,2	95,6
TECRÅœBELER	1	,2	,2	95,8
YÅ-NLENDÅ°RÅ°LMÅ° YORUZ	4	1,0	1,0	96,8
YÅ-NLENDÅ°RÅ°LMÅ° YORUZY	1	,2	,2	97,0
YETENEKLERÅ°M DOÅŽRULTUSUNDA HAREKET ETMEM	1	,2	,2	97,3
YETERLÅ° ALAN	1	,2	,2	97,5
yeterli olmayabilir	1	,2	,2	97,8
yok	2	,5	,5	98,3
YOK	7	1,7	1,7	100,0
Gesamt	406	100,0	100,0	

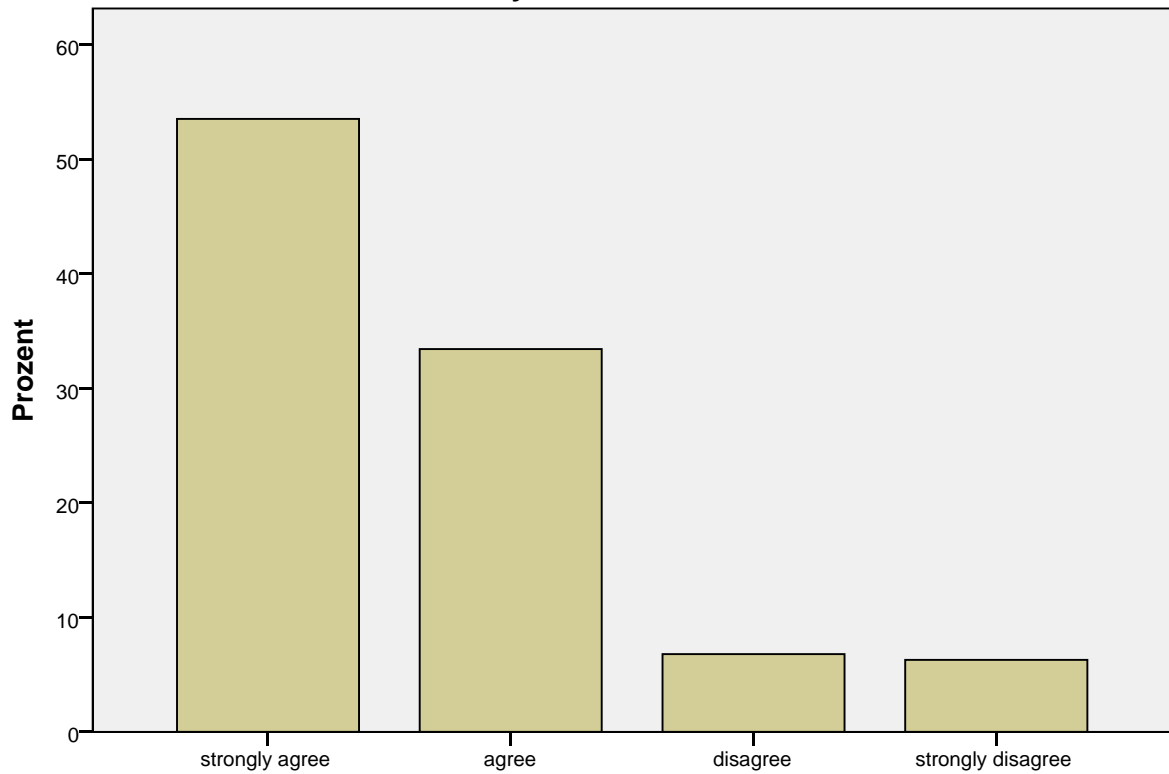
Balkendiagramm





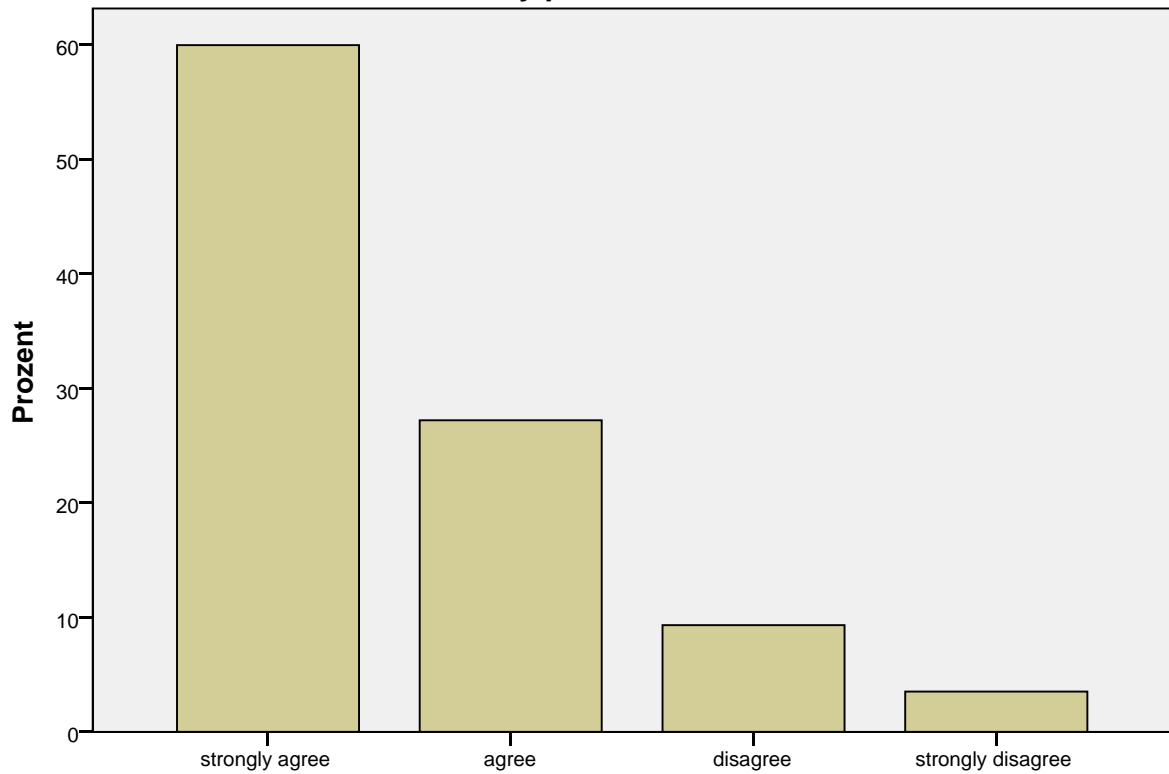


The transition process from school into the world of work should be supported by teachers.



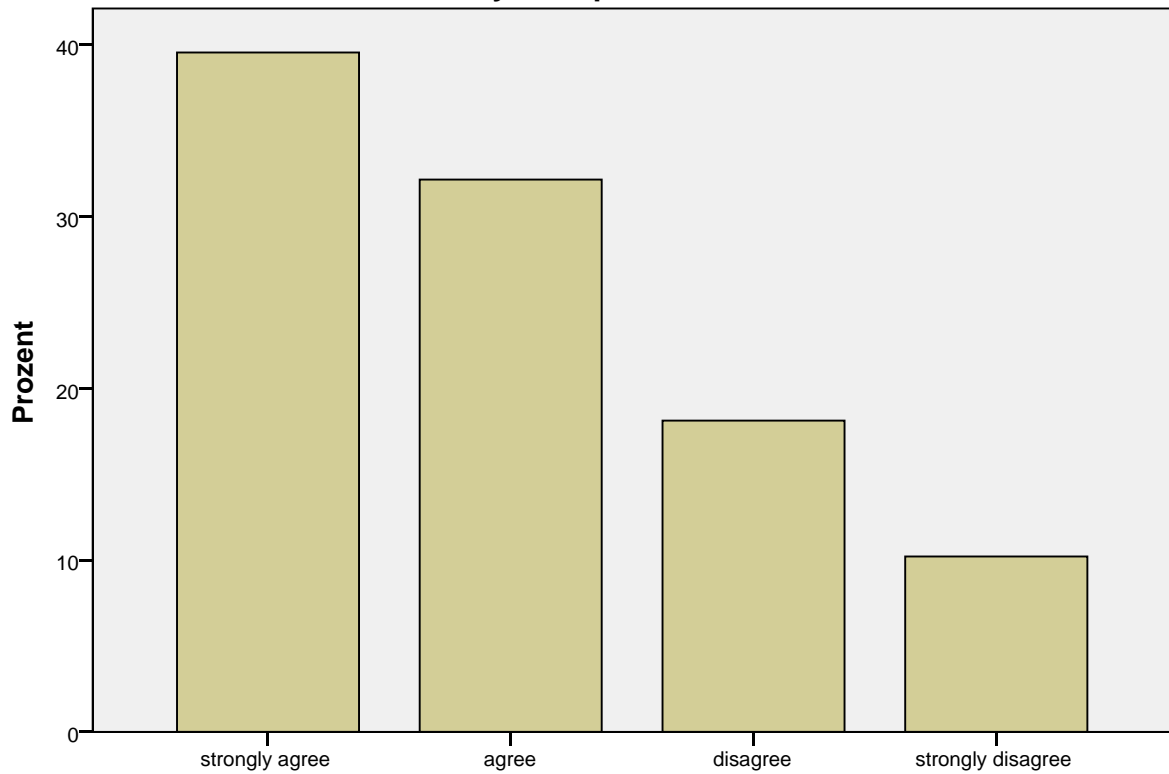
The transition process from school into the world of work should be supported by teachers.

The transition process from school into the world of work should be supported by parents.



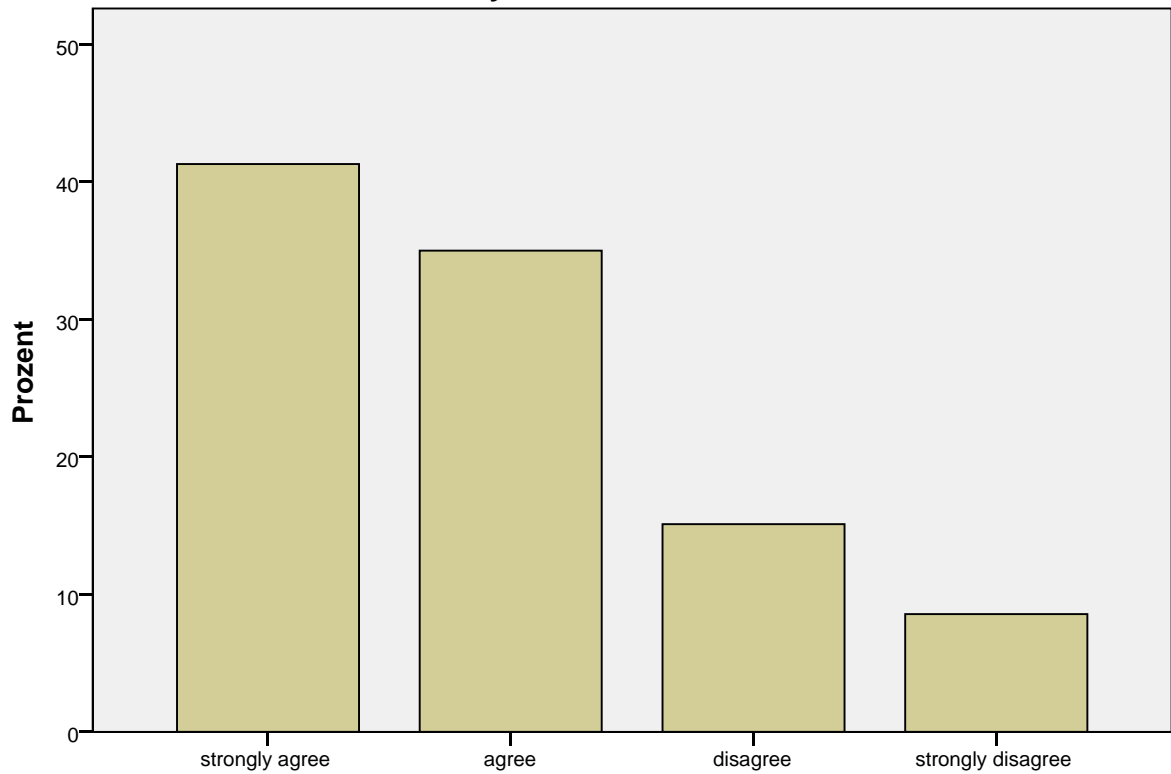
The transition process from school into the world of work should be supported by parents.

The transition process from school into the world of work should be supported by enterprises.



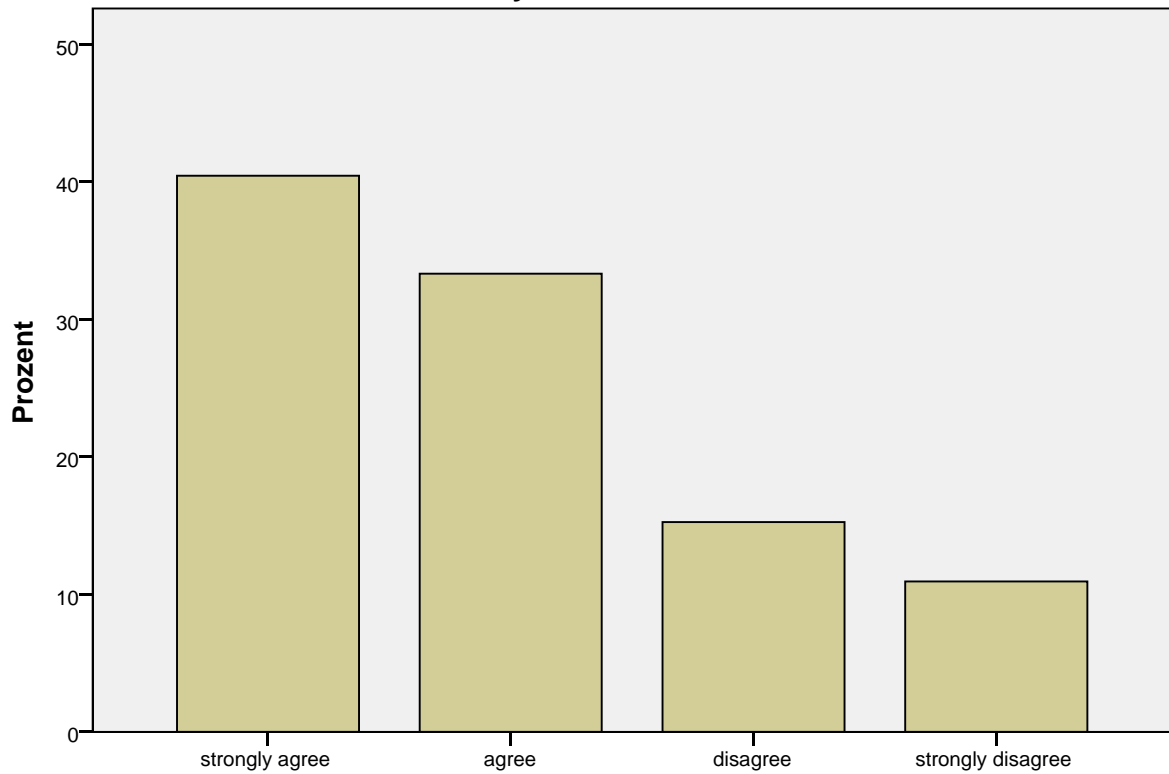
The transition process from school into the world of work should be supported by enterprises.

The transition process from school into the world of work should be supported by counsellors.



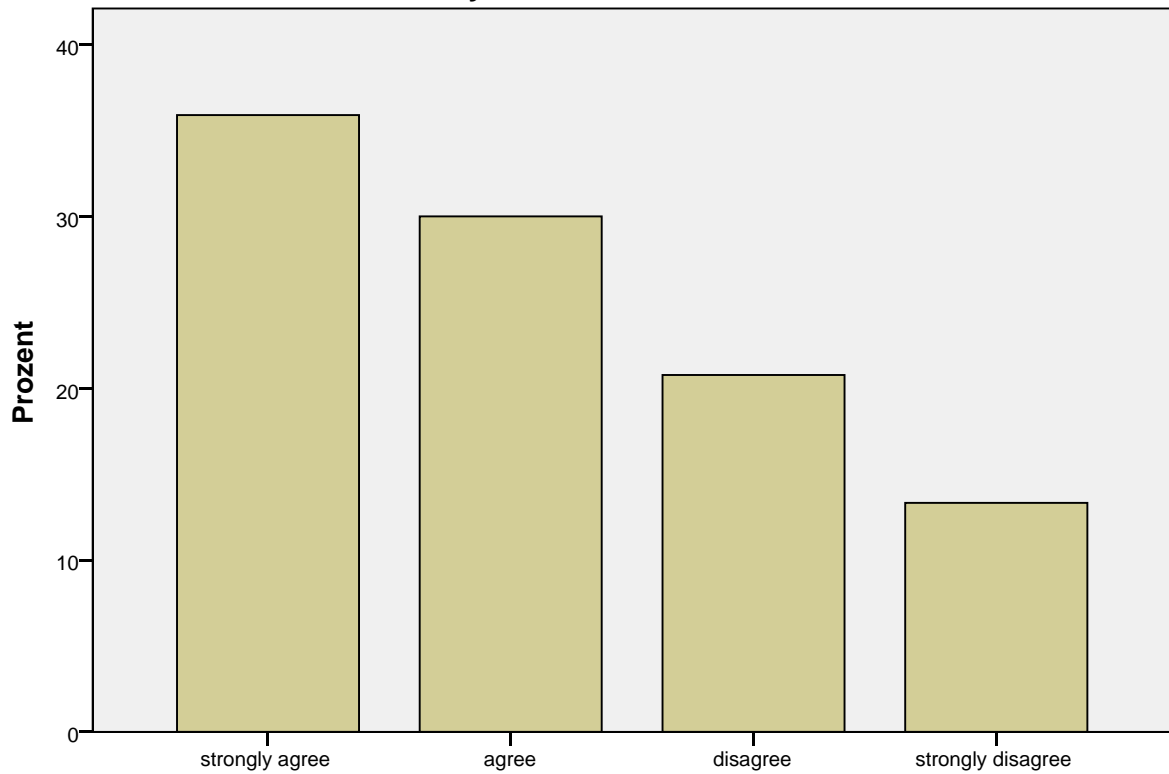
The transition process from school into the world of work should be supported by counsellors.

The transition process from school into the world of work should be supported by advisers.



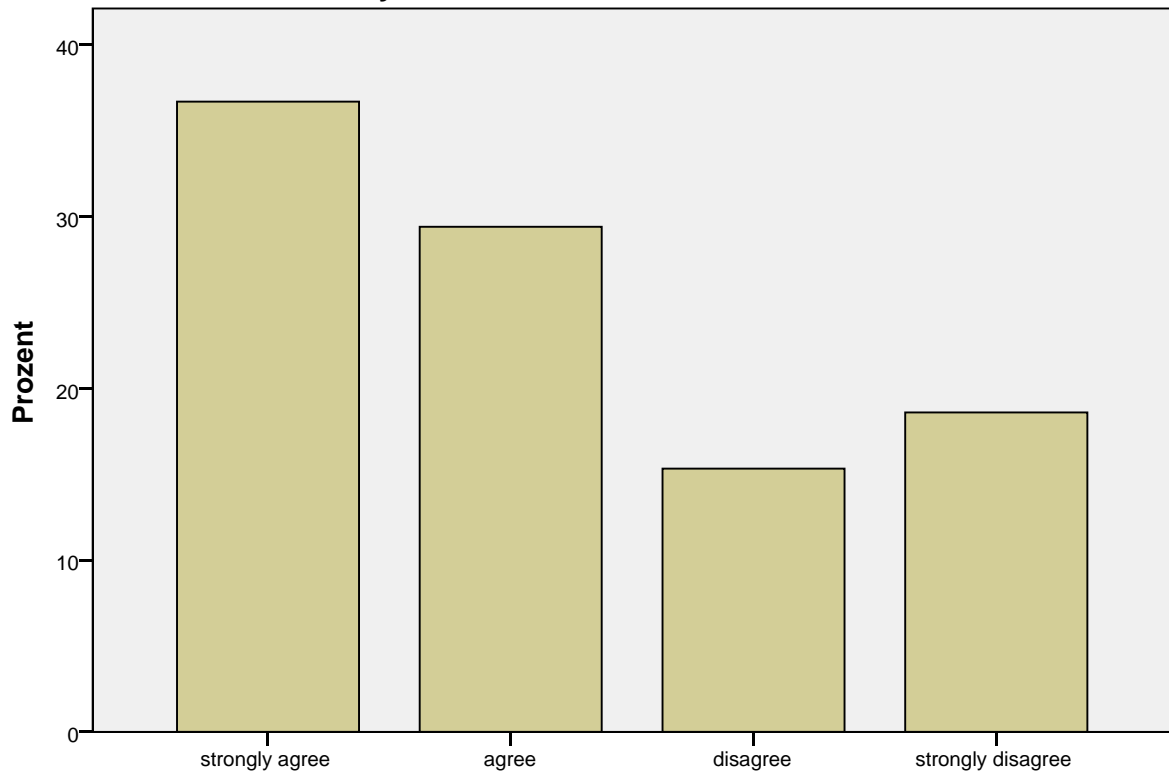
The transition process from school into the world of work should be supported by advisers.

The transition process from school into the world of work should be supported by social workers.



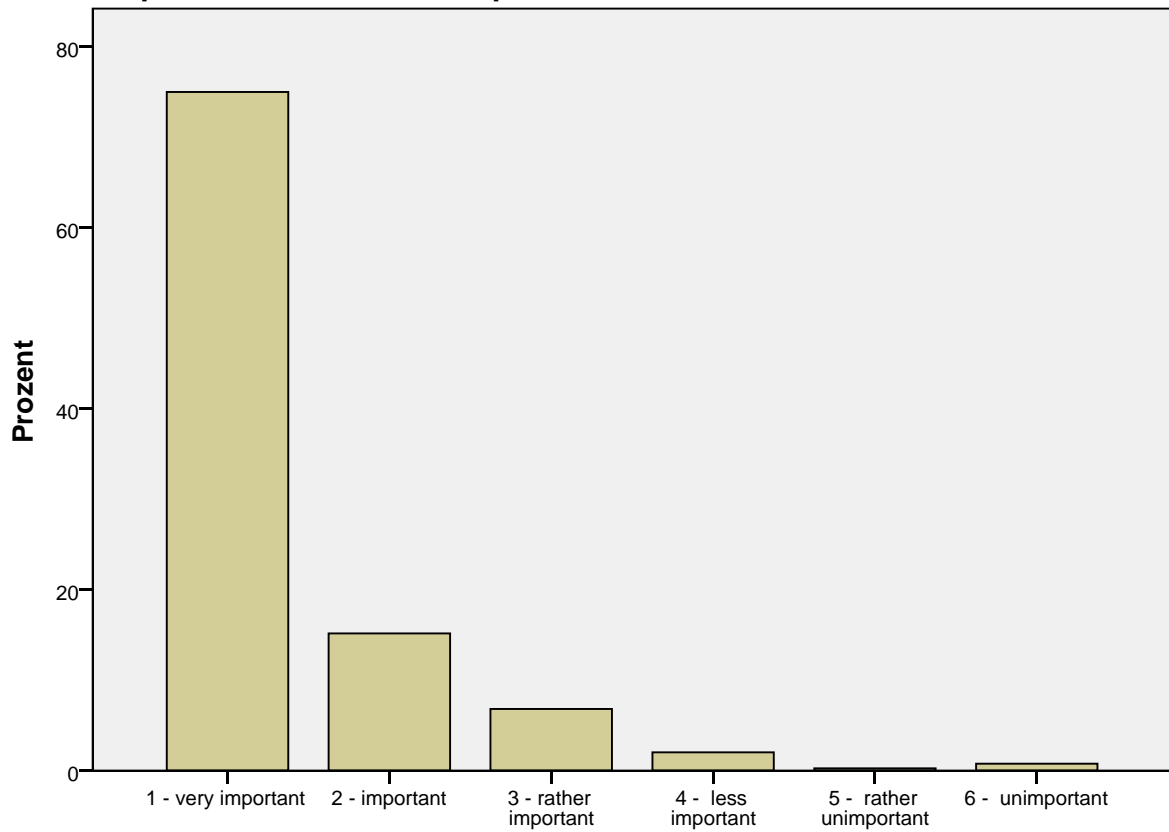
The transition process from school into the world of work should be supported by social workers.

The transition process from school into the world of work should be supported by the learner himself / herself.



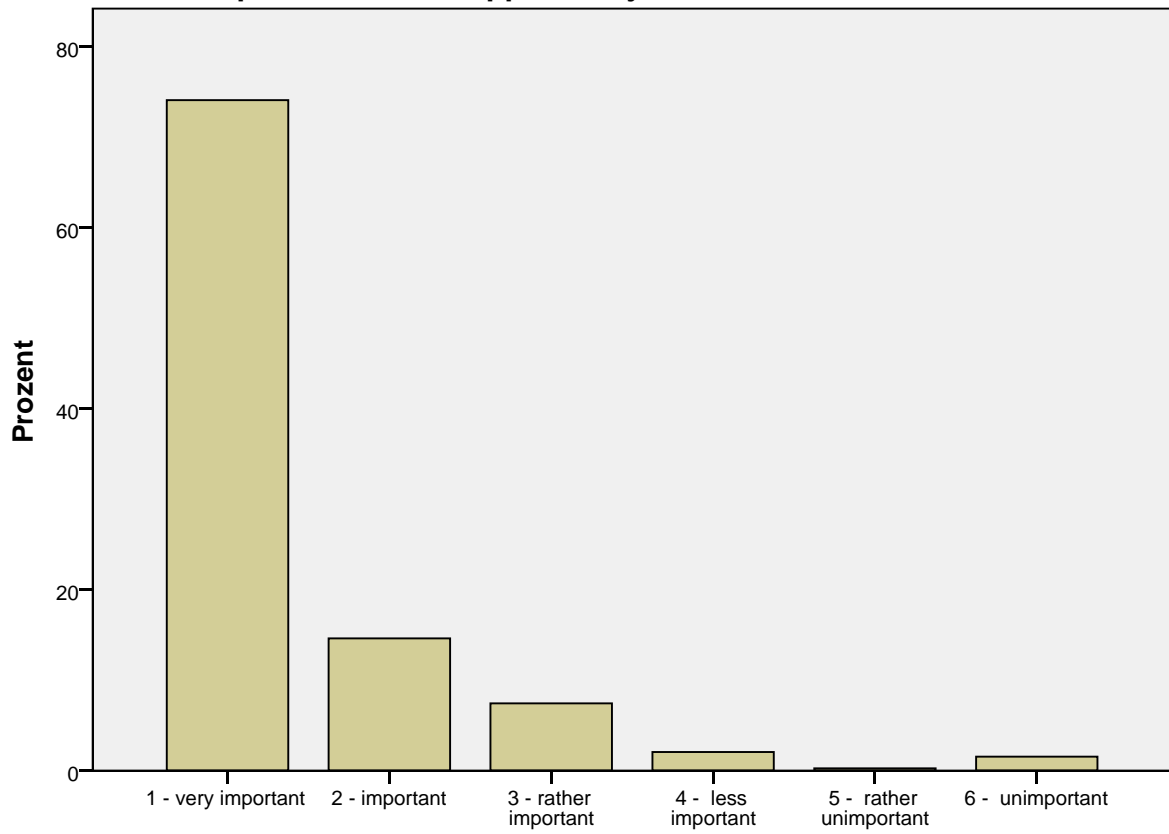
The transition process from school into the world of work should be supported by the learner himself / herself.

How important is the transition process from school into the world of work?



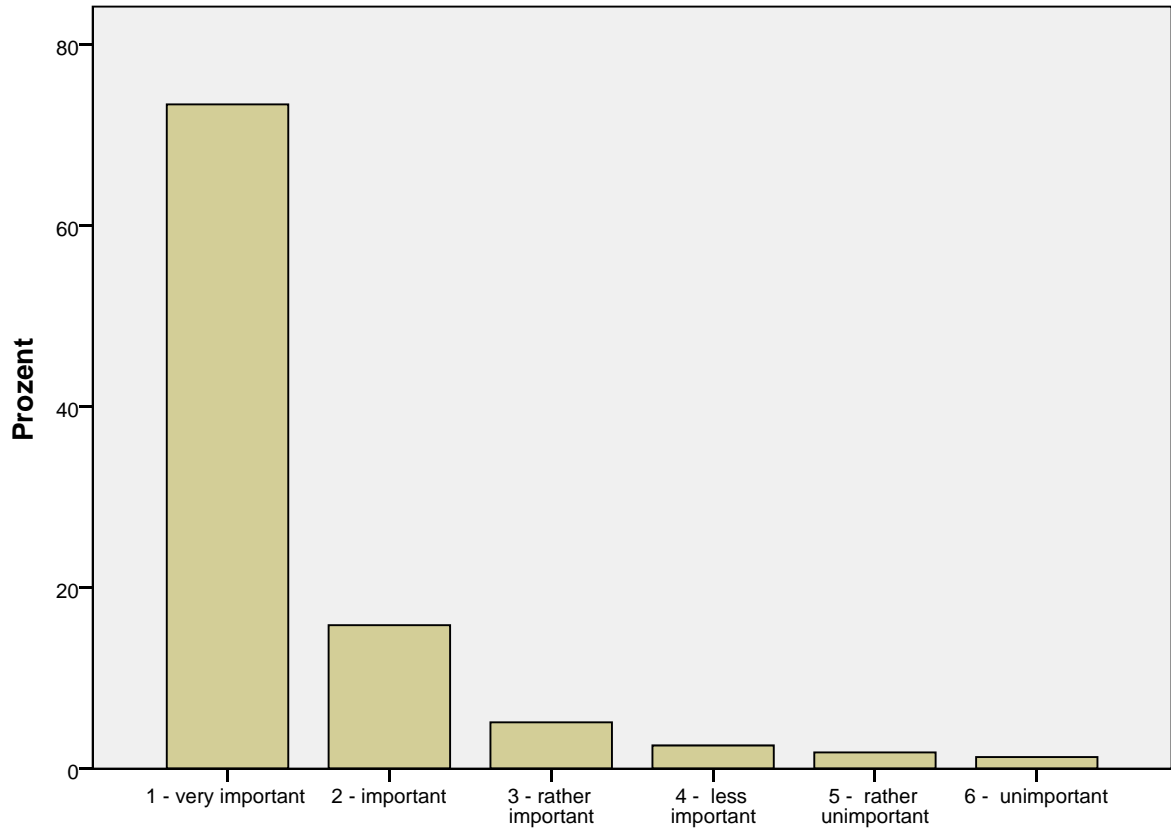
How important is the transition process from school into the world of work?

How important is it to support the job decision of the learners?



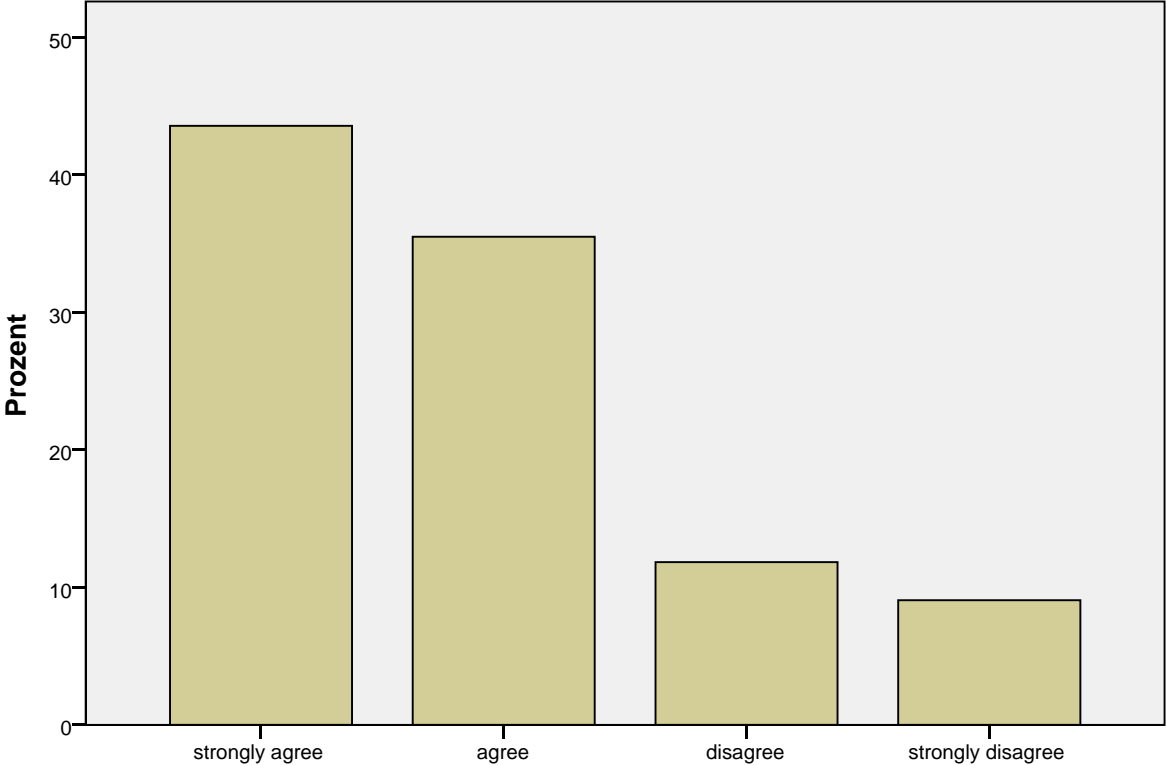
How important is it to support the job decision of the learners?

How important is it to provide information on future job opportunities?



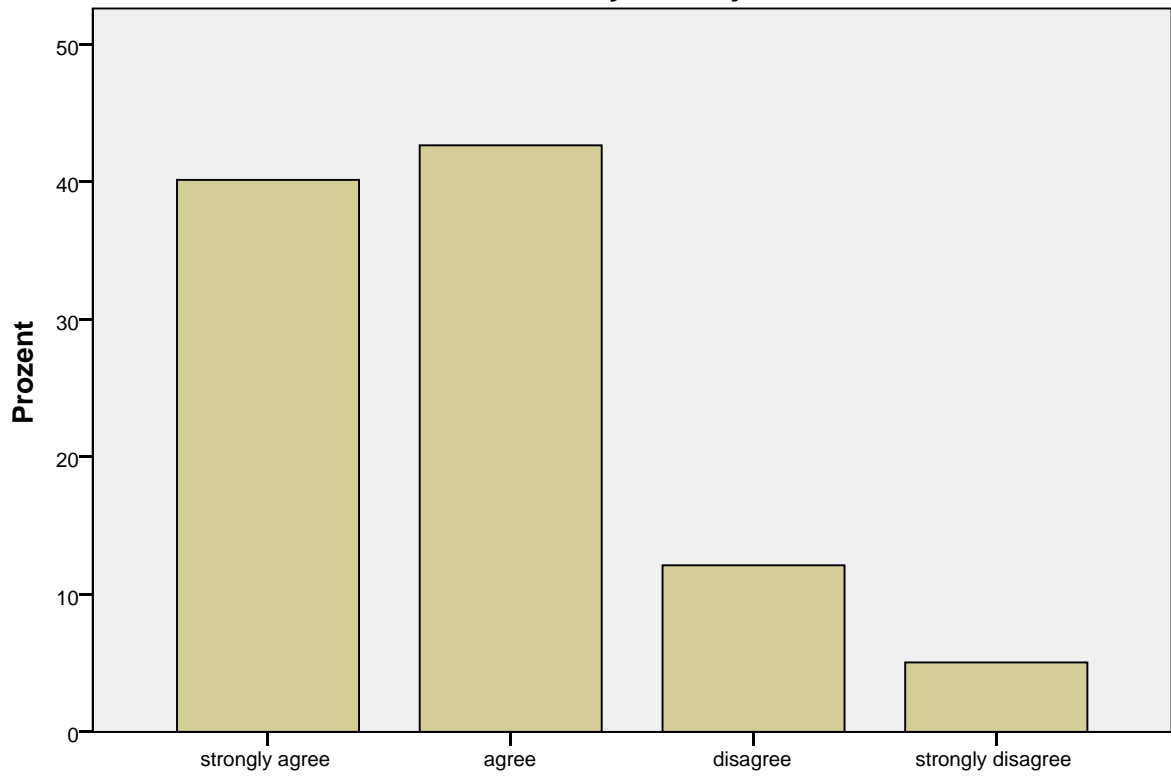
How important is it to provide information on future job opportunities?

The transition of learners from school into the world of work is seen as important in my country.



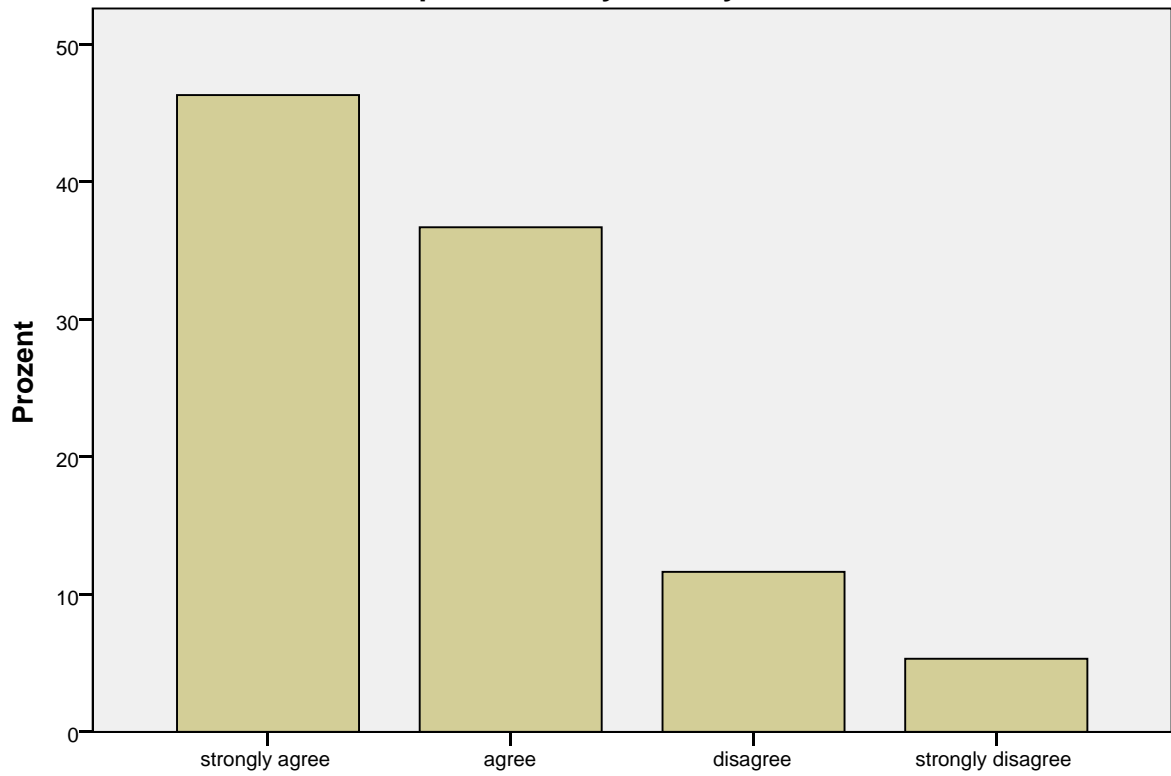
The transition of learners from school into the world of work is seen as important in my country.

The transition of learners from school into the world of work is supported by teachers in my country.



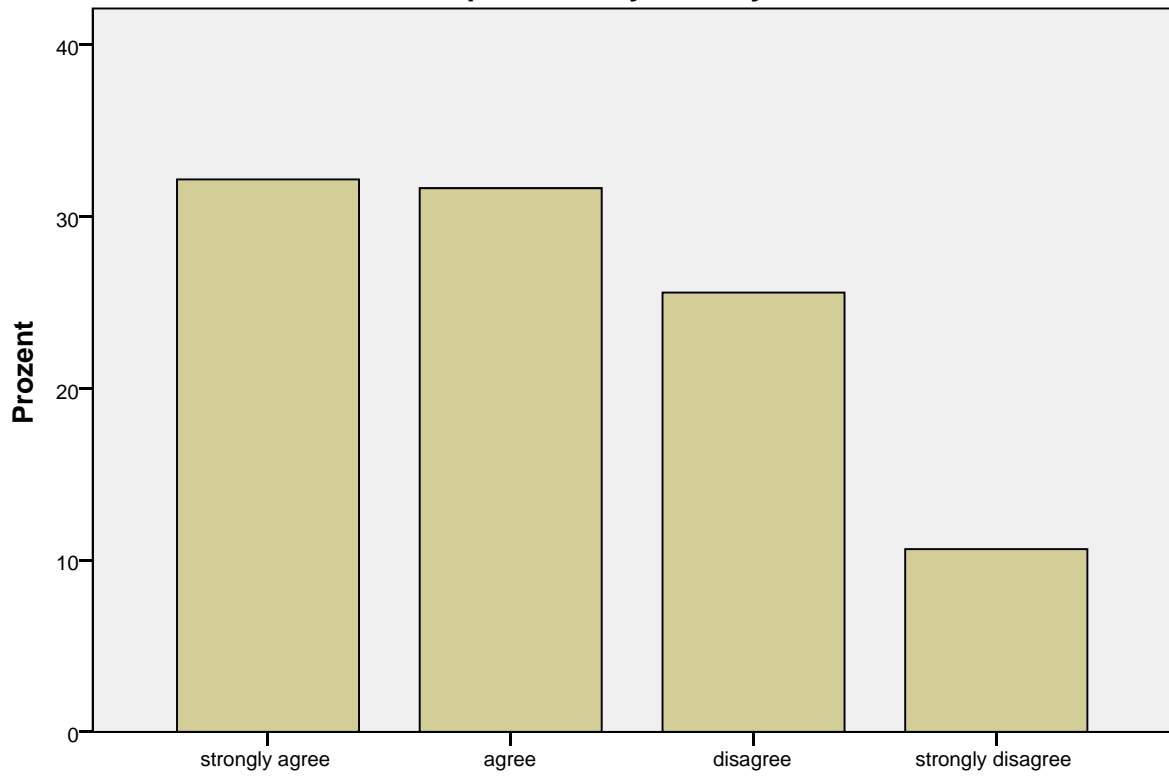
The transition of learners from school into the world of work is supported by teachers in my country.

The transition of learners from school into the world of work is supported by the parents in my country.



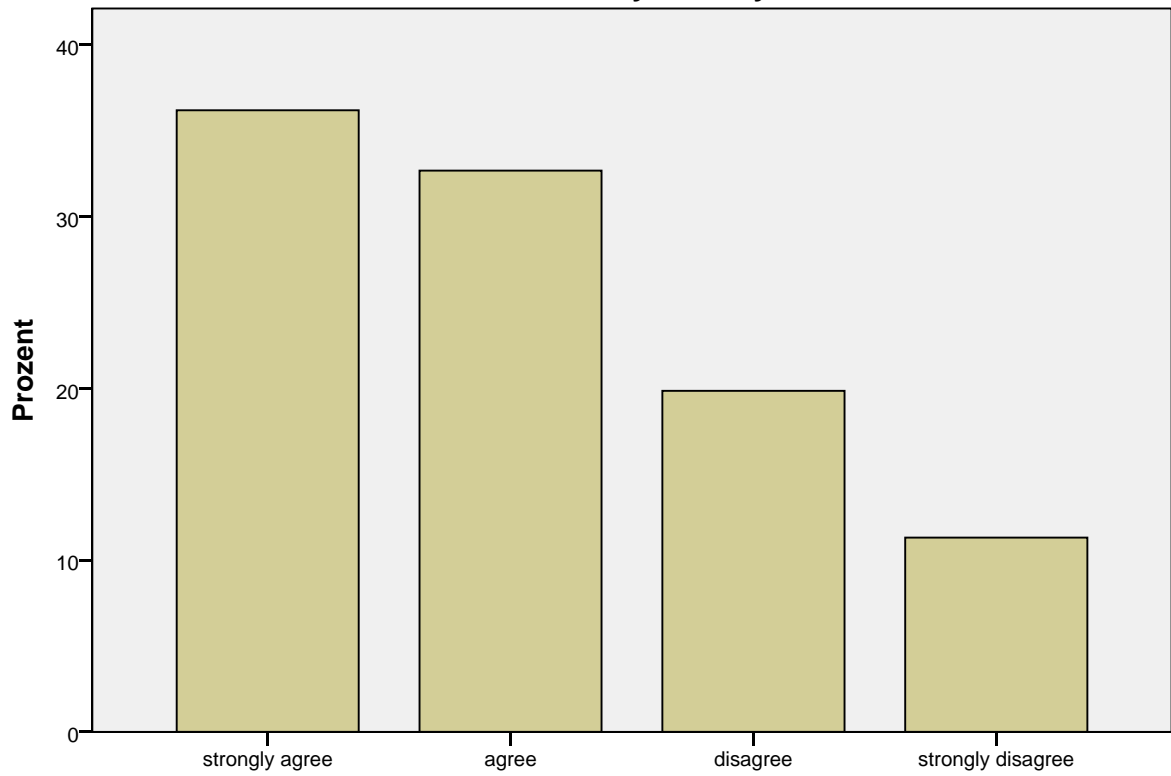
The transition of learners from school into the world of work is supported by the parents in my country.

The transition of learners from school into the world of work is supported by enterprises in my country.



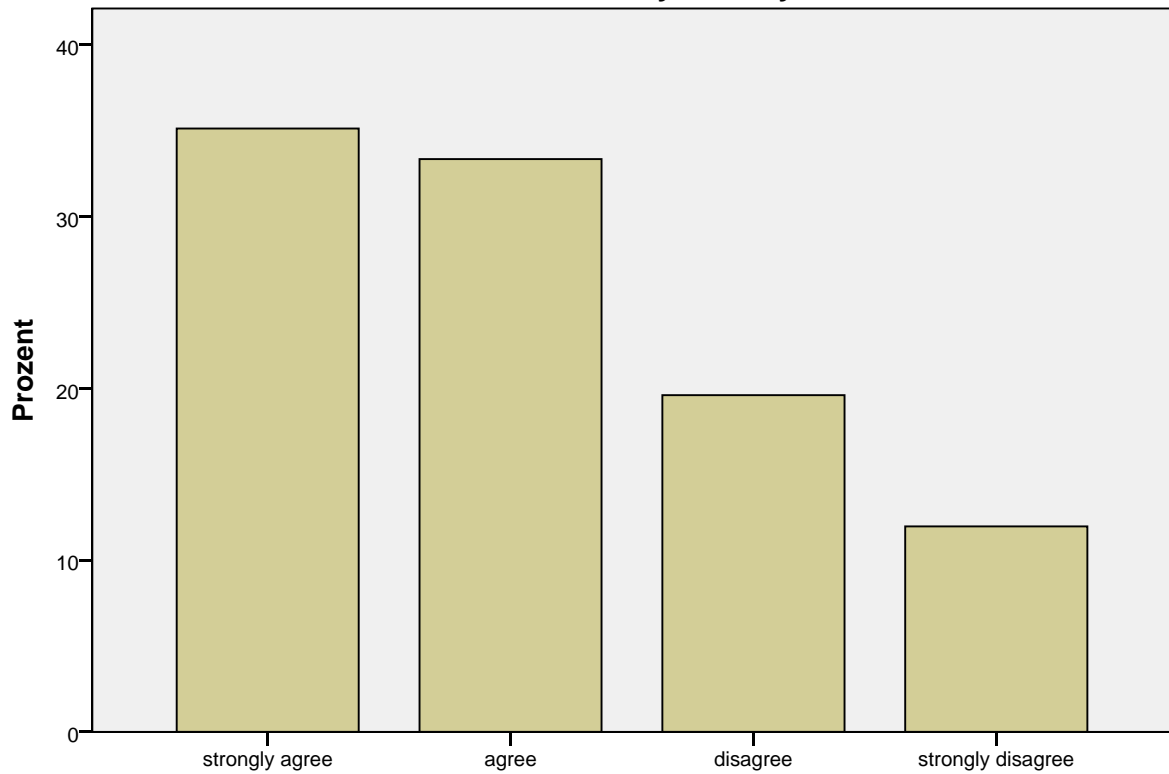
The transition of learners from school into the world of work is supported by enterprises in my country.

The transition of learners from school into the world of work is supported by job counsellors in my country.



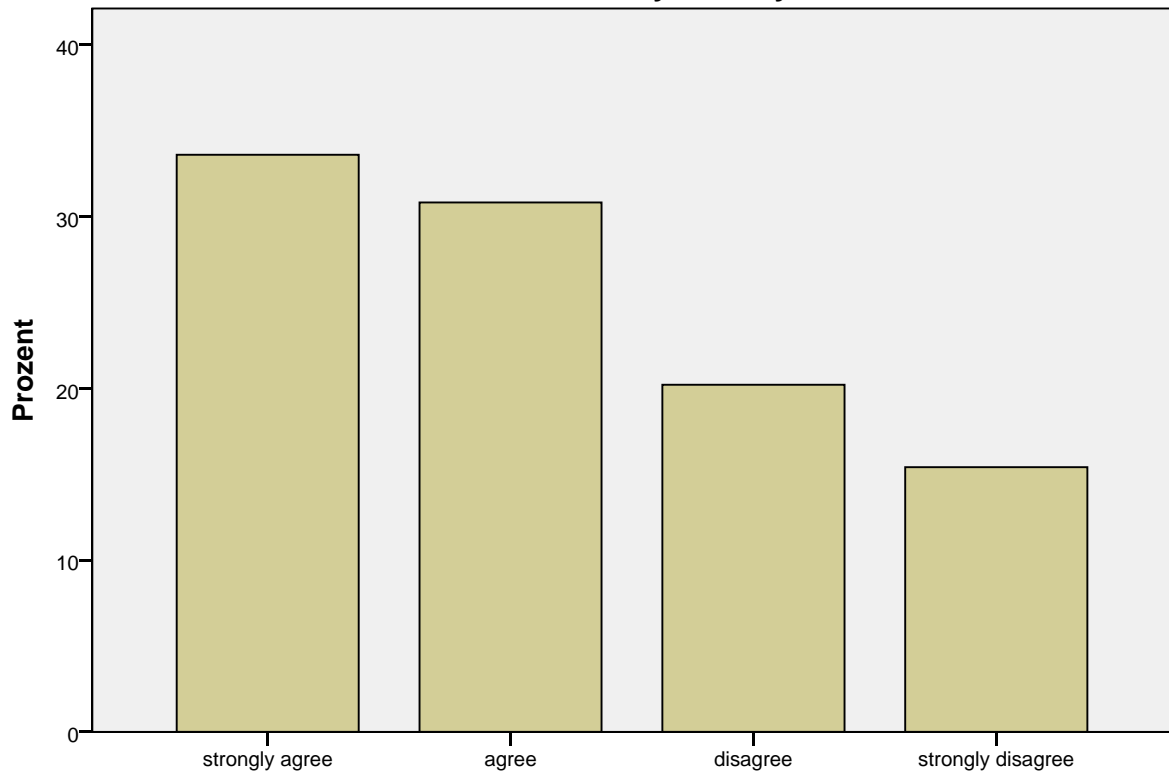
The transition of learners from school into the world of work is supported by job counsellors in my country.

The transition of learners from school into the world of work is supported by career advisers in my country.



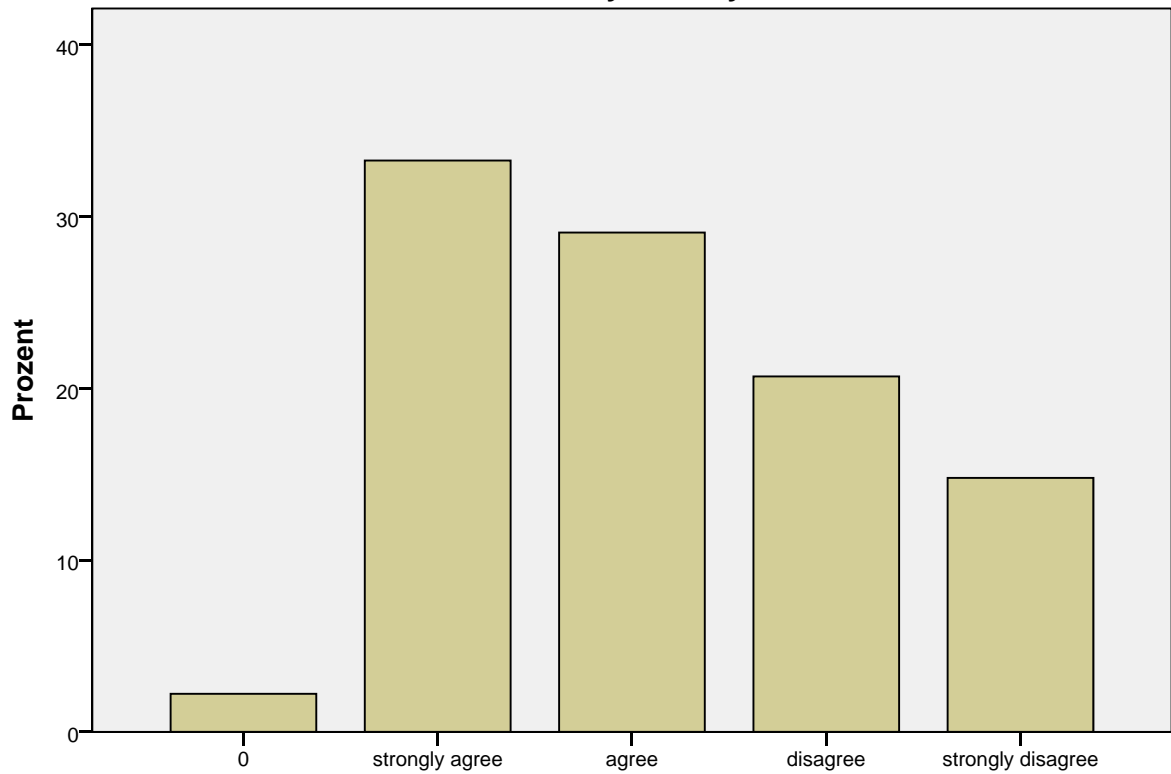
The transition of learners from school into the world of work is supported by career advisers in my country.

The transition of learners from school into the world of work is supported by social workers in my country.



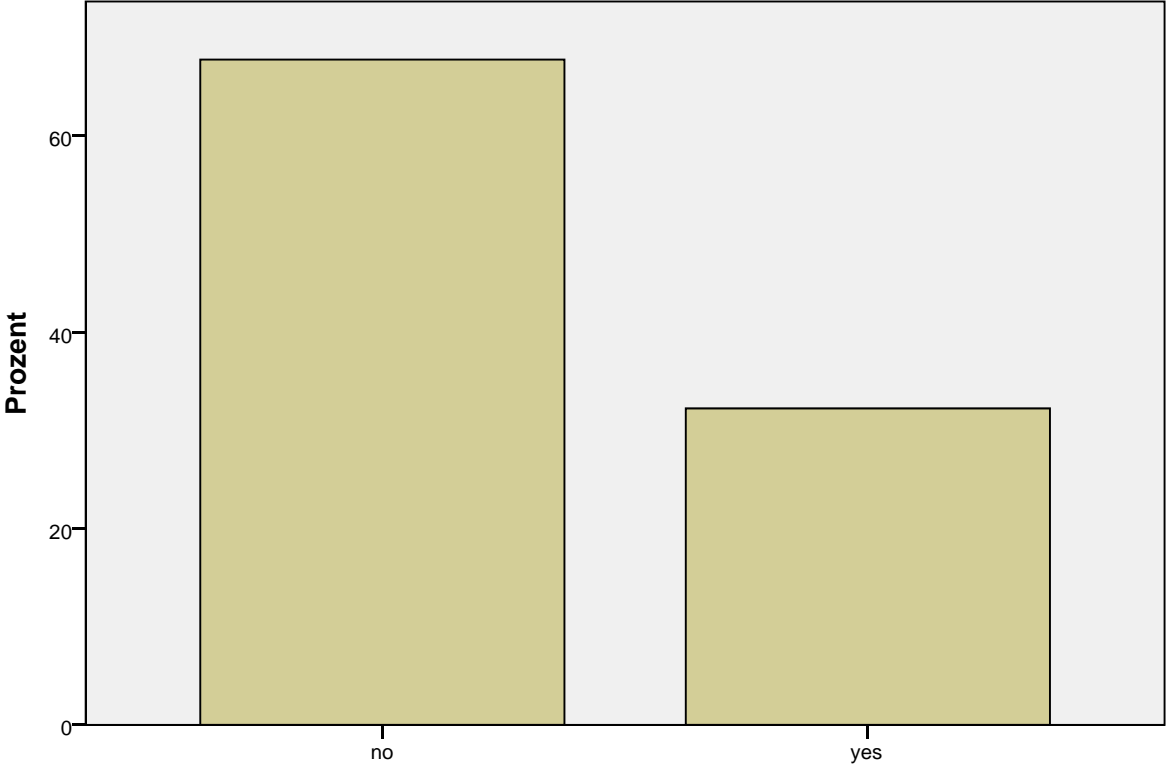
The transition of learners from school into the world of work is supported by social workers in my country.

The transition of learners from school into the world of work is supported by the learners in my country.



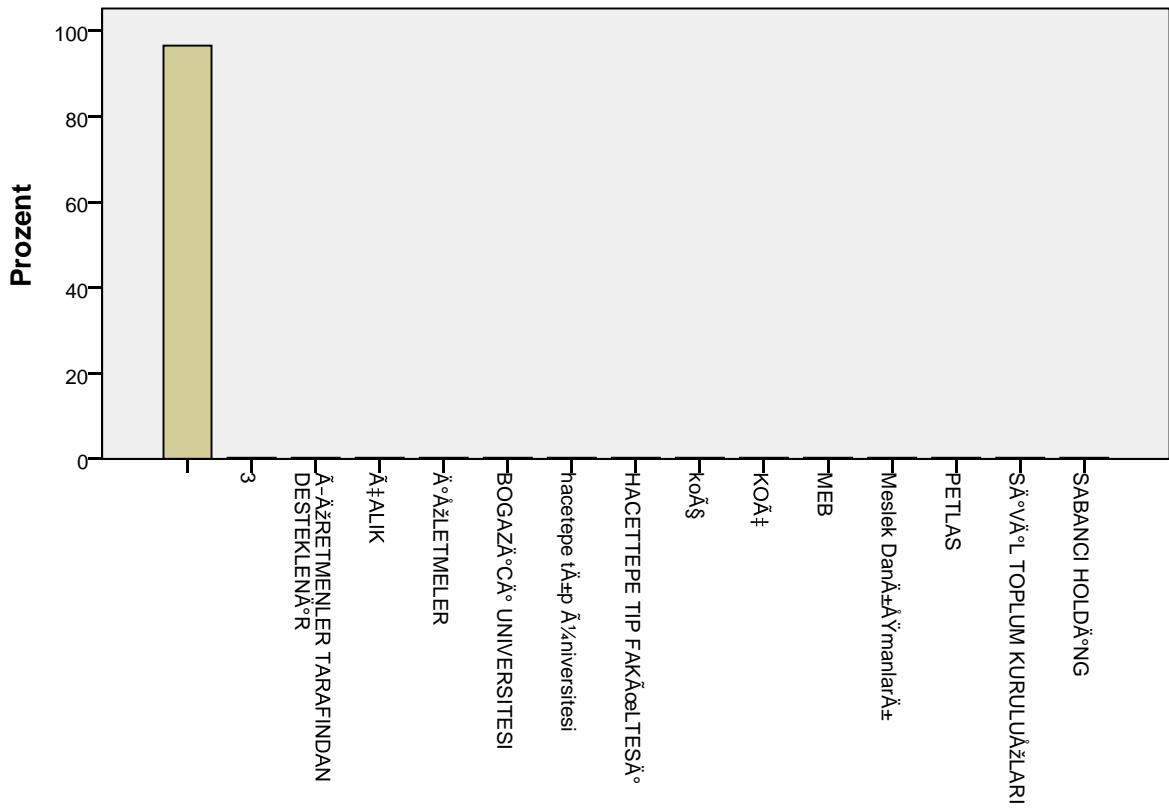
The transition of learners from school into the world of work is supported by the learners in my country.

In my country the transition of learners into the world of work is supported by other institutions.



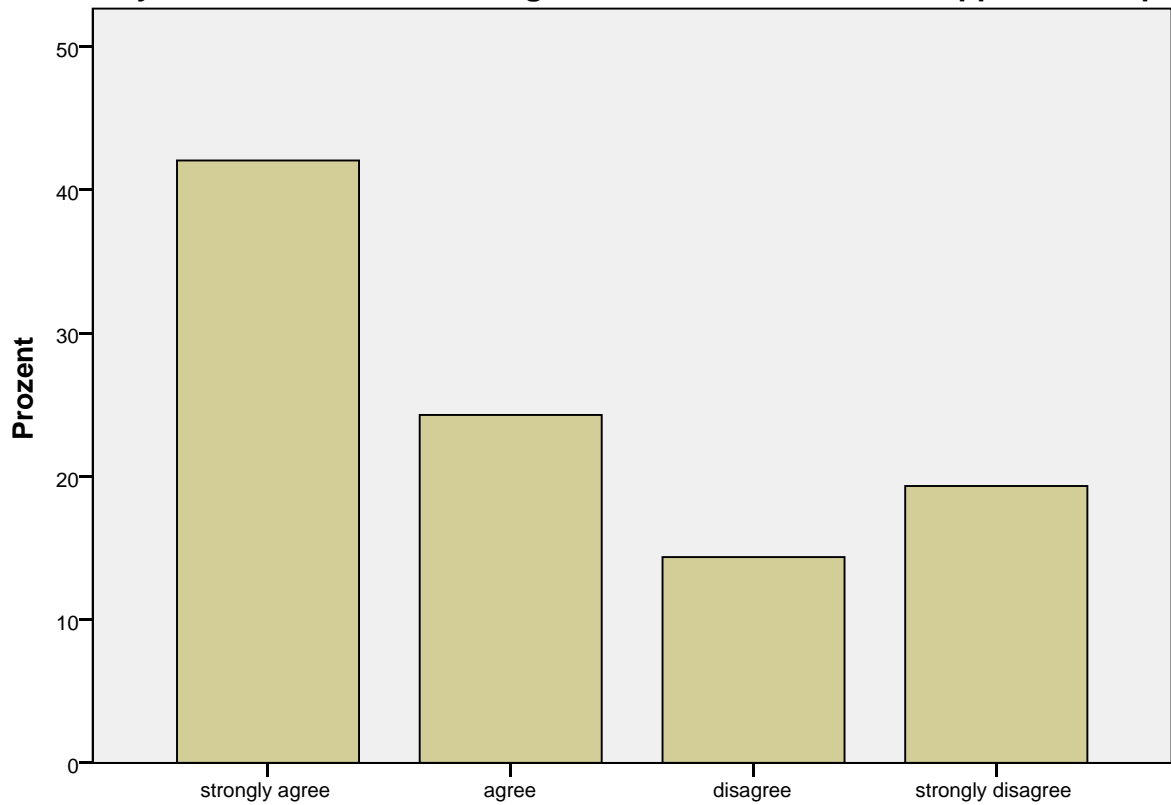
In my country the transition of learners into the world of work is supported by other institutions.

In my country the transition of learners into the world of work is supported by other institutions B:



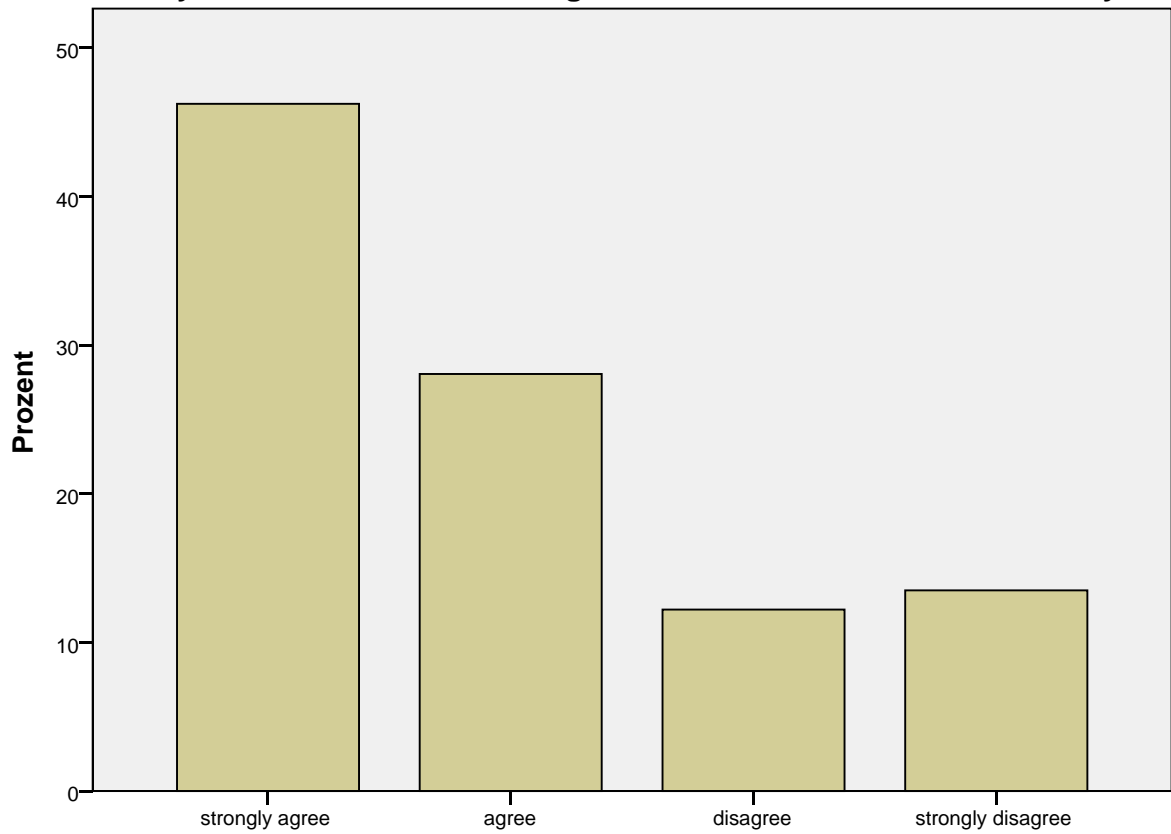
In my country the transition of learners into the world of work is supported...

What do you want to do after leaving school? I'd like to start an apprenticeship.



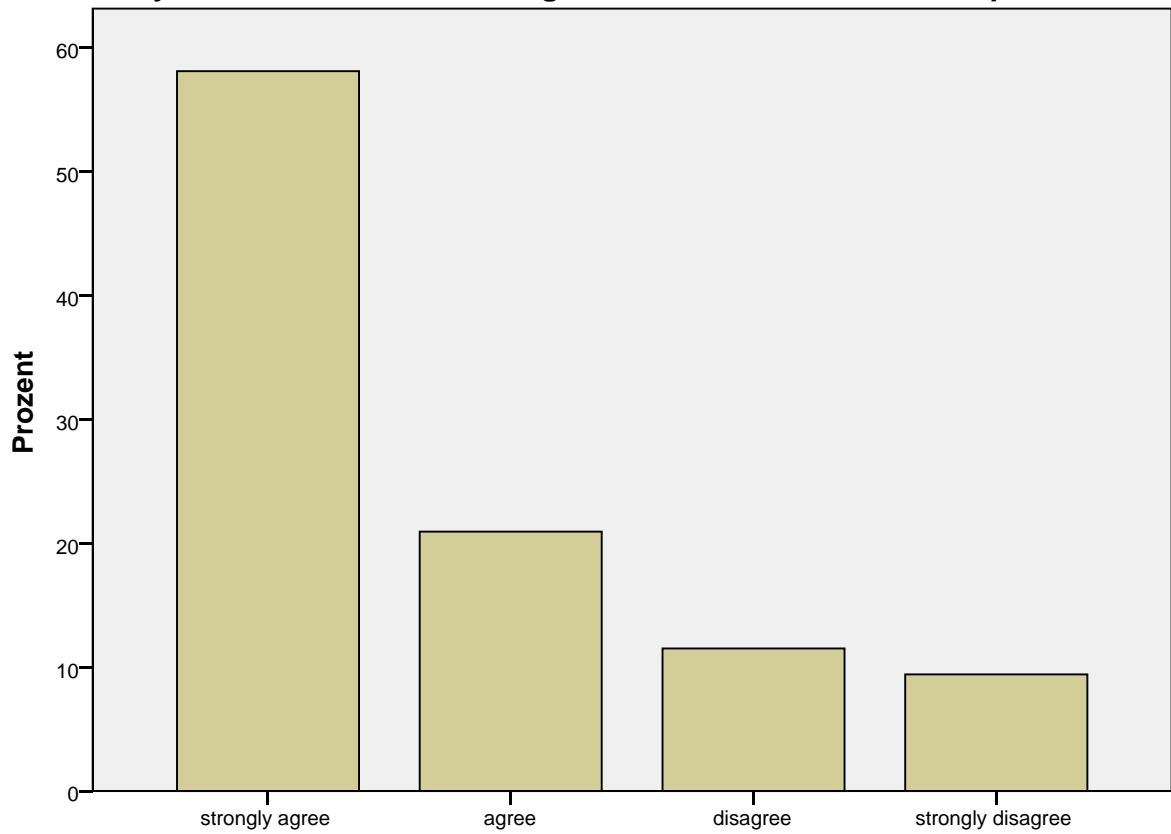
What do you want to do after leaving school? I'd like to start an apprenticeship.

What do you want to do after leaving school? I'd like to work immediately.



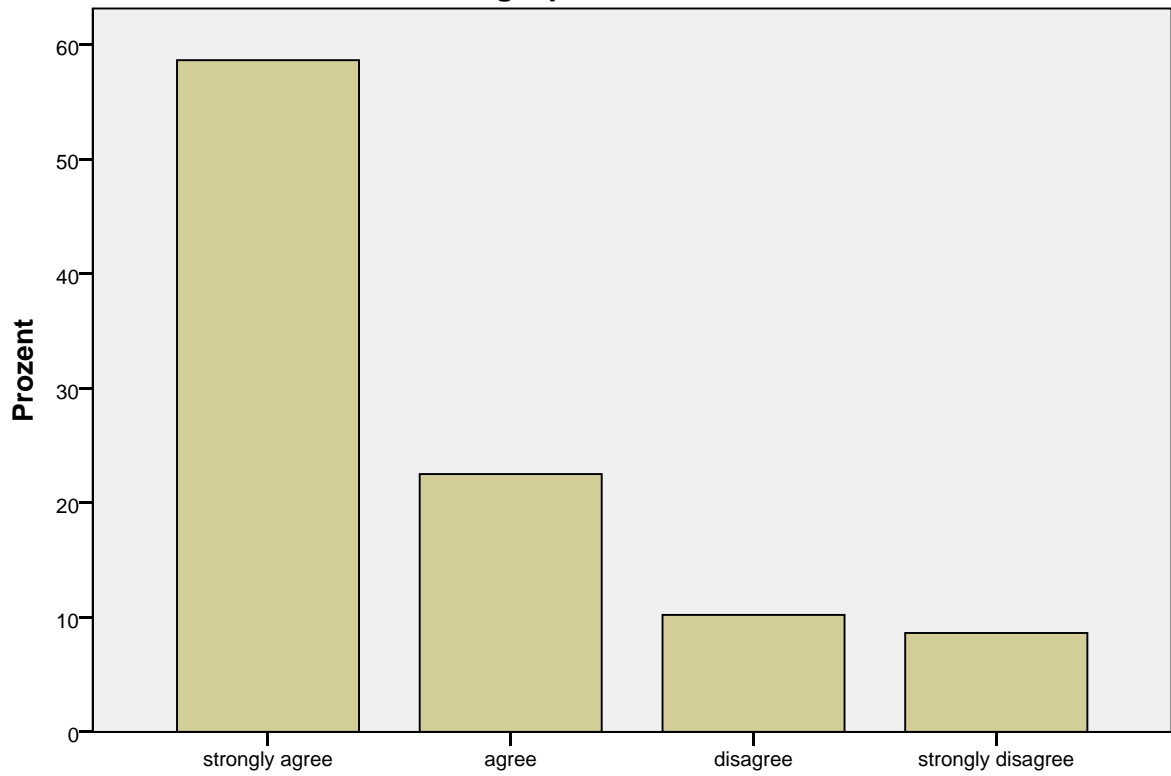
What do you want to do after leaving school? I'd like to work immediately.

What do you want to do after leaving school? I'd like to do a work placement.



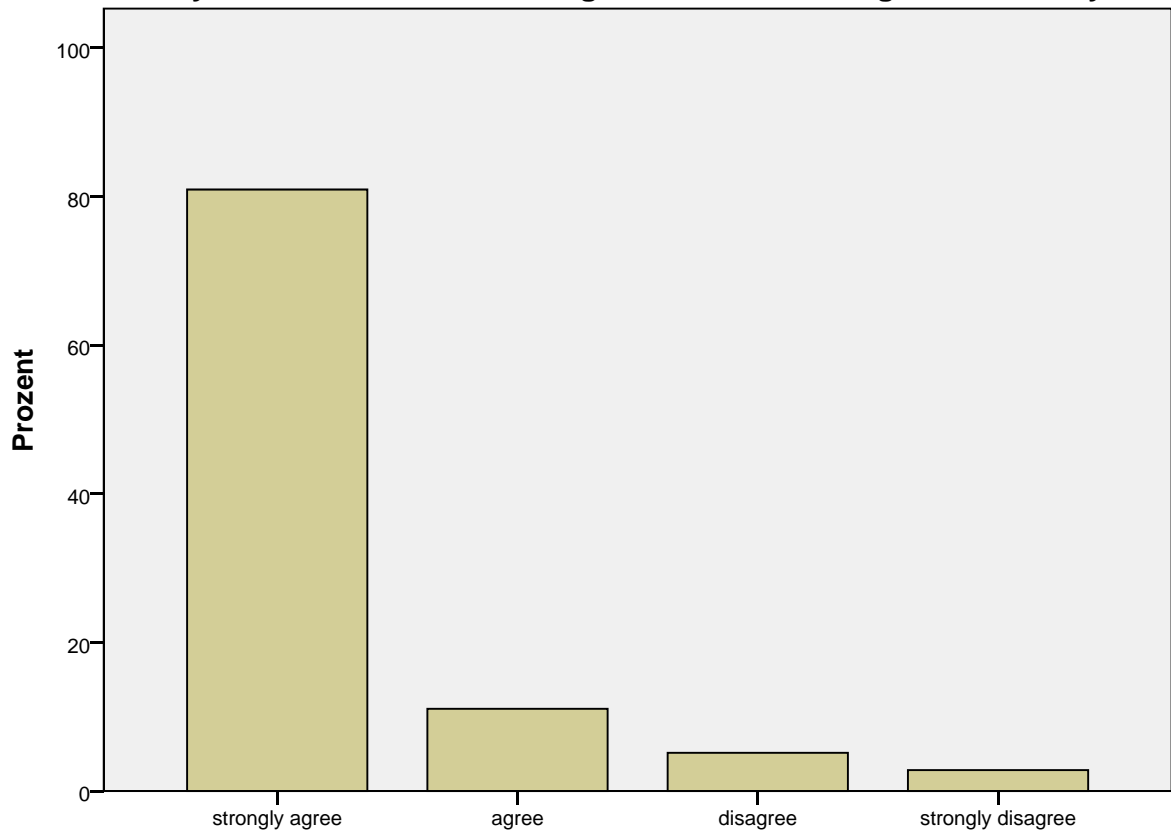
What do you want to do after leaving school? I'd like to do a work placement.

What do you want to do after leaving school? I'd like to go to another school/college /professional course.



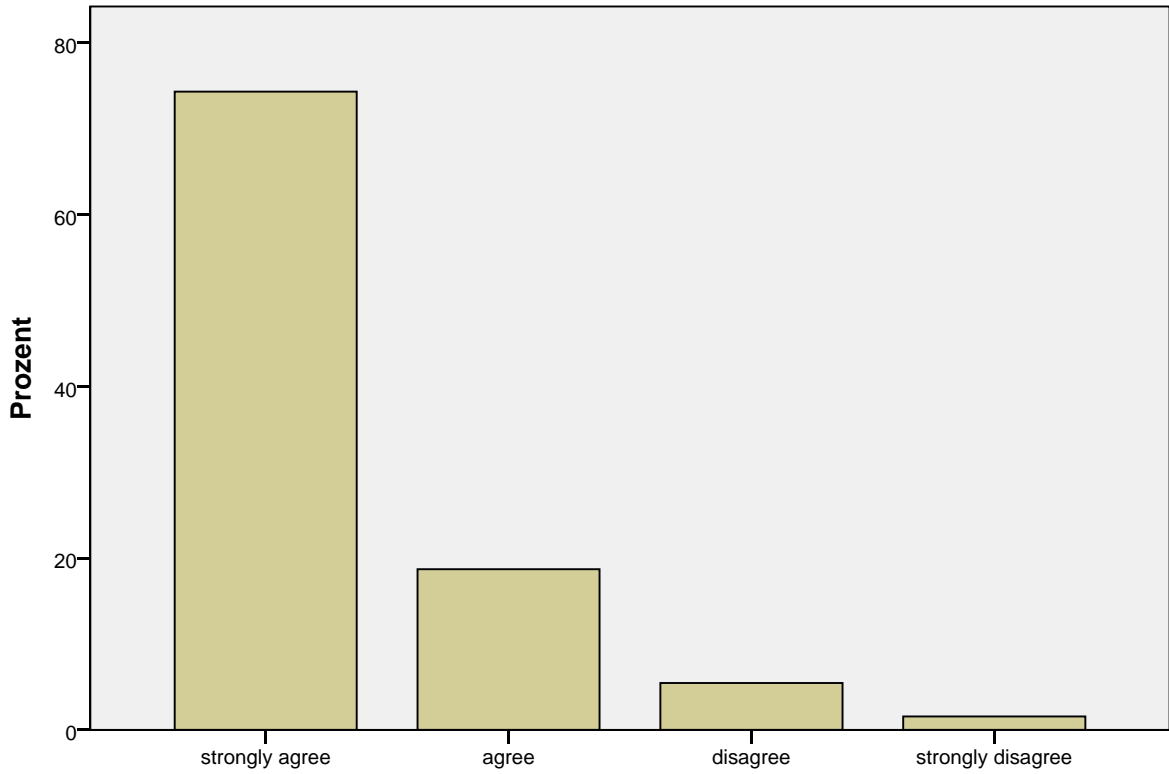
What do you want to do after leaving school? I'd like to go to another school/college /professional course.

What do you want to do after leaving school? I'd like to go to university.



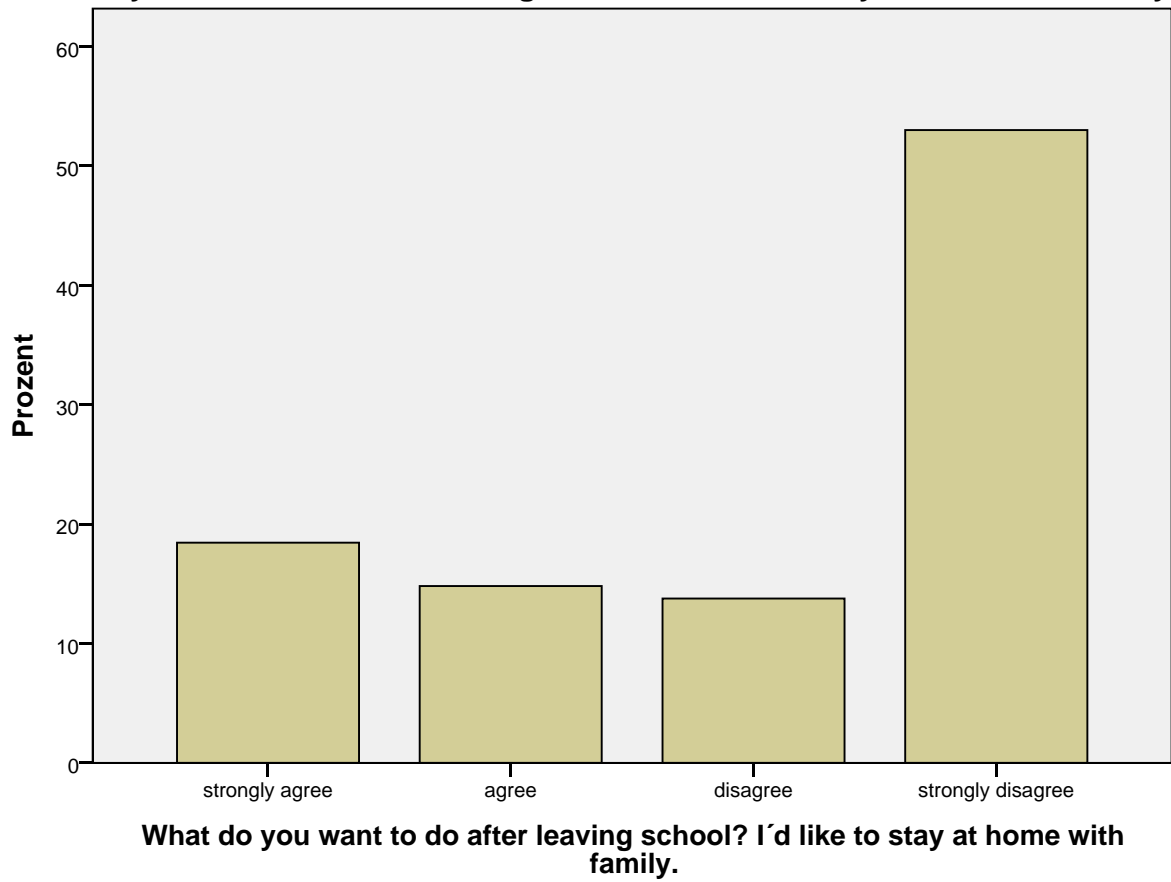
What do you want to do after leaving school? I'd like to go to university.

What do you want to do after leaving school? I'd like to find more information about jobs and my career.

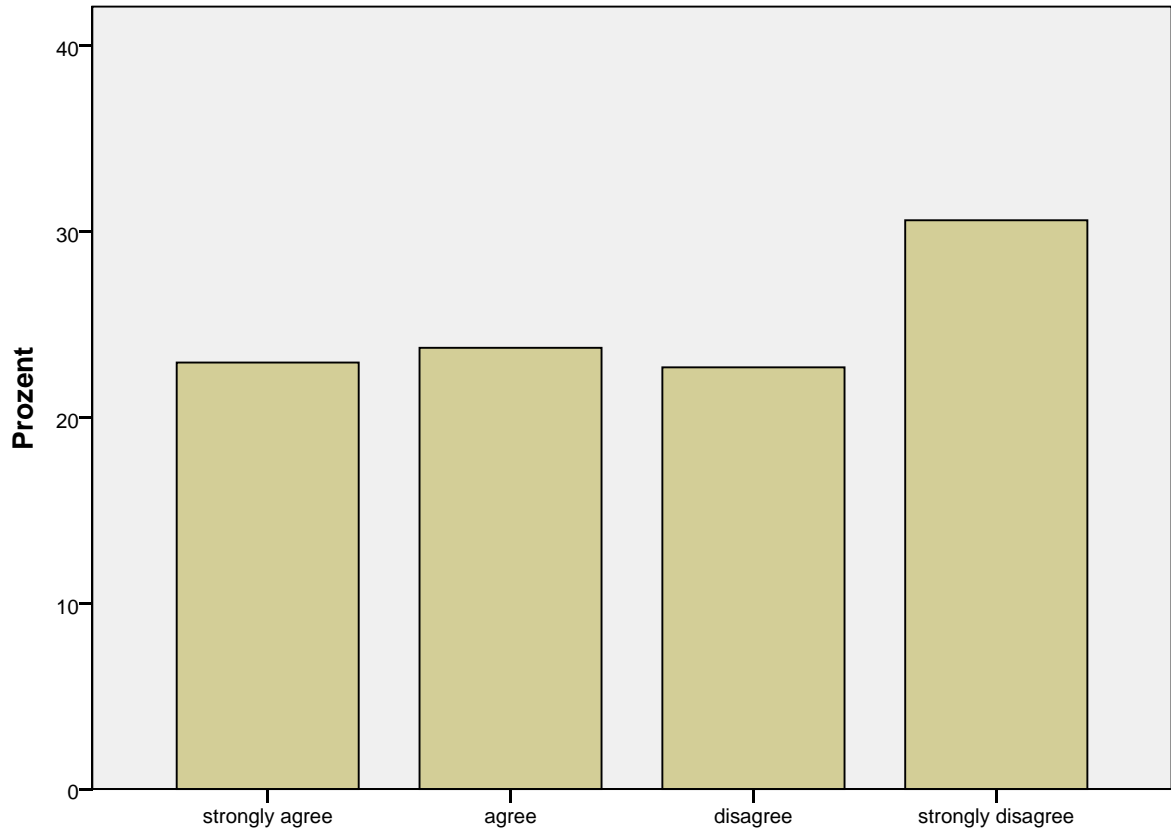


What do you want to do after leaving school? I'd like to find more information about jobs and my career.

What do you want to do after leaving school? I'd like to stay at home with family.

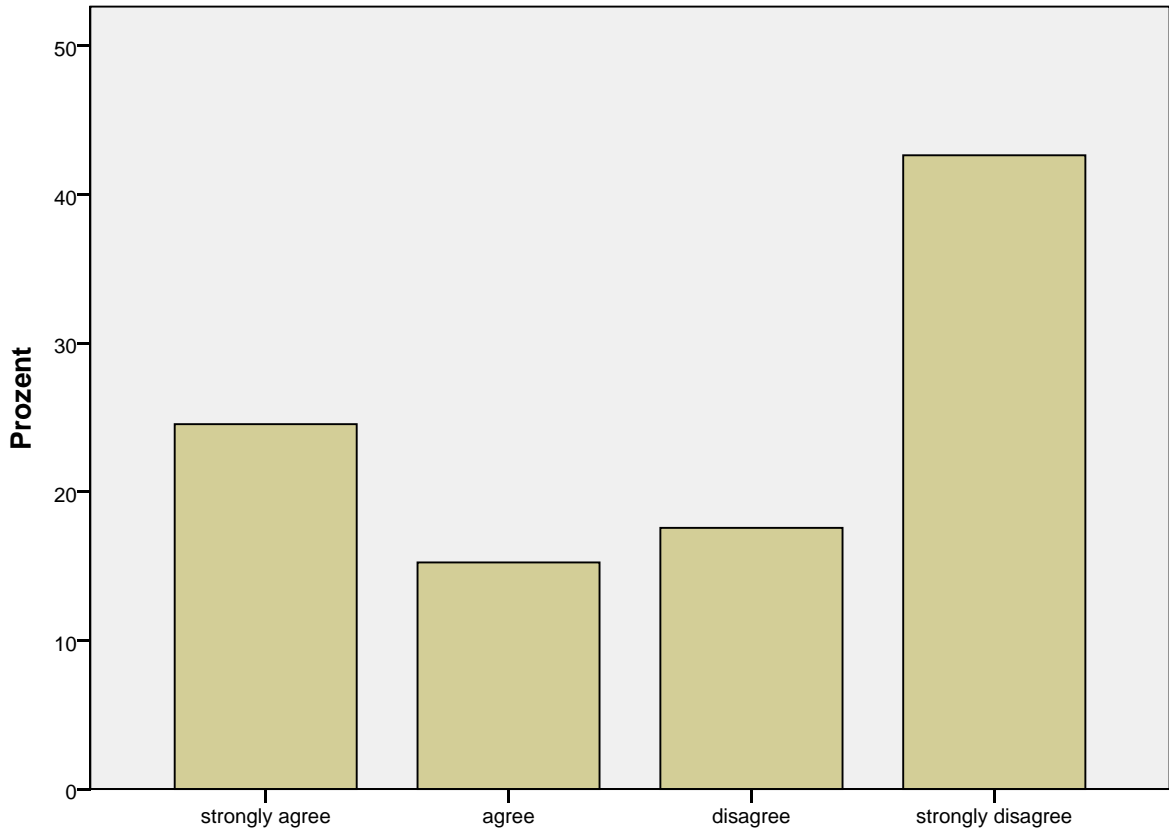


What do you want to do after leaving school? I'd like to volunteer.



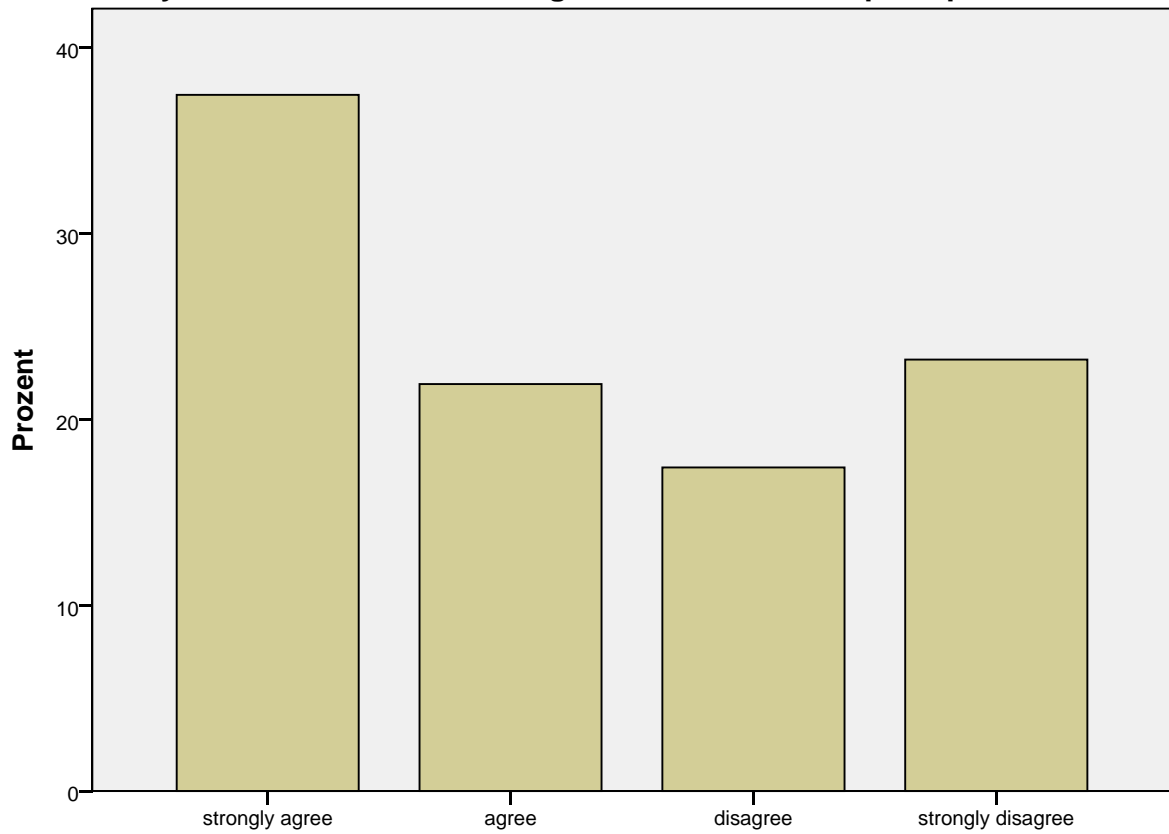
What do you want to do after leaving school? I'd like to volunteer.

What do you want to do after leaving school? I'd like to have a gap year.



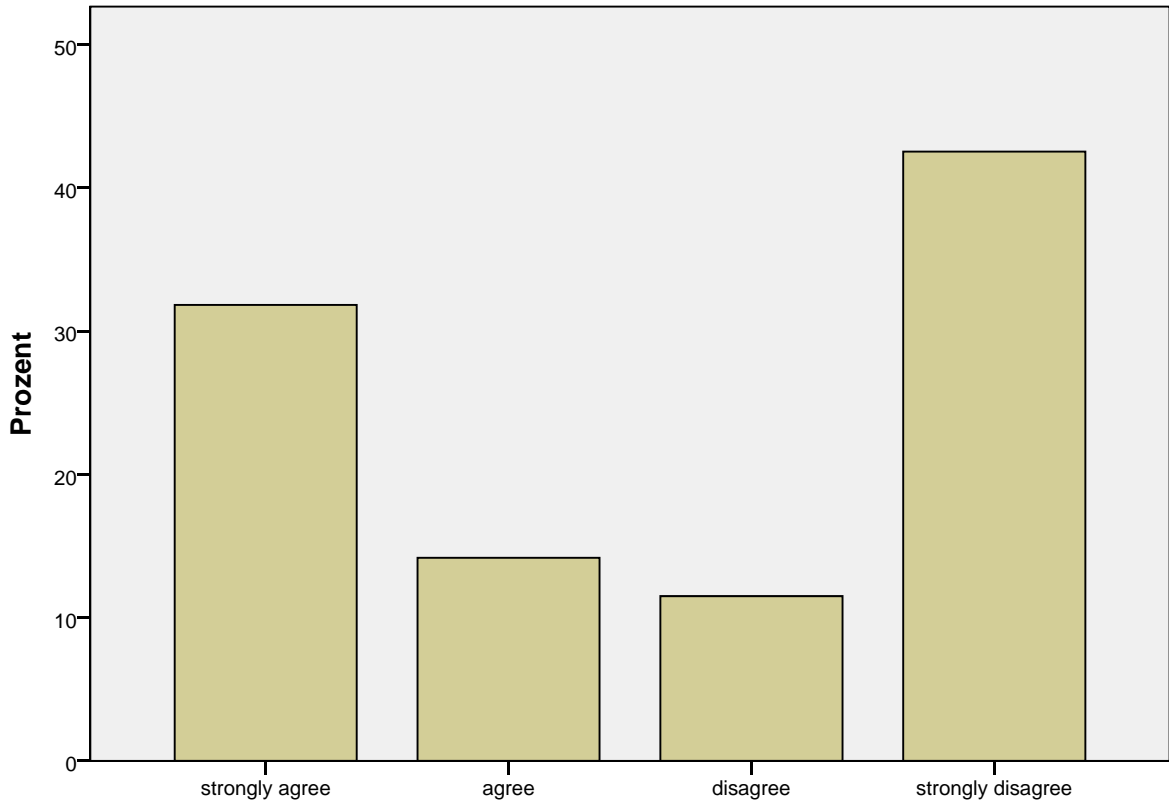
What do you want to do after leaving school? I'd like to have a gap year.

What do you want to do after leaving school? I'd like to open up a business.



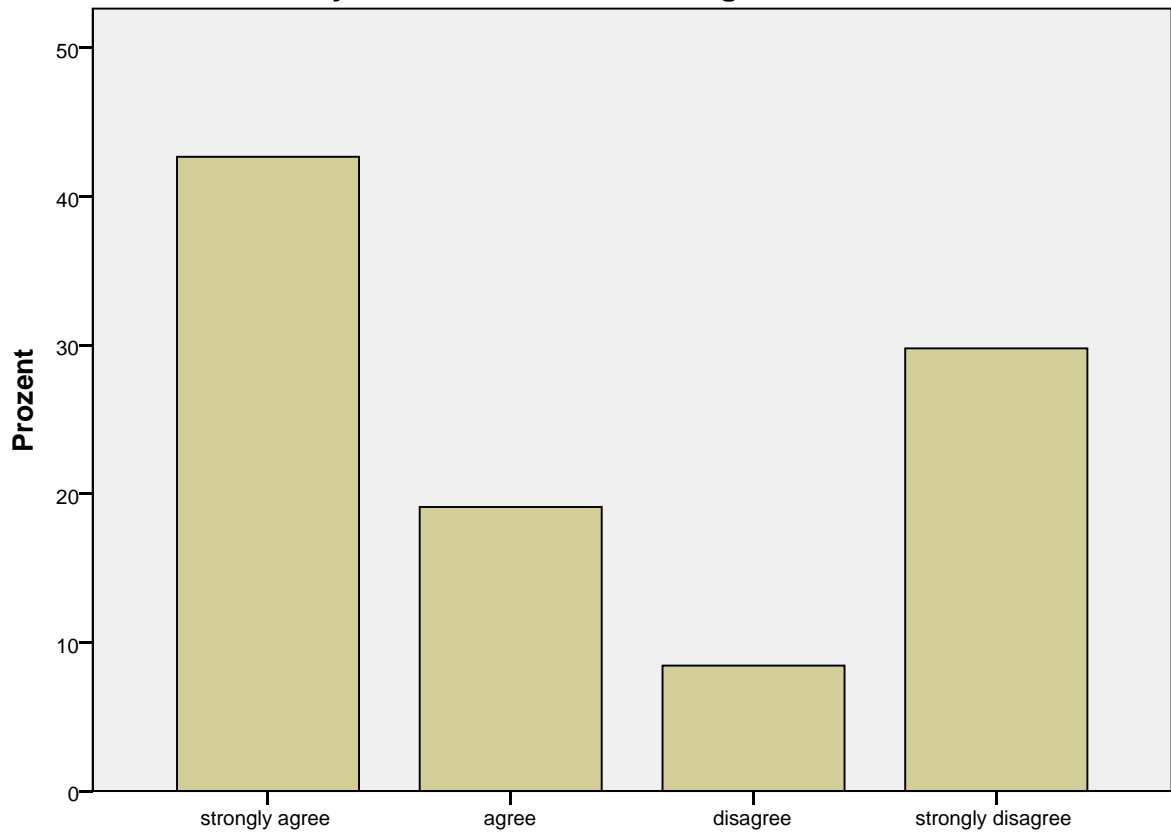
What do you want to do after leaving school? I'd like to open up a business.

What do you want to do after leaving school? I'm going to start military service.



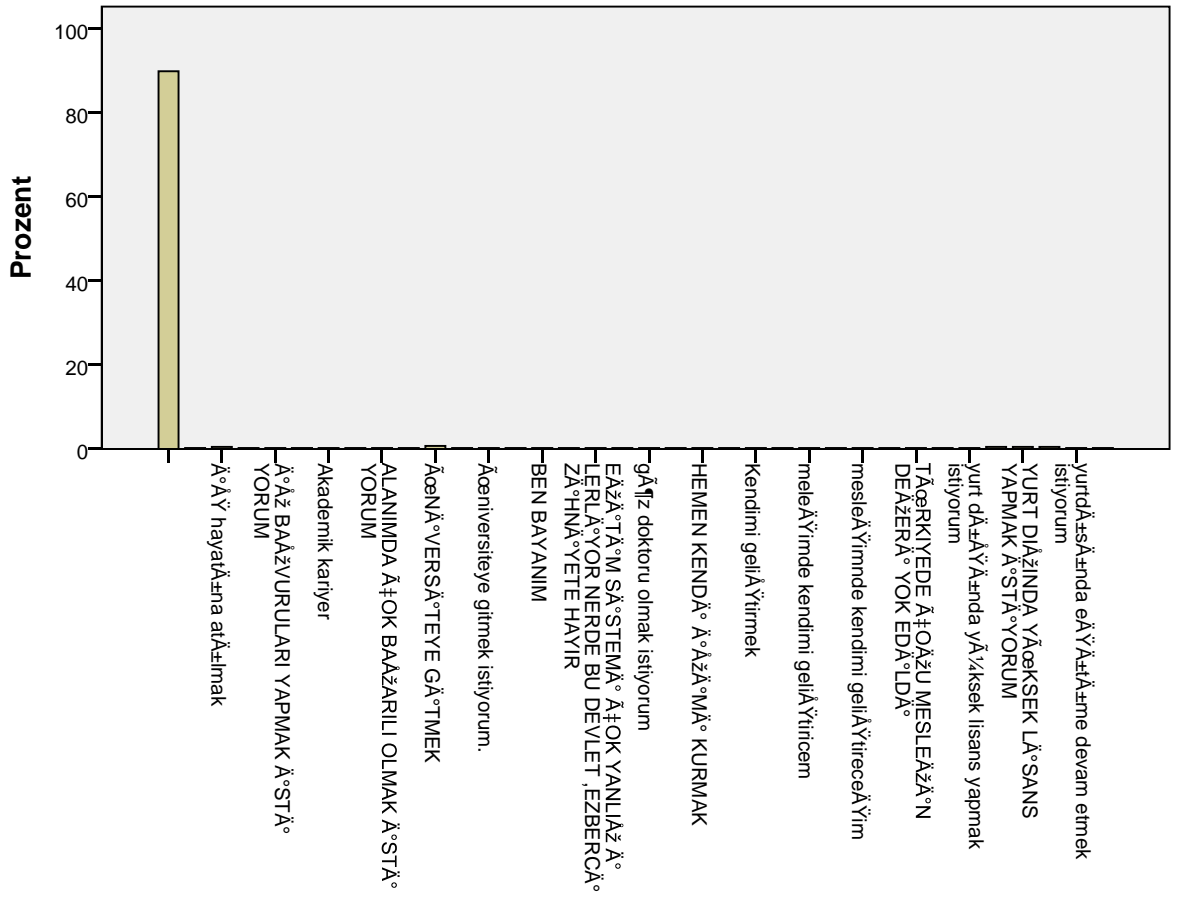
What do you want to do after leaving school? I'm going to start military service.

What do you want to do after leaving school? Other:

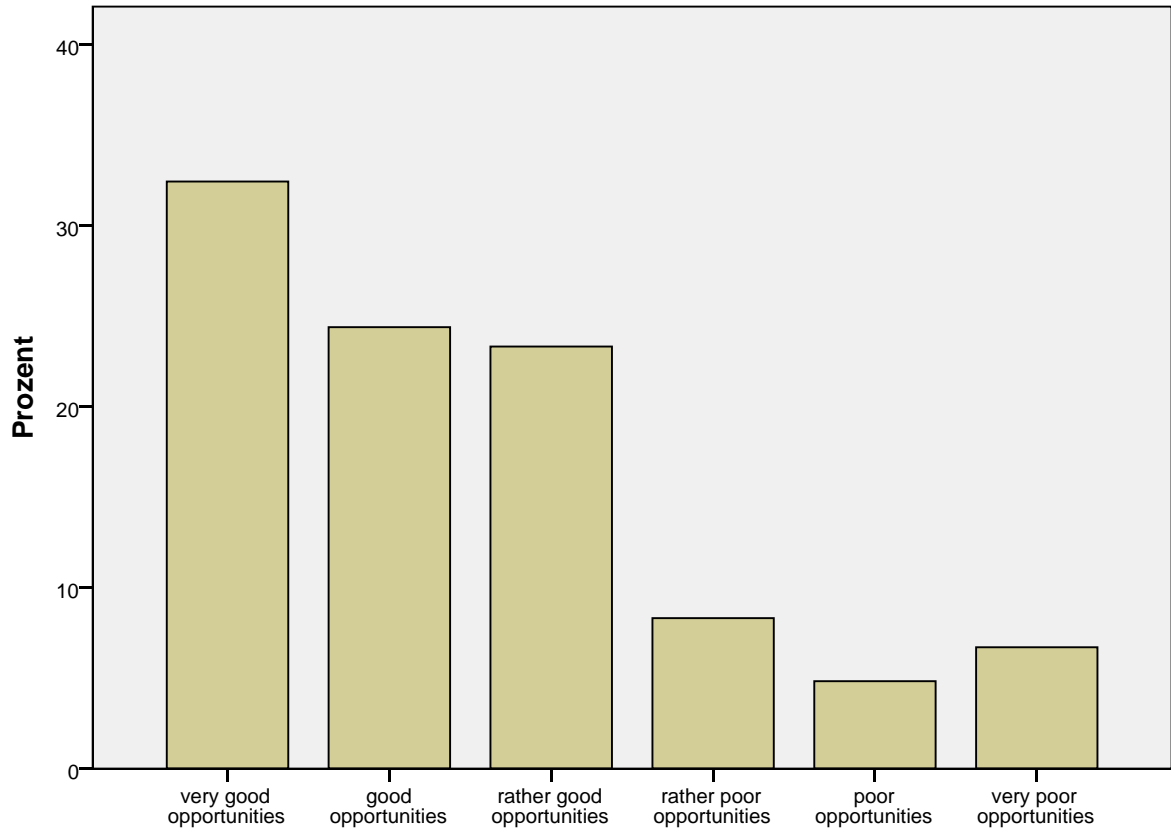


What do you want to do after leaving school? Other:

What do you want to do after leaving school? Other ...

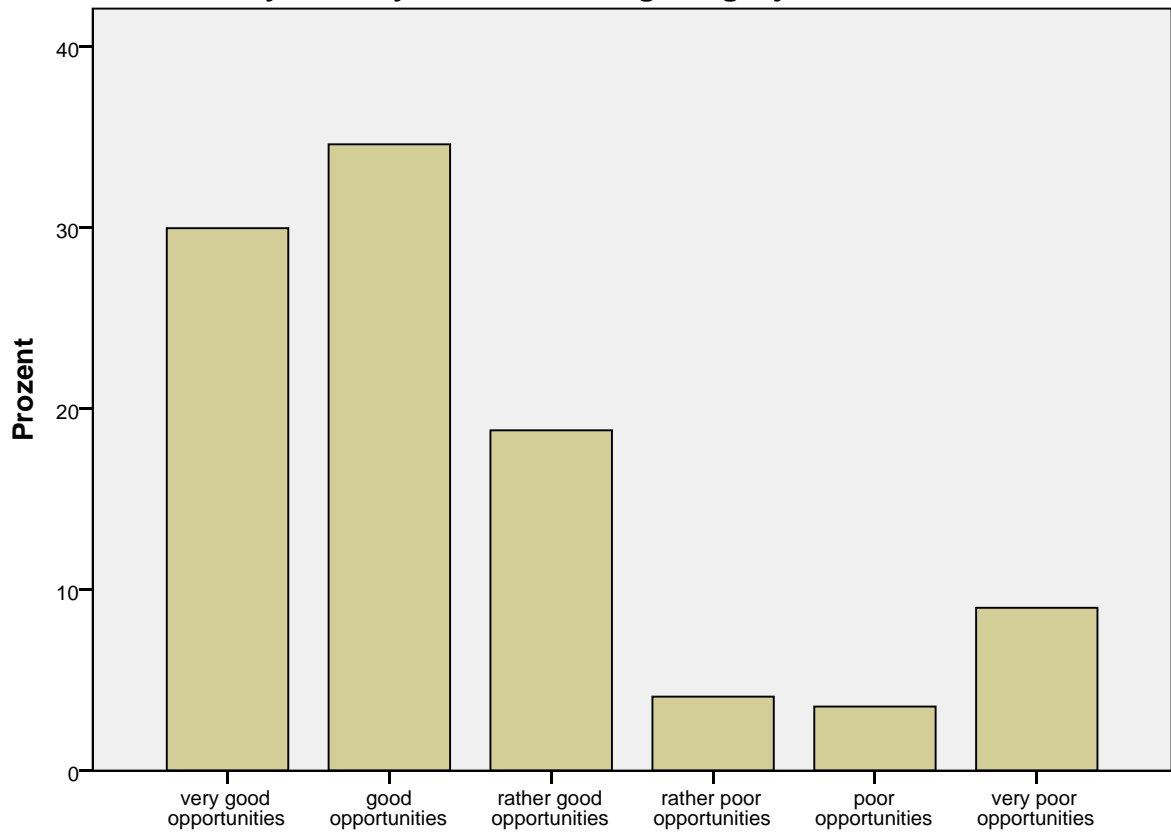


How do you rate your chances of getting an apprenticeship after school?



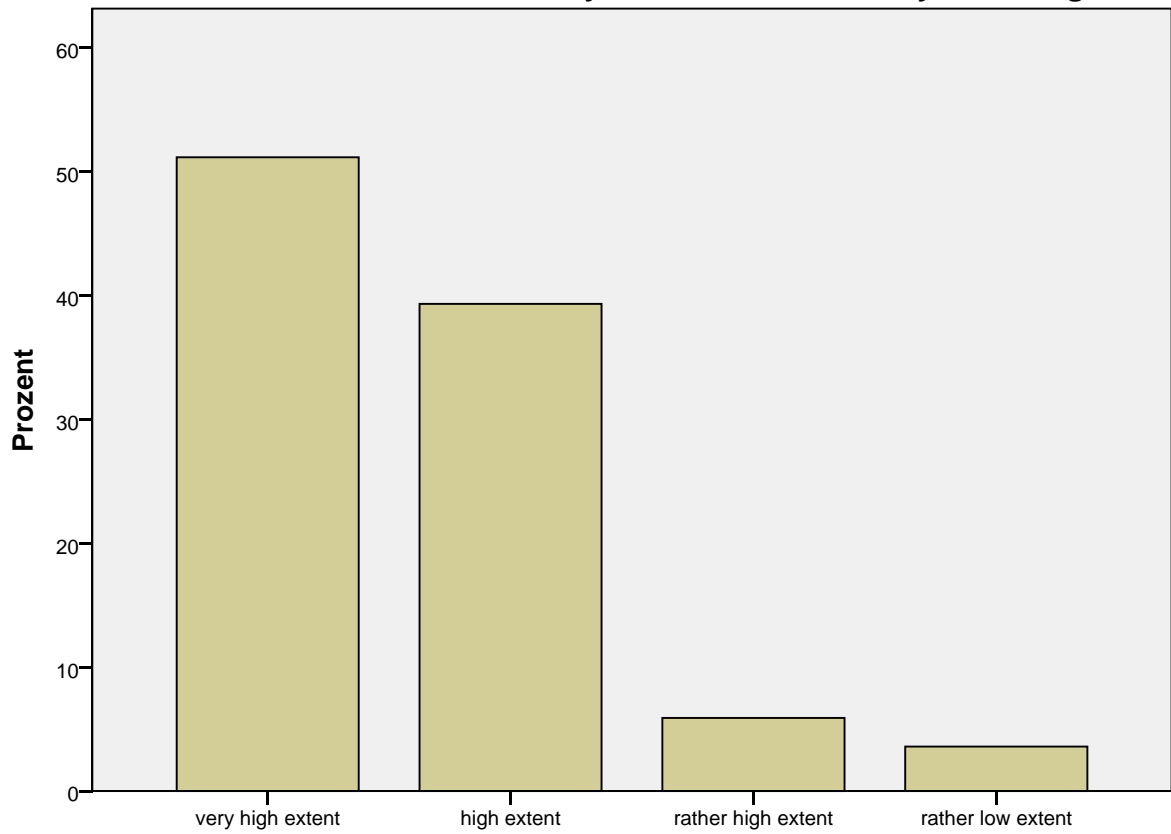
How do you rate your chances of getting an apprenticeship after school?

How do you rate your chances of getting a job after school?



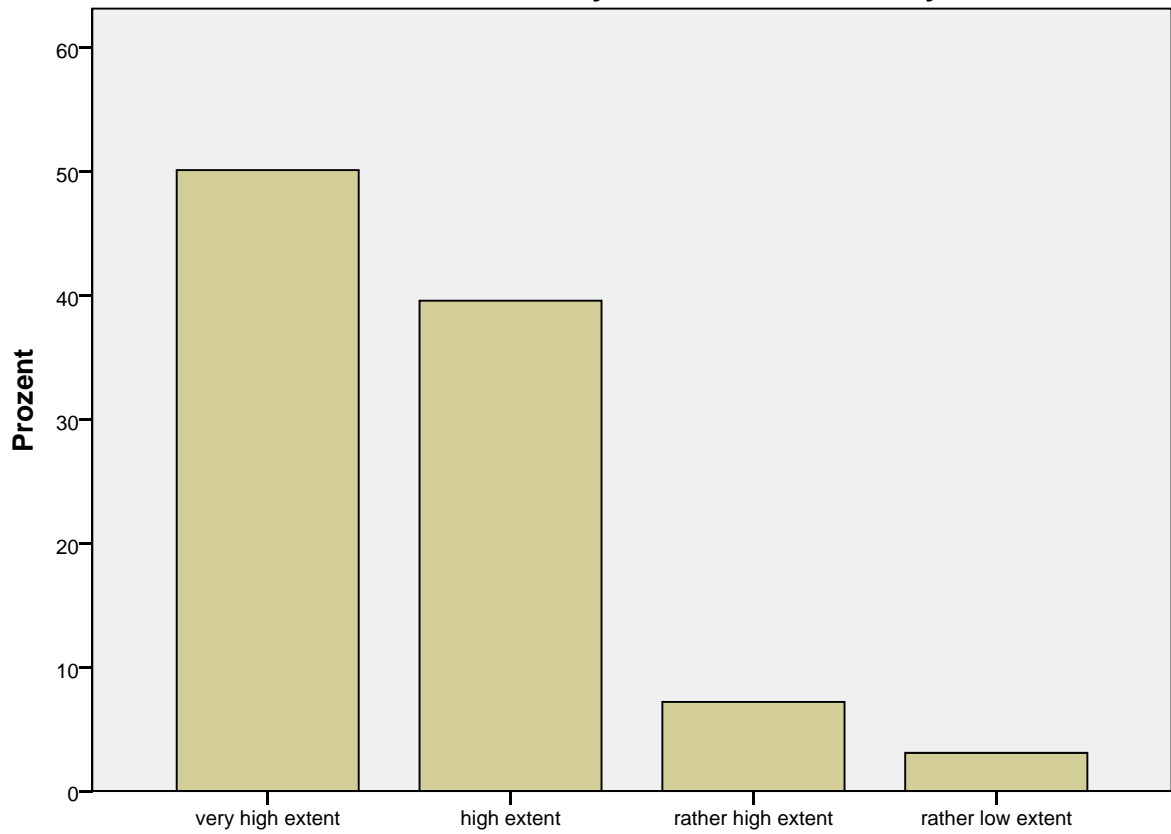
How do you rate your chances of getting a job after school?

Which factors below contributed to your answer above? my knowledge



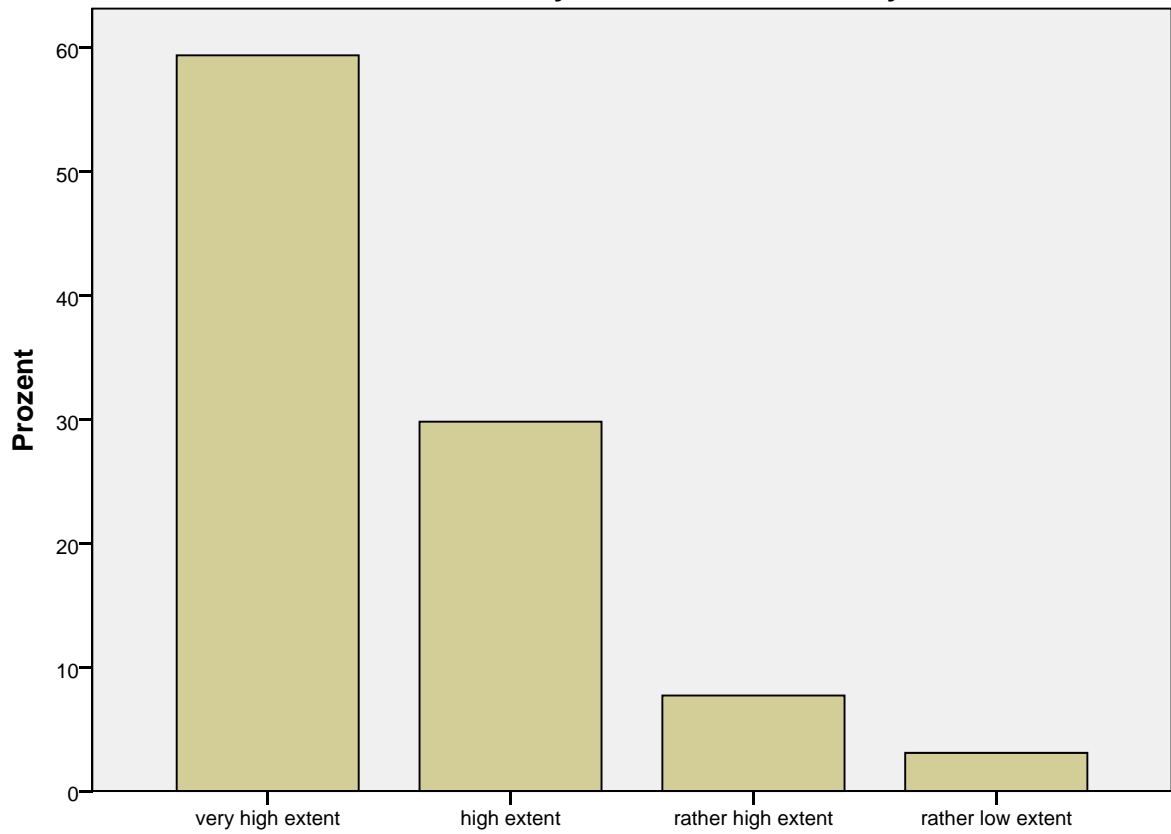
Which factors below contributed to your answer above? my knowledge

Which factors below contributed to your answer above? my education



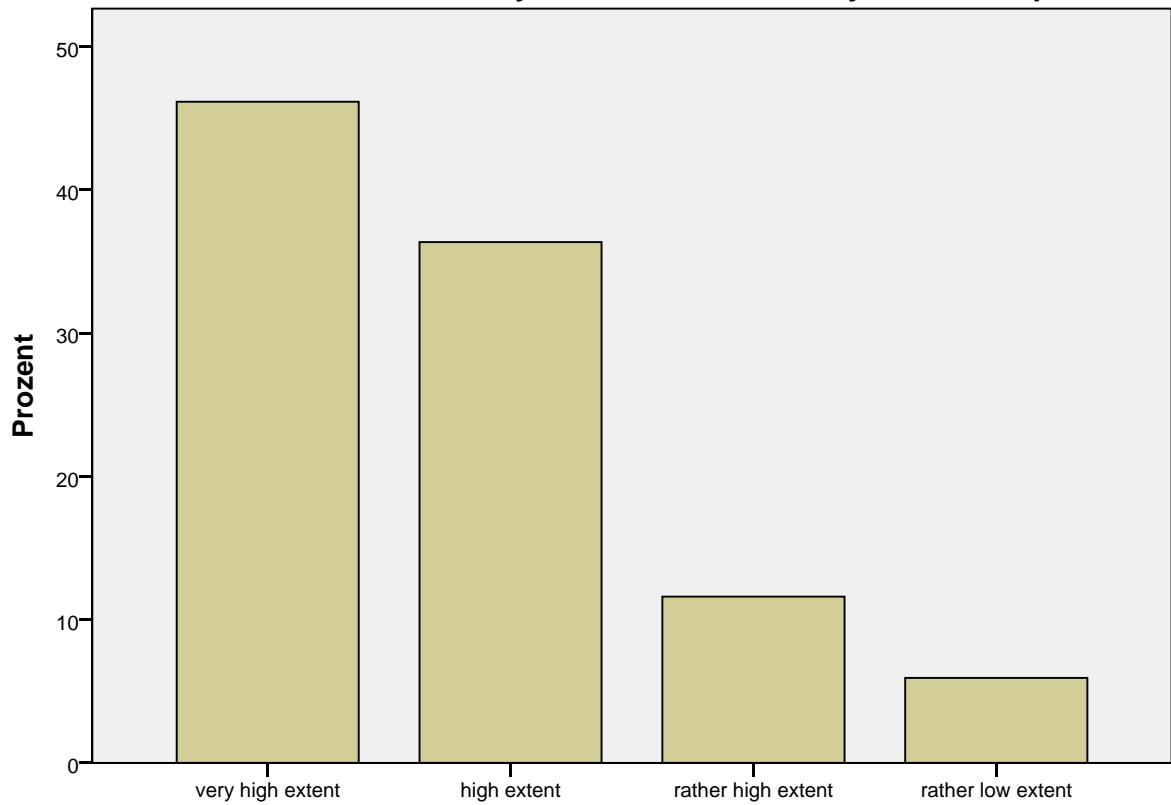
Which factors below contributed to your answer above? my education

Which factors below contributed to your answer above? my self confidence



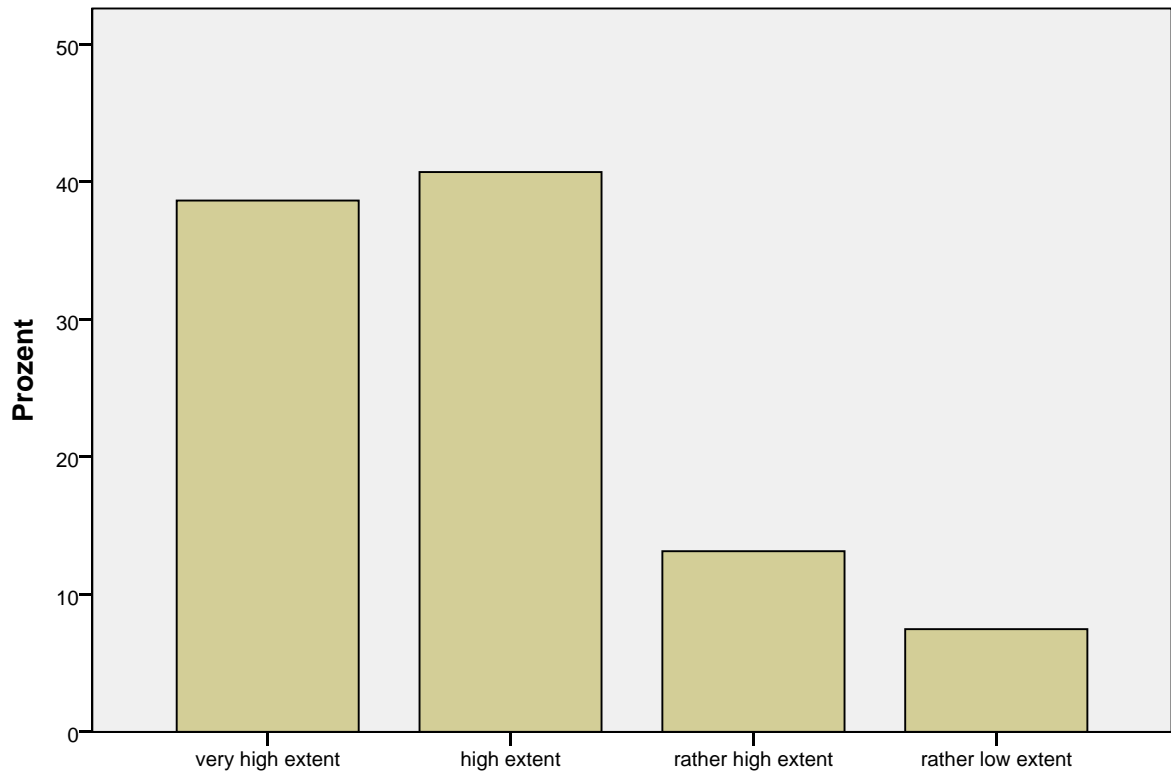
Which factors below contributed to your answer above? my self confidence

Which factors below contributed to your answer above? my social competencies



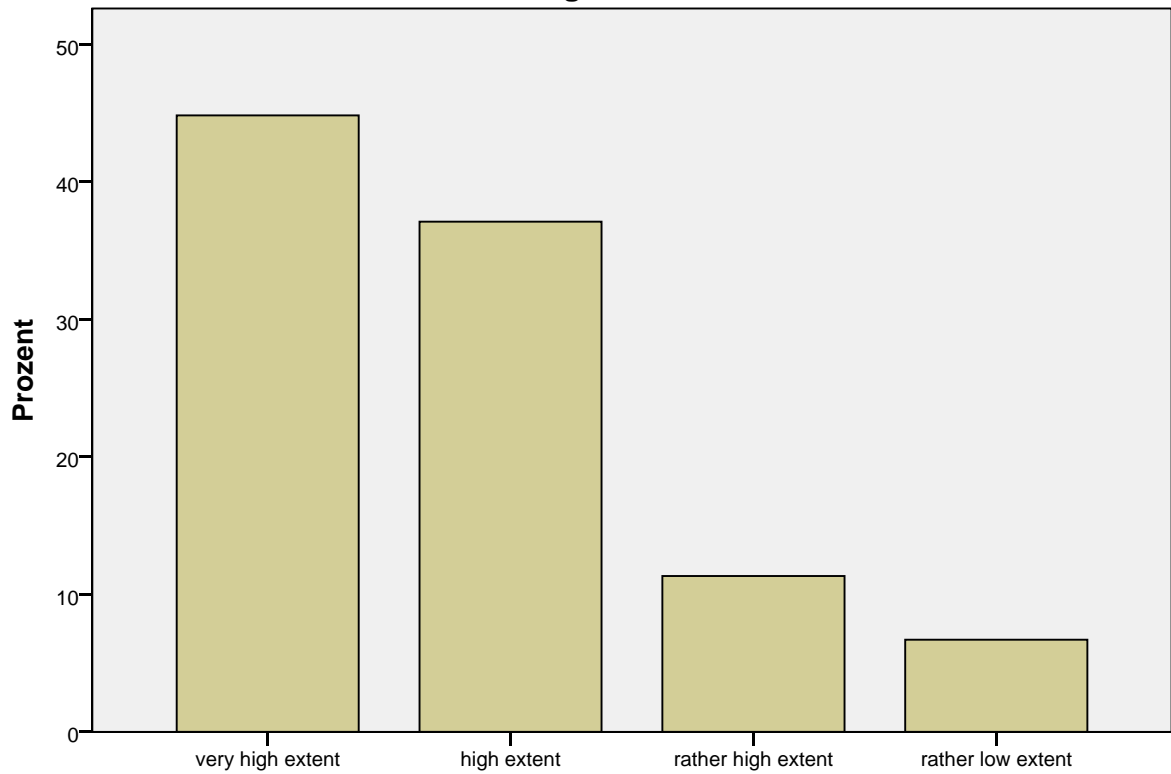
Which factors below contributed to your answer above? my social competencies

Which factors below contributed to your answer above? the vocational and career orientation at school



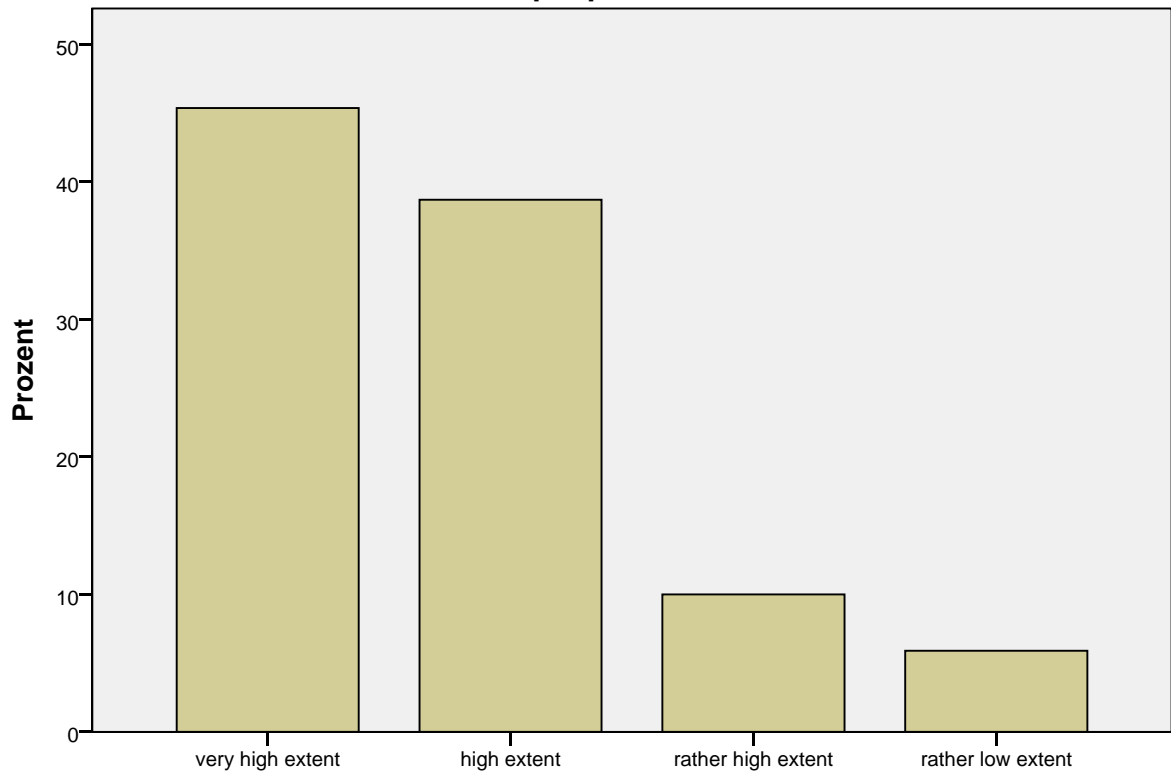
Which factors below contributed to your answer above? the vocational and career orientation at school

Which factors below contributed to your answer above? my social/cultural background



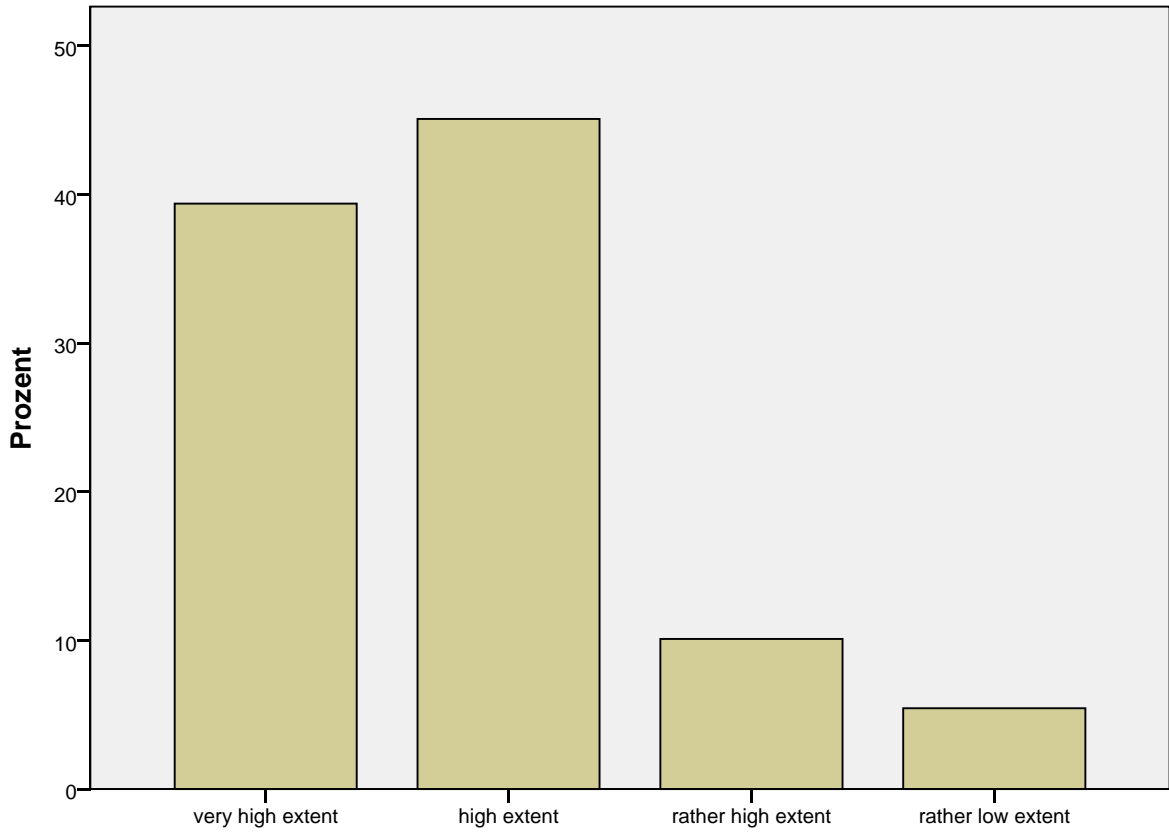
Which factors below contributed to your answer above? my social/cultural background

Which factors below contributed to your answer above? knowing the right people



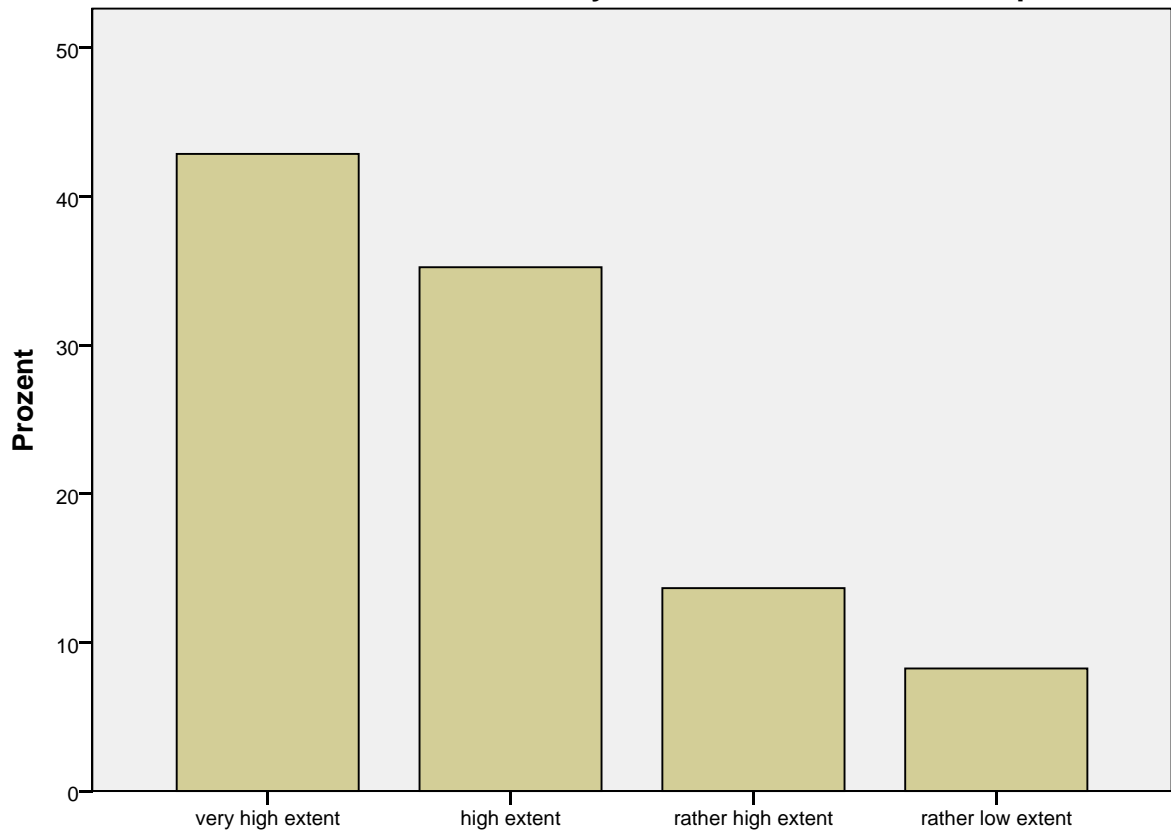
Which factors below contributed to your answer above? knowing the right people

Which factors below contributed to your answer above? my grades



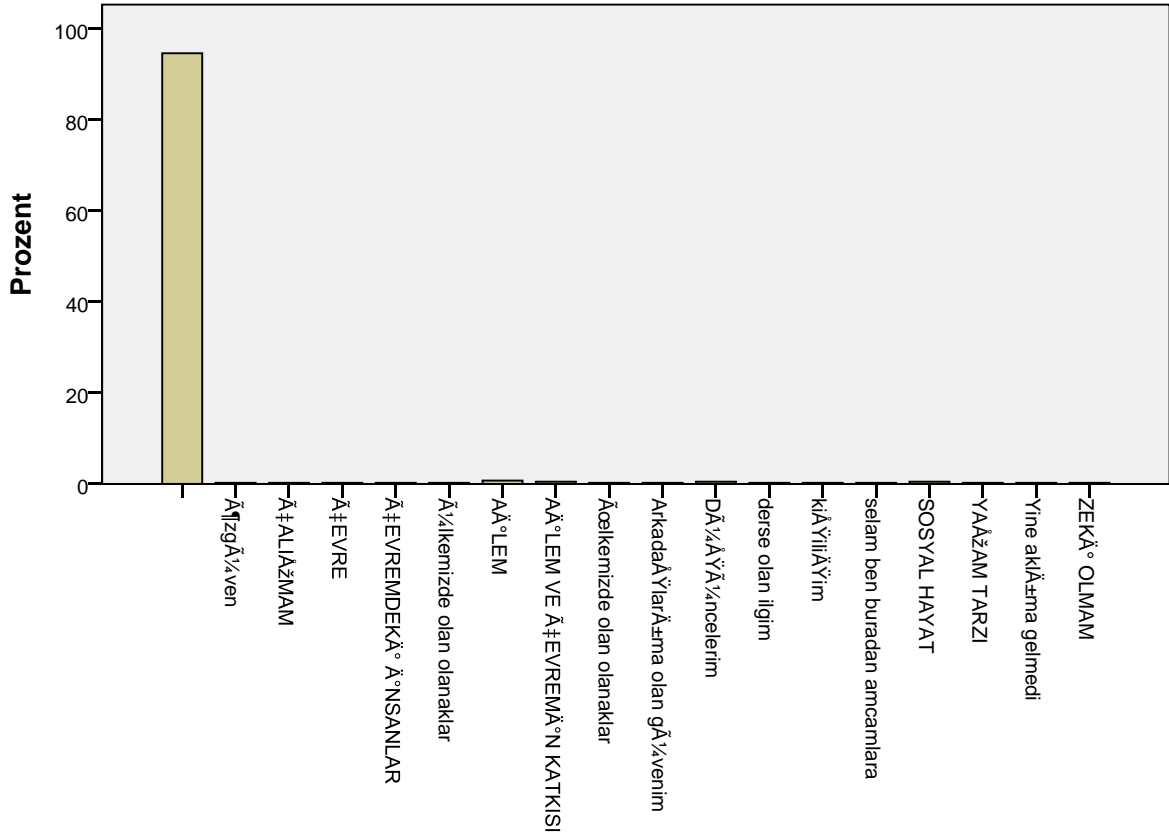
Which factors below contributed to your answer above? my grades

Which factors below contributed to your answer above? other aspects



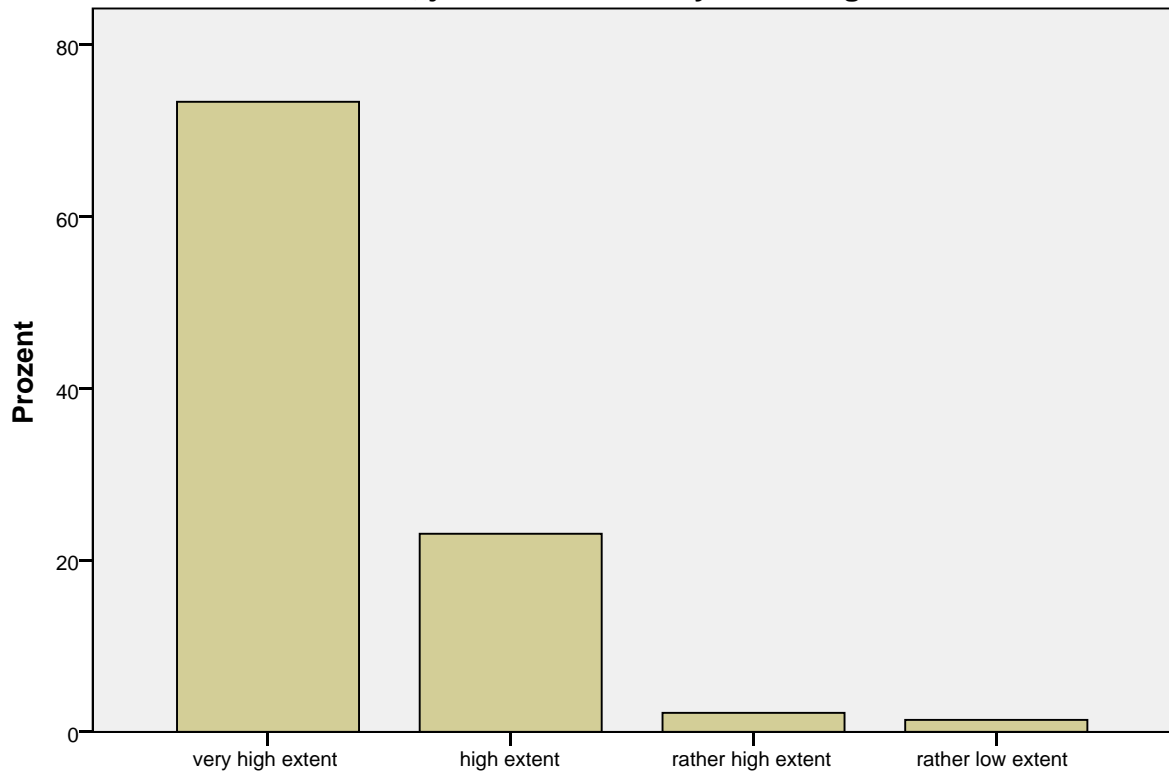
Which factors below contributed to your answer above? other aspects

Which factors below contributed to your answer above? own reason



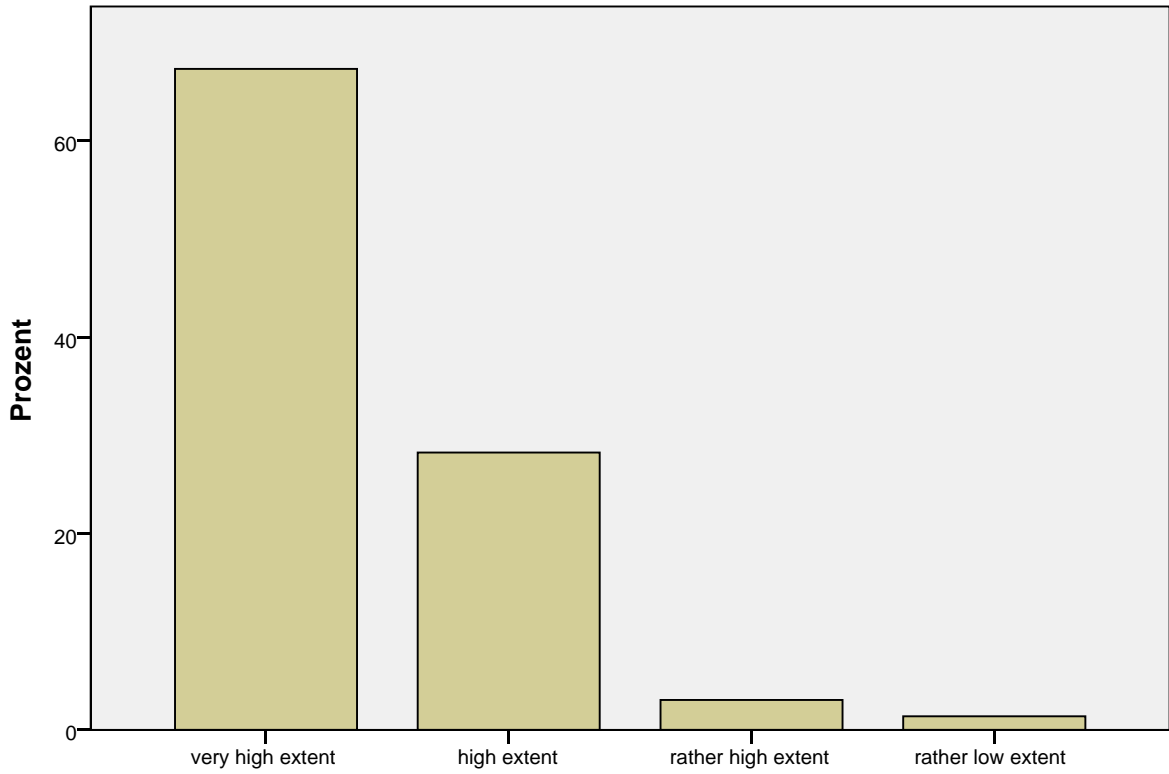
Which factors below contributed to your answer above? own reason

How important are the following factors in getting an orientation about future vocation, job and career? my knowledge



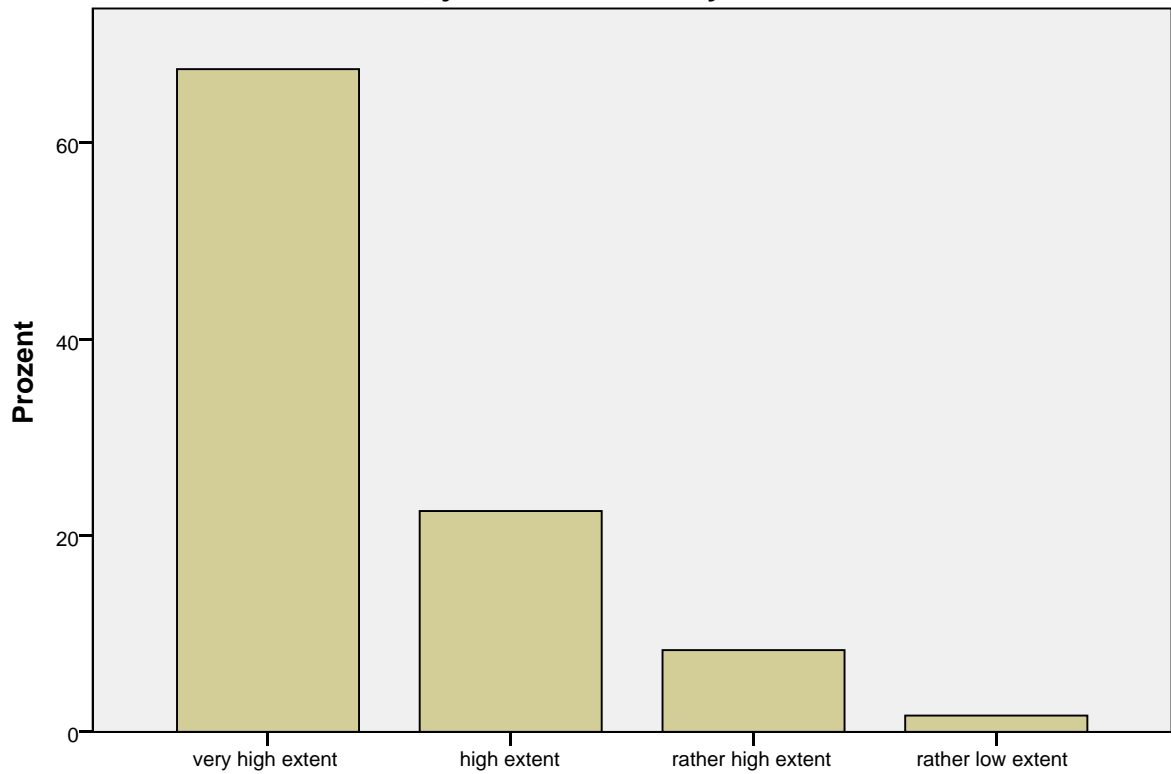
How important are the following factors in getting an orientation about future vocation, job and career? my knowledge

How important are the following factors in getting an orientation about future vocation, job and career? my education



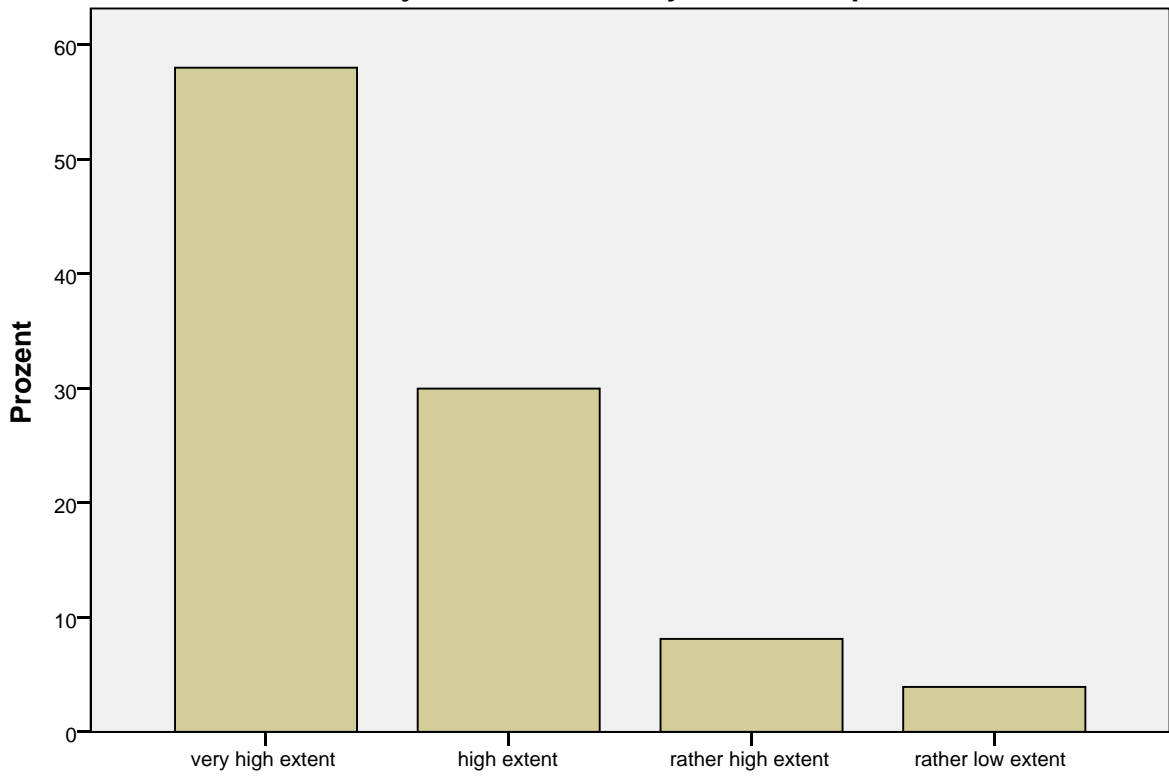
How important are the following factors in getting an orientation about future vocation, job and career? my education

How important are the following factors in getting an orientation about future vocation, job and career? my self confidence



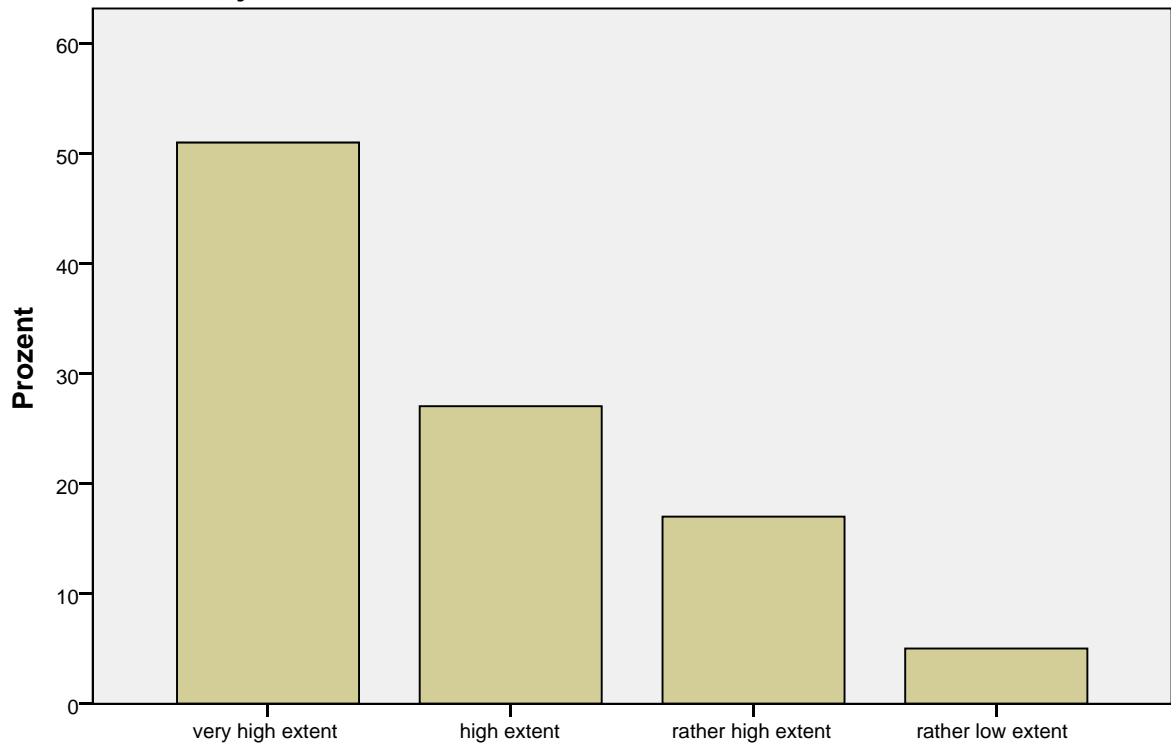
How important are the following factors in getting an orientation about future vocation, job and career? my self confidence

How important are the following factors in getting an orientation about future vocation, job and career? my social competencies



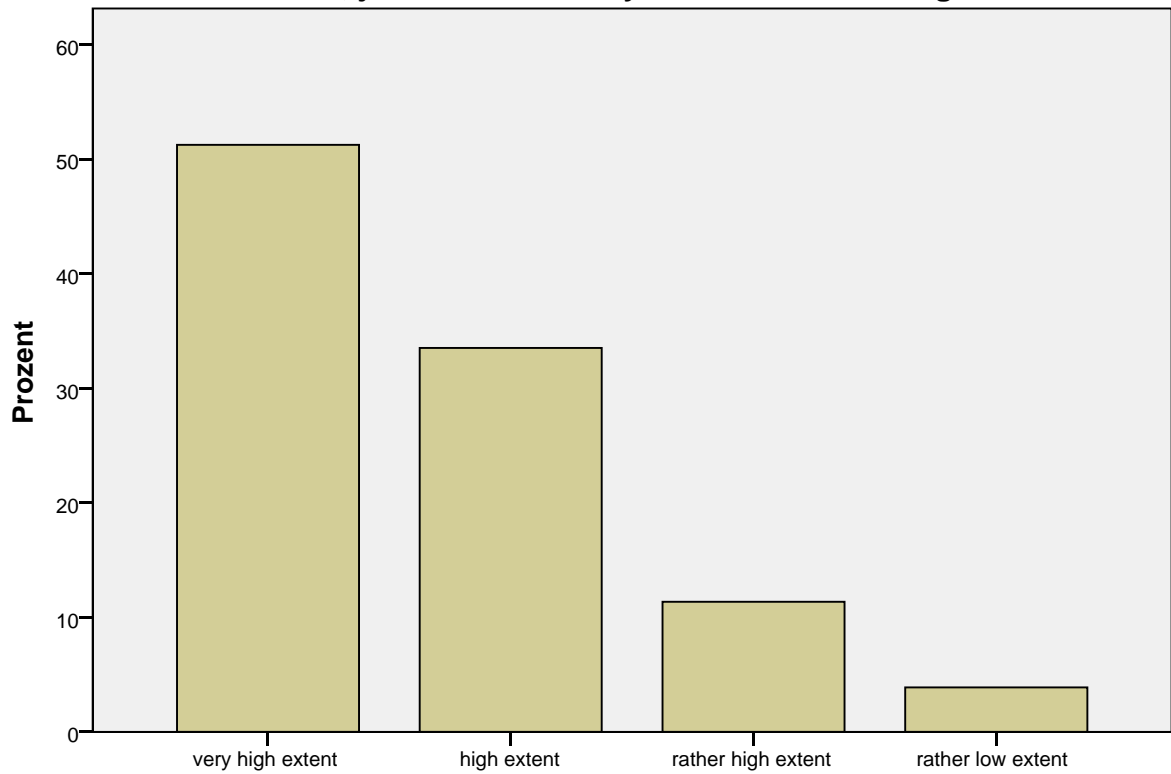
How important are the following factors in getting an orientation about future vocation, job and career? my social competencies

How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school



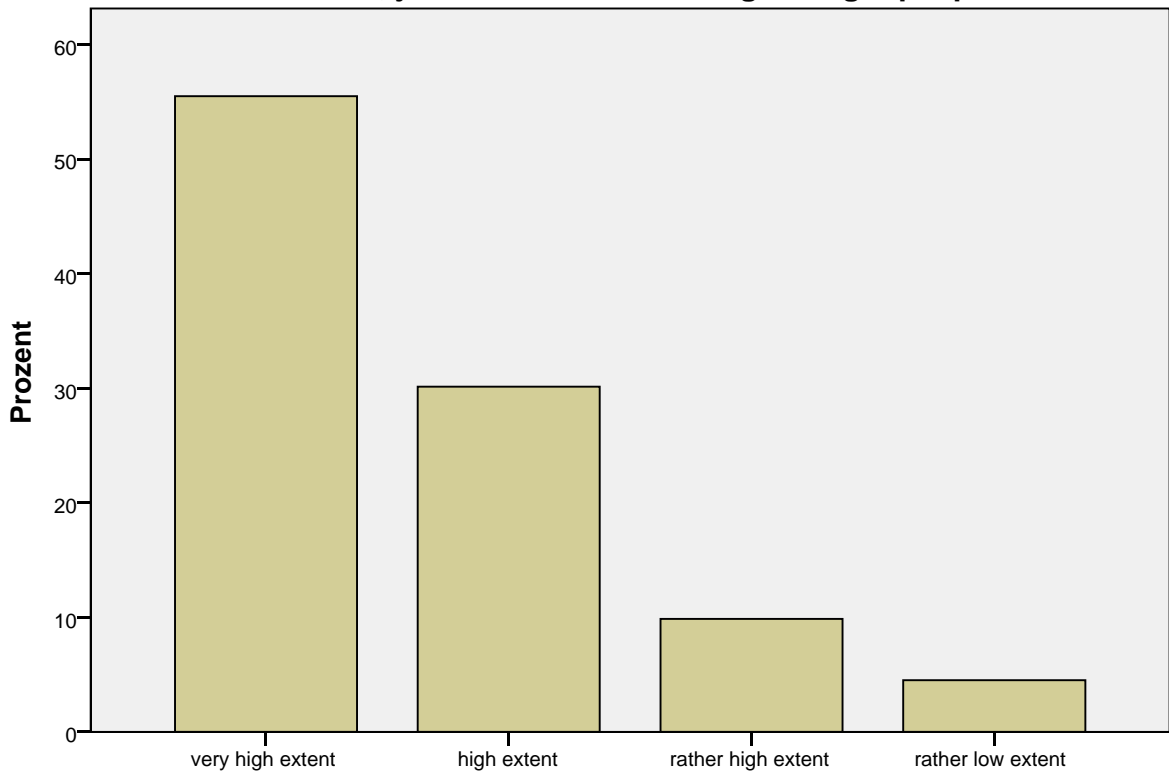
How important are the following factors in getting an orientation about future vocation, job and career? the vocational and career orientation at school

How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background



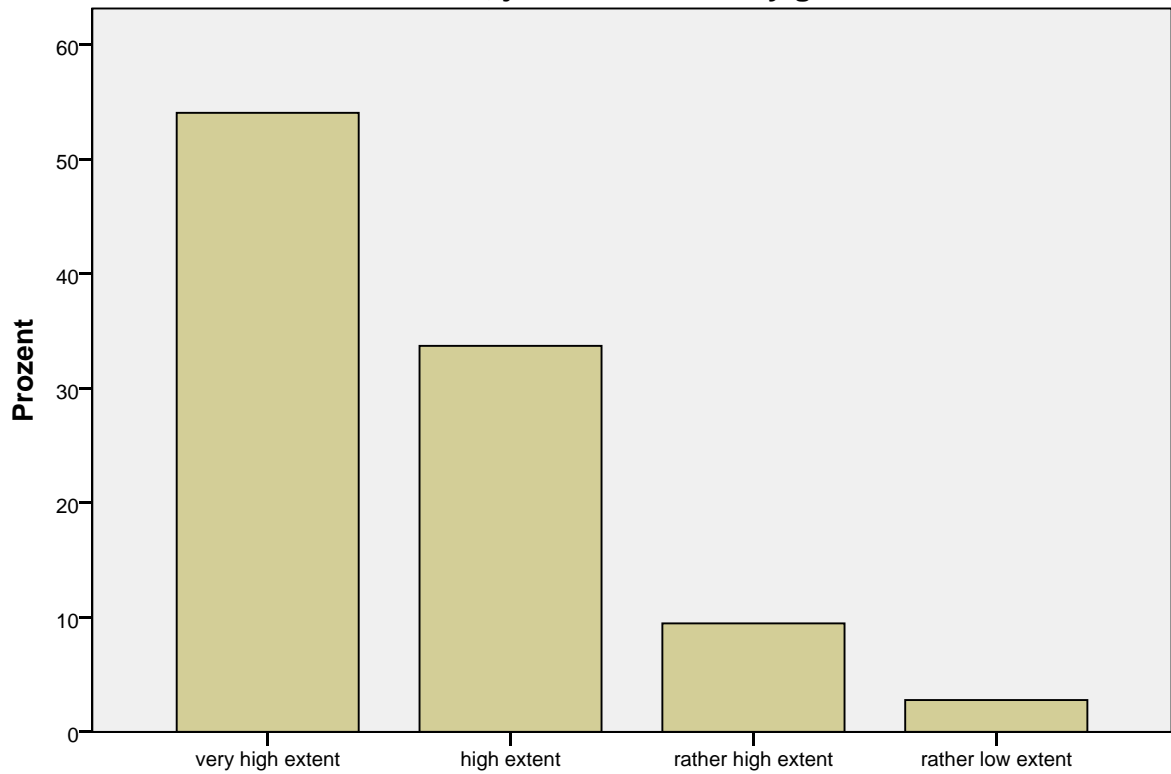
How important are the following factors in getting an orientation about future vocation, job and career? my social/cultural background

How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people



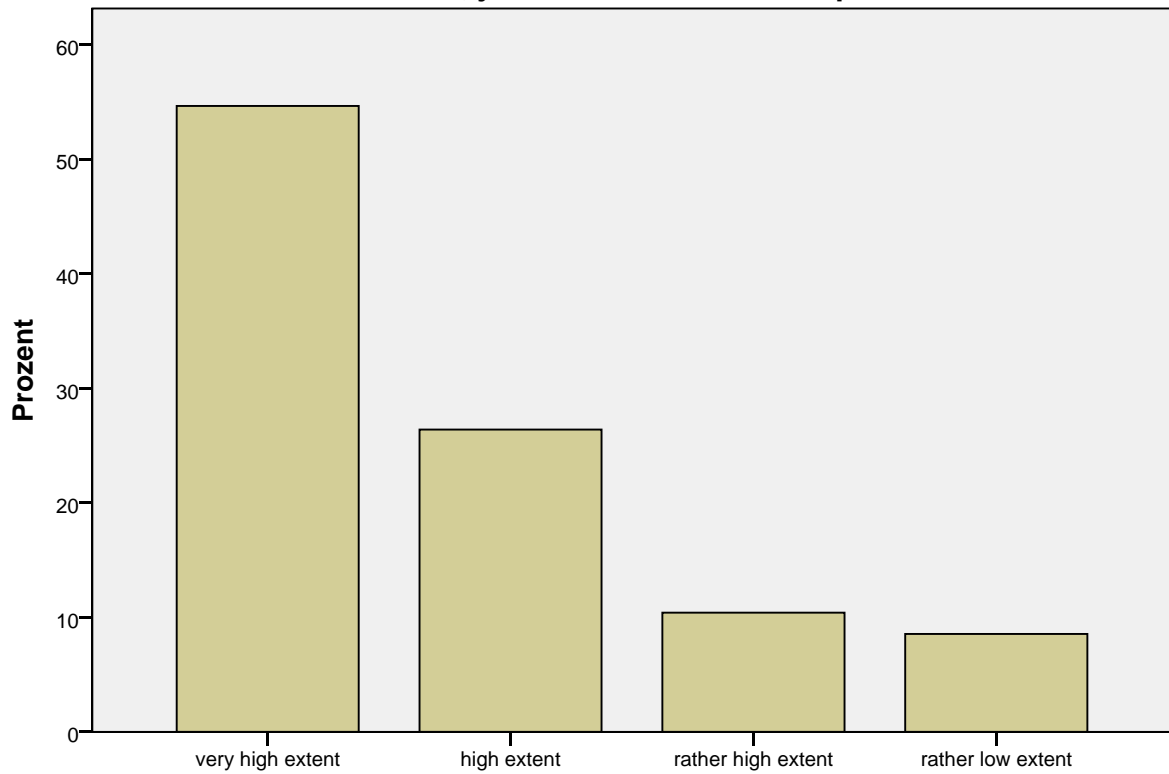
How important are the following factors in getting an orientation about future vocation, job and career? knowing the right people

How important are the following factors in getting an orientation about future vocation, job and career? my grades



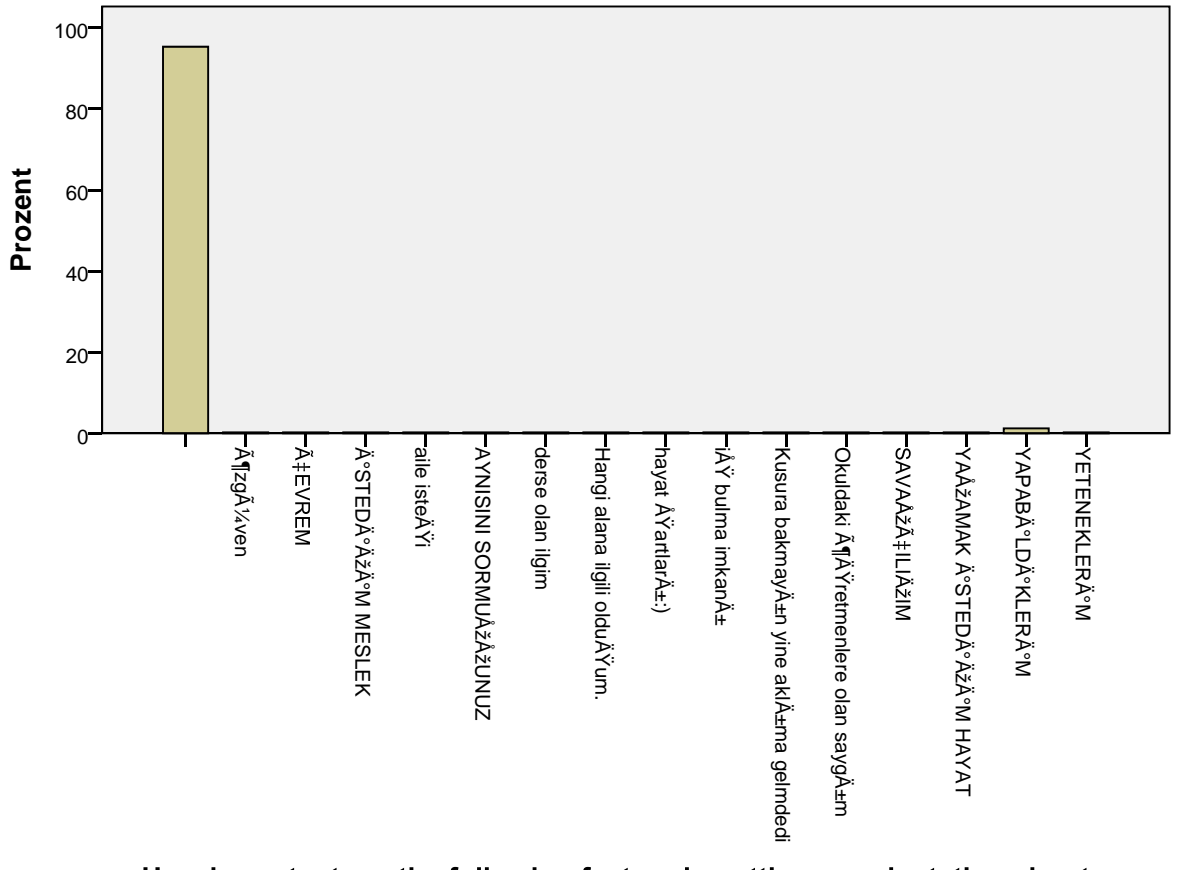
How important are the following factors in getting an orientation about future vocation, job and career? my grades

How important are the following factors in getting an orientation about future vocation, job and career? other aspects

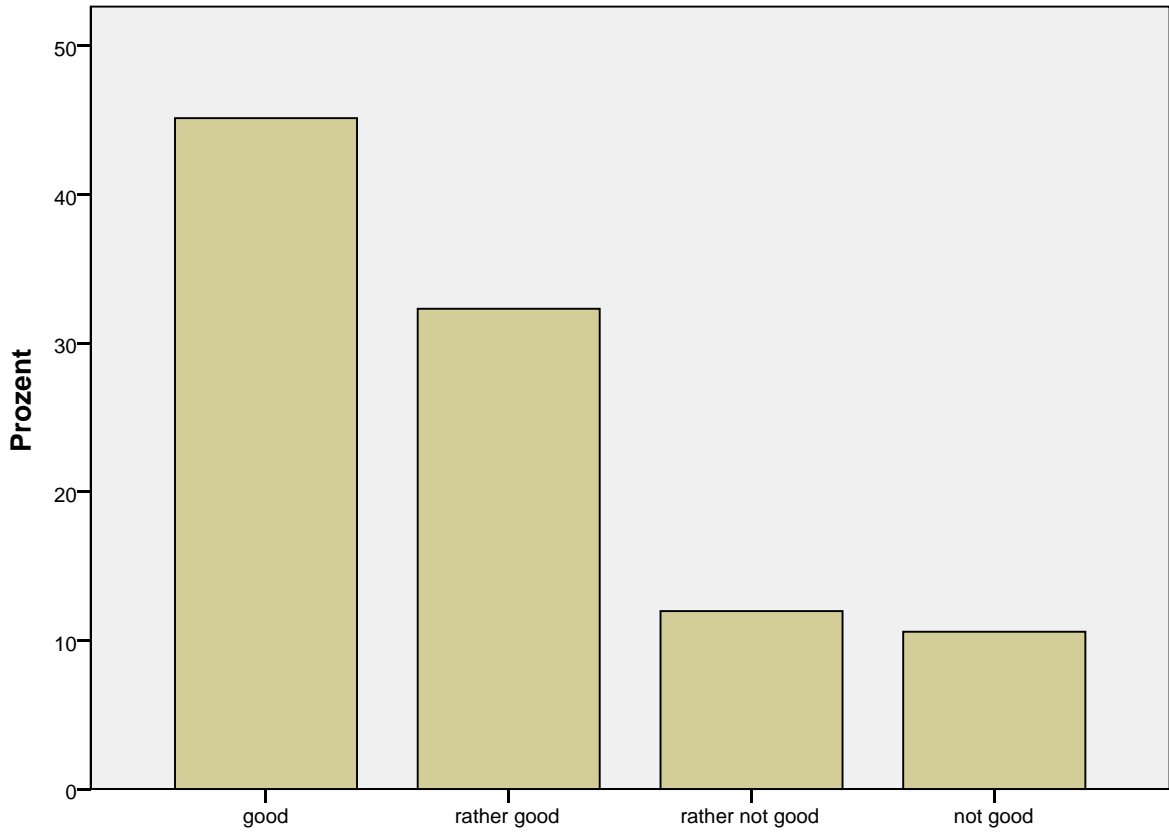


How important are the following factors in getting an orientation about future vocation, job and career? other aspects

How important are the following factors in getting an orientation about future vocation, job and career? own reason

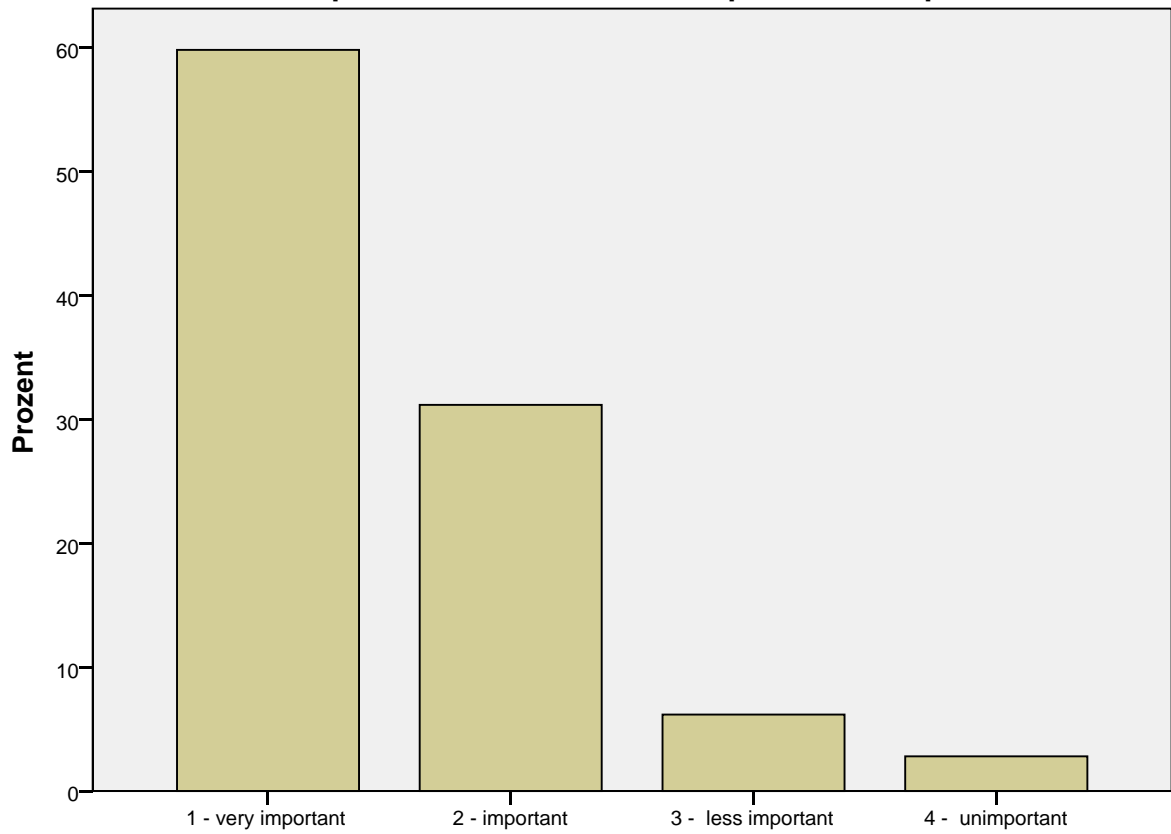


Combination of practical and theoretical experiences. How well is it done?



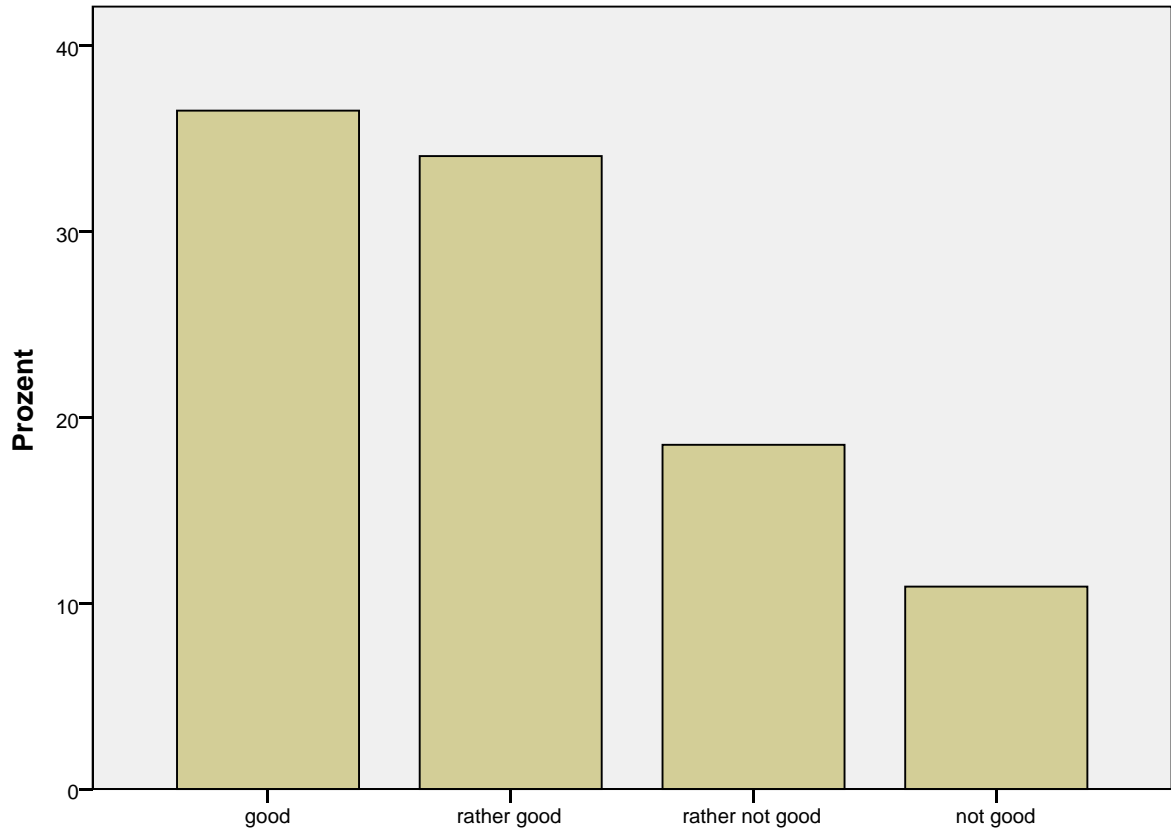
Combination of practical and theoretical experiences. How well is it done?

Combination of practical and theoretical experiences. Importance?



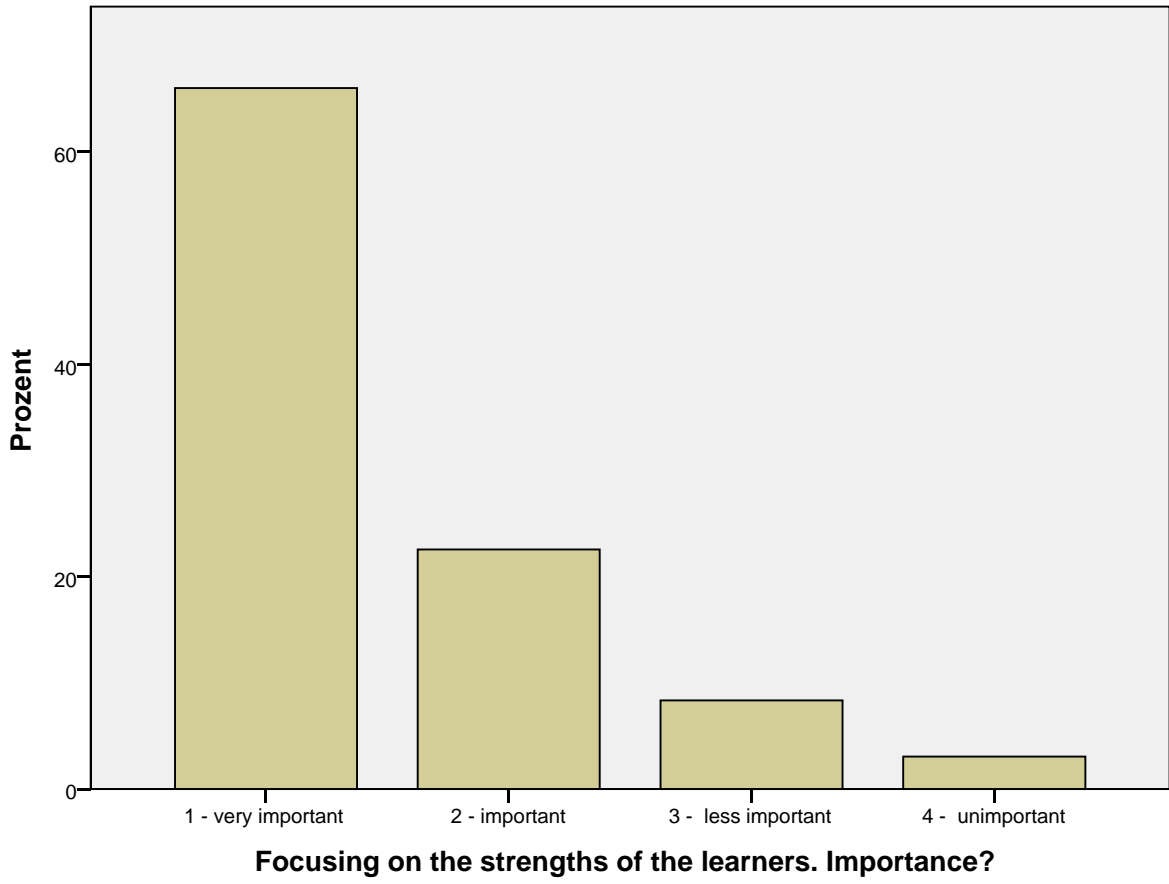
Combination of practical and theoretical experiences. Importance?

Focusing on the strengths of the learners. How well is it done?

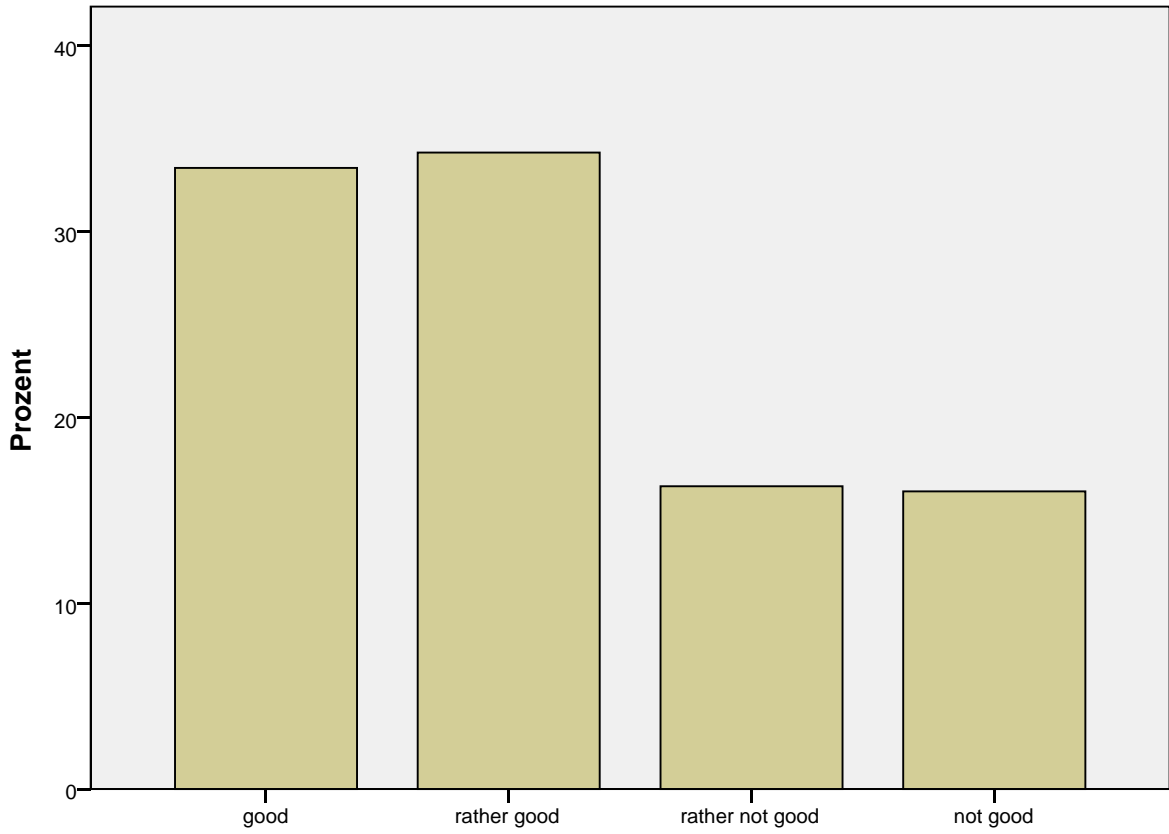


Focusing on the strengths of the learners. How well is it done?

Focusing on the strengths of the learners. Importance?

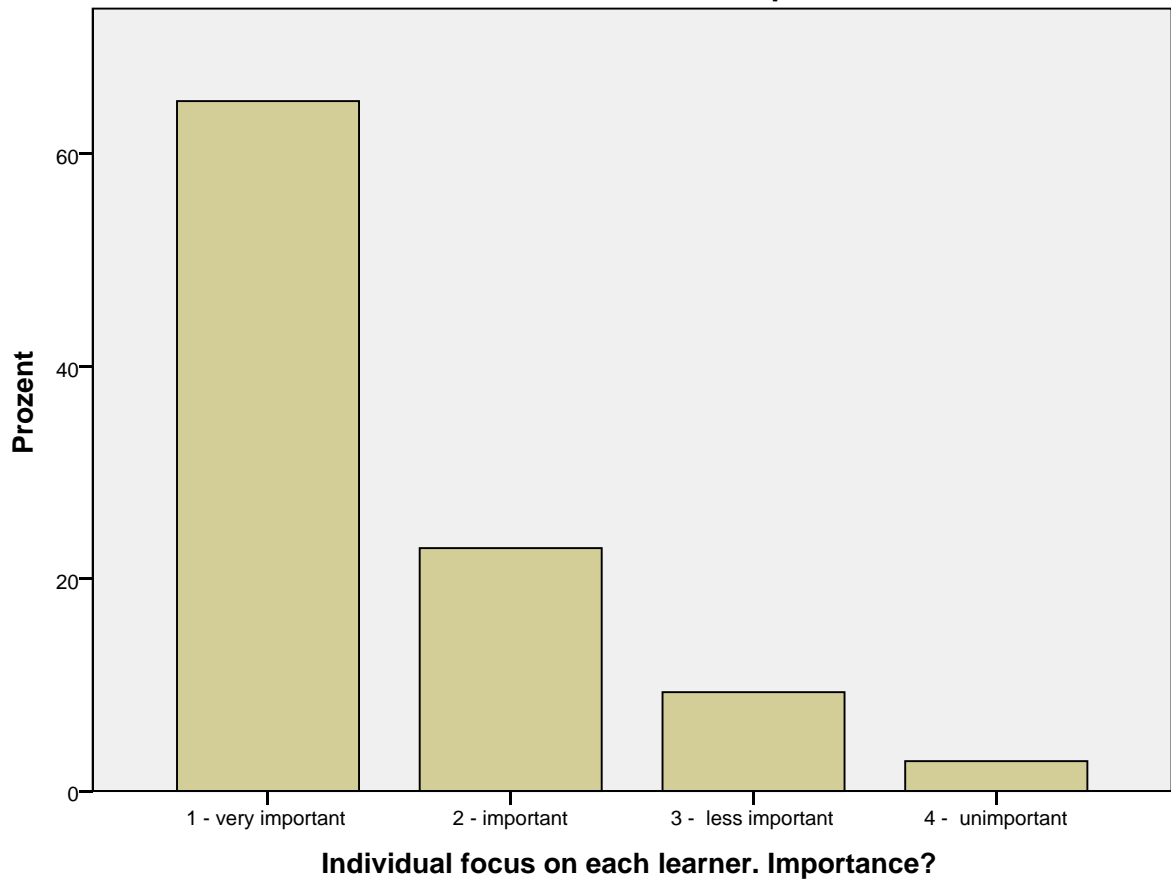


Individual focus on each learner. How well is it done?

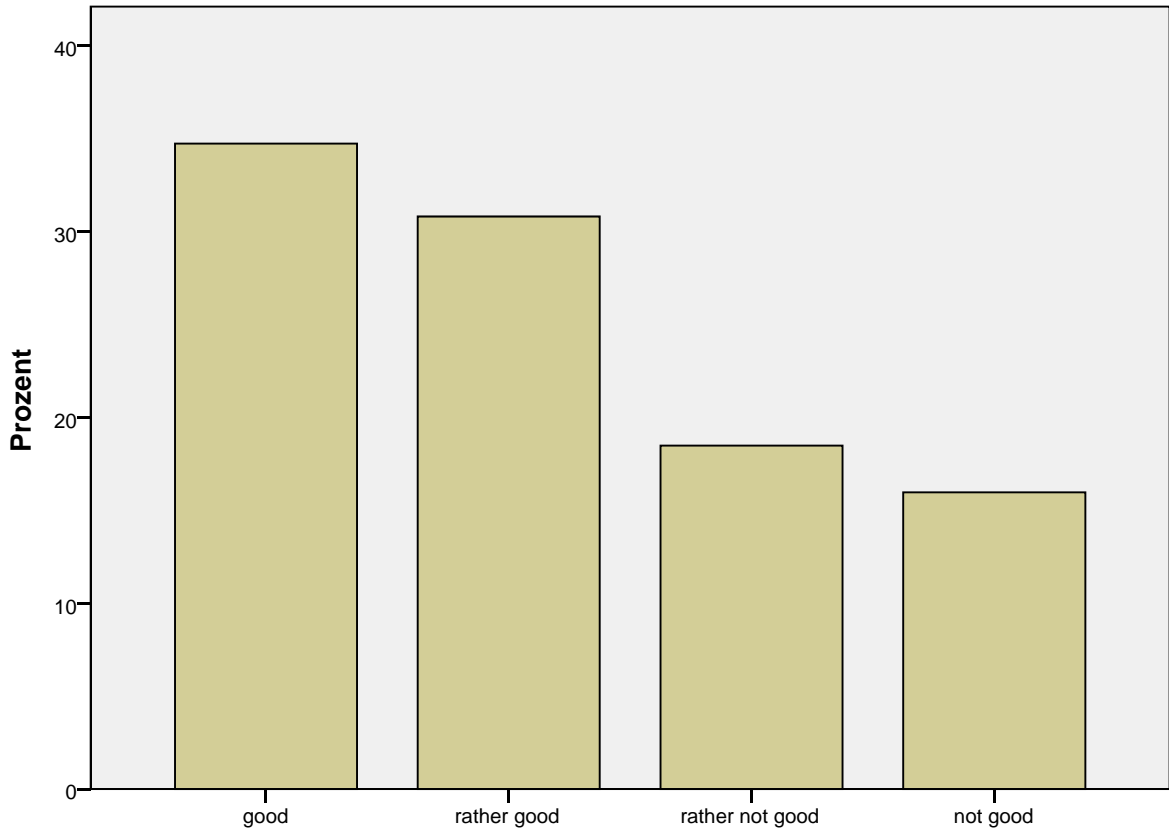


Individual focus on each learner. How well is it done?

Individual focus on each learner. Importance?

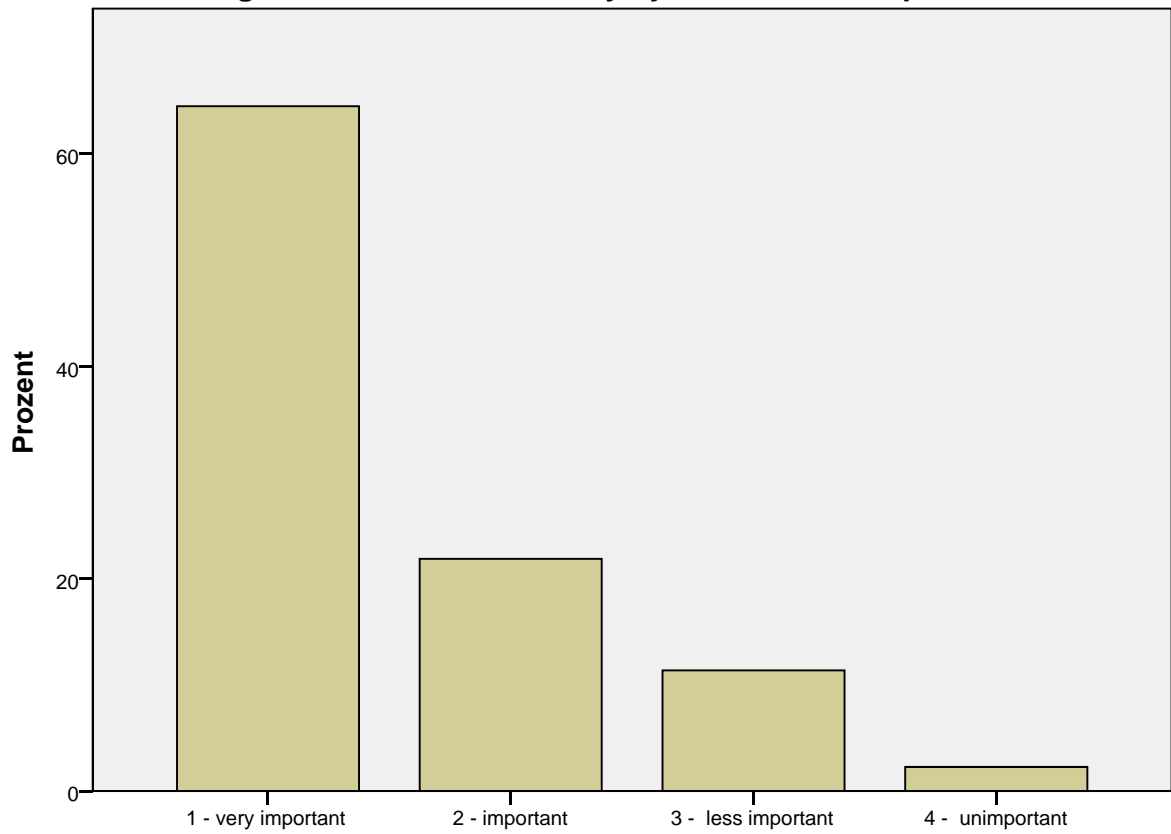


Focusing individual self-discovery by the learners. How well is it done?



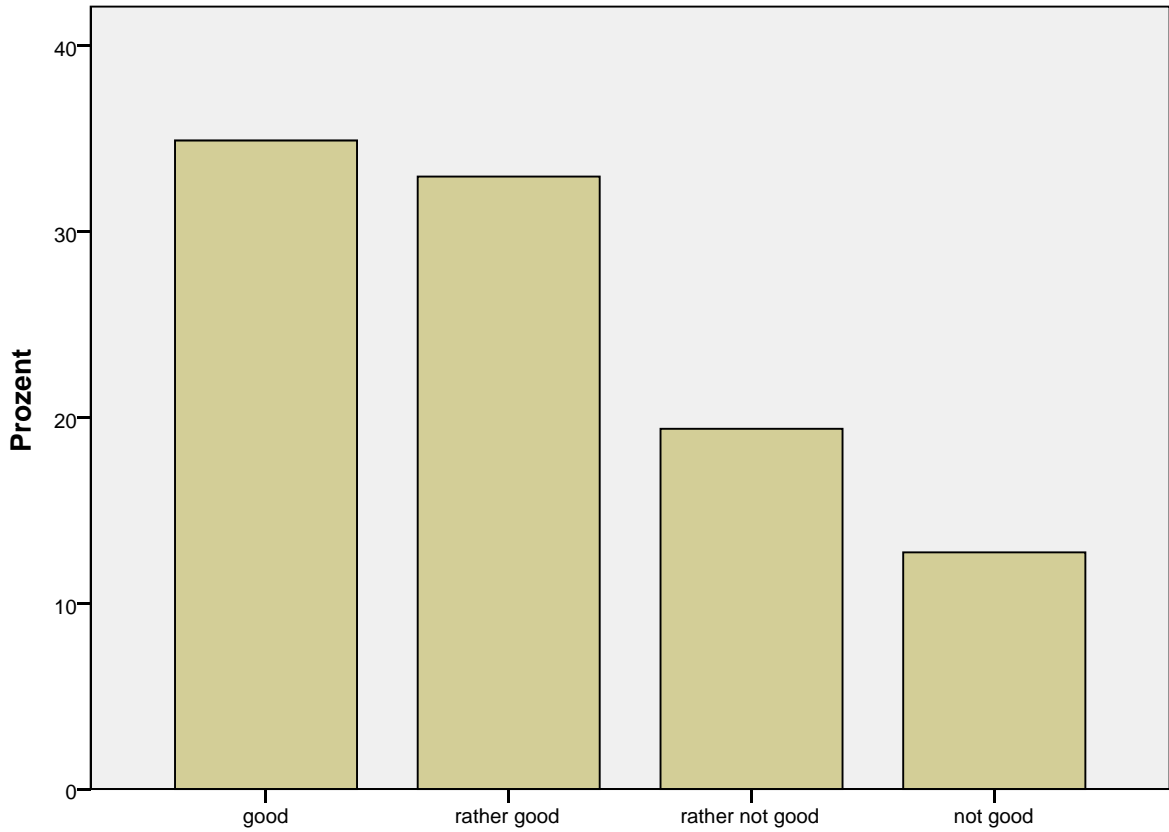
Focusing individual self-discovery by the learners. How well is it done?

Focusing individual self-discovery by the learners. Importance?



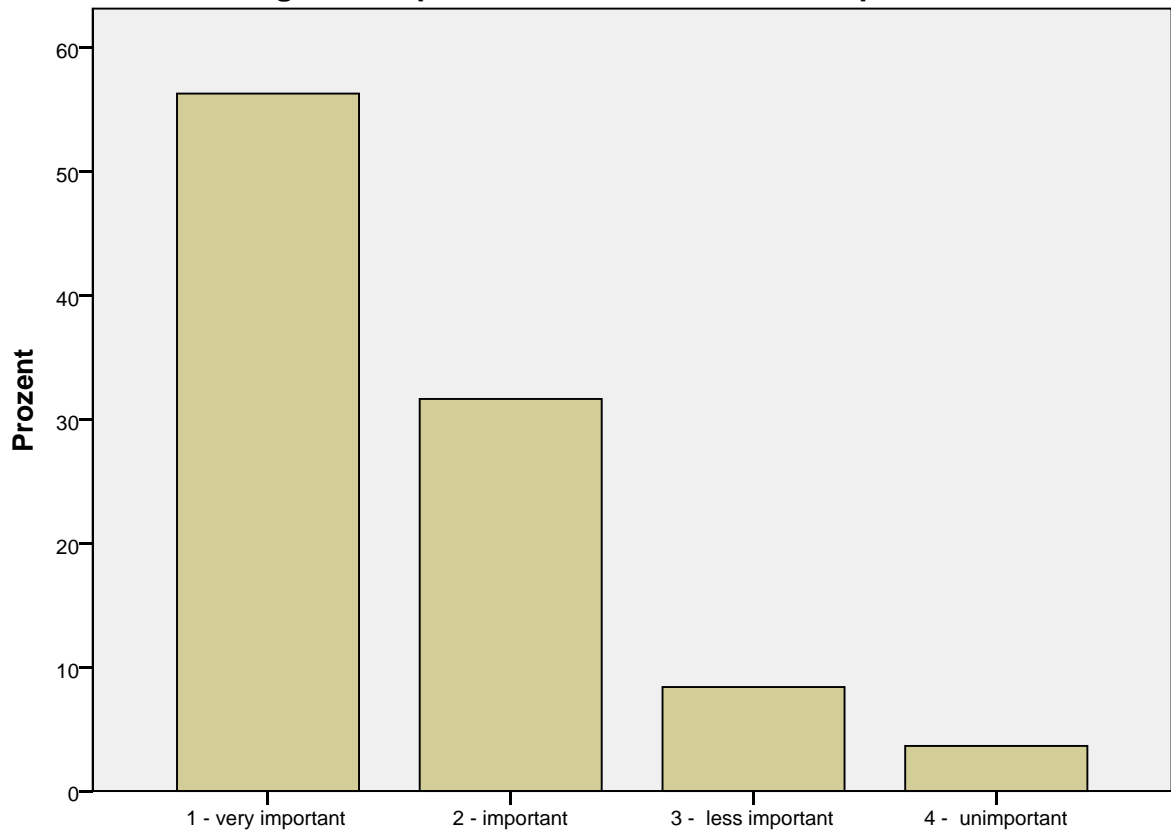
Focusing individual self-discovery by the learners. Importance?

Focusing several professions and vocations. How well is it done?



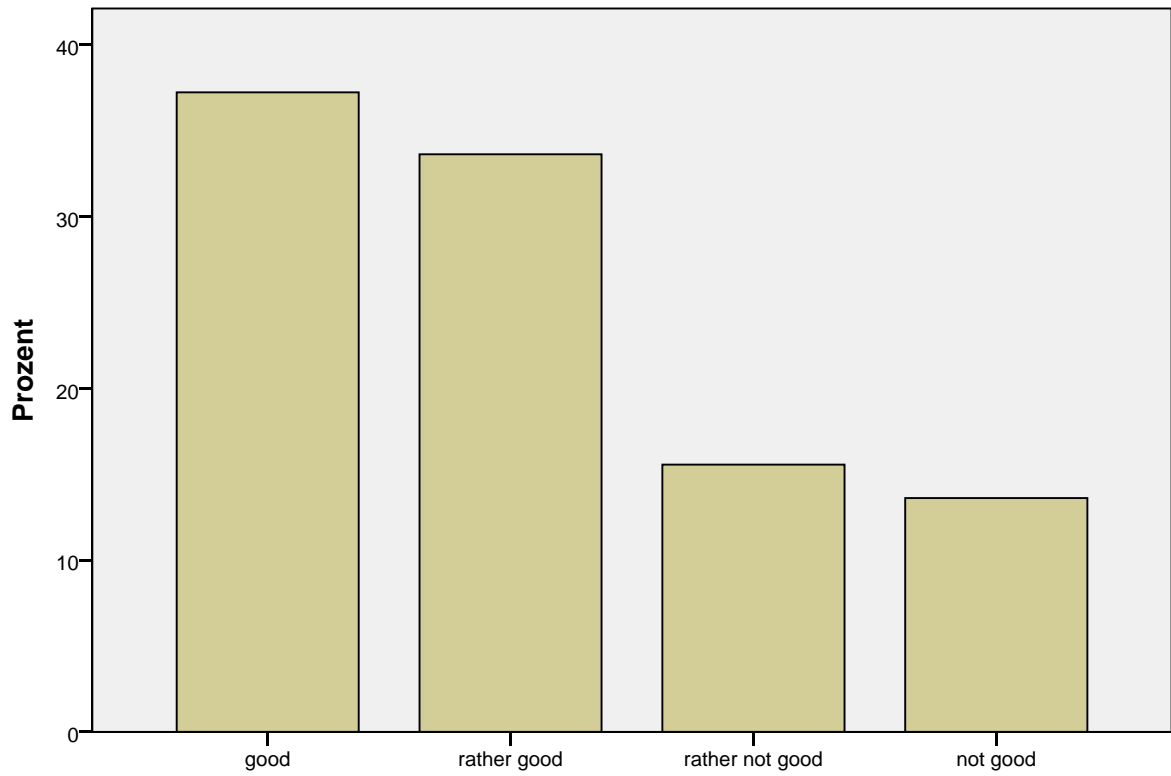
Focusing several professions and vocations. How well is it done?

Focusing several professions and vocations. Importance?



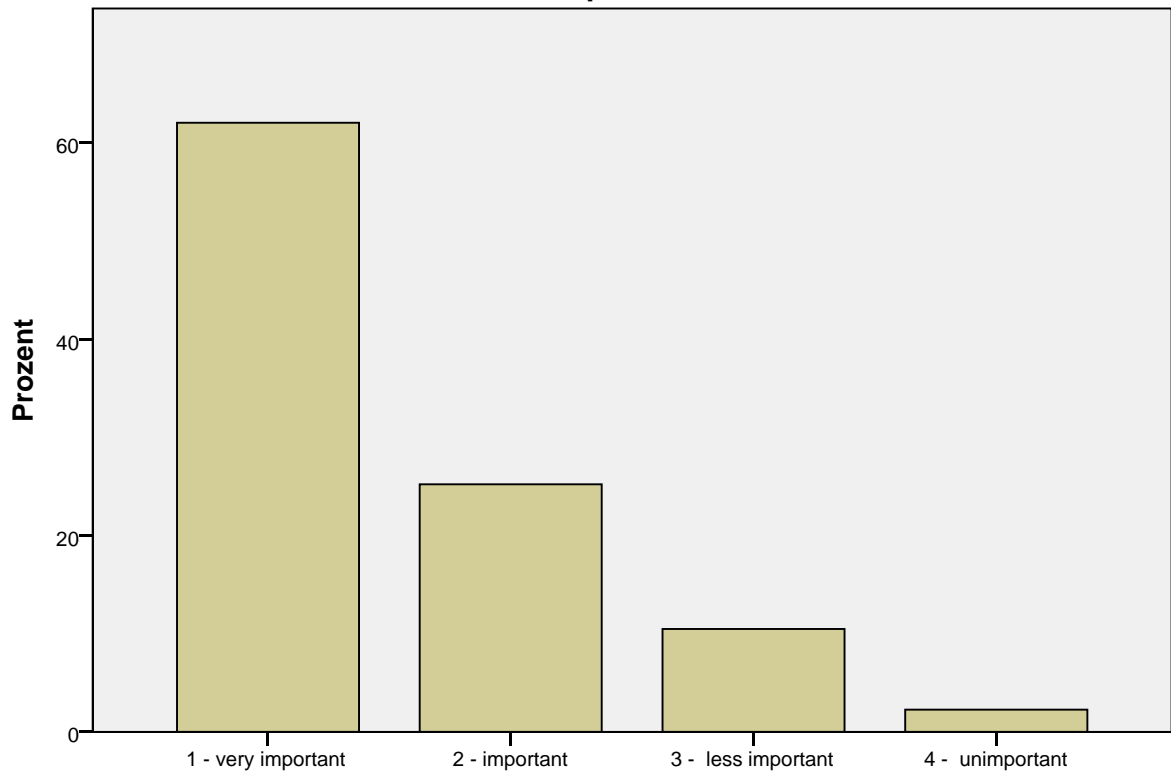
Focusing several professions and vocations. Importance?

Matching individual competencies and opportunities with possibilities on the job market. How well is it done?



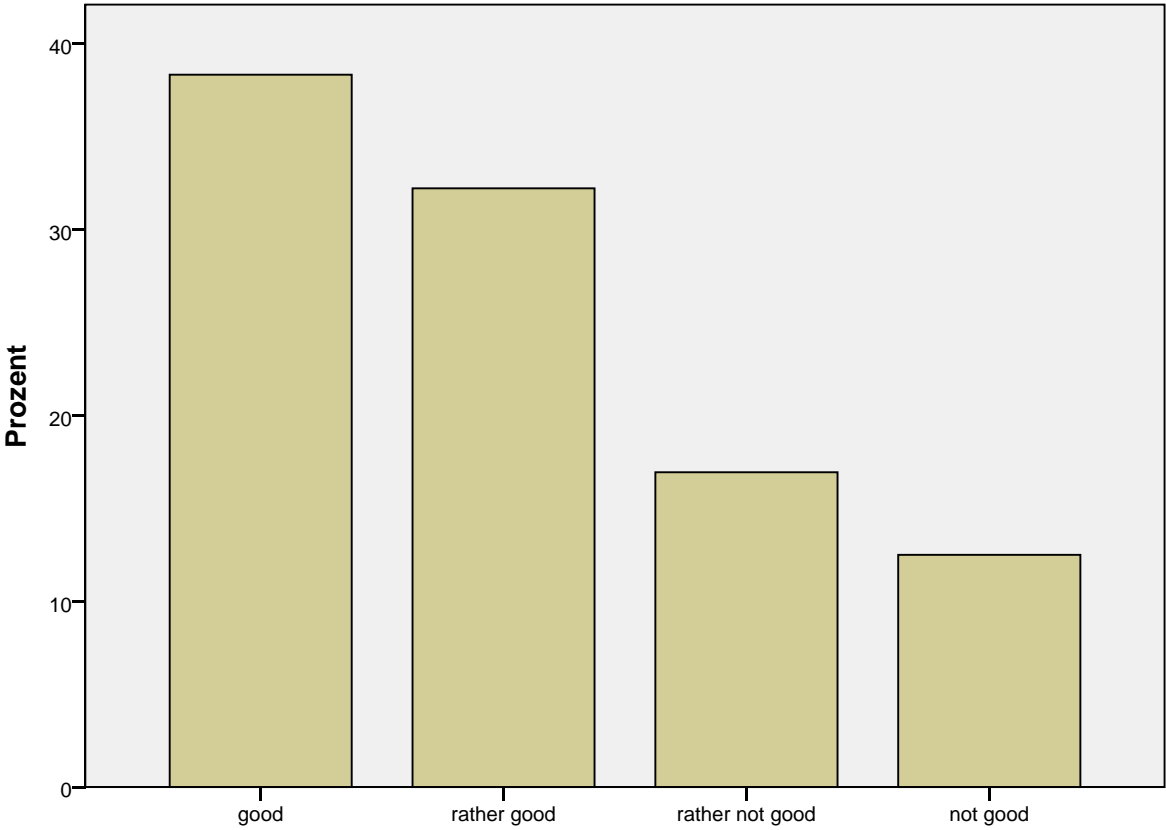
Matching individual competencies and opportunities with possibilities on the job market. How well is it done?

Matching individual competencies and opportunities with possibilities on the job market. Importance?



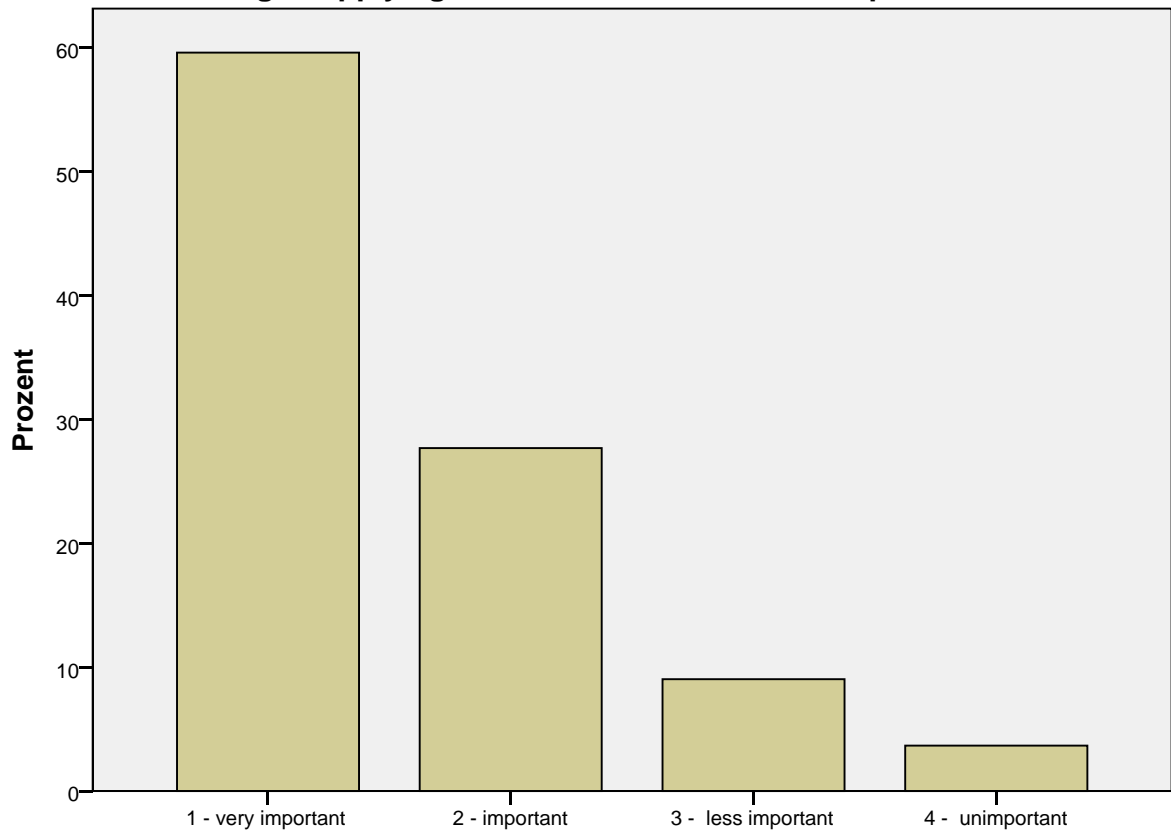
Matching individual competencies and opportunities with possibilities on the job market. Importance?

Training of applying and interview situations. How well is it done?



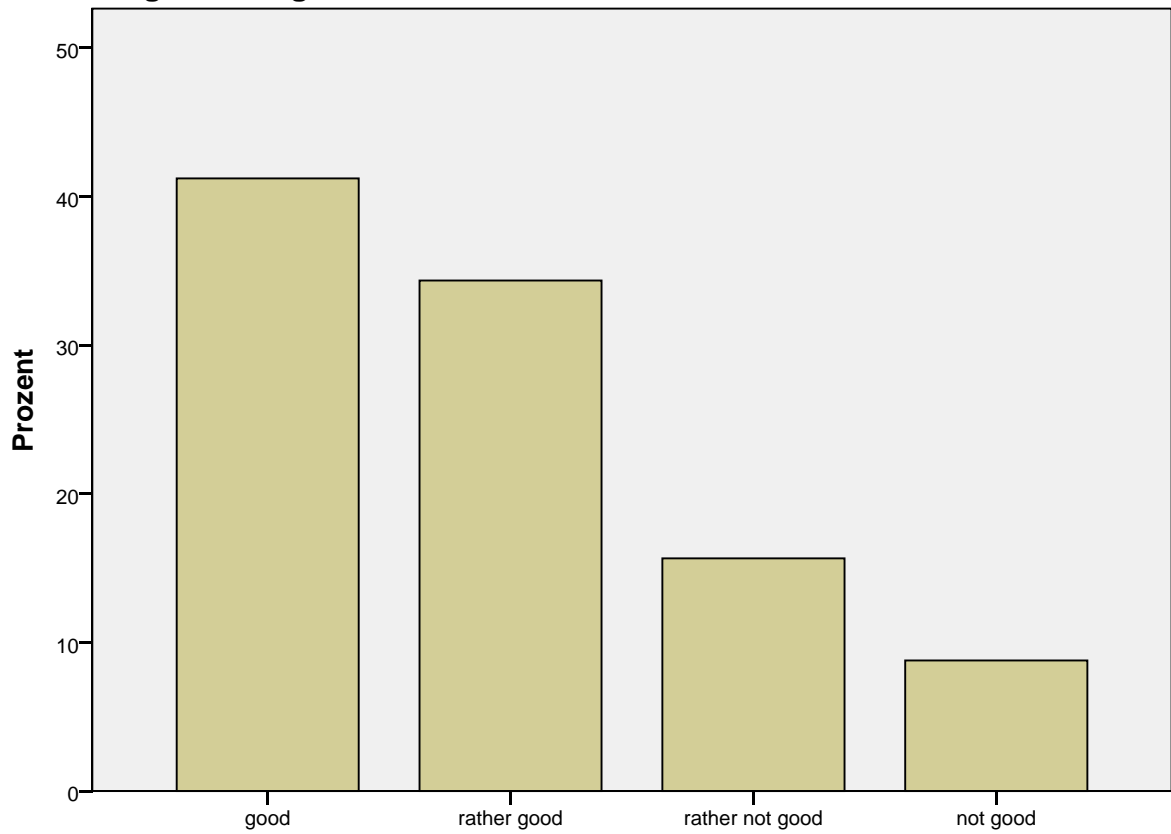
Training of applying and interview situations. How well is it done?

Training of applying and interview situations. Importance?



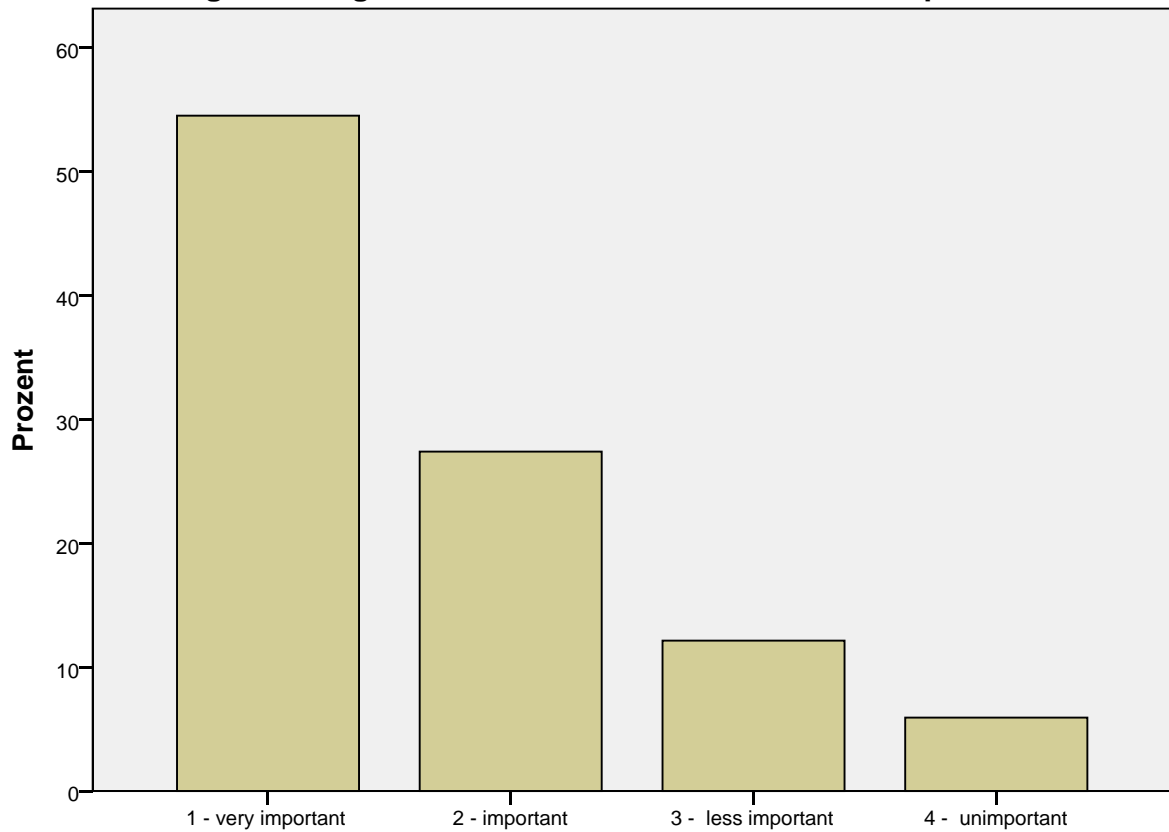
Training of applying and interview situations. Importance?

Training of writing cover letters and curriculum vitae. How well is it done?



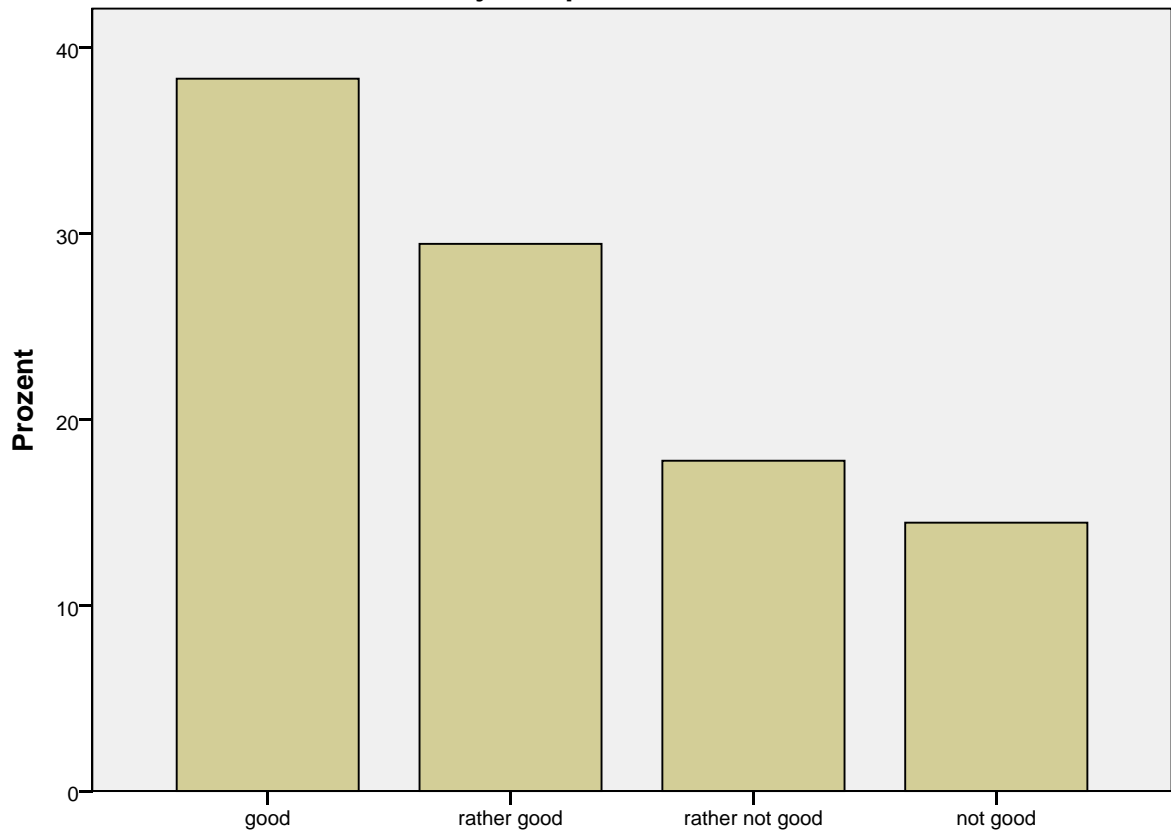
Training of writing cover letters and curriculum vitae. How well is it done?

Training of writing cover letters and curriculum vitae. Importance?

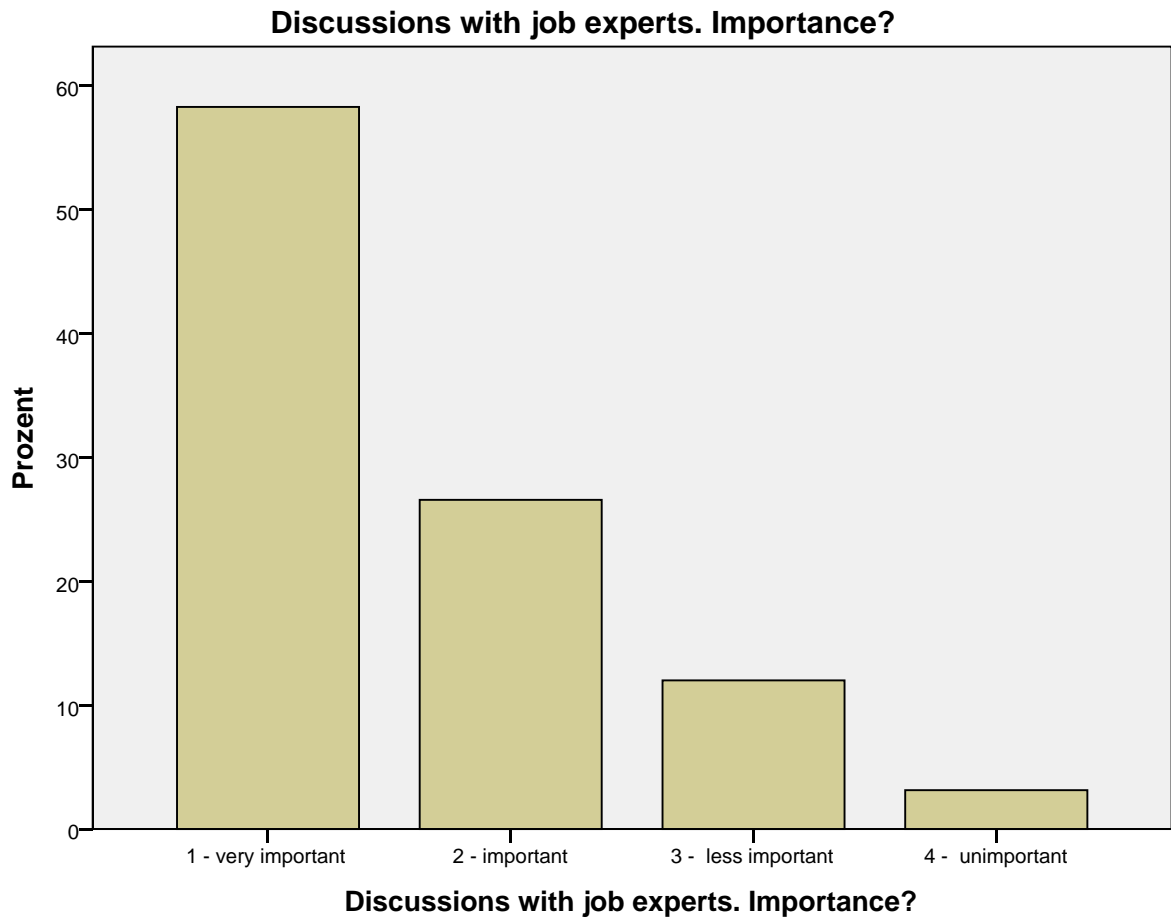


Training of writing cover letters and curriculum vitae. Importance?

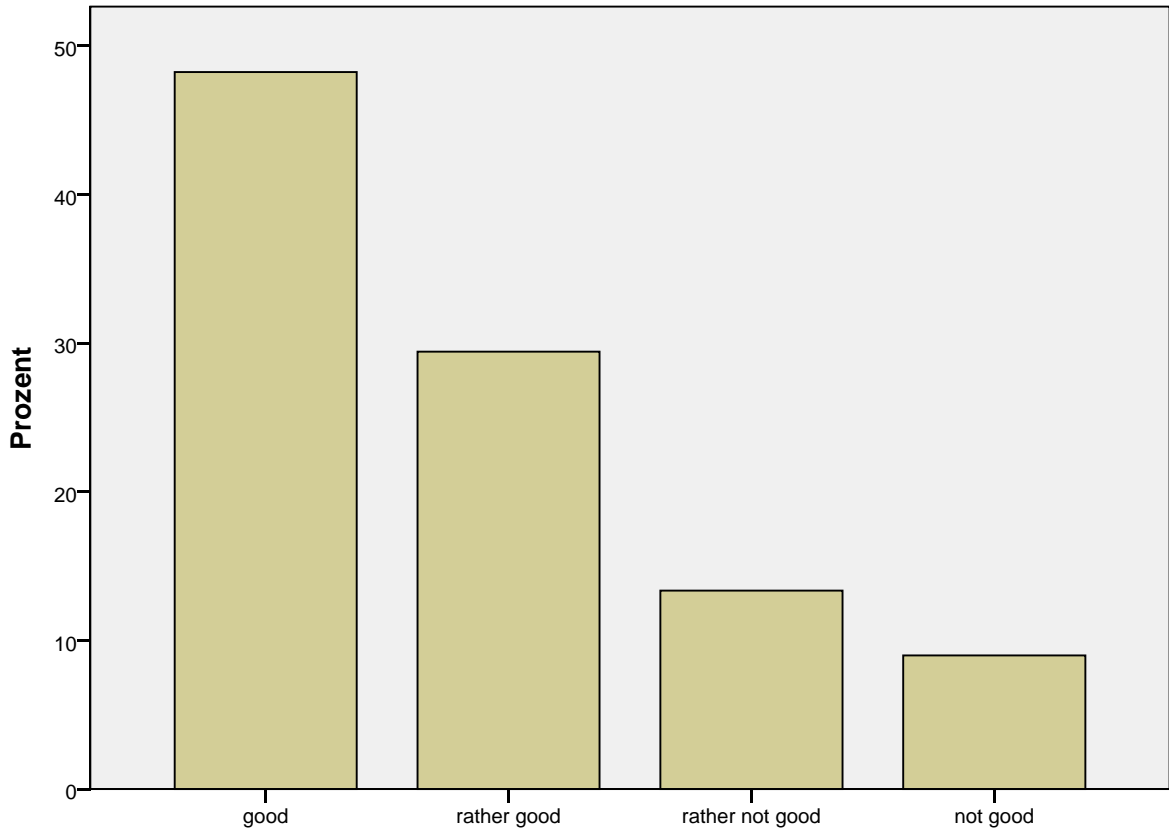
Discussions with job experts. How well is it done?



Discussions with job experts. How well is it done?

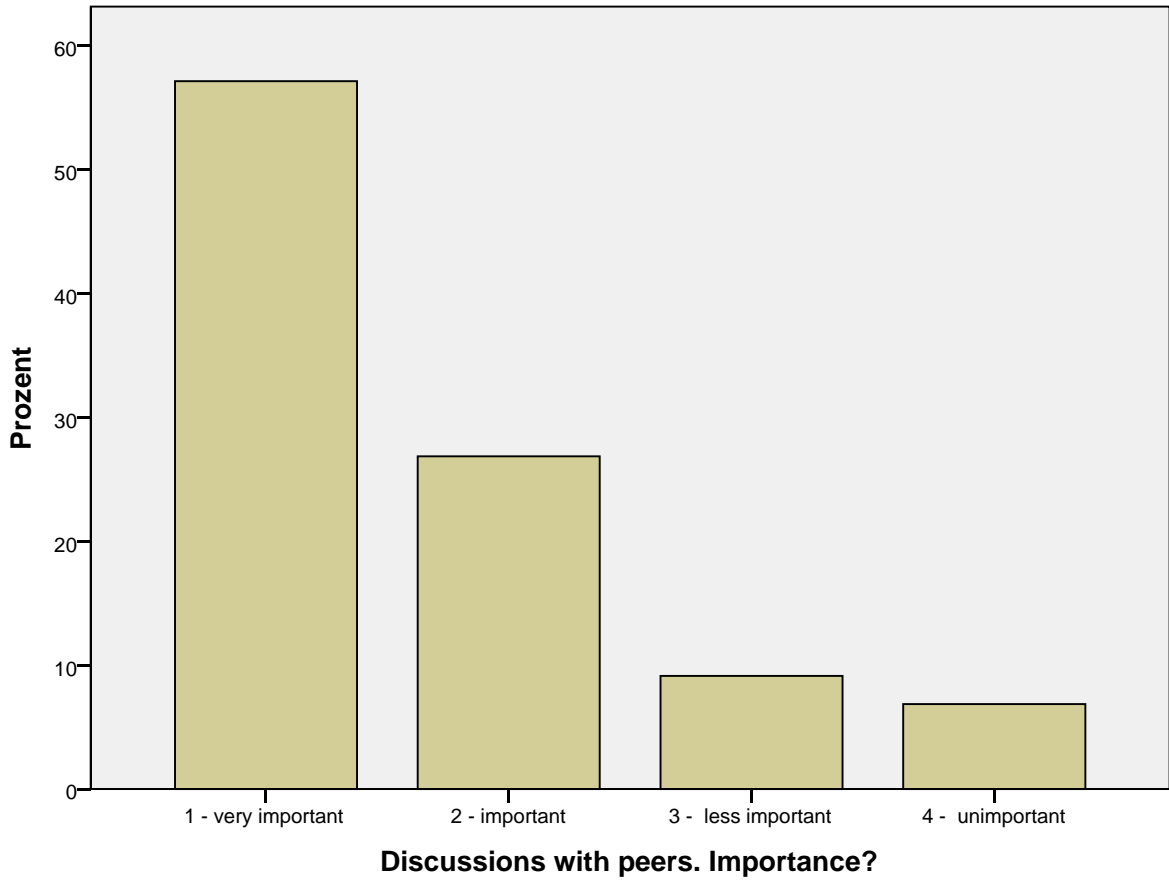


Discussions with peers. How well is it done?

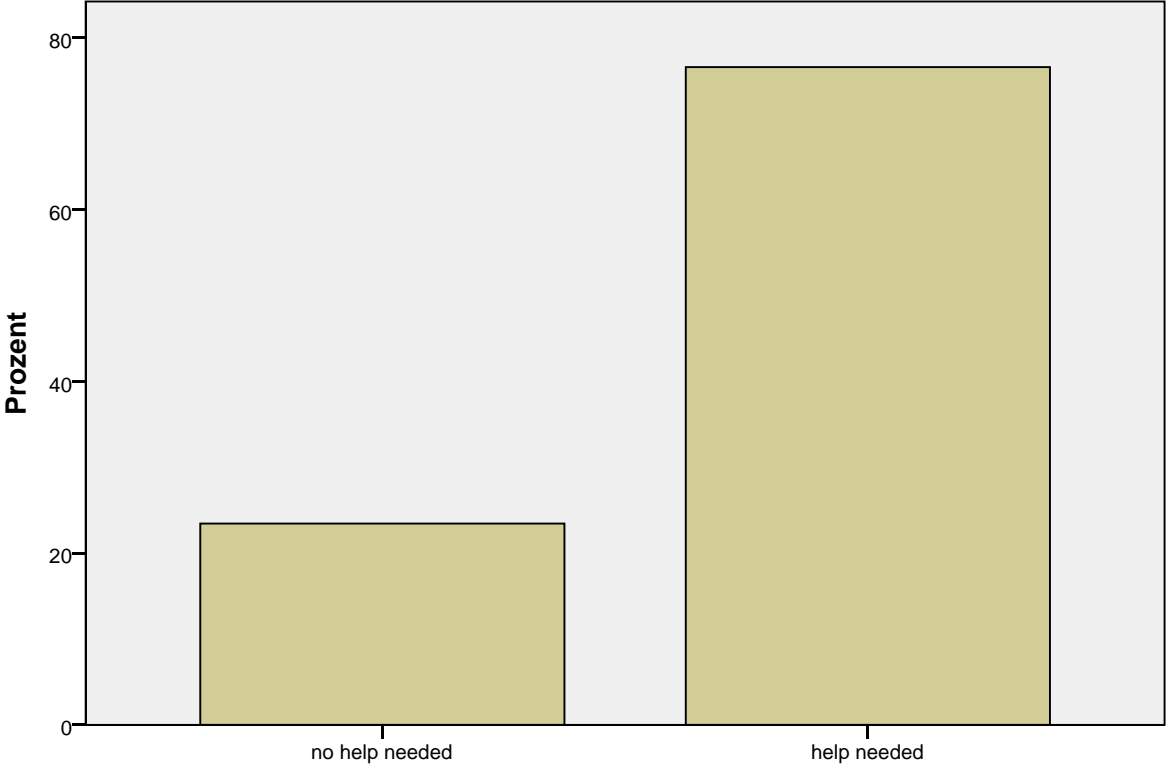


Discussions with peers. How well is it done?

Discussions with peers. Importance?

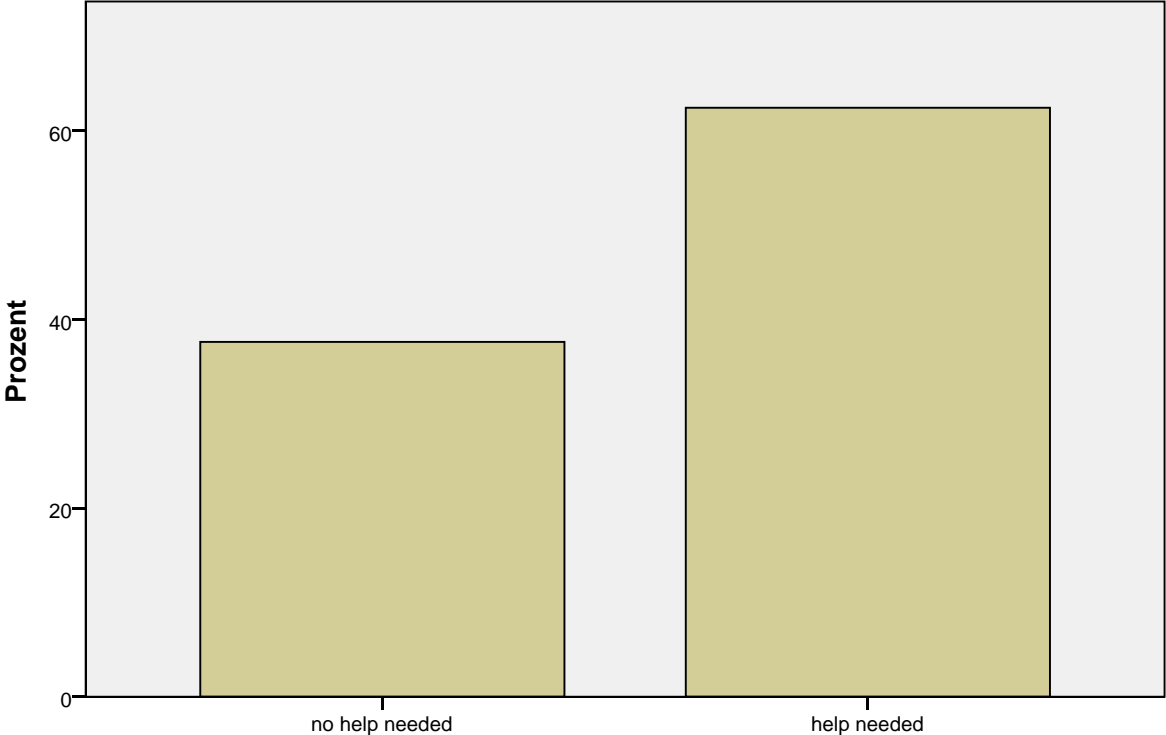


Where do you need help or support concerning career orientation or vocational orientation? finding my strengths



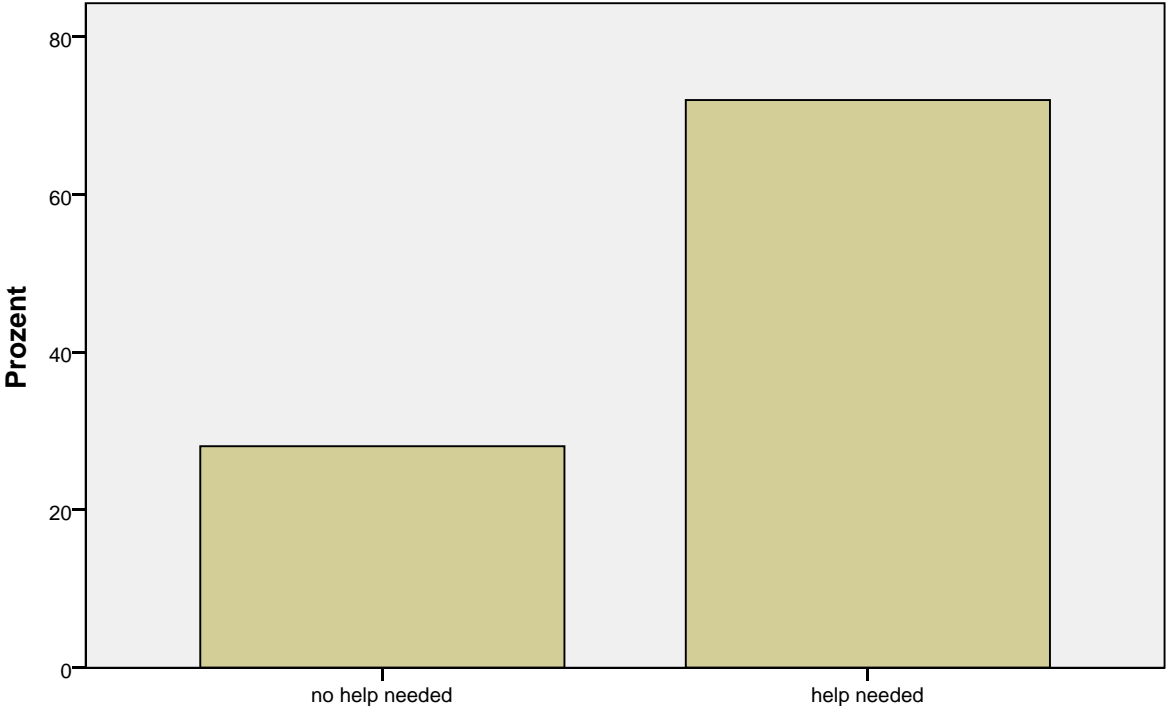
Where do you need help or support concerning career orientation or vocational orientation? finding my strengths

Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation



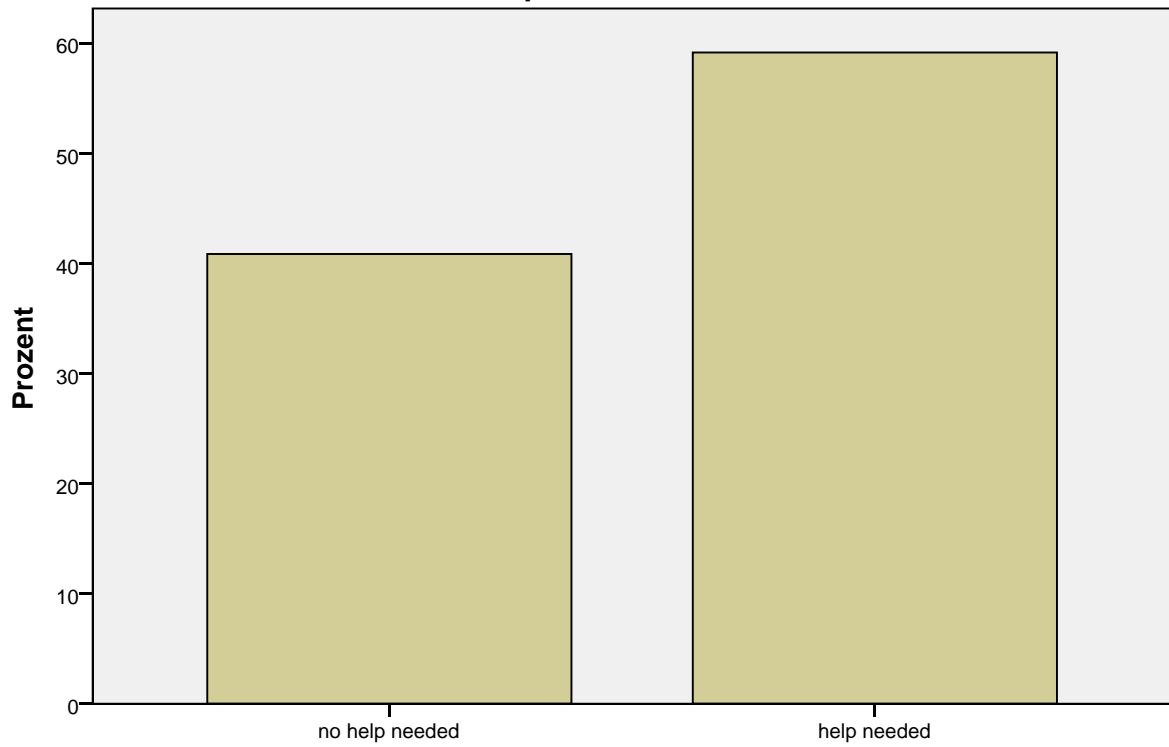
Where do you need help or support concerning career orientation or vocational orientation? self-discovery of my idea and wishes about future vocation

Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications



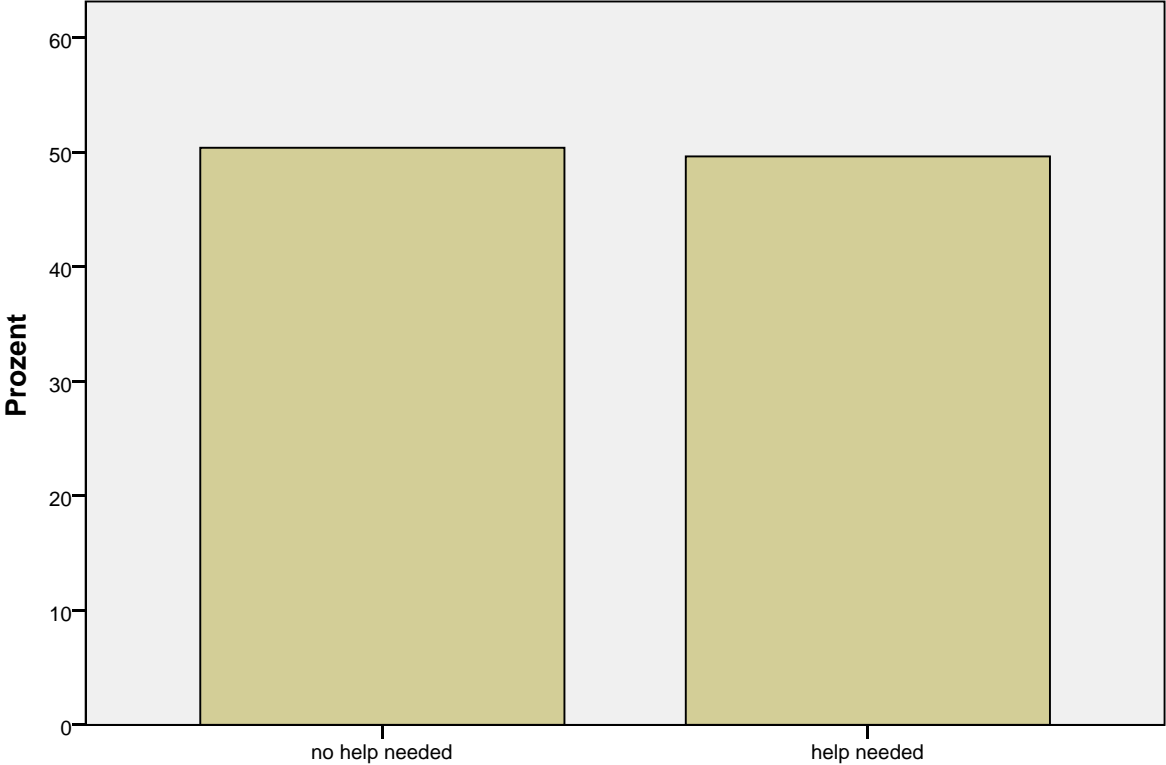
Where do you need help or support concerning career orientation or vocational orientation? information about professions and vocations and requested qualifications

Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market



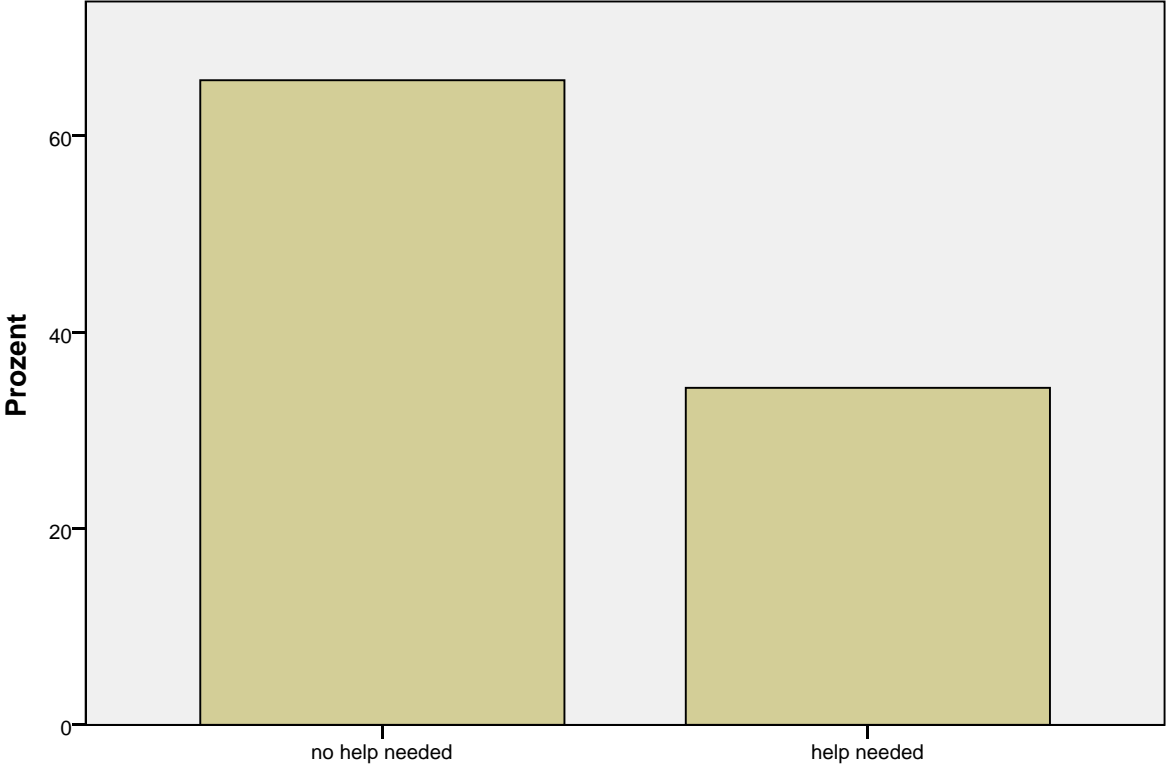
Where do you need help or support concerning career orientation or vocational orientation? information about enterprises and the situation on the labour market

Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations



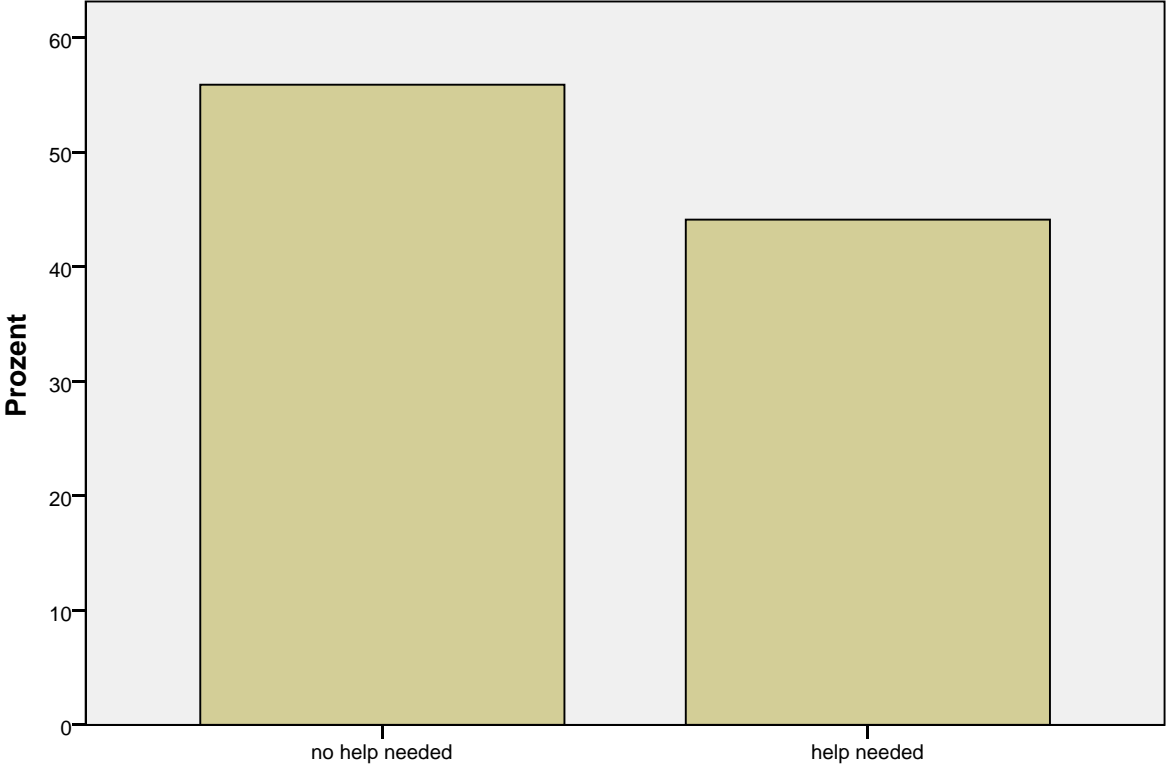
Where do you need help or support concerning career orientation or vocational orientation? behaviour in interview situations

Where do you need help or support concerning career orientation or vocational orientation? writing cover letters



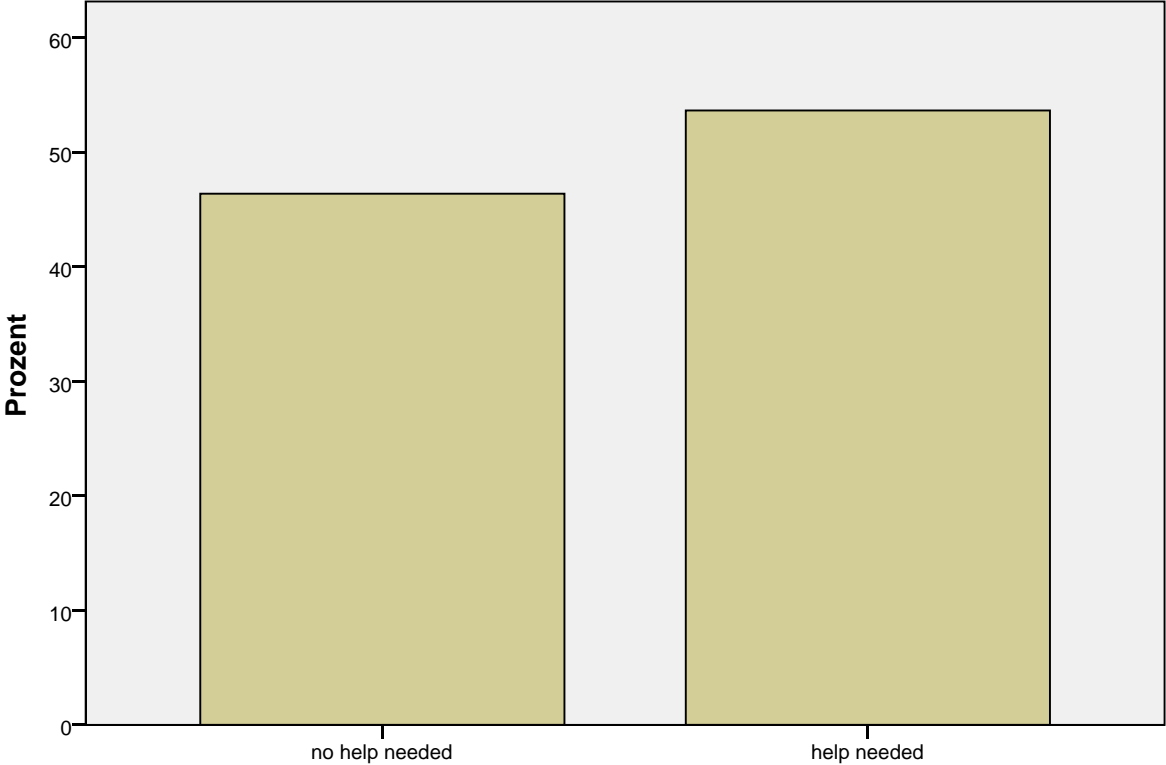
Where do you need help or support concerning career orientation or vocational orientation? writing cover letters

Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae



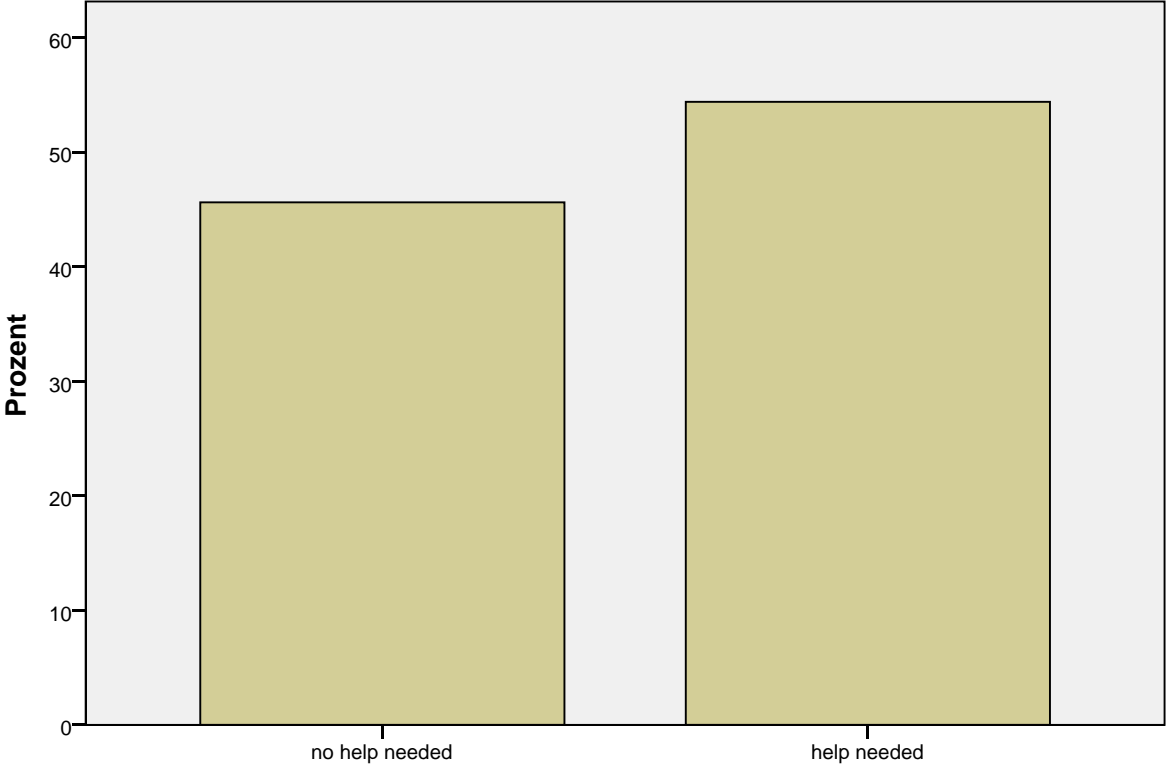
Where do you need help or support concerning career orientation or vocational orientation? writing curriculum vitae

Where do you need help or support concerning career orientation or vocational orientation? communication skills



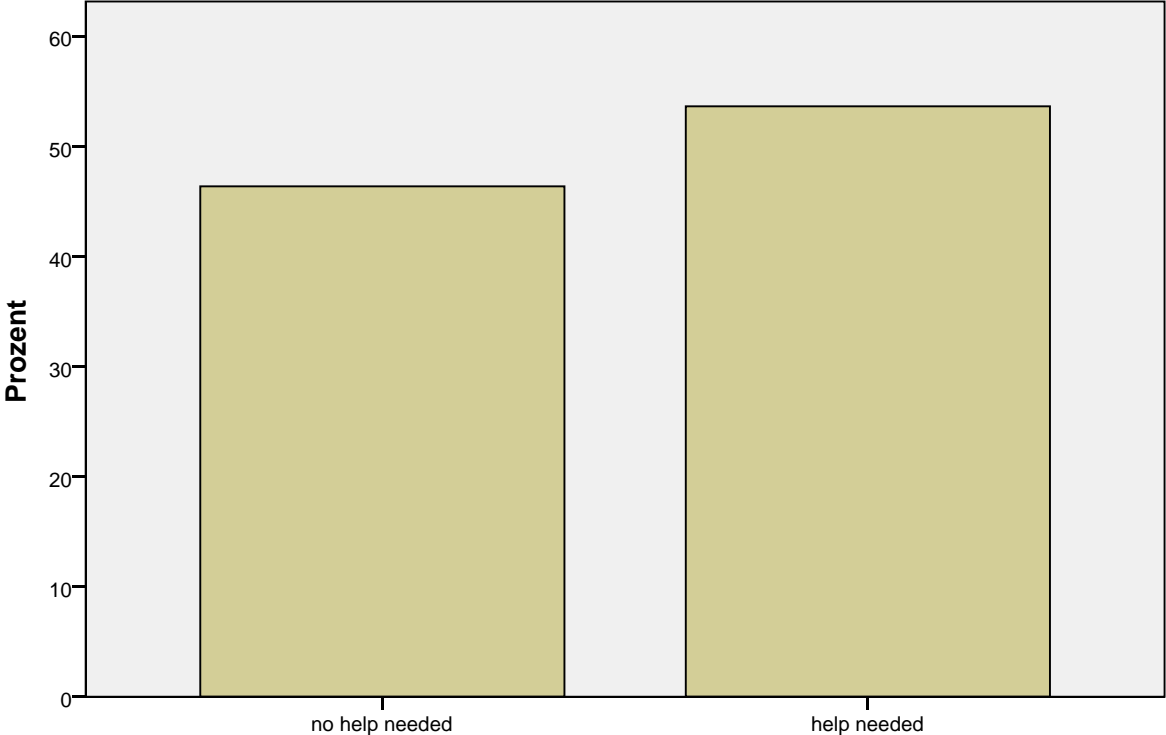
Where do you need help or support concerning career orientation or vocational orientation? communication skills

Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)



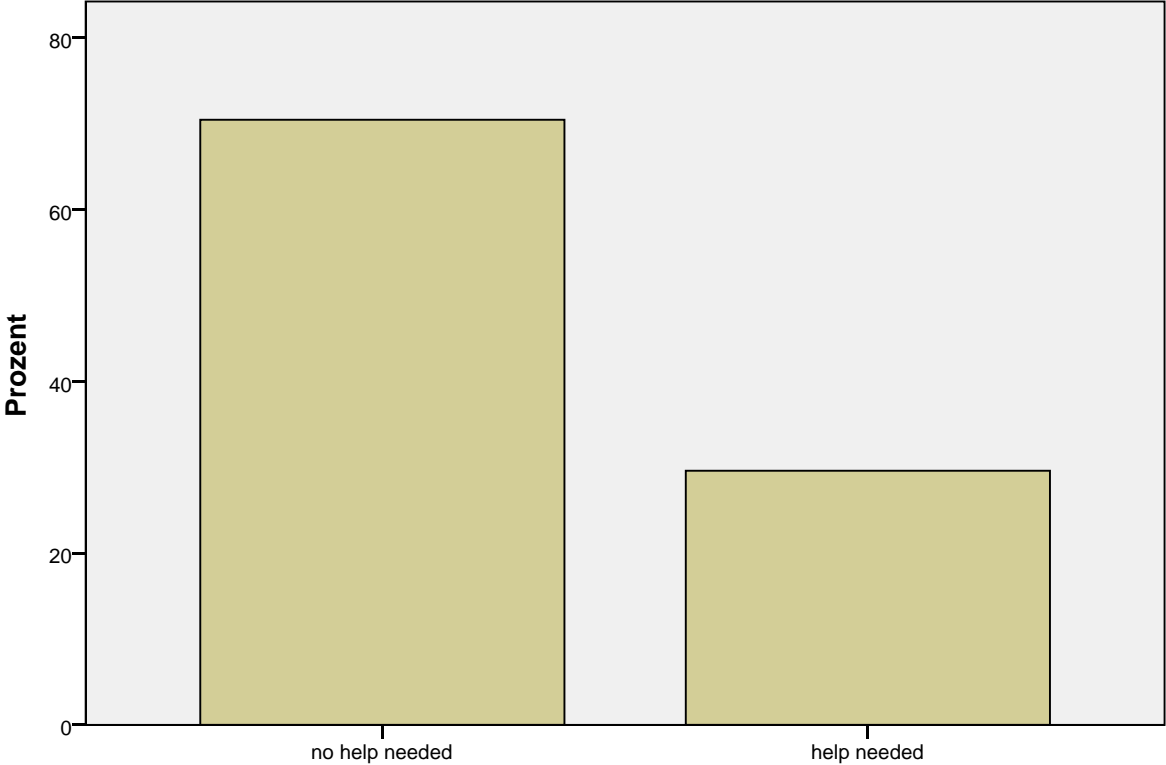
Where do you need help or support concerning career orientation or vocational orientation? social skills (for example teamwork etc.)

Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)



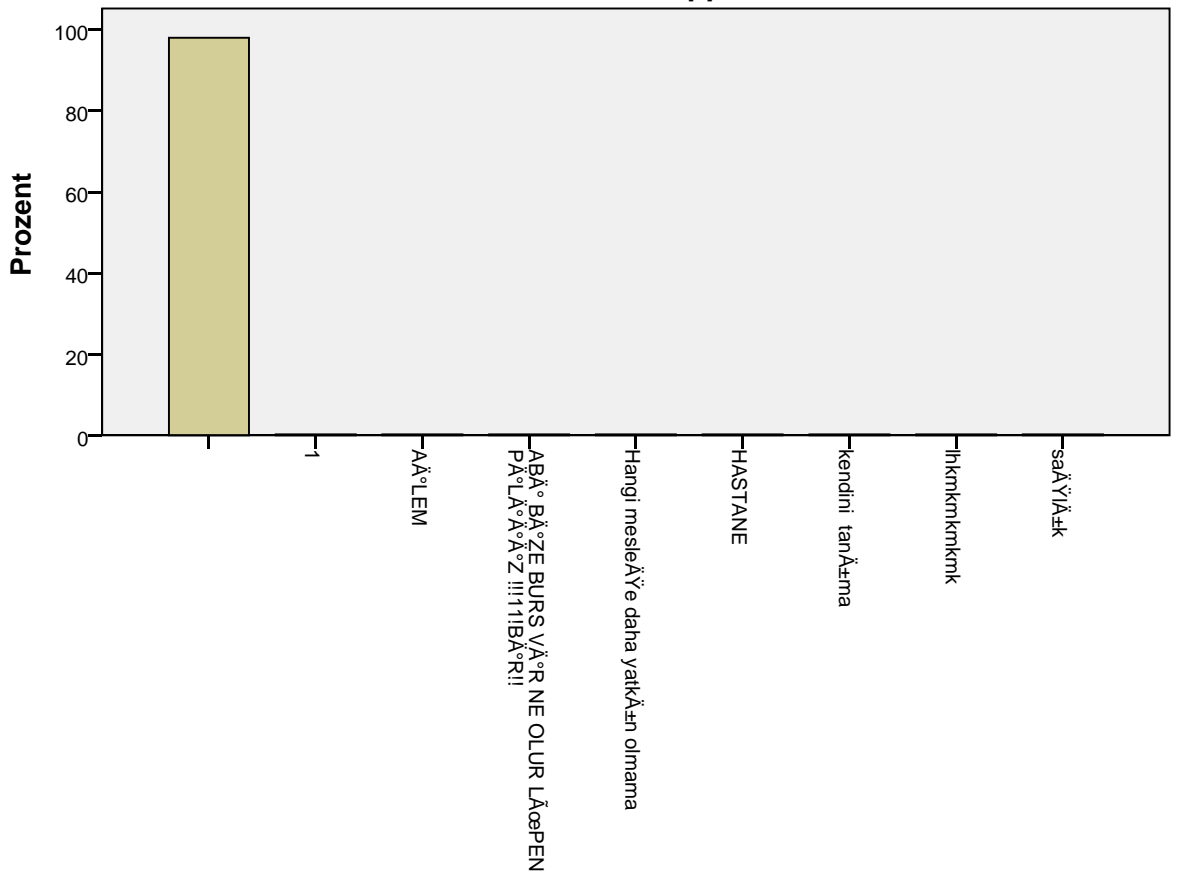
Where do you need help or support concerning career orientation or vocational orientation? basic skills (for example mathematics, languages, etc.)

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

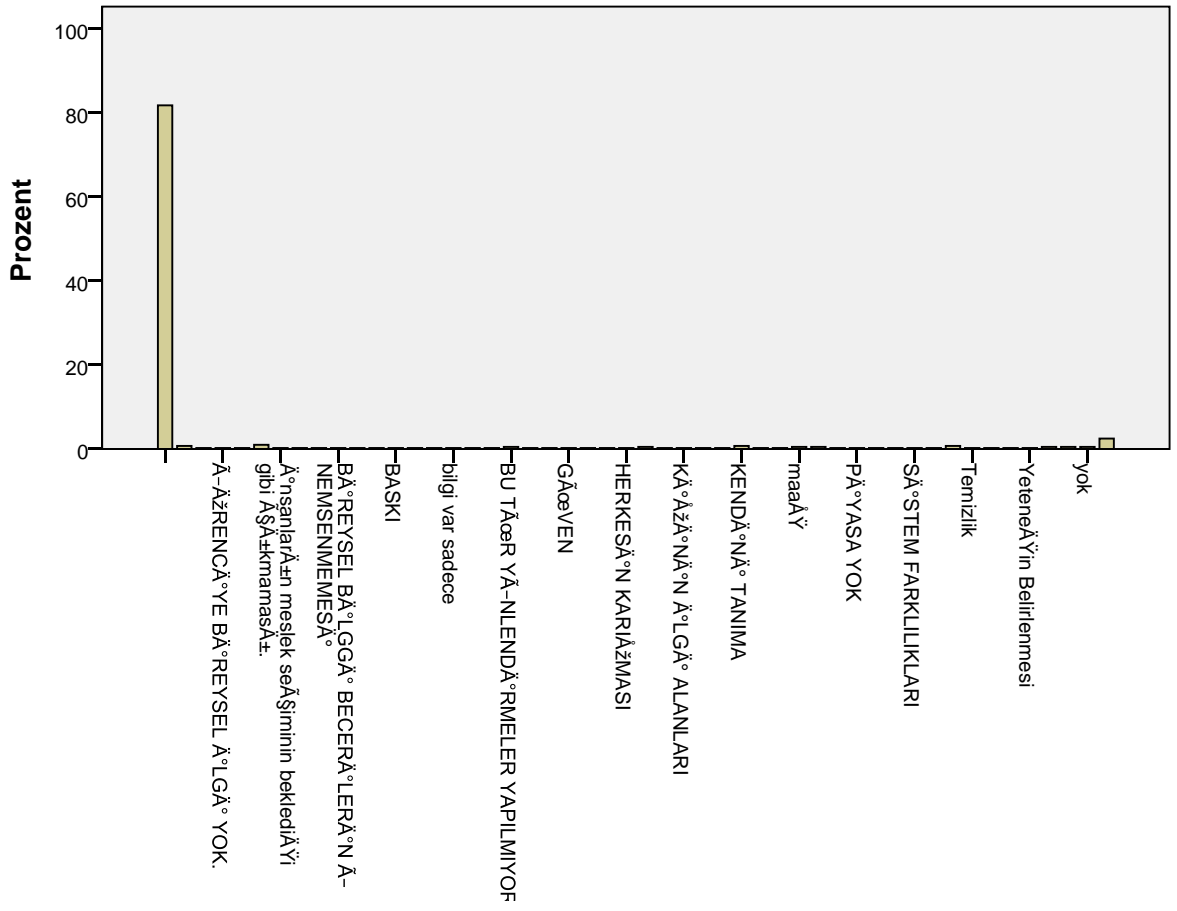


Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed

Where do you need help or support concerning career orientation or vocational orientation? other fields where support is needed are



Additional discussion points you see in Career and Vocational Orientation.



Chances you see in career orientation and vocational orientation: Chances it really offers:

