

## A R A Ş T I R M A M A K A L E S İ / R E S E A R C H A R T I C L E

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THE MEDIATING ROLE OF EDUCATION IN THE EFFECT OF 5 FACTOR  
PERSONALITY TRAITS ON CAREER PLANNING: HEALTH SECTOR  
EXAMPLE

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## ABSTRACT

Personality encompasses a range of attitudes and behaviors that are exhibited uniquely by each individual. There are as many different personalities as there are people in life. Individuals have unique personality traits that distinguish them from one another. Similar to the uniqueness of fingerprints, personalities too exhibit individual variations.

The 5-factor personality qualities, sometimes known as the big five personality components, are derived from a well recognized model of personality commonly referred to as the "Big Five". Career planning is a systematic approach employed by individuals to strategize and make informed decisions regarding their future occupational or work preferences, taking into consideration their unique set of abilities, interests, beliefs, and personal aspirations. The concept of the mediating role of education pertains to the capacity of education to serve as a conduit in establishing a connection between personality qualities and the process of career planning. Education serves as a mechanism for moulding one's personality and comprehending the various aspects that influence personality in the context of career planning.

The primary objective of this study is to investigate the mediating function of education in the impact of 5-factor personality traits on career planning. 250 Health sector employees from various institutions participated in the research. There is a statistical relationship between five factor personality traits and dimensions and career planning. However, when education level was added, the relationship between five factor personality traits and dimensions and career planning decreased, and also education level had a partial mediating effect.

**Keywords:** 5 Factor Personality Traits, Career Planning, Education**Jel Codes:** M50, M53, M545 FAKTÖR KİŞİLİK ÖZELLİKLERİNİN KARIYER PLANLAMASINA ETKİSİNDE  
EĞİTİMİN ARACILIK ROLÜ: SAĞLIK SEKTÖRÜ ÖRNEĞİ

## ÖZET

Kişilik her bireyin farklı olarak ortaya koyduğu tutum ve davranışlar bütünüdür. Yaşamdaki insan sayısı kadar farklı kişilik vardır. Hiç kimse kişilik olarak bir diğerine benzemez. Tıpkı herkesin parmak izinin farklı olduğu gibi, kişiliklerde farklıdır.

5 faktör kişilik özellikleri (veya beş büyük kişilik faktörü), genellikle "Büyük Beşli" olarak adlandırılan bir kişilik modeline dayanır. Kariyer planlaması, bireylerin yetenekleri, ilgi alanları, değerleri ve kişisel hedefleri temel alınarak gelecekteki meslek veya iş seçimlerini planlama sürecidir. Eğitimin aracılık rolü, kişilik özellikleri ile kariyer planlaması arasında bir bağlantı kurmada eğitimin nasıl bir rol oynayabileceğini ifade eder. Yani eğitim, kişiliği şekillendirmede ve kariyer planlaması yaparken kişilik faktörlerini anlamada bir araç olarak işlev görebilir.

Bu araştırmanın temel amacı 5 faktör kişilik özelliklerinin kariyer planlamasına etkisinde eğitimin aracılık rolünü incelemektir. Araştırmaya çeşitli kurumlardan 250 sağlık çalışanı katılmıştır. Araştırma sonuçlarına göre, Beş faktör kişilik özellikleri ve boyutları ile kariyer planlaması arasında istatistiksel bir ilişki vardır. Ancak eğitim düzeyi eklendiğinde beş faktör kişilik özellikleri ve boyutları ile kariyer planlaması arasındaki ilişki azalmış olup, eğitim düzeyi kısmi ara değişken etkisine sahiptir.

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## INTRODUCTION

Personality refers to a conventionalized configuration of an individual's cognitive processes, behavioral tendencies, and affective responses. The formation of this pattern is influenced by various factors, including an individual's genetic lineage, environmental stimuli, and personal life encounters. Personality is a manifestation of an individual's selfhood, characterized by a unique set of traits that vary between individuals. The role of personality is significant in shaping an individual's interactions with others, life events, and personal aspirations (Friedman & Schustack, 2012: 22). Personality is an essential element of human behavior and cognitive processes. Personality is a theoretical construct that encompasses an individual's distinct attributes, cognitive processes, affective experiences, and behavioral patterns. Personality formation is a complex process influenced by multiple influences, contributing to the observed individual differences across persons (Özdemir et al., 2012: 568).

Personality refers to a commonly observed pattern of individuals' cognitive processes, behavioral tendencies, and affective responses. Personality traits are developed via the amalgamation of several factors and contribute to the differentiation among individuals (Widiger & Costa, 1994: 78). The role of personality holds significant importance in the lives of an individual. The aforementioned significant roles can be enumerated as follows. To begin, it is worth noting that there exists a body of research indicating that personality traits exert a substantial influence on an individual's level of achievement in the workplace (Ones and Viswesvaran, 1997: 79). Personality qualities play a crucial role in the realm of business as specific occupations necessitate distinct personality attributes.

### 1. CONCEPTUAL FRAMEWORK

#### 1.1. Personality from the Perspective of Psychodynamic Theory

The psychodynamic hypothesis posits that personality is comprised of three distinct components, namely the id, the ego, and the super-ego. The id is a psychological construct that encompasses an individual's innate instincts, fundamental requirements, and intrinsic aspirations. The ego can be conceptualized as the cognitive faculty of an individual that endeavors to establish equilibrium between the external reality and the id. According to Weinberger (1998: 1063), the super ego is a psychological construct that encompasses the internalization of social and cultural standards, moral beliefs, and conscientious judgments by an individual.

Psychodynamic theory posits that personality traits and behaviors are shaped by previous experiences and unconscious impulses. Geçtan (2006) posits that an adverse encounter during childhood has the potential to influence an individual's conduct and characteristic attributes during their subsequent years.

Based on the tenets of psychodynamic theory, personality is conceptualized as a dynamic and evolving structure that undergoes continuous development and transformation. The development of one's personality is shaped by the events and environmental factors encountered during childhood. Personality alterations might manifest as a consequence of these interpersonal exchanges, whether they are favorable or unfavorable in nature. An excessive level of parental protectiveness during childhood has the potential to hinder the child's acquisition of independence, thereby resulting in the development of personality traits such as anxiety and diminished self-assurance in subsequent stages of life (Taylor, 2009: 50).

## 1.2. Personality From The Perspective Of Behavioral Theories

Behavioral theories claim that the majority of elements influencing personality are derived from external environmental events. Feist et al. (2006: 12) propose that human behavior is influenced by environmental stimuli, namely through the mechanisms of reward and punishment. The behaviorist perspective conceptualizes personality as a collection of behaviors that are formed via the process of learning, encompassing various behavioral patterns. This section provides an analysis of personality through the lens of behaviorist theories.

Behavioral theories argue that the various factors that shape the learning process exert a significant influence on an individual's personality. The process of learning occurs through the dynamic interaction between an individual and their environment, and it significantly contributes to the development of behavioral patterns. Hence, the formation of an individual's personality is intricately linked to both the process of learning and the impact of external factors (Revelle, 1995: 296).

Behavioral theories propose that personality is comprised of behavior patterns that are acquired via the process of learning. These patterns have a correlation with environmental influences and are molded by environmental circumstances, including the presence of rewards and punishments. When an individual is rewarded for engaging in a particular activity, it reinforces and perpetuates the habit of that behavior. Similarly, when a behavior yields unfavorable outcomes, it gradually diminishes and ultimately ceases to be practiced.

Behaviorist theories believe that personality is a composite of the behavioral patterns that an individual acquires through the process of learning. The aforementioned patterns are derived from occurrences within an individual's surroundings and are molded by the individual's personal experiences, capabilities, competencies, and unique attributes, in addition to external influences (Revelle, 1995: 297).

An other significant facet of behavioral theories pertains to the notion that personality traits possess the capacity for modification. According to the aforementioned idea, it is posited that humans possess the capacity to modify their behavioral patterns and cultivate novel patterns of behavior via the acquisition of new learning processes. Hence, behavior therapy is widely regarded as a very efficacious approach for modifying personality traits (Aiken, 1993: 73). The development of personality can be approached through several methodologies within the framework of behavioral theories. According to Pavlov's classical conditioning hypothesis, it is posited that personality can be influenced and molded through the process of classical conditioning.

For instance, in the event that an individual undergoes a distressing encounter during their formative years, they may develop a negative perception towards the stimuli linked to this occurrence, such as a certain location or object. According to Aiken (1993: 73), individuals may exhibit consistent reactions and experience feelings of terror when confronted with comparable circumstances.

## 1.3. The Concept Of Personality As Explored Via The Lens Of Social Learning Theories

According to the social learning hypothesis, social interactions, with a focus on the influence of the learning process, shape the development of personality. Based on the theoretical framework proposed by Rotter et al. (1972: 55), personality is constituted by behavior patterns that are acquired through a blend of individual experiences and social interactions. The social learning hypothesis contends that a combination of personal experiences, the social environment, and biological factors affect the development of personality traits. One significant determinant in the

formation of an individual's personality is the influence exerted by their family, friends, and wider societal factors (Bandura & Walter, 1977: 22).

Based on the hypothesized framework, it is posited that personality traits are shaped through mechanisms of imitation, reinforcement, and punishment. When a young person imitates their parents' or teachers' behaviors, they are assimilating these behavioral patterns into their own repertoire. According to Jones (1989: 24), the provision of rewards for a particular action has the potential to increase the likelihood of its repetition. On the other hand, the implementation of punitive measures for specific conduct has the capacity to reduce the likelihood of its recurrence. Based on the tenets of social learning theory, actions acquired via the process of learning become assimilated with individual characteristics, including beliefs, attitudes, and values, thereby exerting a substantial influence on the development of one's personality. The diversity in these attributes across people can be attributed to their acquisition through social interactions (Bandura & Walter, 1977: 23).

The importance of social learning theory in the development of personality can be exemplified as follows: The phenomenon of aggressive behaviors can be comprehensively understood by examining it within the theoretical framework of social learning theories. Based on the principles of social learning theory, it is postulated that acts of violence are acquired during early childhood and subsequently exhibited through one's individual characteristics. For example, an individual who partakes in the consumption of violent video games throughout their formative years and is subsequently rewarded for such behavior may have aggressive inclinations in their later stages of adulthood. Empathy is a psychological construct characterized by the capacity to comprehend and mutually experience the emotions, cognitions, and perspectives of another. Based on the principles of social learning theory, it is postulated that the acquisition of empathy occurs through the process of learning. The development of empathetic skills in individuals is enhanced by the observation and imitation of behaviors observed in their environment, as well as through the process of learning. The development of a child's empathy skills can be influenced by their observation and imitation of sympathetic behavior demonstrated by their family members. Moreover, a thorough explanation of risk-taking behaviors can be achieved by employing social learning theories as a conceptual framework. Based on the principles of social learning theory, it is proposed that the acquisition of risk-taking behaviors can occur through the process of learning. For example, offering rewards to individuals for participating in activities that include potential risks may increase the likelihood of them engaging in such behaviors. The elucidation of achievement-oriented motivation, a personality attribute, can also be explicated within the theoretical framework of social learning theory. According to the social learning theory, the process of learning facilitates the acquisition of motivation for achievement. For example, when a young individual perceives the positive reinforcement demonstrated by their family members in response to their accomplishments, it may lead to an increased tendency for the child to actively pursue success (Bayrakçı, 2007: 199).

#### **1.4. Personality According to Research-Oriented Theories**

Personality theories with a research-oriented focus do not incorporate the concepts of unconscious forces or unfulfilled psychological needs while examining personality. The objective of research-oriented personality theories is to assess and quantify individual personality traits. In essence, the objective is to examine personality traits through the utilization of diverse assessment instruments. The components that constitute an individual's personality are commonly referred to as "traits". Traits can be conceptualized as constituent elements of an individual's personality. For instance, individuals are often described as having an extraverted,

introverted, or emotionally unstable personality, as a means of characterizing the individuals in our social circles using descriptive adjectives (Yazgan & Yerlikaya, 2012: 33).

### 1.5. Five Factor Theory of Personality

The Five-Factor Theory of Personality is a prominent research-oriented theory in the field of personality psychology. The construct in question is commonly referred to as the Five-Factor Model.

The Five-Factor Personality Theory categorizes personality qualities into five overarching elements, namely extraversion, agreeableness, emotional instability, openness to experience, and conscientiousness (Costa & McCrae, 1992: 6).

In their seminal research, McCrae and Costa (1987: 82) devised a comprehensive taxonomy consisting of five distinct factors to classify personality types throughout the entire population. McCrae and Costa employed a statistical methodology known as factor analysis to ascertain personality types. Factor analysis is a statistical procedure utilized to reduce the variability present in extensive datasets. Consequently, a variety of distinct and individual personality traits were manifested within the framework of five primary variables, each comprising two dimensions. The researchers conducted a component analysis procedure, which revealed that personality traits can be classified into five primary factors: extraversion, agreeableness, emotional instability, openness to experience, and conscientiousness.

Below, we give explanations for these five primary elements.

#### Extraversion

This component pertains to the level of energy, vitality, and inclination to participate in social interactions. Individuals who exhibit extraverted tendencies typically display a proclivity for engaging in social interactions, demonstrating talkativeness and a propensity for enjoyment. Individuals exhibiting elevated scores on this particular characteristic can be characterized as extraverted. Individuals who exhibit extraverted traits tend to find activities and occupations that include social interaction to be more effortless. Conversely, they tend to lose interest in things that are personal and lonely rather fast. Low scores on this dimension are indicative of introversion. Introversion represents the antithesis of extraversion. In essence, individuals who exhibit introverted tendencies tend to exhibit a preference for alone as opposed to engaging in collaborative endeavors with others. This category encompasses individuals such as writers and religious practitioners. According to John et al. (2008: 45), it is hypothesized that health professionals who exhibit extraverted traits may possess greater suitability for engaging in collaborative teamwork.

#### Agreeableness

Agreeableness is a psychological trait that pertains to an individual's inclination to establish positive and cooperative relationships with others in a manner that is conducive to their overall well-being and adaptability. Individuals that exhibit elevated levels of agreeableness tend to demonstrate characteristics such as tolerance, helpfulness, and forgiveness (Graziano & Tobin, 2009: 47). Individuals exhibiting agreeableness personality qualities demonstrate a greater propensity to prioritize the well-being and interests of others. Demonstrating pro-social activities and manifesting prosocial behaviors tend to be more accessible for individuals possessing agreeableness personality qualities. Conversely, diminished scores within this category are indicative of reduced levels of agreeableness. Individuals lacking the agreeableness personality trait tend to exhibit a tendency to assert their viewpoints onto others and formulate their ideas or requests based on their internal frames of reference. Within the parameters of this study, it is anticipated that health care professionals who exhibit elevated levels of

agreeableness will demonstrate a greater inclination towards engaging in cooperative teamwork.

### **Emotional instability (Neuroticism)**

Emotional instability refers to a state characterized by a lack of emotional stability and a propensity to respond unfavorably to situations that induce stress. Individuals that exhibit elevated levels of emotional instability tend to experience symptoms such as anxiety, irritability, and depression (Lahey, 2009: 243). Individuals exhibiting this particular personality type encounter challenges when it comes to effectively managing and enduring their emotional experiences. Individuals with high emotional instability can face significant challenges in developing skills linked to emotion control, such as emotion regulation and anger management. Conversely, those characterized by low emotional instability tend to regulate their emotions through cognitive processes rather than outwardly expressing their feelings. When considering the cultural aspects of Turkey, it can be argued that the Turkish population tends to engage in direct communication, expressing their feelings openly in various contexts such as work, hospitals, and traffic (Dökmen, 2009: 14-20). Nevertheless, it is important to note that this assertion may not hold true for every member of our cultural group. Individuals with low levels of emotional instability demonstrate competence in the areas of emotion regulation and conflict resolution. This study anticipates a negative correlation between the degree of emotionally unstable personality traits and the ability to adapt to cooperation.

### **Openness (Openness to Experience)**

Openness to experience is a psychological trait characterized by an individual's inclination to embrace novel experiences and comprehend intricate concepts and emotions. Individuals that exhibit elevated levels of openness to experience tend to possess traits associated with creativity, a propensity for exploration, and intellectual pursuits (McCrae & Sutin, 2009: 260). Others exhibiting the personality trait of openness to experience demonstrate a strong inclination towards engaging with novel cultures, ideas, and others. They find innovations to be more intellectually stimulating than adhering to dogmatic beliefs. Individuals who exhibit low levels of openness to experience may regard innovations as a potential danger. Individuals within this group have a propensity towards conservatism in relation to cultural practices, belief systems, and ideological orientations. In the context of this research, it is hypothesized that persons who exhibit high levels of openness to experience, or those who possess the personality trait of openness to experience, are more likely to demonstrate greater adaptability in the context of teamwork.

### **Conscientiousness**

The sub-dimension of Responsibility within the personality type framework signifies an inclination towards being methodical, accountable, and self-regulated. Individuals exhibiting high levels of responsibility are well-suited for occupations that need meticulousness, consistent attendance, and ongoing follow-up. Previous research has identified a favorable association between the sub-dimension of responsibility and job satisfaction (Therasa & Vijayabanu, 2015: 143). Individuals who exhibit lower scores in the responsibility sub-dimension may find it more conducive to their work preferences to engage in occupations that afford them greater autonomy and the ability to independently make decisions, as opposed to high-pressure, fast-paced roles that necessitate a heightened sense of responsibility. Within the confines of this study, it is anticipated that there would be a positive correlation between the level of responsibility and the extent of teamwork.

## 1.6. Career Planning

Various definitions of career may be found in the literature, with each version highlighting a distinct facet of the concept. The etymology of the term "career" may be traced back to its Latin origins, namely the words "carrus" and "carrera," which respectively refer to a horse carriage and a road. This linguistic evolution continued with the French term "carrière," denoting a racing track, and eventually culminated in the English word "career," which pertains to one's chosen job or occupation. According to Sönmez (2007: 4), the Turkish lexicon provides a definition of career as the accumulation of professional experience. Historically, the notion of a career was characterized by a linear trajectory. According to Eby et al. (2003: 690), individuals' career trajectories were traditionally constrained to hierarchical progression within a single organization. However, in accordance with the evolving requirements of the contemporary business landscape, organizations are characterized by their dynamic nature, adaptability, and perpetual state of flux. The demands of the modern day have had a significant impact on the notion of careers, resulting in careers that are characterized by their diverse nature, lack of planning, and unpredictability (Baruch, 2006: 127).

The concept of a career can be characterized as an occupation or a professional role that an individual cultivates throughout their productive years, typically persisting until their retirement from the workforce. The evolution of the concept of career, along with a heightened awareness of the global market, has resulted in a shift in the attitudes and perceptions of both individuals and enterprises towards one another. The recent developments have led to a heightened recognition of the importance of quality, resulting in a shift towards a more human-centered approach (Sharma et al., 2013: 46). Due to this rationale, corporations have increasingly adopted deliberate and progressive relationships with their personnel. The correlation between job quality expectations, employee engagement in personal life planning, the pursuit of equitable opportunities, higher educational attainment, and elevated job expectations is evident. The emergence of the association between career planning and job development has coincided with the occurrence of the economic slump (İrmiş and Bayrak, 2001: 179).

One commonly recognized definition of a career pertains to the progressive and ongoing growth, expertise, and proficiency that an individual acquires in a particular professional domain over the course of their employment trajectory. Additionally, the attitudes and behaviors that an individual associates with work practices and encounters throughout their lifespan are also considered integral aspects of the concept of a career. Given the current circumstances, which have grown increasingly intricate, this scenario prompts employees to exert ongoing endeavors and assume significant duties in the process of selecting and defining their career trajectory, consequently instigating alterations in organizational frameworks (Seymen & Bolat, 2010: 376). The literature has put forth new career orientations in response to the evolving needs of the modern workplace and the incongruity with classic career paths. There is an ongoing argument suggesting that the conventional trajectory of careers, wherein individuals progress vertically within a single business, is no longer applicable or relevant in the contemporary workforce. In contemporary business environments, there is a growing emphasis on the adoption of multiple career planning strategies, as opposed to the traditional approach of dedicating one's professional life to a single employer (Baruch, 2006: 126).

### 1.6.1. Individual and Organizational Career Planning

The aims of individual career planning exhibit a wide range of diversity. The objective of this strategy is to attain objectives through the establishment of diverse career trajectories, facilitating self-analysis and the recognition of one's knowledge and talents (Yıldırım, 2019: 10).

To achieve success in personal career planning, it is imperative to acknowledge the importance of diligent effort and perseverance. Recognizing the need for individual improvement, embracing accountability, and cultivating professional relationships within the organization are crucial areas that require proactive attention. The stages of decision-making are widely recognized as a fundamental requirement for achieving success (Kocabaş, 2019: 28-29).

Career management holds significant importance for both organizations and individuals, with shared responsibility lying on both parties. Individual career management refers to the collective endeavors undertaken by employees in order to achieve their professional objectives. In the present business world, the ability to adapt and effectively handle change is crucial for individuals to achieve success in their jobs. The concept of career management encompasses various aspects, and one specific approach is known as career self-management, which pertains to the individual's management of their own professional trajectory (Direnzo, 2010: 569). The concept of individual career management encompasses a range of activities and decisions aimed at shaping and assuming accountability for one's own career. This approach can encompass both the present organization and the broader external context (Eby et al., 2003: 567).

There exist various perspectives and theoretical frameworks aimed at elucidating and comprehending the concept of individual career management. Several theoretical frameworks aim to delineate the defining traits of persons as well as the essential qualities required for various jobs. According to their assertion, the alignment of elements and qualities is a determining factor in achieving a prosperous professional trajectory. Several career theories aim to examine the impact of various life stages on individuals' employment choices. Various theoretical frameworks aim to examine the impact of factors such as family dynamics, motivational requirements, decision-making abilities, and internal and external environmental influences on the process of career development and decision-making (Patton & McMahon, 2014: 3).

The process of individual career planning encompasses various components, including establishing career aspirations, evaluating personal strengths and limitations, establishing objectives, formulating strategic plans to achieve these objectives, and cultivating professional connections. Establishing career goals is crucial for effective career management as it serves to focus one's attention and efforts. The implementation of strategic approaches facilitates the achievement of career advancement and enhances overall job proficiency. Additionally, the process of choosing career decisions is widely recognized as a crucial competency in the development of employability skills (Ceschi et al., 2017: 10). Career strategy refers to the deliberate and planned activities and behaviors undertaken with the objective of achieving certain career goals. This may include actions such as enrolling in a training course with the aim of securing a promotion.

The objective of organizational career planning is to enhance the operational efficiency and overall effectiveness of an organization within a specific timeframe, through the implementation of targeted strategies and practices. The organization endeavors to enhance its operational efficiency and efficacy, while concurrently implementing a procedure that facilitates the advancement of individual development activities (Demirbanka, 2018: 50). Within this particular context, there exist several studies that indicate that the planning process may be constrained within the confines of organizational boundaries (Takeuchi and Jung, 2016: 603).

## 2. METHODOLOGY

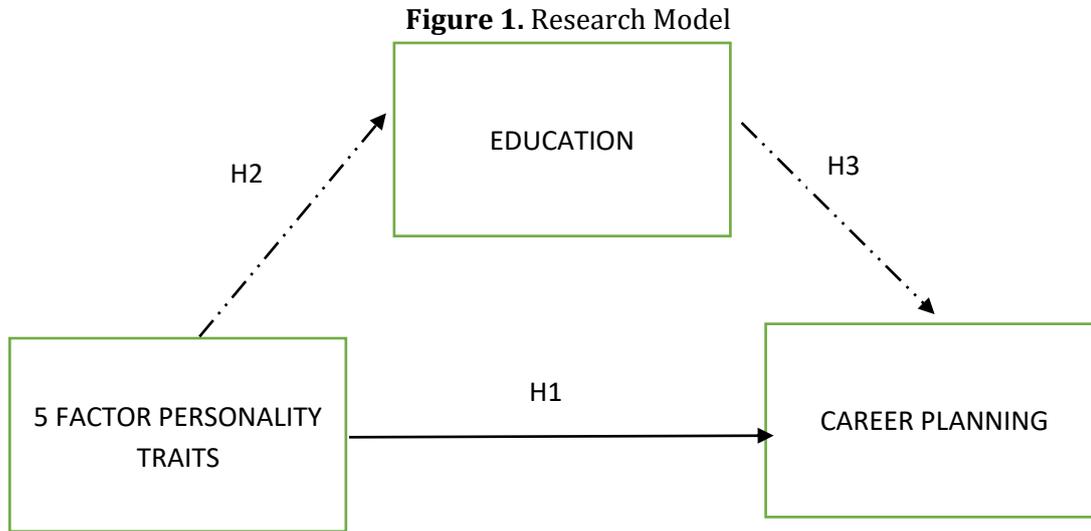
### 2.1. Research Hypotheses

H1: There is a relationship between five factor personality traits and career planning.

H2: There is a relationship between five factor personality traits and education level.

H3: There is a relationship between education level and five factor personality traits.

H4: Education level has a mediating effect between five-factor personality traits and career planning.



## 2.2. Universe and Sample

Research data were evaluated based on the answers of 250 participants. Table 1 shows the demographic characteristics of the study participants.

**Table 1.** Characteristics of the Persons Participating in the Research (n=250)

Groups	n	%	Groups	n	%
<b>Gender</b>					
Woman	140	56	Man	110	44
<b>Education Level</b>			<b>Age</b>		
High School	20	14,2	18-25	34	30,9
Associate Degree	50	35,7	26-35	48	43,6
Bachelor's Degree	45	32,1	36-45	28	25,4
Graduate Education	25	17,8			
<b>Marital status</b>					
Single	155	62	Married	95	38

## 2.3. Findings

The main question of the research is "Does education level has an intervening effect between five-factor personality traits and career planning?" determined as. For this purpose, before measuring the relationship between variables, CFA analysis was conducted to determine the construct validity of the dimensions of the scales, and Cronbach's Alpha, average explained variance (AVE) and AMOS-based composite reliability (CR) values were examined to measure internal consistency. The intervening effect of education level between five-factor personality traits and career planning was measured by hierarchical regression analysis.

## 2.4. Validity and Reliability Analyzes of Scales

Before examining the construct validity, the answers of the negative statements (2, 4, 6, 8, 12, 14, 18, 19, 21, 23, 29, 31, 37, 39, 41, 43) in the five-factor personality trait scale were transformed (1=5, 2=4, 3=3, 4=2, 5=1). The construct validity of the scales used in the study was evaluated with confirmatory factor analysis as a part of SEM modelling. The questions loaded significantly on their own variable ( $t \geq 2.50$ ). The statistically significant loading of the indicators on their own factors provides support for convergent validity. It was determined that the indexes obtained as a result of the analyzes met the fit criteria ( $\chi^2=7805,658$ ,  $df=2540$ ,  $\chi^2/df=3.073$ ,  $GFI=0.880$ ,  $CFI=0.922$ ,  $RMSEA=0.079$ ,  $NFI=0.851$ ). The factor loads obtained as a result of the analysis are shown in Table 2, and it is determined that all measurements are above 0.60, in line with the recommendation of Hair et al. (2010).

**Table 2. CFA – Factor Loadings**

Variables	F1	F2	F3	F4	F5	F6
<b>Openness (F1)</b>						
k44	,691					
k41	,714					
k40	,878					
k35	,578					
k30	,719					
k25	,862					
k20	,857					
k15	,876					
k10	,844					
k5	,829					
<b>Extraversion (F2)</b>						
k36		,870				
k31		,521				
k26		,867				
k21		,530				
k16		,832				
k11		,849				
k1		,687				
<b>Neuroticism (F3)</b>						
k39			,745			
k34			,735			
k29			,734			
k24			,757			
k19			,652			
k14			,822			
k9			,664			
k4			,559			
<b>Conscientiousness (F4)</b>						
k43				,607		
k38				,728		
k33				,897		
k28				,859		
k18				,679		

k13				,897		
k8				,563		
k3				,797		
k23				,599		
Agreeableness (F5)						
k43				,837		
k38				,546		
k33				,881		
k28				,547		
k18				,898		
k13				,739		
k8				,848		
k3				,537		
Career Planning						
p1						,838
p2						,736
p3						,664
p4						,840
p5						,884
p6						,911
p7						,771
p8						,869
p9						,889
p10						,853
p11						,882
p12						,920
p13						,936
p14						,962
p15						,947
p16						,952
p17						,959
p18						,829
p19						,582
p20						,845
p21						,522
p22						,917
p23						,918
p24						,565
p25						,914
p26						,514
p27						,538
p28						,622
p30						,561
p31						,670
p32						,802

As a result of the confirmatory factor analyses, the scale expressions were combined according to the results obtained and a reliability analysis was performed. Table 3 shows the reliability analysis results. In reliability analyses, Cronbach's Alpha for measuring internal consistency; average explained variance (AVE) and AMOS-based composite reliability (CR) values were taken into account. In addition to factor loadings, CR and AVE values are considered important indicators for the convergent validity of the scales. It is important that the AVE value is over 0.50 and the CR value is over 0.70 to ensure convergent validity (Hair et al., 2010). Additionally, the fact that CR values are greater than AVE values can be stated as another evidence (Byrne, 2010).

**Table 3.** Reliability Analysis Results

Variables	Number of questions	Cronbach's Alpha	CR	AVE
Openness	10	,848	,942	,625
Extraversion	7	,611	,896	,563
Neuroticism	8	,619	,890	,507
Conscientiousness	9	,725	,916	,557
Agreeableness	8	,772	,905	,554
Five Factor Personality Traits	42	,913	,981	,564
Career Planning	31	,972	,982	,652

According to Table 3, it is seen that all values are above or close to the recommended limits by Nunnally (1978) and Fornell and Larcker (1981). The criterion of CR values being higher than AVE values was met in all dimensions. These findings suggest that the scales demonstrate adequate reliability and discriminant validity.

### 2.5. Normal Distribution Analysis

Skewness and kurtosis measures and P-P Plot graphs were examined to determine the normality of the distribution of the values of the research variables. A skewness value of  $\pm 1$  and a kurtosis value of  $\pm 2$  are considered to indicate that the distribution does not deviate excessively from normality. Skewness and kurtosis values are presented in Table 4. According to the findings, it is determined that the variables show a normal distribution. Parametric techniques were used in the analysis of the data.

**Table 4.** Normal Distribution Analysis Results

Variables	Skewness	Kurtosis
Openness	-,893	,187
Extraversion	-,228	-,393
Neuroticism	,231	-,103
Conscientiousness	-,110	-,631
Agreeableness	-1,009	,370
Five Factor Personality Traits	-,463	-,120
Career Planning	-1,525	1,868

### 2.6. Correlation Analysis

Pearson correlation was conducted to determine the level of relationship between education, career planning and the big 5 personality traits.

**Table 5.** Correlation Analysis Results

Değişkenler	1.	2.	3.	4.	5.	6.	7.
Education	1						

Openness	,153**	1						
Extraversion	,161**	,712**	1					
Neuroticism	,166**	,194**	,399*	1				
Conscientiousness	,289**	,634**	,621**	,431**	1			
Agreeableness	,130**	,802**	,668**	,207**	,699**	1		
Five Factor Personality Traits	,105**	,364**	,699**	,515**	,754**	,770**	1	
Career Planning	,253**	,163**	,230**	,262**	,188**	,232**	,338**	1

According to Table 5, a positive relationship is detected between all variables. There is a positive relationship between five factor personality traits and career planning ( $r=.338$ ) and education level ( $r=.105$ ) at the 0.01 confidence level.

### 2.7. Hierarchical Regression Analysis

Hierarchical regression analysis was carried out to empirically test the hypotheses whose theoretical framework was presented. Variables included in the research model. It was assumed that Education, Openness, Extraversion, Emotional Stability, Conscientiousness, Agreeableness, Five Factor Personality Traits, Career Planning and causal relationships between these variables could be explained. In order to determine the mediating effect of education on the relationship between the 5-factor personality traits and career planning, the 3-stage regression analysis recommended by Baron and Kenny (1986) was applied. In this context, it is necessary to first conduct a regression analysis between the independent variable (5-factor personality traits) and the variable that is thought to have a mediating effect (Education) and determine whether there is a significant relationship. Secondly, the cause and effect relationship between the independent variable (5-factor personality traits) and the dependent variable (career planning) should be investigated. Finally, a regression analysis should be performed in which the mediating variable (Education) and the dependent variable (career planning) are controlled. As a result of these analyses, in order to reveal whether there is a mediating effect; In the second stage, it should be checked whether the effect of the independent variable (5 factor personality traits) on the dependent variable (career planning) has completely disappeared. At this point, if there is a decrease in the effect and the relationship remains significant, it is called "partial mediation effect"; If the effect disappears completely, we can talk about a "full mediation effect". At this stage, the relationship between the mediator variable and the dependent variable must maintain its significance level.

For this purpose, "Hierarchical Regression Analysis" was applied while testing the research model. Table 6 shows the hierarchical regression analysis results of the research model.

**Table 6.** Hierarchical Regression Analysis Results Regarding the Research Model

		Unstandardized $\beta$	Unstandardized Std. Mistake	Std. $\beta$	F	p
Model 1	Education	,951	,348	,202	1,665	***
	Openness	,438	,174	,324		***
	Extraversion	,009	,127	,106		***
	Neuroticism	,306	,169	,232		***
	Conscientiousness	,168	,197	,140		***
	Agreeableness	1,005	,509	,635		***
Model 2	Education	3,794	,377	,113	2,587	***
	Openness	,452	,175	,315		***
	Extraversion	,027	,128	,019		***

	Neuroticism	,314	,169	,208		***
	Conscientiousness	,175	,197	,117		***
	Agreeableness	1,057	,511	,618		***
	Education Level	,067	,061	,064		***
For Model 1 R2=,305 (p<0,05); For Model için R2=,424 (p<0,05); ΔR2=0,119 (p<0,05); *p<0,05						

The first model represented in Table 6; Only five factors reveal the relationship between personality traits and dimensions (openness, extraversion, emotional balance, responsibility, agreeableness) and career planning; The second model shows the effect of the independent variable of five factor personality traits and dimensions (openness, extraversion, emotional balance, responsibility, agreeableness) on career planning as an intermediate variable of education level. While the first model explained 16% of the variance; when education level is added, it explains 25% of the variance. In other words, the education level added as an intervening variable explains a total of 9% of the variance. In addition, it is seen that this model is significant at the 0.05 confidence interval.

When the analysis results are examined, according to Model 1; There is a statistical relationship between five factor personality traits and dimensions (openness, extraversion, emotional balance, responsibility, agreeableness) and career planning (p<0.05). However, when the mediator variable, education level, was added in Model 2, the relationship between the five factor personality traits and dimensions (openness, extraversion, emotional balance, responsibility, agreeableness) and career planning decreased, and education level had a partial mediator effect. According to these results, hypotheses H1, H2, H3 and H4 are supported.

## CONCLUSION

The concept of mindfulness encompasses various elements, including conscientiousness, consistency, accountability, and dedication to one's tasks. Education has a pivotal role in fostering the cultivation of disciplined work habits within an individual. There is a positive correlation between higher degrees of mindfulness and increased dedication towards the attainment of long-term objectives. Through the reinforcement of this characteristic, education has the potential to foster stability and enhance concentration in the process of career planning. Extraversion is characterized by an inherent inclination towards engaging in social interactions. Training programs can be beneficial for those with extraverted personality traits as they facilitate the enhancement of communication skills, the management of interpersonal connections, and the development of leadership capabilities. This characteristic holds significant importance in professional domains such as team collaboration and consumer interactions.

Openness encompasses various characteristics, such as the inclination towards creativity, receptiveness to innovation and the capacity to tolerate diverse perspectives and modes of thinking. Education has a pivotal role in facilitating the acquisition of knowledge across various domains and fostering a broader understanding of diverse viewpoints. Individuals that possess an open-minded disposition tend to exhibit a greater propensity for seeking out opportunities to acquire diverse experiences across various sectors or roles when engaging in career planning.

The adaptability attribute encompasses agreeableness, empathy, cooperation, and adaptability. Training programs can facilitate the development of effective communication and collaboration skills, so enabling individuals to cultivate improved interpersonal ties with colleagues and foster harmonious teamwork. This characteristic holds significant importance, especially in collaborative undertakings or professions that include interactions with individuals.

Emotional stability encompasses various dimensions, including the capacity to effectively manage stress, maintain emotional equilibrium, and exhibit resilience in the face of adverse circumstances. The process of training can facilitate the acquisition of various methods that

enable individuals to effectively manage and navigate through emotional issues. Individuals that possess emotional stability have the capacity to make judgments more effectively when faced with high-pressure situations, while also sustaining their enthusiasm to attain their professional objectives.

The findings of Zakaria and Yusof's (2018) study about the correlation between five-factor personality traits and career planning align with our own findings. The findings of the study revealed that the personality characteristic of "openness to experience" was observed to be significantly higher in the majority of participants in comparison to the other four dimensions of personality. Additionally, the participants' scores showed a greater propensity for intrinsic career success as opposed to extrinsic career success. Additionally, the Pearson correlation analysis indicated that there is a significant relationship between agreeableness, extraversion, openness to experience, and conscientiousness traits and intrinsic job success. Nevertheless, the results pertaining to extrinsic professional achievement exhibited a positive correlation with the conscientiousness factor while displaying a negative correlation with the neuroticism factor. Ultimately, the results obtained from this investigation will yield a substantial scholarly contribution to the domain of personality and its impact on professional achievement.

Similarly, comparable findings were obtained from the research conducted by Lei (2023). Based on the fundamental findings of this study, there exists a significant correlation between the Big Five personality model and several aspects of work performance, person-organization fit, and career decision-making. According to the study conducted by Arora and Rangnekar (2016), it was determined that within the Indian context, the personality characteristic of openness to experience and intellect, as part of the Big Five model, serves as a noteworthy predictor for all three dimensions of career commitment, namely professional identity, career resilience, and career planning. Moreover, it was discovered that conscientiousness emerged as the sole significant predictor of career identification. This finding suggests that Indian managers who possess a strong sense of focus tend to establish a strong connection with their chosen career path. Furthermore, it was discovered that the personality trait of agreeableness, as measured by the Big Five personality dimension, exerts a statistically significant favorable impact on individuals' career planning. Based on the findings, the authors deduced that the inclination to establish positive relationships with others contributes to the professional development of Indian managers in the context of career planning.

In summary, education assumes a significant part in comprehending and cultivating personality qualities. These characteristics can also have an impact on people' career planning. Education facilitates the enhancement of individuals' strengths and amelioration of their deficiencies through the provision of guidance in the realms of personal growth and the attainment of professional objectives. For future studies, it would be useful to examine the impact of mediating role of education on a specific sector basis.

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**EXTENDED ABSTRACT****GENİŞLETİLMİŞ ÖZET****THE MEDIATING ROLE OF EDUCATION IN THE EFFECT OF 5 FACTOR  
PERSONALITY TRAITS ON CAREER PLANNING: HEALTH SECTOR EXAMPLE****Giriş ve Çalışmanın Amacı (Introduction and Research Purpose):**

Kişilik her bireyin farklı olarak ortaya koyduğu tutum ve davranışlar bütünüdür. Yaşamdaki insan sayısı kadar farklı kişilik vardır. Hiç kimse kişilik olarak bir diğerine benzemez. Tıpkı herkesin parmak izinin farklı olduğu gibi, kişiliklerde farklıdır.

5 faktör kişilik özellikleri (veya beş büyük kişilik faktörü), genellikle "Büyük Beşli" olarak adlandırılan bir kişilik modeline dayanır. Kariyer planlaması, bireylerin yetenekleri, ilgi alanları, değerleri ve kişisel hedefleri temel alınarak gelecekteki meslek veya iş seçimlerini planlama sürecidir. Eğitimin aracılık rolü, kişilik özellikleri ile kariyer planlaması arasında bir bağlantı kurmada eğitimin nasıl bir rol oynayabileceğini ifade eder. Yani eğitim, kişiliği şekillendirmede ve kariyer planlaması yaparken kişilik faktörlerini anlamada bir araç olarak işlev görebilir.

Etkili kariyer yönetimi de organizasyonların ve çalışanların ortak hareket etmesini gerektiren çok boyutlu bir olgudur. Geçmişte kariyer, lineer bir yapıya sahip olarak tanımlanırken, günümüzde ise daha dinamik ve öngörülemez bir süreç haline gelmiştir. Örgütlerin çalışanlarının kariyer gelişimine olanaklar sağlaması ve yetenekli çalışanları elde tutmaları önemlidir. Etkili kariyer yönetimi politikaları, örgütlerin ve bireylerin gelecekteki başarıları için önemlidir. Örgütlerin kariyer dünyasında birden fazla rolü ve sorumluluğu bulunmaktadır. Kariyer etkinliklerinin düzenlenmesi, çalışanların gelişimini ve sonuçlarını etkileyebilir.

Bu araştırmanın temel amacı 5 faktör kişilik özelliklerinin kariyer planlamasına etkisinde eğitimin aracılık rolünü incelemektir. Araştırmaya çeşitli kurumlardan 250 sağlık çalışanı katılmıştır. Araştırma sonuçlarına göre, Beş faktör kişilik özellikleri ve boyutları ile kariyer planlaması arasında istatistiksel bir ilişki vardır. Ancak eğitim düzeyi eklendiğinde beş faktör kişilik özellikleri ve boyutları ile kariyer planlaması arasındaki ilişki azalmış olup, eğitim düzeyi kısmi ara değişken etkisine sahiptir.

**Kavramsal/kuramsal Çerçeve (Literature Review):**

Zakaria ve Yusofun (2018) beş faktörlü kişilik özellikleri ile kariyer planlaması arasındaki ilişkiye ilişkin araştırmalarında bulguları, "deneyime açıklık" kişilik özelliğinin, kişiliğin diğer dört boyutuna kıyasla katılımcıların çoğunluğunda anlamlı düzeyde yüksek olduğunu ortaya koymuştur. Ayrıca katılımcıların puanları, dışsal kariyer başarısına kıyasla içsel kariyer başarısına daha fazla eğilim gösterdi. Ayrıca Pearson korelasyon analizi, uyumluluk, dışadönüklük, deneyime açıklık ve sorumluluk özellikleri ile içsel iş başarısı arasında anlamlı bir ilişki olduğunu göstermiştir. Bununla birlikte, dışsal mesleki başarıya ilişkin sonuçlar, sorumluluk faktörü ile pozitif, nevroitiklik faktörü ile ise negatif bir korelasyon göstermiştir. Bu araştırmadan elde edilen sonuçlar, kişilik alanına ve bunun mesleki başarı üzerindeki etkisine önemli bir bilimsel katkı sağlamıştır.

Lei (2023) tarafından yapılan araştırmadan da benzer bulgular elde edilmiştir. Bu çalışmanın temel bulgularına göre, büyük beşli kişilik modeli ile iş performansı, kişi-örgüt uyumu ve kariyer kararı vermenin çeşitli yönleri arasında anlamlı bir ilişki vardır.

Arora ve Rangnekar (2016) tarafından yapılan araştırmaya göre Hindistan özelinde büyük beşli modelinin bir parçası olarak deneyime ve zekaya açıklık şeklindeki kişilik özelliğinin, kariyer bağlılığının üç boyutu (profesyonel kimlik, kariyer dayanıklılığı ve kariyer) için dikkate değer bir yordayıcı olarak hizmet ettiği belirlenmiştir. Vicdanlılığın kariyer özdeşleşmesinin tek anlamlı yordayıcısı olarak ortaya çıktığı bulunmuştur. Bu bulgu, güçlü bir odaklanma duygusuna sahip olan Hintli yöneticilerin, seçtikleri kariyer yolu ile güçlü bir bağ kurma eğiliminde olduklarını göstermektedir. Ayrıca, beş büyük kişilik boyutuyla ölçülen uyumluluk kişilik özelliğinin, bireylerin kariyer planlaması üzerinde istatistiksel olarak anlamlı olumlu bir etki yarattığı görülmüştür. Bulgulara dayanarak yazarlar, başkalarıyla olumlu ilişkiler kurma eğiliminin, Hintli yöneticilerin kariyer planlaması bağlamında mesleki gelişimlerine katkıda bulunduğu sonucuna varmışlardır.

**Yöntem ve Bulgular (Methodology and Findings):**

Araştırma verileri 250 katılımcının cevapları üzerinden değerlendirilmiştir.

H1: Beş faktör kişilik özellikleri ile kariyer planlama arasında ilişki vardır.

H2: Beş faktör kişilik özellikleri ile eğitim düzeyi arasında ilişki vardır.

H3: Eğitim düzeyi ile beş faktör kişilik özellikleri arasında ilişki vardır.

H4: Beş faktör kişilik özellikleri ile kariyer planlama arasında eğitim düzeyi ara değişken etkisine sahiptir.

Araştırmanın temel sorusu "Beş faktör kişilik özellikleri ile kariyer planlama arasında eğitim düzeyi ara

değişken etkisine sahip midir?" şeklinde belirlenmiştir. Bu amaçla değişkenler arasındaki ilişkiyi ölçmeden önce ölçeklere ait boyutların yapı geçerliliği için DFA analizi ve içsel tutarlılığı ölçmek için ise Cronbach's Alpha, ortalama açıklanan varyans (AVE) ve AMOS-tabanlı bileşik güvenilirlik (CR) değerleri incelenmiştir. Beş faktör kişilik özellikleri ile kariyer planlama arasında eğitim düzeyinin ara değişken etkisi hiyerarşik regresyon analizi ile ölçülmüştür.

Yapı geçerliliği incelenmeden önce beş faktör kişilik özelliği ölçeğindeki olumsuz ifadelerin (2, 4, 6, 8, 12, 14, 18, 19, 21, 23, 29, 31, 37, 39, 41, 43) cevapları dönüştürülmüştür (1=5, 2=4, 3=3, 4=2, 5=1). Çalışmada kullanılan ölçeklerin yapı geçerliliği YEM modellemesinin bir parçası olarak doğrulayıcı faktör analizi ile değerlendirilmiştir. Sorular kendi değişkenine anlamlı olarak yüklenmiştir ( $t \geq 2,50$ ). Göstergelerin istatistikî olarak anlamlı bir şekilde kendi faktörlerine yüklenmesi yakınsama geçerliliği için destek sağlamaktadır. Yapılan analizler sonucu elde edilen indekslerin uyum kriterlerini sağladığı belirlenmiştir ( $\chi^2=7805,658$ ,  $df=2540$ ,  $\chi^2/df=3,073$ ,  $GFI=0,880$ ,  $CFI=0,922$ ,  $RMSEA=0,079$ ,  $NFI=0,851$ ). Analiz sonucu elde edilen faktör yükleri Tablo 2'de gösterilmiş olup, tüm ölçümlerin, Hair vd.'nin (2010) önerisiyle paralel olarak 0,60'ın üzerinde olduğu tespit edilmektedir.

Teorik çerçevesi sunulan hipotezlerin ampirik olarak test edilmesi amacıyla hiyerarşik regresyon analizi yapılmıştır. Araştırma modelinde yer alan değişkenler. Eğitim, Açıklık, Dışadönüklük, Duygusal Denge, Sorumluluk, Uyumluluk, Beş Faktör Kişilik Özellikleri, Kariyer Planlama ve bu değişkenler arasındaki nedensel ilişkilerin açıklanabileceği varsayılmıştır.

### Sonuç ve Öneriler (Conclusions and Recommendation):

İlk model; sadece beş faktör kişilik özellikleri ve boyutları (açıklık, dışa dönüklük, duygusal denge, sorumluluk, uyumluluk) ile kariyer planlaması arasındaki ilişkiyi; 2. model ise beş faktör kişilik özellikleri ve boyutları (açıklık, dışa dönüklük, duygusal denge, sorumluluk, uyumluluk) bağımsız değişkeninin, eğitim düzeyi ara değişkeni olarak kariyer planlaması üzerindeki etkisini göstermektedir. İlk model varyansın %16'sını açıklarken; eğitim düzeyi eklendiğinde varyansın %25'ini açıklamaktadır. Yani ara değişken olarak eklenen eğitim düzeyi varyansın toplam %9'unu daha açıklamaktadır. Ayrıca kurulan bu modelin 0,05 güven aralığında anlamlı olduğu görülmektedir.

Analiz sonuçları incelendiğinde Model 1'e göre; beş faktör kişilik özellikleri ve boyutları (açıklık, dışa dönüklük, duygusal denge, sorumluluk, uyumluluk) ile kariyer planlaması arasında istatistikî bir ilişki vardır ( $p < 0,05$ ). Ancak Model 2'de ara değişken olan eğitim düzeyi eklendiğinde beş faktör kişilik özellikleri ve boyutları (açıklık, dışa dönüklük, duygusal denge, sorumluluk, uyumluluk) ile kariyer planlaması arasındaki ilişki azalmış olup, eğitim düzeyi kısmi ara değişken etkisine sahiptir. Bu sonuçlara göre, H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub> ve H<sub>4</sub> hipotezleri ise desteklenmektedir.

Özetle kişilik özelliklerinin kavranması ve geliştirilmesinde eğitimin önemli bir yeri vardır. Bu özellikler aynı zamanda insanların kariyer planlamalarını da etkileyebilir. Eğitim, kişisel gelişim ve mesleki hedeflere ulaşma alanlarında rehberlik sağlayarak bireylerin güçlü yönlerinin geliştirilmesini ve eksikliklerinin iyileştirilmesini kolaylaştırır. Gelecek çalışmalarda eğitimin aracılık rolünün etkisinin sektör bazında incelenmesi yararlı olacaktır.

## KATKI ORANI BEYANI VE ÇIKAR ÇATIŞMASI BİLDİRİMİ

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