



Reflections of Law No. 7500 Amendment on Career Decidedness of Tourist Guidance Students

7500 Sayılı Kanun Değişikliğinin Turist Rehberliği Öğrencilerinin Kariyer Kararlılığına Yansımaları

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Abstract / Öz

Career decidedness refers to the consistent attitudes and behaviours individuals show towards career goals and is increasingly valued in career development literature. Basically, this concept, which includes the stability of the individual in career choices, resistance against obstacles and determination to achieve career goals, is a critical component of the professional development process. In this context, the main purpose of the research is to determine the differentiation between the perceptions of the students studying in the undergraduate programme of tourist guiding and their career stability regarding the amendment to the Law No. 6326 on Tourist Guiding Law No. 7500 dated 27/04/2024. In the research, data were collected with a questionnaire, which is one of the quantitative research techniques. A total of 177 students studying at Nevşehir Hacı Bektaş Veli University, Department of Tourism Guidance were reached. According to the findings, the law amendment caused concerns about the tourist guiding profession and negatively affected students' career expectations and perceptions of the profession's future. Research findings show that, after the legal changes, students' anxiety about the tourist guiding profession, career expectations, and future perceptions vary significantly by career decidedness levels. The study emphasises that career decidedness is shaped not only by individual characteristics but also by structural and environmental factors, and reveals that especially legislative changes can play a decisive role in the professional orientation of young individuals. In this context, the study draws attention to the need to establish a holistic relationship between educational policies, occupational laws and psychological factors.

Kariyer kararlılığı, bireylerin kariyer hedeflerine yönelik sürdürdükleri kararlı tutum ve davranışları ifade eden, kariyer gelişimi literatüründe giderek önem kazanan bir kavramdır. Temel olarak, bireyin kariyer seçimlerinde gösterdiği istikrar, engeller karşısındaki direnci ve kariyer hedeflerine ulaşma konusundaki azmi kapsayan bu kavram, mesleki gelişim sürecinin kritik bir bileşenidir. Bu kapsamda araştırmanın temel amacı, 6326 sayılı Turist Rehberliği Kanunu'nda yapılan 7500 sayılı ve 27/04/2024 tarihli yasa değişikliğine yönelik turist rehberliği lisans programında öğrenim gören öğrencilerin algıları ile kariyer kararlılıkları arasındaki farklılaşmayı belirlemektir. Araştırmada nicel araştırma tekniklerinden biri olan anket ile veri toplanmıştır. Nevşehir Hacı Bektaş Veli Üniversitesi Turizm Rehberliği Bölümü'nde öğrenim gören toplam 177 öğrenciye ulaşılmıştır. Bulgulara göre, ilgili yasa değişikliği öğrencilerin turist rehberliği mesleğine dair kaygılanmasına sebep olurken, kariyer beklentilerine dair algılarını da etkilemiştir. Ayrıca öğrencilerin turist rehberliği mesleğinin geleceğine yönelik algılarını olumsuz etkilemiştir. Dahası araştırma bulgularına göre, öğrencilerin Kanun'daki değişiklikler sonrasında turist rehberliği mesleğine dair kaygı, kariyer beklentisi ve mesleğin geleceğine ilişkin algıları, kariyer kararlılık düzeylerine göre anlamlı farklılıklar göstermektedir. Araştırma, kariyer kararlılığının yalnızca bireysel özelliklerle değil, yapısal ve çevresel faktörlerle de şekillendiğini vurgulayarak, özellikle mevzuat değişikliklerinin genç bireylerin mesleki yönelimlerinde belirleyici rol oynayabileceğini ortaya koymaktadır. Bu bağlamda çalışma, eğitim politikaları, meslek yasaları ve psikolojik etmenler arasında bütüncül bir ilişki kurulması gerektiğine dikkat çekmektedir.

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1. Introduction

In today's rapidly changing business world, career commitment stands out as a fundamental factor shaping individuals' professional development. Career decidedness is an important concept that expresses individuals' commitment to their career goals and plans. This concept includes the level of determination shown in the process of career choice

and the tendency to persevere despite the obstacles encountered on the career path (Savickas, 2002).

Many people experience indecisions when making a career choice (Gati & Kulcsár, 2021). This is a normal part of the career development process. However, a prolonged period of career indecision both delays the entry into professional life and negatively affects the psychological state of the person (Feldman, 2003; Viola et al., 2016). Although the career concept has become more flexible in today's business world, individuals who show a stable commitment to certain fields may have higher personal development and professional satisfaction (Ingersoll et al., 2002; Zhang et al., 2014). In this context, career stability is considered as a multidimensional structure that includes not only individuals' tendency to stay at work but also how they define and maintain their professional identity.

The amendments made to the Law No. 6326, which determines the legal framework of the tourist guiding profession, with the Law No. 7500 have had important consequences, especially for students in the preparation process for the profession. These new regulations include structural transformations that directly affect students' perceptions of the profession, career expectations and determination. In particular, the redefinition of foreign language proficiency requirements, the introduction of an admission exam to the profession, the existence of a professional segregation called Turkish Guiding, wage differences in Turkish or foreign language guiding activities, and prohibitions on commission-based income models stand out as variables that may be decisive on students' career determination. In addition, the opportunity to enter the profession with a short-term education granted to graduates outside the tourist guiding department may also negatively affect the perceptions of department students towards comprehensive education processes.

Based on all these, the main purpose of this study is to determine the differentiation between the perceptions of the students studying in the undergraduate programme of tourist guiding and their career decidedness towards the amendment of the Tourist Guidance Law No. 7500 dated 27/04/2024. In this context, it is examined how this legal regulation is perceived by the students and how this perception shapes their attitudes and plans towards their careers. The research makes an important contribution to understanding the relationship between legal regulations in the tourist guiding profession, professional attitudes and career determination. In particular, it contributes to the establishment of a more holistic relationship between educational policies and occupational laws by providing data to understand whether occupational uncertainties shape the career decisions of young individuals.

1.1. Literature Review

1.2.1. Career Decidedness

Career is a concept that refers to an individual's work history, occupation and working positions, and upward progression in an occupation and in life in general (Greenhaus & Callanan, 2006). Career stability, on the other hand, is a multidimensional structure that involves individuals developing a consistent, stable and long-term commitment to their professional lives (Miller, 2011). This concept includes the individual's capacity to resist the occupational difficulties encountered as well as dedication, perseverance and determination to adapt to the career he/she has chosen (Li et al., 2019; Savickas, 2002).

Many individuals may experience indecision in the career choice process (Xu et al., 2019). Although this is a natural part of the career development process, the prolongation of this process, especially until graduation, both delays the transition to professional life and negatively affects the psychological well-being of the individual (Greenhaus & Callanan, 2006; Arnold, 1989). On the other hand, individuals with high career stability exhibit a high level of professional identity development, work longer in their chosen occupational field and can evaluate career opportunities more effectively (Hirschi & Valero, 2017; Stringer & Kerpelman, 2010). In addition, it is known that these individuals show higher job performance, career satisfaction, job commitment and career adaptability in their professional lives (Earl & Bright, 2007; Hartung et al., 2022; Hirschi, 2014; Ng & Feldman, 2009). Psychologically, individuals who approach their careers with determination exhibit higher levels of psychological well-being, subjective well-being and life satisfaction; they also have lower levels of depression and occupational burnout and higher academic achievement due to having a specific goal (Arslan, 2022; Hirschi, 2011; Le et al., 2024; Lounsbury et al., 1999; Masliyenko, 2024; Uthayakumar et al., 2010).

Career commitment is shaped by the interaction of individual characteristics (e.g. personality, values), environmental conditions (e.g. job security, supportive management), educational background and occupational socialisation processes (Aryee & Tan, 1992; Fearon et al., 2028; Yu et al., 2021). At the same time, in addition to individual factors such as self-efficacy, decision-making skills and tolerance to ambiguity, social support systems and economic conditions also play a decisive role in career decidedness (Hirschi et al., 2011; Restubog et al., 2014). On the other hand, career decidedness is a skill that can be learnt and developed. The development of this skill facilitates individuals to take the necessary steps to achieve their career goals and overcome the problems

they face more effectively (Glaize & Myrick, 1984; Arslan, 2022).

When the factors affecting career decidedness are evaluated within the framework of career development theories, 'career maturity', which is emphasised in Super's (1990) lifelong career development theory, stands out with individuals clarifying their professional identities and acting systematically in career planning (Ginzberg, 1972). Among the factors shaping career determination, cognitive elements, person-occupation fit and educational experiences play an important role. While Lent and Brown's (2013) social cognitive theory emphasises the effect of self-efficacy beliefs and outcome expectations on determination, Holland (1997) states that the harmony between personality traits and professional environment strengthens this process. In addition, cultural dynamics also affect career determination; family expectations in collectivist societies and personal values in individualist societies come to the fore (Fouad & Kantamneni, 2008). All these theories reveal that career decidedness is a multidimensional process and is shaped by both internal and environmental factors.

When the career decidedness studies of university students in recent years are examined in the literature, the issue of career decidedness is generally related to quality of education, academic achievement and motivation (Bargmann et al., 2022; Işkın et al., 2024; İrge et al., 2020; Koyuncuoglu, 2021), psychological well-being (Arslan, 2022; Erhan et al., 2021; Kadakal & Gamze, 2023; Polat, 2022), career stress (Arslan & Uyar, 2020; Çöp, 2020; Gültekin, 2022; Le et al., 2024), artificial intelligence (Ak, 2022; Köse, 2025; Yazıcı, 2023). In addition, there are many studies aiming to determine students' career decidedness in general (Hartung et al., 2022; Hu et al., 2024; Karimi et al., 2024; Özkaya & Kılıç, 2023; Toyokawa & DeWald, 2020; Ulun, 2023; Yu et al., 2021). In the literature on tourist guiding, students have concerns about the difficulties arising from the nature of the job in their career planning. When the studies on this subject are examined, problems such as working conditions, sectoral problems, crises, epidemics make tourist guidance students think about their future plans (Büyükkuru, 2022; Cavus & Kaya, 2015; Gökdemir et al., 2021; Karacaoğlu, & Cankül, 2021; Pelit et al., 2021; Yetgin et al., 2018; Yılmaz, 2011). Understanding and supporting these factors in the career journey of university students is of great importance for both individual success and social development; therefore, holistic approaches that address academic, psychological and technological dynamics together play a critical role for effective career guidance.

1.2.2. Legal Development Process of Tourist Guiding Profession in Türkiye

The tourist guide profession has been shaped by various legal regulations from the Ottoman Empire to the present day, and has become one of the indispensable elements of the tourism sector by gaining an institutional identity over time. In the 1890s, with the idea that non-Muslim guides damaged the image of the Ottoman Empire (Gülersoy, 1996) and as a result of the propaganda of minority groups against the Ottoman Empire, the first regulations were made on the guiding profession in order to take measures. The Regulation No. 190, dated 29 October 1890, went down in history as the first attempt to institutionalise the guiding profession (Albuz et al., 2018). In 1925, with the Decree No. 2730 on Interpreting and Guiding Foreign Travellers, the importance of education was mentioned and intensive standards were introduced for guidance (Istanbul Chamber of Guides, 2025). In 1929, the first interpreter guide course was organised by the Istanbul Provincial Directorate of Economics, and thus, for the first time, the principles of interpreter guide certificates, which had been distributed by the municipalities until then, were determined, and again for the first time, tourist guiding became a profession obtained as a result of an examination. In 1930, the issue of taxation of guides came to the agenda for the first time, and guiding was recognised as a profession under the law (Çimrin, 1995).

In 1963, an important development took place and the Ministry of Tourism and Promotion was established. The Ministry opened courses in big cities and kept the tourist guide profession under its supervision. In 1971, another important step was taken to standardise the profession and the Regulation on Interpreter Guide Courses and Interpreter Guides was published (Eser, 2018). With a regulation published in the Official Gazette in 1988, issues related to the supervision of guides were left to the Association of Turkish Travel Agencies (TÜRSAB) and other relevant associations, while courses could be opened by other organisations under the supervision of the ministry. However, this situation was transferred back to the ministry with another regulation published in 1990 (Official Gazette, 09.12.1988).

The 2012 Law No. 6326 on Tourist Guiding Profession is a turning point for tourist guides. In 2014, with the publication of the Regulation on Tourist Guiding Profession, tourist guiding has gained a professional status. The tourist guiding profession, which is structured through professional chambers and the union to which the chambers are affiliated, consists of a total of 13 professional chambers in different regions and a union to which these chambers are members. Founded in 1998 by the merger of four different tourist guiding professional organisations, the Association of Tourist Guides (TUREB) held its first ordinary general assembly after the professional law enacted in 2012 and became the highest organisation of the tourist guiding profession in Turkey. In 2022, its name was changed to Union of Chambers of Tourist Guides as a result of an official trademark application.

Finally, with the Law No. 7500 dated 27 April 2024 and numbered 7500, some amendments were made to the Professional Law No. 6326 on Tourist Guiding Profession in terms of professional ethical standards. This amendment brought about a radical transformation especially in the criteria for access to the profession, supervision mechanisms and disciplinary provisions. In addition, the Regulation on the Implementation of the Authorities and Duties Given to the Ministry of Culture and Tourism by the Tourist Guide Profession Law No. 6326 was published in the Official Gazette on 07.11.2024.

1.2.3. Amendment to The Law Numbered 7500 and Dated 27/04/2024

With the 27/04/2024 amendment to the Law No. 6326 on Tourist Guide Profession, the conditions for access to the profession have been significantly revised. Some important amendments are explained below (resmigazete.gov.tr, 10.03.2025):

- While under Law No. 6326, certificate programmes were proposed by professional associations and TÜRSAB and carried out with the approval of the Ministry; with Law No. 7500, the name of these programmes was changed to training programmes and it was envisaged that they would be organised directly on the initiative of the Ministry. Another noteworthy revision in this context is that the trainings in question are no longer limited to professional associations, but also competent public institutions are included in the process. In addition, foreign language exams, which were previously organised upon the joint proposal of the professional associations and TÜRSAB and the approval of the Ministry, will be held in line with the request and under the supervision of the Ministry.
- For foreign language proficiency, it is necessary to get at least 75 points from the YDS organised by ÖSYM or to have an equivalent document, and in the languages that are not included in the exam calendar by ÖSYM in the year in which the Ministry requests the exam to be held, foreign language exams will be held by the unions or public institutions and organisations specialised in their fields under the supervision and supervision of the Ministry upon the request of the Ministry.
- Those who are successful in the admission to the profession exam conducted by public institutions and organisations specialised in their field upon the request of the Ministry and who meet the other conditions will be able to guide by obtaining a licence.
- For candidates who will work as a guide in Far Eastern languages (Chinese, etc.), the requirement for a tourist guiding programme has been abolished, and one hundred hours of training and a practice trip are deemed sufficient. In addition, it is sufficient for those who specialise in this department to have a university degree at associate degree level.
- In addition, for art history and archaeology graduates, the requirement for a tourist guiding training programme has been abolished, and only one hundred hours of training and a practical trip are required.
- Candidates who have graduated from another undergraduate programme are required to successfully complete the guidance training and admission exam in the specified foreign languages.
- Changes have also been made to the language requirements for the practice of the profession. Guiding activities will only be carried out in foreign languages written on the work card. However, if the guide is a guiding in the Turkish language or if the tour participants request services in Turkish, the guidance service may be provided in Turkish. It is obligatory to comply with the law and professional ethical principles in the use of language.
- A new regulation has also been made regarding the fee for guiding in Turkish. Accordingly, the fee to be charged for performing the profession in Turkish will be at least 70 per cent of the base fee. The fees will be determined and announced by the Ministry.
- In addition, the relevant local administrative authority will impose an administrative fine from twenty-five thousand Turkish Liras to one hundred thousand Turkish Liras on tourist guides who provide any benefit to themselves or the person they will guide in return for sending tourists to a certain business for shopping purposes without their knowledge and approval.

1.2.4. The Effect of Law No. 7500 Amendments on the Career Decidedness of Tourist Guidance Students

The amendments made to the Law No. 6326 on Tourist Guiding Profession with the Law No. 7500 have the potential to have significant effects on the career decisions of tourist guiding students. The new regulations include elements that may directly affect students' professional motivation, their perceptions towards the profession and their long-term career planning.

First of all, prior to the amendment, candidates who passed the foreign language exam organised by TUREB could also obtain a work card, whereas with the new regulation, only a minimum score of 75 points from ÖSYM's Foreign Language Examination (YDS) or equivalent international exams is required. This may be perceived as an aggravation of the conditions, especially for students who rely on TUREB exams or seek alternative ways of language learning. This new language proficiency requirement carries the risk of weakening students' commitment to their careers and increasing the tendency to give up early. As a matter of fact, there are studies in the literature stating that one of the issues that tourist guiding students are hesitant to do the profession is the language problem (Şahin & Erdem, 2021) and focusing on the relatively low rate of passing the language requirement even in TUREB exams in recent years (Akgül & Aktaş, 2023).

The minimum 100 hours of training required for candidates graduating from disciplines other than tourist guiding can be considered as an insufficient qualification standard when compared to the long-term and comprehensive training processes of tourist guiding students. In the literature, as one of the problems of the fragmented structure in tourism guidance education, even the provision of education at associate degree and non-thesis master's degree levels leads to discussions on adequacy (Çokişler, 2022; Keleş et al., 2024; Kürkçü, 2018), while 100 hours of training can be questioned by students. This situation carries the risk of creating a perception of inefficiency in the use of time and resources in terms of professional preparation in students who prefer the programme in question, leading to a loss of motivation that their choice of programme is unnecessary. Comparing the 100-hour training obligation imposed on graduates other than the tourist guiding department with the comprehensive training received by tourist guiding students may lead to the perception that their efforts are not sufficiently valued. This perception may lead to indecision in students' career planning and weaken their expectations of professional satisfaction and commitment.

Law No. 7500 and the obligation of 'admission exam to the profession' directly affect the students of the department of tourist guiding and increase their concerns about their professional future. The admission exam to the profession displays an approach that does not consider the theoretical and practical competences that students have acquired during their undergraduate education as sufficient; this situation creates a risk of motivational breakdown by creating the perception that 'my academic education is insufficient for transition to the profession'. The existence of this exam may increase students' feelings of stress and uncertainty during the transition to the profession and negatively affect their career determination. Students' concern that the theoretical and practical knowledge they have acquired during their education process will not be sufficient for them to directly enter the profession may become one of the main sources of motivational breakdowns.

Another regulation, guiding in the Turkish language counselling, may also cause anxiety among students. Turkish language counselling, which was not a separate category in the past as all counsellors were fluent in Turkish, has been fixed to at least 70% of the base fee with the new regulation. This situation increases the risk of students, especially those without foreign language proficiency, being stuck in a low-fee segment. Even for students with language skills, the low pay scale of guiding in the Turkish language may erode the economic value of multilingual expertise and reduce professional attractiveness. In defence of this idea, in the study conducted by Düzgün (2021), in which the perceptions of guidance in Turkish language were examined, travel agency representatives favoured guidance in Turkish language, while tour guides agreed that this would cause serious damage to the tourist guiding profession. This result may be an indication that future guides will experience sectoral problems related to Turkish-language guidance.

Finally, according to the law, the act of providing benefit by directing tourists to commercial enterprises without their knowledge will be penalised with administrative fines. Commission-based guiding practices in tourism guidance are often found to be contrary to ethical principles and therefore criticised (Çokişler, 2023; Taşkın, 2021). However, it is known that it is seen as a method that provides additional income for tourist guides (Tetik, 2006). Rather than banning these practices completely, measures can be proposed within certain rules and in a way that does not create ethical problems. Because this situation may mean a narrowing of alternative sources of income for some guides and a more competitive entry into the sector.

Law No. 7500's regulations such as the obligation to take a language exam, admission exam to the profession, low wages for guiding in the Turkish language, and commission bans stand out as factors that directly test the career decidedness of tourist guiding students. While these changes create an environment that requires more effort, flexibility and specialisation to pursue their professional goals, they also challenge their motivational resilience.

Based on all these considerations, the following hypotheses were formed:

H₁: Students' concerns about the tourist guiding profession after the changes in Law No. 7500 differ according to their career determination.

H₂: Students' career expectations about tourist guiding after the changes in Law No. 7500 differ according to their

career determination.

H₃: Students' perceptions about the future of the tourist guiding profession after the changes in Law No. 7500 differ according to their career determination.

2. Method and Data

The tourist guide profession plays a critical role in terms of both the transfer of cultural heritage and the sustainability of the tourism sector. However, changes in the legal status and practice area of the profession can directly affect the attitudes of individuals studying in this field towards the profession. This study aims to provide important findings that will guide future education and employment policies by revealing the perceptual effects of the relevant law change on students.

The main purpose of this research is to determine the effect of the amendment of the law numbered 7500 and dated 27/04/2024 on the career decisions of students studying in the undergraduate programme of tourist guiding. In this context, it is examined how this legal regulation is perceived by students and how this perception shapes their attitudes and plans towards their careers.

This study makes an original contribution to the career decision-making literature by analysing the impact of legal regulations. It adds a new dimension to existing theories by showing that career decisions can be shaped not only by individual and environmental but also by legislative changes. The findings obtained in the field of tourist guiding can shed light on other professional fields that examine the effects of similar regulations. In addition, the research generates guiding data for educational institutions, professional organisations and legislators by focusing on student perceptions. In this way, it will be possible both to improve educational policies and to take into account the student perspective in future legal regulations.

2.1. Sampling and Data Collection

Within the scope of the study, the sample of the research consists of students studying in the Department of Tourism Guidance at Nevşehir Hacı Bektaş Veli University, Faculty of Tourism in the spring semester of the 2024-2025 academic year. Since it allows collecting a large number of data in a short time, convenience sampling method was preferred (Altunışık et al., 2012) and students who agreed to fill out the questionnaire were included in the sample. The number of students enrolled in the programme within the specified period is 221 in total. However, the questionnaire form was applied to 180 students due to reasons such as limited research time, extension of the semester, and non-attendance to the courses. The questionnaires were examined and the analyses continued over 177 since there was no missing data.

2.2. Instrument

In the application part of the research, data collection with a questionnaire, which is one of the quantitative research techniques, was preferred to collect data. Career Stability was determined with the scale developed by Lounsbury et al. (1999) and adapted to Turkish by Akçakanat and Uzunbacak (2019) and validity and reliability study was conducted. The scale consists of six items and one dimension. Items 2, 5 and 6 in the scale were reverse scored. All measurements were made with a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree).

In addition, a section consisting of three questions was designed to measure students' perceptions towards the New Tourist Guiding Profession Law No. 7500. Participants,

- Responding 'Yes' or 'No' to the statement 'After the new Tourist Guidance Profession Law (No. 7500), I had concerns about the tourist guiding profession',
- Changes in Law No. 7500 have affected my career expectation' were asked to answer "Yes" or "No".
- To indicate their perceptions about the future of the profession with the options 'I have positive thoughts' or 'I have negative thoughts',

2.3. Data Analysis

SPSS (Statistical Package for the Social Sciences) was used for data analysis. Before starting the data analysis, it was examined whether the data obtained from the participants were suitable for the analysis to be applied. At this point, the steps suggested by Hair et al. (2018) were followed. Accordingly, respectively; identification of missing data, detection and elimination of extreme values and control of normal distribution assumption were made. There were no missing data in the results of the survey. In the first part of the study, the constructs or variables to be subjected to hypothetical tests were defined in detail and explained theoretically. Then, confirmatory factor analysis (CFA) was conducted to test the construct validity of the scale. AMOS (Analysis of Moment Structures) programme was used for

CFA. After the normal distribution test, the findings regarding the demographic characteristics of the participants were expressed with frequency and percentage distributions. In addition, in order to measure the perceptions of the students towards the New Tourist Guiding Profession Law No. 7500, the scales related to three questions and career decidedness were defined with frequency and percentage values. In addition, in the comparison of the career decidedness of the students according to their perceptions towards the New Tourist Guiding Profession Law, T test analysis for two groups from parametric tests was used since the data fit the normal distribution.

3. Findings

3.1. Confirmatory Factor Analysis (CFA)

Since the scale used in the study is a scale that has been used before and whose factor structures are known, CFA was performed only to test the construct validity (Meydan & Şeşen, 2015). In this study, chi-square/df, RMSEA, CFI, RMR values were analysed as goodness of fit indices for construct validity. The goodness of fit value for chi-square/df should be less than 3, and the acceptable value should be less than 5. The range of CFI value is between 0.95 and 1. The acceptable range is between 0.94 and 0.95. RMR and RMSEA values should be less than 5. Acceptable values are between 0.06 and 0.08 for RMR and between 0.05 and 0.10 for RMSEA (Meydan & Şeşen, 2015; Kline, 2011). The goodness of fit values of the scale are shown in Table 1.

Table 1. *Confirmatory factor analysis*

Dimension	χ^2/df	CFI	RMR	RMSEA
Career Decidedness	2,648	,987	,035	,076

When Table 1 is examined, it is seen that χ^2/df , CFI and RMR values of the goodness of fit values of the career decidedness scale are in the range of good fit values, and RMSEA values are between acceptable goodness of fit values. In this case, the scale consisting of 6 statements and a single dimension was validated as it is without removing any statement from the scale.

3.2. Normal Distribution Test

Normality test is a test that includes skewness and kurtosis coefficients and tests whether a given data set is normally distributed. In studies, if the skewness and kurtosis indices calculated by dividing the skewness and kurtosis coefficients by their standard errors at 5% significance level are within ± 2 limits, the sample data are considered to be normally distributed (Gürbüz & Şahin, 2018). The values of kurtosis and skewness coefficients are shown in Table 2.

Table 2. *Kurtosis and skewness values*

Dimension	Items	Kurtosis(k)	Skewness (s)
Career Decidedness	I've made a firm decision about my career.	0,332	0,068
	I find it difficult to choose between different professions.	-1,350	0,393
	I know what I want to do for a living.	-0,253	-0,921
	I know that one day I'll have a job I want.	-1,439	-0,021
	I don't know what kind of work I want to do when I graduate.	-1,432	0,355
	I'm going back and forth about which career to pursue.	-1,037	0,659

Note: Items 2, 5 and 6 were reverse scored.

Kolmogorov-Smirnov and Shapiro-Wilk analysis was also performed for normality test. The test values related to the career decidedness dimension are shown in Table 3.

Table 3. *Kolmogorov-Smirnov and Shapiro-Wilk values*

Dimension	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Career Decidedness	0,068	177	0,065	0,981	177	0,078

According to Table 3, the data for the career decidedness variable are normally distributed. For these analyses, if the p-value is greater than 0.05, the data are considered normally distributed (Gürbüz & Şahin, 2018).

As a result of the normality test, it was determined that univariate and multivariate normality was achieved. In this case, the measurement model is suitable for the analyses.

3.3. Descriptive Statistics of Variables

Within the scope of the research, some descriptive statistics related to the career decidedness scale are given in Table 4. All measurements were made with 5-point Likert scale.

Table 4. Descriptive statistics for the career decidedness variable

	Items	n	Overall Average	Standard Deviation
Career Decidedness	I've made a firm decision about my career.	177	3,2655	0,97269
	I find it difficult to choose between different professions.	177	2,5424	1,51119
	I know what I want to do for a living.	177	3,9040	1,24628
	I know that one day I'll have a job I want.	177	3,3220	1,28506
	I don't know what kind of work I want to do when I graduate.	177	2,5367	1,51510
	I'm going back and forth about which career to pursue.	177	2,3559	1,47821
Total		177	2,9878	0,91546

When Table 4 is examined, the students' career determinedness is above average (2.98). This finding makes it possible to evaluate that the students have career determination.

3.4. Demographic Findings

Data on the demographic status of Tourist Guiding students within the scope of the research are given in Table 5 with frequency and percentage distributions.

Table 5. Distribution of demographic characteristics of tourist guiding students

Dimensions	Group	Frequency	Percentage (%)
Gender	Female	102	57,6
	Male	75	42,4
Classroom	1st grade	47	26,6
	2nd grade	56	31,6
	3rd grade	39	22,0
	4th grade	35	19,8
Professional experience	None	100	56,5
	1 year	41	23,2
	2-4 years	34	19,2
	7 years and above	2	1,1
Department preference order	1-4	100	56,5
	5-8	45	25,4
	9-12	19	10,7
	12 and above	13	7,3
Satisfaction with the department	I'm satisfied	152	85,9
	I am not satisfied	25	14,1
Total		177	100

When the demographic profile of tourist guide students is examined in Table 5, it is seen that the gender distribution is higher in women (57.6%). The highest participation in terms of class comes from 2nd year students (31.6%). According to the answers given to the question measuring professional experience in the field of tourism during university and high school education in the form of internship or in another way, those with no professional experience are in the majority (56.5%). The first four choices stand out in the department preference order (56.5%) and the general satisfaction rate is quite high (85.9%).

Table 6. Concerns about the profession and career expectations after the new Tourist Guide Profession Law

Dimensions	Items	Frequency	Percentage (%)
After the amendments in Law No. 7500, I had concerns about the tourist guide profession	Yes	164	94
	No	13	11,2
Changes in Law 7500 affected my career prospects	Yes	153	86,4
	No	24	13,6
Total		177	100

The situation of students' concerns about the tourist guide profession after the New Tourist Guide Profession Law and the effects of the changes in the Law on students' career expectations are given in Table 6.

When the table is examined, the majority of students (94%, n=164) stated that their concerns about the tourist guide profession increased after the new law. In contrast, only 11.2% (n=13) students stated that they did not experience any concerns. This situation shows that the legal regulation had a significant impact on the perception of the profession. When the effect of the legal changes on career expectations was examined, 86.4% (n=153) of the students stated that they were negatively affected, while only 13.6% (n=24) stated that they were not affected. This result shows that the new regulation created uncertainty and anxiety about the students' professional future.

Table 7. *Perceptions on the future of the profession after the new Tourist Guide Profession Law*

Dimension	Items	Frequency	Percentage (%)
7500 on the future of the tourist guiding profession after the amendments in Law No. 7500	I have positive thoughts	14	7,9
	I have negative thoughts	163	92,1
Total		177	100

The students' positive and negative perceptions about the future of the tourist guide profession after Law No. 7500 are given in Table 7.

According to Table 7, 92.1% (n=163) of the participants stated that they had negative thoughts about the future of the tourist guiding profession after the New Tourist Guiding Profession Law No. 7500, while only 7.9% (n=14) expressed positive thoughts.

3.5. Testing the Hypothesis

In order to test the hypotheses related to the research, T Test was used to compare two groups in the analysis of differences. In this context, it was examined whether the students' concerns about the tourist guiding profession after the New Tourist Guiding Profession Law, the effect of the changes in the Law on the career expectations of the students and their perceptions about the future of the tourist guiding profession after the Law differ according to their career determination. Table 8 shows the results of the analyses for this study.

Table 8. *T-test results on concerns about the profession and career expectations, perceptions about the future of the profession and career decidedness after the new Tourist Guiding Profession Law*

Dimension	Item	Mean	Standard Deviation	t	p
After the amendments in Law No. 7500, I had concerns about the tourist guide profession	Yes	2,9217	,84610	-2,406	,032
	No	3,8205	1,32543		
Changes in Law 7500 affected my career prospects	Yes	2,8715	,87703	-4,737	,000
	No	3,7292	,81622		
7500 on the future of the tourist guiding profession after the amendments in Law No. 7500	I have positive thoughts	3,6667	,79529	3,291	,005
	I have negative thoughts	2,9294	,90360		

Firstly, it was examined whether the students' concerns about the tourist guiding profession after the changes in the Law No. 7500 differed according to their career decidedness. In this context, a significant difference was found between the students' anxiety about the tourist guiding profession after the changes in the Law and their career decidedness scores ($t = -2,406$, $p = 0,032$). This finding reveals that students' career decidedness levels differ according to their anxiety about the profession. Therefore, H_1 was supported.

Secondly, career decidedness levels of the students were compared according to whether their career expectations were affected by the changes in the Law. This difference is statistically significant ($t = -4,737$, $p = 0,000$). The results show that the career decidedness levels of the students differ according to the effect of the changes in the Law on their career expectations. Therefore, H_2 is supported.

Finally, the differentiation of students' perceptions about the future of the profession after the changes in the Law according to their career decidedness levels was analysed. This difference is also statistically significant ($t = 3,291$, $p = 0,005$). This finding shows that there is a significant difference in students' career decidedness according to their perceptions about the future of the profession after the amendment of the Law. Therefore, H_3 is supported.

4. Conclusion and Discussion

Career decidedness is a fundamental factor affecting individuals' professional development and career success in the changing business world. Career determination, which is shaped by factors such as individual characteristics, occupational changes and career policies, has positive or negative consequences both professionally and psychologically. For this reason, the importance of developing strategies to support career decidedness should not be underestimated for sustainable career decidedness and success.

The main purpose of this research is to determine the differentiation between the perceptions of the students studying in the undergraduate programme of tourist guidance and their career decidedness towards the amendment of the Tourist Guidance Law No. 7500 dated 27/04/2024. In this direction, it is investigated how the legal changes are evaluated by the students and how these evaluations affect their professional determination. In particular, by examining how uncertainties about their professional future play a role in the decision-making processes of young individuals; it produces information to establish a more harmonious and sustainable structure between professional laws and educational policies.

The findings show that there has been a significant transformation in students' perceptions of the profession after the law change and that this change in perception is significantly related to their career determination. Firstly, it was determined that the career decidedness levels of the students were generally above the average. This shows that students have a basic level of professional orientation and determination. There are studies in the literature showing similar results on the career decisions of tourist guidance students (Gökdemir et al., 2021; Ilgaz & Güzel, 2019; Karacaoğlu & Cankül, 2021).

One of the other important findings of the study is that the majority of the students stated that they were concerned about the tourist guiding profession after the amendment of the law. In addition, students stated that the law amendment negatively affected their career expectations. And overwhelmingly, students stated that they had negative perceptions about the future of the profession after the law amendment. Similarly, Karanfil (2024) and Alnıaçık et al. (2021) revealed in their studies that in case of occupational uncertainty, students' future anxiety increased and this negatively affected their career attitudes. These findings show that the individual is directly affected by the perception of uncertainty about the future. As a matter of fact, Lent et al. (2002) emphasise that environmental conditions shape the individual's occupational outcome expectations within the scope of Social Cognitive Career Theory. Moreover, these findings reveal that individuals consider not only their personal interests and skills but also their expectations of future job security and status in the process of career choice. Similarly, research also argues that individuals pay attention to the security provided by the profession while forming their career preferences (Batyrbekova et al., 2022; Ng et al., 2010). It is thought that these high levels of anxiety observed in students are due to the regulations introduced by Law No. 7500, such as the obligation to take a professional admission exam, policies towards students graduating from different departments, low-paid Turkish counselling practice and commission bans, making the transition to the profession more uncertain, competitive and costly. These factors negatively affect students' career decidedness by strengthening their perceptions that their professional competencies and efforts are not rewarded. Such sudden and uncertain changes in the structural conditions of the profession can interrupt career development by weakening students' perceptions of self-efficacy and outcome expectations related to the profession. Students' developing negative thoughts about the future of the profession can be considered as a factor that may also weaken the formation of professional identity.

T-test analyses revealed that students' levels of occupational anxiety, career expectations and perceptions of the future of the profession after the legislative amendments showed significant differences according to their levels of career determination. This finding is quite striking in terms of showing that the concept of career decidedness is sensitive not only to individual characteristics but also to external and structural factors, especially to legislative changes. The occupational anxieties experienced by the students after the legislative changes, the negative transformation in their career expectations and the negative perceptions they develop about the future of the profession directly affect their career decisions. With reference to this situation, Duffy and Dik (2009) emphasised the importance of other factors in the career development process rather than personal reasons. At the same time, this situation shows how coping resources discussed in Savickas' (1997) career adaptation theory can weaken in the face of external stressors such as legislation. In particular, students with low career decidedness experience higher levels of anxiety in the environment of occupational uncertainty, which may lead to a tendency to leave the profession in the long term (Bozkurt, 2023; Neumark, 2000).

The significance of this finding is multi-layered in terms of educational planning, curriculum development and vocational policies. The fact that students' career decidedness levels are strongly affected by external factors such as the law is not only an individual psychological reaction, but also a sign of institutional fragility. This situation makes it necessary for vocational education institutions, especially tourism faculties, to design an education process that raises

awareness not only about professional knowledge but also about professional laws and rights in order to strengthen students' career orientation. In addition, evaluating the changes to be made in the professional laws not only with the sector stakeholders but also with the students preparing for the profession will contribute to the protection of future professional belonging and motivation to enter the sector. For this reason, it is necessary to realise that the perceptions formed after the legislative changes should not be seen only as a temporary reaction, but on the contrary, they may have permanent consequences that may affect career processes in the long term.

In conclusion, this study shows that the legal regulation in the field of tourist guiding has significant effects on students' professional attitudes and orientations. It is clear that legislative changes affect not only the field of practice but also psychological processes such as professional motivation and career expectations.

4.1. Theoretical Implications

This study contributes to the career decidedness literature primarily due to the lack of studies analysing the relationship between legal regulations and individuals' career orientations. In the existing literature, career decision-making is addressed through education quality, academic achievement and motivation, psychological well-being, career stress and artificial intelligence. However, this study aims to fill this gap in the literature by revealing the relationship between perceptions of legal changes and individuals' career decisions.

The theoretical contributions of this study stand out by revealing how structural and environmental factors interact with individual psychological processes in the career development literature. Within the framework of basic models such as Social Cognitive Career Theory (Lent et al., 2002) and Career Adjustment Theory (Savickas, 1997), it offers a new perspective on these theories by concretising the relationship between legislative changes and professional stability and professional expectations. In particular, the findings showing that legal regulations may weaken career decidedness by creating occupational uncertainty deepen the environment-individual interaction in career psychology.

4.2. Practical Implications

The research has critical implications for vocational education institutions and policy makers. While it is emphasised that tourism faculties should integrate professional laws, rights and skills to cope with changing sectoral dynamics into their curricula, it is suggested that taking students' perceptions and aspirations into account in law-making processes can play a protective role in professional belonging. Furthermore, it is suggested that -psychoeducational-interventions (e.g. uncertainty management trainings) and vocational counselling services should be developed to reduce students' career anxieties, while industry stakeholders should design wage policies and career opportunities that meet the expectations of graduates. This study provides an interdisciplinary perspective on the need to systematically address the human factor in policy design, proving that legal regulations are not only legal texts, but also have profound psychological effects on professional identity and social motivation.

Although this study makes an important contribution to the literature through its different findings, it should be recognised that the study has some limitations. Firstly, due to the adoption of convenience sampling method in data collection, the results of the study reflect only the attitudes of the tourist guiding students of the only faculty where the data were collected. In addition, the difficulties experienced in reaching the students due to the limited time of the research and the difficulties experienced in reaching the students due to reasons such as extension of the semester, not attending the courses or not having the obligation of attendance made it difficult to reach all the students in the sampling frame. In this direction, it is thought that determining the attitudes of tourism guidance students towards the profession with the data to be obtained from a larger sample volume through random sampling methods will contribute to the literature.

In future studies, the use of qualitative research methods such as semi-structured interviews or focus group discussions is recommended to gain a deeper understanding of students' personal experiences and emotional reactions regarding the legislative changes. Such approaches can uncover nuanced insights into how students perceive legal uncertainty, how it affects their sense of professional identity, and what coping strategies they develop. Moreover, a longitudinal research design could be employed to examine the long-term effects of legal regulations on students' career planning. Tracking the same cohort of students over time would provide more detailed information about how perceptions and career intentions evolve as they approach graduation or enter the workforce.

Ethics Committee Permission/Etik Kurul İzni:

This study was conducted by Nevşehir Hacı Bektaş Veli University, Scientific Research and Ethics Board, with the approval of the ethics committee dated 23.05.2025 and Decision No. 2025.06.219

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The author declares that there is no conflict of interest with any individual, organization, or institution.

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