Vol.6 Issue.2 June 2021

RSEP Review of Socio - Economic Perspectives
ISSN: 2149 - 9276
E-ISSN: 2547-9385

Awareness levels of university students in career planning and statistical analysis of other effects: The example of -Usak University- according to 2020 data

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Article History

Received: 17 February 2021 Revised: 28 May 2021 Accepted: 1 June 2021 Available Online: 6 June 2021

Keywords: career, social environment, employment, economy, capital, family
JEL classification: A120, E660, E710

Citation: Cetinkaya, S. (2021). Awareness levels of university students in career planning and statistical analysis of other effects: The example of -Usak University- according to 2020 data, *Review of Socio-Economic Perspectives, Vol 6(2),* 31-45.

Abstract

In today's world, parents plan their children's careers according to their wishes and dreams instead of their abilities. This situation has become an extremely important problem for children. Career planning is the beginning of an important process that will continue throughout life. University education is an important starting point that affects people's choice of profession. Uşak University has a structure that provides education in different fields. Although it was founded in 2006, it is a university with 191 different departments and more than 29 thousand students. As of 2021, when the study was conducted, there are 24,408 graduate students. As with every university in Turkey, the students studying at Uşak University aim to acquire a profession and employment opportunity. Accordingly, career planning for students begins with education.

In the education system in Turkey, there are also schools for gaining a profession before university education. However, since public employment is a highly preferred area in our country, higher education has become a necessity for everyone. Since the number of non-public institutionalized enterprises is limited, almost everyone's only address to find a job is public institutions. It is possible to employ those who receive education on a particular occupation for employment without getting a college education. This is extremely limited.

Another problem is that education planning for employment in our country is only at the level of advice. For this reason, every individual can determine his profession after the university exam. In other words, the career planning of the students starts after they are placed in the university.

Especially in Turkey, it is seen that employment after higher education is mostly in the public sector. Therefore, it is known that students see taking part in public employment as a job guarantee. Accordingly, the factors in career planning will be determined in the study and it will be tried to see how they guide their future plans.

1. Introduction

The concept of a career, which can be defined as the ranking of the activities that a person doe1.s and will do during their life, shows the path that a person has drawn throughout their life (Cascio, 1998). Along the way, a person can develop independently through their own efforts, as well as be forced to develop by a business that they own or employee (Werter and Davis, 1993). In general, since people plan a career for power, status, and money, they work for jobs that will lead to these goals and they would be happy or live unhappy by making a labor gain assessment. A career is one of the indicators that reveal a person's place in society and shows the status of the person. As set out in Maslow's Hierarchy of Needs, as a person satisfies his physiological and emotional needs, he will become a more useful individual to himself and society (Kozak, 2001).

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DOI: https://doi.org/10.19275/RSEP113
Article Type: Original Paper

It is known that the career had a hierarchical structure in the previous periods and progressed in a stable environment so that the career was predictable, safe, and linear. Because of the change and fluidity in today's organizational system, a career is unpredictable, vulnerable, and multifaceted. Although traditional methods have been abandoned, many organizations operate in a relatively stable environment and implement well-designed strategies for management (Baruch, 2006).

It is called Dynamic Career that the career process is controlled not by an organization but by the person himself. In this process, the person observes the changes in the environment and there is a continuous update in the development of the person according to the changes in the environment. In this development process, people have been sophisticated through experiences. (Hall, 1996). A person can see himself as successful based on his inner feelings but the main factors of success are considered to be moving up the career ladders, progressing towards high income, status, and power (Baruch, 2006)

2. Literature[1]

Kucuk (2009) examined the relationship between career management and management information systems. In the study, which aims to reveal the effects of management information systems on factors such as training in career management, position determining, promotion, and career planning, a survey was applied to 150 company employees. In the study, which was stated that management information systems provide speed and efficiency in operational processes in enterprises, it was also stated that the compatibility of management information systems with the working methods of individuals shows that there is a positive relationship with career management.

Ok (2009) examined the effect of career management on organizational commitment. In the study, which stated that factors indicating organizational commitment, such as loving your job, acting by business rules, protect your job, and not wanting to leave your job, affect the quality of products and services, data was collected from 100 companies managers by survey method. In the study, a positive relationship was found between the emotional commitment and the factors that make up career management such as recruitment with correlation analysis, orientation, manager development, promotion, and dismissal.

Aydın (2010) examined the effects of the economic crisis on career planning. In the study where he stated that the economic crises have deeply affected the sectors, especially the service sectors, he studied accommodation establishments operating in the tourism sector. The career planning perspectives of the enterprises were examined with the data obtained through the interviews made with the human resources departments of five-star hotels operating in Izmir. As a result of the study, it was revealed that the employees were negatively affected by reasons such as dismissal and unpaid leave, and they delayed their career planning.

Kurtoglu (2010) examined the effects of career management on the effectiveness of public institutions. In the study, which stated that changes happening in business life and technology along with the services given in the public corporations should be given effectively and efficiently, it was stated that coordination should be supplied between the goals of the individuals and the goals of the institution. The chi-square test was conducted with the data obtained from the survey conducted with 135 people working as civil servants in Çorum province. As a result of the study, it was stated that public institutions could not achieve sufficient success in keeping up with economic and social changes. In addition, it has been stated that the important factors for career plans such as appreciation other than wages, in-service training, making job descriptions, and promotions and practices that will enable individuals to work effectively are in public institutions.

Karaca (2013) examined the effect of a performance management system on career management. In the study, in which the effectiveness of career management in Fırat Development Agency was measured, it was emphasized that failure to meet the expectations of individuals for their careers leads to low motivation. It has been revealed that performance management systems provide data for career management, increase the career planning motivation of the employees, determine the career path of the employees and the organization, and make positive contributions to the relations between the employees.

Çaglikose (2015) examined the problems encountered in career management in higher education institutions and it was stated that the most important factor in a service business is individuals and the success in working life for individuals is measured by career. In the study conducted with the screening model, it was concluded that women participate more than men in career management practices, and as the education level of individuals increases, their willingness to make a career increases.

[1] This study was prepared by making use of our 2018 Uşak University BAP project. The data, title, evaluation, analysis and conclusion part were rearranged.

3. Research Method

This study, it is aimed to measure the effects of family, social environment, and expectations on career planning of students studying at various departments of Uşak University. Students were asked questions using the survey method. The survey could not be conducted face-to-face due to the pandemic. It was conducted online through Google Forms. Primary data was acquired from students who were contacted online with the survey. The first part of the survey contains information about the demographic factors of students. In the second part, there is a career planning scale that reveals the career plans of students. The career planning scale was taken from the study that Aktaş (2004) used by translating it from Schein (1996) into Turkish. The scale includes entrepreneurship, independence, managerial, technical/functional, safety/stabilization, private life, competitiveness, and prestige dimensions. The scale consists of 16 statements. In the third part, there is a scale aiming to measure the family influence in one's career planning. The scale developed by Fouad vd (2010) was translated into Turkish by Akın and Seller (2012) and used. The scale consists of 23 items and includes sub-dimensions such as Information Support, Family Expectations, Financial Support, and Values-Beliefs.

Data obtained by the survey method was analyzed using IBM SPSS 23 program. It was aimed to determine whether the quantitative properties differ between the groups by using the T-test and ANOVA.

4. Demographic findings[2]

The prepared survey was conducted to Uşak University FEAS- Health Sciences - Theology - Communication, and Vocational School students. It was aimed to reveal the demographic characteristics of the students with the first 16 statements of the survey.

Table 1. Distribution of Students by Gender

	Frequency	***%***
MALE	133	37,6
FEMALE	221	62,4
Total	354	100

Accordingly, 354 students were reached from the faculties and vocational schools that were surveyed. The gender distribution was 37.6% male and 62.4% female.

4.1. Student distribution by gender

In the distribution according to faculties, FEAS provided the highest participation with a rate of 48.3% and 171 students. Participation from other faculties and Vocational Schools, respectively, is as follows. Faculty of Health Sciences participated with a rate of 19.8% and 70 students, Faculty of Communication participated with a rate of 16.4% and 58 students, Faculty of Theology participated with a rate of 9.3% and 33 students, and from Vocational Schools with a rate of 6.2% and 22 students.

Table 2. Distribution of Students by Gender in Departments

		FACULTY					
		Feas	Communication	Theology	Health Sciences	Vocational School / College	Total
Gender	MALE	65 - %38	19 - %33	24 - %73	16 - %23	9 - %41	133 - % 38
	FEMALE	106 - %62	39- %67	9- %27	54- %77	13- %59	221- %62
TOTAL		171	58	33	70	22	354

[2] The survey and questions used in this study were used in the BAP project completed in 2019.

In the distribution by gender in departments, although there are 38% and 65 male among the students of FEAS, 62% and 106 people are females. The faculty with the highest participation rate is FEAS. In other faculties, it was observed that women were higher than men except for the faculty of theology.

Table 3. General Participation Rates in Faculties by Gender

	Feas	*Communication*	*Theology*	*Health sciences*	*Vocational school*	*Total*
MALE	18%	5%	7%	5%	3%	38%
FEMALE	30%	11%	3%	15%	4%	62%

It was observed that 18% out of 38% male participants were from the FEAS, 7% from the Faculty of Theology, 5% from the Communication and Faculty of Health Sciences, and 3% from the Vocational Schools. For women, the highest participation rate was the FEAS with 30%, respectively, from faculties of health sciences at 15%, communication at 11%, vocational schools at 4%, and Theology at 3%.

Table 4. Student Distribution by Mother Education Level

MOTHER EDUCATION LEVEL	***Faculty***					
	Feas	Communication	Theology	Health Sciences	Vocational School / College	*TOTAL*
Primary Education	120	42	28	59	12	261
Secondary Education	33	13	3	6	4	59
Associate Degree	6	0	1	1	1	9
Undergraduate	11	3	1	4	4	23
Graduate	1	0	0	0	1	2
Total	171	58	33	70	22	354

According to the data of Table 4, graduation with the highest mother education in all departments is primary education and proportionally, among 354 students, 74% of the mothers were primary school graduates, 16.3% were secondary education (high school) graduates, 2% associate degree, 6% undergraduate, and 0.5% graduate.

Table 5. Student Distribution by Father Education Level

	Faculty					
FATHER EDUCATION LEVEL	Feas	Communication	Theology	Health sciences	Vocational school / college	*Total*
Primary Education	100	37	23	39	8	207
Secondary Education	46	16	5	24	9	100
Associate Degree	7	3	3	0	1	14
Undergraduate	17	1	2	6	3	29
Graduate	1	1	0	1	1	4
Total	171	58	33	70	22	354

Considering the distribution of students by father's education level, it was seen that there is 58.4% primary education, 28.2% secondary education, 3% associate degree, 8% undergraduate and 1.1% graduate education.

4.2 Gender relationship analysis T-Test application with career planning sub-questions

There are 2 scales in the study titled Career Planning and Family Influence. The variables made suitable to the T-test by averaging each scale in the analysis. Accordingly, we first need to examine the questions of career planning based on gender and family influence.

H_0 absence and H_1 alternative hypotheses are as follows;

H_0: "Sex discrimination has no effect on career planning",

H_1:''There are clear differences by gender when planning a career.''

The relationship between two independent variables was examined in the t-test application. One of our arguments here was gender and the other was career planning. To analyze whether gender, which is a categorical variable, caused a difference in career planning, an independent t-test was applied. According to the results of the analysis, it was seen that there were 133 men and 221 women, the average of male (avg = 3.94, sd = 0.59) and female (avg = 3.96, sd = 0.55). It was observed that the average standard errors (se (m) = 0.51 and se (f) = 0.37). It was observed that there was no normal distribution among variances in the Levene's Test for Equality of Variances field in the independent samples test table. The significant value here: 0.818. This value should be below 0.05. For this reason, we use the values in the t-test for equality of means field. Here it is seen that our sig value is 0,000. For this reason, the H_0 hypothesis is accepted and it is seen that gender did not make a difference.

Table 6. Career and Family Scale T-test by Gender

Variables	***Groups***	***N***	***X-Point Avg.***	***sd-standard deviation***	***t-test***		
					t	df	p
Career Planning	Male	133	3,94	0,59	0,21	352	0,83
	Female	221	3,96	0,55			
Family Opinion	Male	133	3,29	0,66	0,24	352	0,58
	Female	221	3,26	0,56			

In this research, firstly, the relationship between career planning and family opinions with gender was examined. According to the results of the independent sample T-Test, it was measured as (AVG = 3.96, SD = 0.55) for female and (AVG = 3.94, SD = 0.55) for male. According to these data, it is seen that there is no significant difference between men and women in career planning questions. With the p-value calculated as 0.83, it was observed that it was a value greater than the expected value of 0.05 and there was no significant difference. Looking at the questions under the heading of family opinions, it is seen that the male have AVG = 3.29, SD = 0.66, and female have AVG = 3.20 SD = 0.56. It is seen that there was no significant difference here, too. According to the results of the t-test, the gender discrimination p-value was calculated as greater than 0.05 and it was found that there was no significant difference.

The results obtained from examining the answers to career planning questions in terms of gender are as follows.

Table 7. Career Planning Scale T-test Analysis by Gender

	Career Questions	*Gender*	*N*	*Mean*	*Std. Deviation*
1	The important thing is to take part in a creative project.	MALE	133	3,74	0,92
		FEMALE	221	3,69	0,795
2	It is important to me to be the boss of my own business.	MALE	133	4,12	1,045
		FEMALE	221	3,89	0,962
3	It's important for me to work in a manager position.	MALE	133	4,06	0,983
		FEMALE	221	3,96	0,943
4	If I'm not going to work in my branch, I prefer to change my job.	MALE	133	3,53	1,091
		FEMALE	221	3,42	1,048
5	It is important to me to work in a position that has a job guarantee.	MALE	133	4,17	0,875
		FEMALE	221	4,23	0,886
6	It is important for me to use my creativity in new projects and programs.	MALE	133	4,09	0,857
		FEMALE	221	4,23	0,833
7	It's important that my job should allow me for socializing.	MALE	133	4,23	0,893
		FEMALE	221	4,28	0,809
8	Competition and success are the priorities of my career.	MALE	133	3,96	0,965
		FEMALE	221	4,00	0,939
9	My job should allow me to take initiative.	MALE	133	3,97	0,87
		FEMALE	221	3,82	0,926
10	I prefer working in a well-known institution to work in another institution.	MALE	133	3,35	1,169
		FEMALE	221	3,41	1,077
11	I prefer to work on specialization-required tasks.	MALE	133	3,81	0,931
		FEMALE	221	3,85	0,89
12	It is important for me to work in an institution that is respected by society.	MALE	133	3,98	1,004
		FEMALE	221	4,17	0,907
13	I prefer to work in an institution that is unlikely to be fired.	MALE	133	3,86	1,127
		FEMALE	221	4,06	1,064
14	I always evaluate the business opportunities that provide a competitive and winning environment.	MALE	133	3,98	1,048
		FEMALE	221	3,99	0,919
15	I prefer jobs where I can use my knowledge and skills to advance in my job.	MALE	133	3,98	1,004
		FEMALE	221	4,17	0,907
16	I care about doing successful tasks by managing people within the organization.	MALE	133	3,86	1,127
		FEMALE	221	4,06	1,064

When each question was evaluated separately, it was seen that the average answers were different among the obtained results. When the questions were evaluated in terms of average scores, it was seen that the questions with the highest and the lowest averages were the same for males and females. It was observed that the question that females and males scored with the highest average was the same. In question 7, “It's important that my job should allow me for socializing. “, women gave an average score of 4.28 and men gave an average score of 4.23.

For this question, it was calculated as t(352)=-0.546; P=0.585 and sd=0.58. Since the significance value was above 0.05, it was seen that gender did not reveal a significant difference for this question.

Table 8 . Results of Family Scale T-test by Gender

	Your Gender		**N**	**X (AVG)**
1	My family shared information with me about how to acquire a profession.	MALE	133	3,27
		FEMALE	221	3,40
2	My family discussed career issues with me beforehand.	MALE	133	3,08
		FEMALE	221	3,25
3	My family told me how I can be successful in choosing a profession.	MALE	133	3,08
		FEMALE	221	3,36
4	My family told me what is important in choosing a profession.	MALE	133	3,41
		FEMALE	221	3,64
5	Seeing my family working gave me confidence in my career.	MALE	133	3,47
		FEMALE	221	3,59
6	My family guided me on which professions would be best for me.	MALE	133	3,32
		FEMALE	221	3,39
7	My family informed me about education/internship.	MALE	133	3,01
		FEMALE	221	3,07
8	My family supported me in asking career-related questions.	MALE	133	3,23
		FEMALE	221	3,51
9	My family expects me to choose a profession with a certain status.	MALE	133	3,80
		FEMALE	221	3,68
10	My family expects me to make career decisions that won't embarrass them.	MALE	133	3,89
		FEMALE	221	3,83
11	My family only supports me financially if I choose a profession that they approve.	MALE	133	2,59
		FEMALE	221	2,20
12	My family expects me to choose a profession that suits their wishes.	MALE	133	2,88
		FEMALE	221	2,61
13	My family expects people from our own culture to choose professions suitable for our culture.	MALE	133	3,02
		FEMALE	221	2,75
14	My family's career expectations for me are based on my gender.	MALE	133	2,53
		FEMALE	221	2,14
15	My family expects me to contribute financially to my career education and development.	MALE	133	3,46
		FEMALE	221	3,14
16	As my family supports me financially, I can focus on my career development.	MALE	133	3,50
		FEMALE	221	3,63
17	It is difficult for my family to financially	MALE	133	3,10

	support my professional decisions.	FEMALE	221	2,89
18	My family will support me financially if I want to get additional education after university/college.	MALE	133	3,50
		FEMALE	221	3,73
19	If I have a difficult situation in my professional life, my family supports me financially.	MALE	133	3,88
		FEMALE	221	3,90
20	My family expects me to consider my religious/spiritual values while making my professional decisions.	MALE	133	3,49
		FEMALE	221	3,32
21	My family expressed that my values and beliefs are important in my professional decisions.	MALE	133	3,59
		FEMALE	221	3,44
22	My family expects my profession to be in line with family values/beliefs.	MALE	133	3,45
		FEMALE	221	3,28
	AVERAGE			3,28

When looking at the answers given to the questions asked under the family influence scale, the results are shown in Table 9 with t-test analysis. A total of 22 questions were asked on the family influence scale. As a result of the analysis of the answers given to the questions with the t-test, it was seen that they scored with the lowest average of 2.20 and the highest 3.90. The p-value was above 0.05 and it was seen that gender difference was not effective. When the t-test results of each answer given to the questions measuring the effects of families on the career planning of their children are examined, it is seen that $p > 0.05$ in 18 questions and $p < 0.05$ in 4 questions. These questions were found to be questions 7, 8, 11, and 14. The t-test results of these questions are as follows;

Table 9. T-test results of questions below the level of 0.05 from the family scale by gender

Variables		**Groups**	**N**	**X-Point Avg.**	**sd**	**t test**		
						t	df	p
7	My family informed me about education/internship.	Male	133	3,01	1,32	0,46	352	0,026
		Female	221	3,07	1,20			
8	My family supported me in asking career-related questions	Male	133	3,23	1,28	-2,06	352	0,042
		Female	221	3,51	1,17			
11	My family only supports me financially if I choose a profession that they approve.	Male	133	2,59	1,34	2,74	352	0,036
		Female	221	2,20	1,25			
14	My family's career expectations for me are based on my gender.	Male	133	2,53	1,30	2,86	352	0,004
		Female	221	2,14	1,24			

In Table 9, 133 male participants scored an average of 3.01, and 221 female participants scored 3.07 in the 7th question $t(352) = 0.46$; It was calculated as $p = 0.026$ and $sd = 1.32$. In this question, which was determined to have a gender effect, it was observed that the question of the family informed about education was scored at the level of indecision.

In the 8th question, it was observed that 133 male participants scored an average of 3.3 and 221 female participants scored 3.51. It was calculated as; $t(352)=-2,06$; $p=0,042$ $sd=1,28$ (f), $sd=1,17$ (m)

In the 11th question, it was seen that 133 male participants scored 2.59 on average and 221 female participants scored 2.20. There was a significant difference in scores between males and females. It was calculated as t (352) = 2.74, p = 0.036, sd (m) = 1.34 sd (f) = 1.25.

In the 14th question, it was observed that 133 male participants scored an average of 2.53 and 221 female participants scored 2.14. There was a significant difference in scores between males and females. It was calculated as t (352) = 2.86, p = 0.04, sd (m) = 1.30 sd (f) = 1.24.

5. Effect of faculty type on career planning: Anova test results

Since the faculty/college varieties were more than two as the education department, which is our categorical variable in the study, one-way variance analysis, that is, one way-ANOVA test, was applied. With this test, the effect of the student's school type on career planning is measured with each other.

The hypothesis determination for this was made as follows.

$H_{0:}$ Faculty types do not have a difference-making effect on career planning.

H_1: Faculty types have a direct or indirect effect on career planning.

It'd be understood that the significance level of the H0 absence hypothesis, i.e. the significant value, (p) is rejected if it is greater than 0.05 and the alternative hypothesis is accepted.

In the study, the average of the career planning questions of the scales to be used in the Anova test was expressed with the (CAREER-AVG) variable. The average of the second scale, which includes the measurement of family influence questions, was calculated with the SPSS program as the (AORT) variable.

As a result of the variance homogeneity test between groups, the significance level was higher than 0.05. This situation shows that the homogeneous distribution is for both scales.

Table 10. One Way ANOVA Test Homogeneity

Test of Homogeneity of Variances				
	Levene Statistic	**df1**	**df2**	**Sig.**
CAREER AVG	,440	4	349	,780
AORT	,834	4	349	,504

As seen in Table 10, the significance level was found to be 0.78 for the Career scale and 0.504 for the Family scale. This situation shows that the distribution is not homogeneous.

Table 11. ANOVA Test Results

		Sum of Squares	***df***	***Mean Square***	***F***	***Sig.***
CAREER AVG	Intergroup	3,241	4	,810	2,578	,037
	With the Group	109,693	349	,314		
	Total	112,934	353			
AORT	Intergroup	6,759	4	1,690	4,847	,001
	With the Group	121,677	349	,349		
	Total	128,436	353			

Looking at the results of the Anova test in Table 11, it is seen that the significance level in the CAREER-AVG scale is 0.037 and in the AORT scale it is 0.001. Since the significant value is less than 0.05 for both scales, it is understood that the choices may vary according to the faculties.

It is seen that the H_0 absence hypothesis is rejected. In other words, our alternative (H_1) hypothesis has been confirmed that the type of faculty or college is important in career planning.

The accuracy of the hypothesis will be tested by considering this measurement separately for each faculty and measuring the effects of the type of faculty. Bonferroni analysis was applied for this.

In both analyzes, it is seen that there are significant differences between faculties in career planning scale. It was seen that the significance level of the career scale in other faculties of FEAS was higher than 0.05.

One Way ANOVA Test Application

It's necessary to make the ANOVA test both to analyze the career planning situation according to the faculties of education and because we have more than two groups. The test was applied after transferring the data to the system via SPSS 25.

Table 12. One Way ANOVA Test Bonferroni Analysis Results

Faculty		***Mean Difference (I-J)***	***Std. Error***	***Sig.***
Feas	Communication	.19541	.08519	.224
	Theology	.19923	.10659	.625
	Health sciences	-.05856	.07955	1.000
	Vocational school / college	.09127	.12698	1.000
Communication	Feas	-.19541	.08519	.224
	Theology	.00382	.12224	1.000
	Health sciences	-.25397	.09954	.112
	Vocational school / college	-.10413	.14038	1.000
Theology	Feas	-.19923	.10659	.625
	Communication	-.00382	.12224	1.000
	Health sciences	-.25779	.11838	.301
	Vocational school / college	-.10795	.15431	1.000
Faculty of health sciences	Feas	.05856	.07955	1.000
	Communication	.25397	.09954	.112
	Theology	.25779	.11838	.301

	Vocational school / college	.14984	.13703	1.000
Vocational school / college	Feas	-.09127	.12698	1.000
	Communication	.10413	.14038	1.000
	Theology	.10795	.15431	1.000
	Health sciences	-.14984	.13703	1.000

According to Table 12, FEAS's students separated from other faculties as the signifance level, such communication faculty with 0,224, faculty of theology with 0,336, and faculty of health sciences with 0,948

The analysis results of the departments according to the family scale are also similar. According to Table 12, when looking at whether there is a significant difference between faculties, it is understood that the p-value (significant) is greater than 0.05, therefore there is no significant difference. When we look at the relationship of FEAS with the faculty of communication, it is seen that the mean difference is 0.1954 and it is 0.1992 in its relation with the faculty of theology. The students of the two faculties are separated from the faculty of health sciences. The relationship in health sciences is also seen to be 0.0585 on average.

6. Analysis of scale questions according to their purpose

the scale questions were classified according to their purposes. This classification is given in Table 13. 16 questions were prepared according to 8 different purposes. The analysis of the questions according to their purposes is as follows.

Table 13. Classification of Scale Questions according to their Purpose

Order of Purpose	***Purposes***	***Order of Questions***
1	Entrepreneurship	1 and 6
2	Independence	2 and 9
3	Managerial	3 and 16
4	Technical / Functional	4 and 11
5	Safety/Stabilization	5 and 13
6	Private Life	7 and 15
7	Competitiveness	1 and 6
8	Prestige	2 and 9

The purposes of the questions used in career scale analysis were given in Table 13. Considering the answers given accordingly, it tried to be seen what kind of differences there are according to the faculties. In Table 14, the answers given to entrepreneurship choices were analyzed. According to this;

Table 14. Analysis of Entrepreneurship Questions

Question	***Entrepreneurial Career Questions***	***Gender***	***N***	***X***	***Sd***
1	The important thing is to take part in a creative project.	MALE	133	3,74	0,92
		FEMALE	221	3,69	0,795
6	It is important for me to use my creativity in new projects and programs.	MALE	133	4,09	0,857
		FEMALE	221	4,23	0,833

According to the answers given to career questions, in entrepreneurship questions (Questions 1 and 6), the average of the answers to the 1st question was 3.74 for men and 3.69 for women. Accordingly, a marking was

made between the answer "Neutral" and "Agree". The average of the answers to the 6th question was determined as 4.09 for men and 4.23 for women. For both, the answer "Agree" is mostly marked.

Table 15- Analysis of Independence Questions

Question	*Independence Career Question*	*Gender*	*N*	*X*	*Sd*
2	It is important to me to be the boss of my own business.	MALE	133	4,12	1,045
		FEMALE	221	3,89	0,962
9	My job should allow me to take initiative.	MALE	133	3,97	0,87
		FEMALE	221	3,82	0,926

In the answers given to the questions aimed at independence, for the second question, men chose the option "Agree" with an average of 4.12, while women were left between the options of "Neutral- Agree" with an average of 3.89. When the fractional part is rounded, it can be considered as the “Agree” option.

Table 16- Analysis of Managerial Questions

Question	*Managerial Career Questions*	*Gender*	*N*	*X*	*sd*
3	It's important for me to work in a manager position.	ERKEK	133	4,06	0,983
		KADIN	221	3,96	0,943
16	I care about doing successful tasks by managing people within the organization.	ERKEK	133	3,86	1,127
		KADIN	221	4,06	1,064

Similar answers were given to the 3rd question from men and to the 16th question from women to managerial questions. In both, "Agree" preference was made with an average of 4.06. For the third question, men with a score of 3.96, "Agree", which is far from the ‘‘Neutral’’ choice, was chosen. In question 16, the men chose the "Agree" preference with 3.86 from the ‘‘Neutral’’ preference. It is seen that men and women care about their managerial positions.

The analysis of the answers for questions 4 and 11, which are technical/functional questions, is as follows according to the t-test results.

Table 17- Analysis of Technical/Functional Questions

Question	*Technical/Functional Career Questions*	*Gender*	*N*	*X*	*sd*
4	If I'm not going to work in my branch, I prefer to change my job.	MALE	133	3,53	1,091
		FEMALE	221	3,42	1,048
11	I prefer to work on specialization-required tasks.	MALE	133	3,81	0,931
		FEMALE	221	3,85	0,89

In the 4th question, 133 male participants made a preference close to the choice of “Agree” from an average of 3.53 ‘‘Neutral’’ choices. On the other hand, females have the choice of ‘‘Neutral’’ with a score of 3.41. According to these answer averages, it can be said that females are either not selective or weak in doing the profession in which they are educated. Males seem to be more selective in this regard than females. In the 11th question, the average preference for males and females was "Agree".

Table 18. Analysis of the Questions for Safety/Stabilization Purpose

Question	*Safety/Stabilization Career Questions*	*Gender*	*N*	*X*	*sd*
5	It is important to me to work in a position that has a job guarantee.	MALE	133	4,17	0,875
		FEMALE	221	4,23	0,886
13	I prefer to work in an institution that is unlikely to be fired.	MALE	133	3,86	1,127
		FEMALE	221	4,06	1,064

It is seen that the answers are given to the 5th question of safety/stabilization questions by males with an average of 4.17, and females with an average of 4.23 seem to be closer to the “Strongly Agree” preference than the “Agree” preference. In the 13th question, while there is a situation close to the preference of ‘‘Neutral’’ to "Agree" with an average of 3.86 for males, it is observed that "Agree" preference is observed for females with an

average of 4.06. Thus, it is seen that the reliability of the job is important for men and women. However, there is a tendency for women to fear losing their jobs slightly more than men.

Table 19. Analysis of Private Life Questions

Question	*Private Life Career Questions*	*Gender*	*N*	*X*	*sd*
7	It's important that my job should allow me for socializing.	MALE	133	4,23	0,893
		FEMALE	221	4,28	0,809
15	I prefer jobs where I can use my knowledge and skills to advance in my job.	MALE	133	3,98	1,004
		FEMALE	221	4,17	0,907

In the 7th question on the private life scale, it is seen that men and women answered “Agree” with similar rates to each other. It is seen that women answered the 15th question with an average of 4.17 and men with an average of 3.98. It is seen that women give the answer “Agree” with a higher average than men.

Table 20. Analysis of Competitiveness Measurement Questions

QUESTION	**COMPETITIVENESS MEASUREMENT CAREER QUESTIONS**	**GENDER**	**N**	**X**	**SD**
8	Competition and success are the priorities of my career.	MALE	133	3,96	0,965
		FAMALE	221	4,00	0,939
14	I always evaluate the business opportunities that provide a competitive and winning environment.	MALE	133	3,98	1,048
		FAMALE	221	3,99	0,919

It was observed that the answers to the 8th and 14th questions asked for competitiveness measurement were “Agree” with the same average. The answers were 3.96 for males and 4.00 for females, and the answers to the 14th question with an average of 3.98 for males and 3.99 for females. It can be said that the view of competition is equally accepted by men and women.

Table 21. Analysis of Prestige Measurement Questions

Question	*Prestige Measurement Career Questions*	*Gender*	*N*	*X*	*sd*
10	I prefer working in a well-known institution to work in another institution.	MALE	133	3,35	1,169
		KADIN	221	3,41	1,077
12	It is important for me to work in an institution that is respected by society.	MALE	133	3,98	1,004
		KADIN	221	4,17	0,907

In the 10th question, asked for prestige measurement, the males answered with an average of 3,35, which is in the same direction as females answered with an average of 3,41. In other words, in the 10th question, it can be said that the reputation of the institution being worked on is ignored. In the question of the institution respected by the society, it is seen that men choose "Agree" with an average of 3.98 and women with an average of 4.17.

7. Conclusion and Evaluation

A two-scale survey was used in this study. Students' career plans and family influence were measured through the survey. Information such as gender discrimination, faculties of education, the population in the family, which were asked for demographic determination, were obtained through survey questions. From this information, firstly, as a categorical variable, the answers given by gender were analyzed. The t-test was used for this analysis According to the data obtained, it was seen that gender did not make a difference in the answers to the questions of the career planning scale. It was observed that the p-value was above 0.05 in all questions.

Looking at the influence of the family, it was seen that there were questions in which men felt the influence of the family less than women. Considering the average of the answers, it was seen that the sub-questions of the career planning scale more generally, in both scales, there was no difference-making effect of gender. In the light of the data obtained by the T-Test, the aim titles of the survey questions, which were prepared based on 8

objectives, were evaluated. In this evaluation, it was seen that men and women alike accepted the objectives and gave answers in this direction.

Considering the analysis of the questions according to the objectives, it was seen that the participants gave very close answers regardless of gender. In some objective questions, it was observed that the 3rd option with the ‘‘Neutral’’ option was in the majority in the averages. In these questions and purposes, the average for the 1st question controlling the entrepreneurial purpose (3,69,374), for the 4th question (3,42-3,52) from the questions controlling the Technical/Functional purpose (3,42-3,52), and for the 10th question controlling the prestige purpose (3. , 35-3.41) averages attracted attention. It was observed that both women and men gave similar answers on these topics. From other goals, the independence, managerial, stabilization, and private life goals received the strongest support. The average choices for each objective were observed as follows.

Table 22. Average Results of Career Questions by Purpose

Order of Purpose	***Purposes***	***Order of Questions***
1	Entrepreneurship	3,98- Agreed
2	Independence	3,95- Agreed
3	Managerial	3,99- Agreed
4	Technical / Functional	3,65- Agreed
5	Safety / Stabilization	4,08- Agreed
6	Private Life	4,16- Agreed
7	Competitiveness	3,98- Agreed
8	Prestige	3,72- Agreed

It was observed that the questions asked for safety and stabilization control and the questions asked for privacy life control were answered above the average of 4. In other questions, it was observed that gender discrimination did not change the answers.

Since the interaction between faculties performed with the ANOVA test is also $p > 0.05$, it is seen that there is no significant difference between the groups. For this reason, it is understood that there is no homogeneous distribution between post hoc variances.

For FEAS, it was observed that $N = 171$, $p > 0.05$ and its interaction was mostly with Communication and Theology.

For COMMUNICATION FACULTY, $N=58$ and $p>0.05$ were observed and the highest interaction was observed with FEAS with 0.19.

For FACULTY OF HEALTH SCIENCES, it was observed that $N=70$, $p>0.05$, and the interaction was mostly with Health Sciences.

In this study, which was carried out with a total of 354 participants, it has been observed that gender difference did not make a difference in career planning, and the family effect is the same in both groups. As mentioned above in terms of education, FEAS, FACULTY OF THEOLOGY, and FACULTY OF COMMUNICATION are faculties in social sciences. It has been observed that these faculties do not interact with health sciences. Besides, it has been observed that health sciences also do not interact with these departments of social sciences. Regardless of the department, it has been observed that families influence on their children's career choices and career planning. Family scale questions with a P-value below 0.05 have also been analyzed.

For the 7th question, it is calculated as; $t(352)=0,46$; $p=0,026$ ve $sd=1,32$

For the 8th question, it is calculated as; $t(352)=-2,06$; $p=0,042$ $sd=1,28$ (w), $sd=1,17$

For the 11th question, it is calculated as; $t(352)=2,74$, $p=0,036$, $sd(m)=1,34$ $sd(w)=1,25$

For the 14th question, it is calculated as; $t(352)=2,86$, $p=0,04$, $sd(m)=1,30$ $sd(w)=1,24$

In the 7, 8, 11 and 14 questions, it has been observed that the majority of the answers stating that the family guides women in education.

In this study, family in career determination, departments, and other factors were examined. The evaluation of the hypothesis has been resulted as follows;

1. Hypothesis,

H_0: "Sex discrimination has no effect on career planning",

H_1:''There are clear differences by gender when planning a career.''

In the examination of this hypothesis, it has been observed that there is no difference according to gender. In the T-Test application, it has been seen that p> 0.05 and the H0 hypothesis is accepted.

2. Hypothesis,

H_0: Faculty types do not have a difference-making effect on career planning.

H_1: Faculty types have a direct or indirect effect on career planning.

This hypothesis has been confirmed. Since the result of the One-Way Anova test application was p <0.05, it has been understood that the choices could change according to the faculties.

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