# Determination of the Factors Affecting the Department Preferences of Selcuk University Faculty of Agriculture Students

[ID]**Ayşe Nur Taniş[1*]**, [ID]**Fatma İlhan[1]**, [ID]**Muhammed Öndeş[1]**, [ID]**Adile Özbay[1]**, [ID]**İsmail Keskin[1]**

[1] Selçuk University, Faculty of Agriculture, Department of Animal Science, Konya, Türkiye

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**HIGHLIGHTS**

- Increasing the contribution of agriculture to the economic and social development of a country is only possible with agricultural education.

- With the high number of departments and the necessity of the department that individuals choose for their future lives to be suitable for them, it is an important issue that needs to be emphasized.

- Most of student families are farming. This situation can be interpreted as families directing their children to their own profession or wanting them to transfer their own business to their children and keep them going.

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**Abstract**

Agriculture is one of the priorities and very important fields in Türkiye's economic development, and it should be carried out with scientific methods. In today's faculties of agriculture, education is given in different departments and agricultural engineers who can work in various fields of agriculture are trained. For this reason, it is an important issue that the department chosen by the students should be suitable for them and what the department selection is made according to. This study was conducted to find answers to the questions of whether the students' department preferences have changed according to factors such as age, gender, family work, monthly income of the family, number of siblings, family residence, and the order in which they prefer the Faculty of Agriculture. The data in the study were tested with Chi-Square analysis. As a result of the study, the effect of all factors except the number of siblings and the order of preference on the department preference was found to be statistically significant, and it was concluded that the students consider their personality traits, their interest in agricultural activities, the place of their preferred profession in the society and the employment rate of the profession.

**Keywords:** Faculty of agriculture; department preference; questionnaire; chi-square.

## 1. Introduction

Agricultural production is a process developed with education, training, and experience in order to meet the needs of humans and animals. Agriculture is an important sector that provides employment to millions of people, produces nutrients necessary for human life, contributes to national income and foreign trade, and

supports industry in terms of raw material supply and input demand (Cinemre and Kılıç 2002; Boz 2004; Kılıç *et al.* 2020). Increasing the contribution of agriculture to the economic and social development of a country is only possible with agricultural education. The success of the training can be measured by the fact that the training activities first lead to information change and then to behavioral change in farmers (Eryılmaz and Kılıç 2019).

In the context of agriculture and technology, agricultural education plays a crucial role in fostering interest in the agricultural profession, facilitating rural development, and guiding young individuals, particularly those in rural areas, towards agriculture (Soydan 2012; Baydar and Esmet 2022). Every activity carried out in the field of agriculture is of immense importance. One of these activities is the development of scientific methods for agriculture. Many agricultural schools have been opened in Turkey for this purpose (Kadıoğlu 2005).

Modern agricultural practices in Türkiye started with the opening of the opening of the Agricultural School on January 10, 1846, at Ayamama Farm in Yeşilköy, Istanbul.The development of agriculture and agricultural schools continued with the opening of Bursa Agricultural School in 1891, which can be considered higher education today, and Istanbul Halkalı Agricultural Schools in 1893. These schools continued their activities until the first years of the Republic of Türkiye. Many of the young people who graduated from Halkalı Agricultural School since 1923 were sent abroad to study and learn different modern research methods. In 1927, a Scientific Committee composed of young people who went to Germany for education and training and educators from Germany analyzed the agricultural situation in our country. The committee, which made many suggestions, also suggested the opening of a modern agricultural school. Thereupon, with a law enacted in 1927, the foundations of agriculture and agricultural schools in higher education were laid (Yılmaz *et al.* 2023).

The Higher Agricultural Institute in Ankara established agriculture and agricultural laboratories shortly after its foundation. This led to the establishment of Türkiye's first modern higher education board. This board started to work on October 30, 1933, and was named Ankara University Faculty of Agriculture with the University Law dated 1946 and the University Supplementary Law enacted in 1948. After that, Ege University in 1955, Atatürk University in 1957, and Çukurova University Faculty of Agriculture in 1967 were opened. In 1975, Selcuk University Faculty of Agriculture opened its doors. Today, the number of faculty of agriculture is 40 (Öcal et al. 2022).

In today's agricultural faculties, education is given in different departments, and agricultural engineers who can work in various fields of agriculture are trained. Agricultural education is given in departments such as Agricultural Economics (AE), Agricultural Structures and Irrigation (ASI), Horticulture (H), Crop Protection (CP), Field Crops (FC), Soil Science and Plant Nutrition (SSPN), Agricultural Machinery (AM), Food Engineering (FE), Aquaculture, and Animal Science (AS), which are both different from each other and have common working areas. Given the abundance of departments and the importance of selecting a department that aligns with their future aspirations, it's crucial to underscore this significant issue. Researchers have conducted numerous surveys to determine the factors that influence students' preference for the departments they study in. Several ideas have emerged as a result of these studies. It is stated that the main factors affecting the choice of profession are the influence of social theories or communities such as culture, family structure, school, and friendship relations (Kuzgun 2004). In addition to these, in a study on the factors that general high school students pay attention to when choosing a profession, the factors affecting the choice of profession were determined as ability, interest, values, personality traits, the benefits of the profession (money, prestige, fame, etc.), and the wishes of the family (Kıyak 2006). In addition to these factors, the importance of political, economic, legal, and system-related features (state of the country, economic structure, laws, etc.) and chance factors (health conditions, natural events, etc.) has been emphasized (Korkut Owen 2008). The most important reasons for students to choose a department were the expectation of finding a job after graduation (Öztürk and Ilıman 2015), the sufficient score for this department (Gezgin 2015), as well as the interest in the field and the suitability of the field with personality traits, which are other factors affecting the choice of the department. In addition, it was observed that the chance factor affects department preference (Owen et al. 2012).

In studies on gender, which is another factor affecting the choice of department, it has been determined that female students take into consideration the suitability of the department for their gender and interests and that they are more affected by the ideas of their families when choosing the department than male students. It has been observed that male students take into account the good earnings that the department will bring (Owen et al. 2012). It has been determined that the gender factor does not have a direct effect on the choice of profession and that professional flexibility is important for men and women to give them the opportunity to develop themselves and show their talents (Edwards and Quinter 2011). Clutter (2010) stated that the most powerful factor affecting the choice of profession is the family of the individual. It is seen that the economic status of the family has a decisive effect on the factors affecting department preference. Families from different economic levels may have different expectations according to their economic level. Social classes of families influence the vocational and educational aspirations and interests of their children (Schoon and Parsons 2002). Studies conducted in Turkey show that the occupational choice made according to the socioeconomic level of the family changes. For example, it has been found that those who tend to education faculties have a middle socioeconomic level (Erden 1995; Akbayır 2003). Bahar (2002) reached similar results in her research with the students of the faculties of education and medicine and found that the students of the faculties of economics and administrative sciences come from a higher socioeconomic level.

The aim of this study is to seek answers to questions such as whether it changes according to factors such as age, gender, family job, family monthly income, number of siblings, family's place of residence, and in which order they prefer the Faculty of Agriculture.

## 2. Materials and Methods

This study was carried out at Selçuk University, Faculty of Agriculture, in the spring semester of the 2021-2022 academic year, with a total of 440 students from 9 departments (Horticulture: 63, Plant Protection: 97, Food Engineering: 26, Field Crops: 39, Agricultural Economics: 25, Agricultural Machinery: 47, Agricultural Structures and Irrigation: 12, Soil Science and Plant Nutrition: 32, Animal Science: 100) participating in the study.

The applied questionnaire consists of two parts. In the first part of the questionnaire, there are total of 7 multiple-choice questions about the information concerning the students, including students' age (<22, 23-25, >26), gender (male, female), family job (farmer, civil ervant, worker, businessman), family monthly income (6001-10000, 10001-14000, 14001- 20000, >20001), number of siblings (1, 2-3, 4-5, >6), their family's place of residence (those who reside in Konya Center are abbreviated as KCenter, those who reside in Konya's district are abbreviated KDistrict, those who reside in a center outside Konya are abbreviated as KOCenter, and those who reside in a district outside Konya are abbreviated as KODistrict) and their department preference order (1, 2-5, 6-10, >10).

In the second part, a total of 6 yes/no questions were asked, such as whether they had prior knowledge about the university and the department, which is thought to have an effect on their choice of the department, their interest in the department they studied and agricultural activities, and the employment rate of the department. The chi-square ($\chi2$) test was used to assess whether there was a statistically significant difference between the answers given to the survey questions. The control hypothesis was rejected for the $\chi2$ values calculated for the first part questions, which are less than the 5% significance level and the table value determined according to the degrees of freedom, and the opposite hypothesis was accepted (Keskin et al., 2023). We conclude that a difference exists between the sections concerning the relevant question. We conducted the analysis again, removing the department with the highest Chi-Square value, to determine which department or departments are responsible for the difference. The analysis was continued until the control hypothesis was accepted, i.e., there was no difference between the sections.

## 3. Results and Discussions

The number of factors affecting the department preferences of the students (age, gender, family job, family monthly income, number of siblings, family's place of residence, and department preference order) according to departments is given in Table 1.

**Table 1.** Factors affecting students' department preferences and Chi-Square analysis results.

| Factors | | Departments | | | | | | | | | General |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AE | ASI | FC | SSPN | AS | CP | AM | H | FE | |
| Age | <22 | 17 | 10 | 27 | 22 | 57 | 72 | 32 | 53 | 4 | 294 |
| | 23-25 | 2 | 0 | 10 | 7 | 10 | 22 | 14 | 8 | 0 | 73 |
| | >26 | 5 | 2 | 2 | 2 | 32 | 3 | 1 | 2 | 7 | 56 |
| | General | 24 | 12 | 39 | 31 | 99 | 97 | 47 | 63 | 15 | 423 |
| | Chi-Square=73.030 (Yates Correction Chi-Square=62.80), DF=16, P<0.01 | | | | | | | | | | |
| Gender | Male | 18 | 5 | 30 | 20 | 67 | 62 | 44 | 36 | 3 | 285 |
| | Female | 7 | 7 | 9 | 12 | 33 | 33 | 3 | 27 | 23 | 154 |
| | General | 25 | 12 | 39 | 32 | 100 | 95 | 47 | 63 | 26 | 439 |
| | Chi-Square=57.345 (Yates Correction Chi-Square=51.63), DF=8, P<0.05 | | | | | | | | | | |
| Family Job | Farmer | 11 | 5 | 12 | 14 | 38 | 51 | 12 | 10 | 3 | 156 |
| | Civil Servant | 5 | 1 | 9 | 7 | 29 | 13 | 7 | 20 | 9 | 100 |
| | Worker | 4 | 3 | 8 | 5 | 14 | 12 | 14 | 11 | 7 | 78 |
| | Tradesman | 4 | 3 | 10 | 6 | 18 | 21 | 13 | 20 | 7 | 102 |
| | General | 24 | 12 | 39 | 32 | 99 | 97 | 46 | 61 | 26 | 436 |
| | Chi-Square=50.593 (Yates Correction Chi-Square=40.97), DF=24, P<0.05 | | | | | | | | | | |
| Family Monthly Income | 6001-10000 | 12 | 4 | 24 | 19 | 54 | 67 | 35 | 40 | 19 | 274 |
| | 10001-14000 | 4 | 1 | 4 | 3 | 16 | 8 | 6 | 13 | 5 | 60 |
| | 14001-20000 | 5 | 2 | 6 | 3 | 15 | 10 | 2 | 5 | 1 | 49 |
| | >20000 | 4 | 4 | 5 | 7 | 15 | 12 | 3 | 4 | 1 | 55 |
| | General | 25 | 11 | 39 | 32 | 100 | 97 | 46 | 62 | 26 | 411 |
| | Chi-Square=33.620 (Yates Correction Chi-Square=22.53), DF=24,  P>0.05 | | | | | | | | | | |
| Number of Siblings | 1 | 3 | 4 | 6 | 4 | 17 | 18 | 9 | 18 | 2 | 81 |
| | 2-3 | 13 | 4 | 22 | 18 | 46 | 54 | 24 | 29 | 17 | 227 |
| | 4-5 | 2 | 4 | 9 | 6 | 25 | 16 | 10 | 12 | 6 | 90 |
| | >6 | 4 | 0 | 2 | 3 | 9 | 6 | 3 | 3 | 1 | 31 |
| | General | 22 | 12 | 39 | 31 | 97 | 94 | 46 | 62 | 26 | 429 |
| | Chi-Square=22.099 (Yates Correction Chi-Square=13.52), DF=24,  P>0.05 | | | | | | | | | | |
| Family's Place of Residence | Konya Center | 9 | 8 | 16 | 9 | 31 | 18 | 12 | 14 | 8 | 125 |
| | Konya District | 8 | 3 | 12 | 10 | 30 | 15 | 5 | 4 | 3 | 90 |
| | KO Center | 4 | 1 | 7 | 8 | 17 | 15 | 20 | 29 | 11 | 112 |
| | KO District | 4 | 0 | 4 | 5 | 21 | 49 | 8 | 16 | 4 | 111 |
| | General | 25 | 12 | 39 | 32 | 99 | 97 | 45 | 63 | 26 | 438 |
| | Chi-Square=98.578 (Yates Correction Chi-Square=84.26), DF=24, P<0.05 | | | | | | | | | | |
| Department Preference Order | 1 | 12 | 5 | 22 | 16 | 39 | 27 | 22 | 31 | 2 | 176 |
| | 2-5 | 8 | 5 | 11 | 9 | 38 | 35 | 16 | 18 | 13 | 153 |
| | 6-10 | 4 | 1 | 4 | 3 | 12 | 13 | 5 | 7 | 6 | 55 |
| | >10 | 1 | 1 | 2 | 4 | 9 | 22 | 4 | 6 | 4 | 53 |
| | General | 25 | 12 | 39 | 32 | 98 | 97 | 47 | 62 | 25 | 437 |
| | Chi-Square=37.622 (Yates Correction Chi-Square=29.40), DF=24, P<0.05 | | | | | | | | | | |

When Table 1 is examined, the effects of age (P>0.01), gender, family occupation, family residence and department preference order on department preference were found to be statistically significant (P<0.05). The monthly income of the family and the number of siblings were not effective in determining the department preference of the students.

The number of factors affecting the department preferences of the students (age, gender, family job, monthly income of the family, number of siblings, place of residence of the family, and department preference order) is given in Figure 1-7 as percentages. The majority of the students are in the <22 age group, followed by the 23-25 age group and the >30 age group, respectively (Figure 1-a). The age factor had an effect on department preference in the Animal Science and Plant Protection departments (P<0.05). Many associate degree students come to the Department of Animal Science to complete their undergraduate studies, which explains why the number of students in the >30 age group is higher than in other departments. Öztürk and Ilıman (2015) found that 24% of the students (n: 36) were between the ages of 17-19, 66.7% (n: 100) were between the ages of 20-22, and 9.3% (n: 14) were between the ages of 23-25. stated that. The age range of the students identified in this study is similar to the study conducted by Öztürk and Ilıman (2015).

Figure 1-b displays the gender distribution of the students by department. Figure 1-b reveals that the proportion of female students in ASI and FE departments surpasses that of male students in other departments. The reason for the high number of female students in the ASI and FE departments may be that these departments require less physical strength compared to other departments. As a result of the Chi-Square analysis, the effect of gender on department preference is mostly seen in the FE and AM departments (P<0.05). As a result of this study, it has been seen that male students give more importance to the personality traits of the department and their interest in agricultural activities than female students. According to Owen et al. (2012), as a result of their study, it is seen that male students consider their interest in the profession more than female students when choosing the department. Conversely, female students place a higher priority on the field's suitability for their gender.



(a)                                    (b)
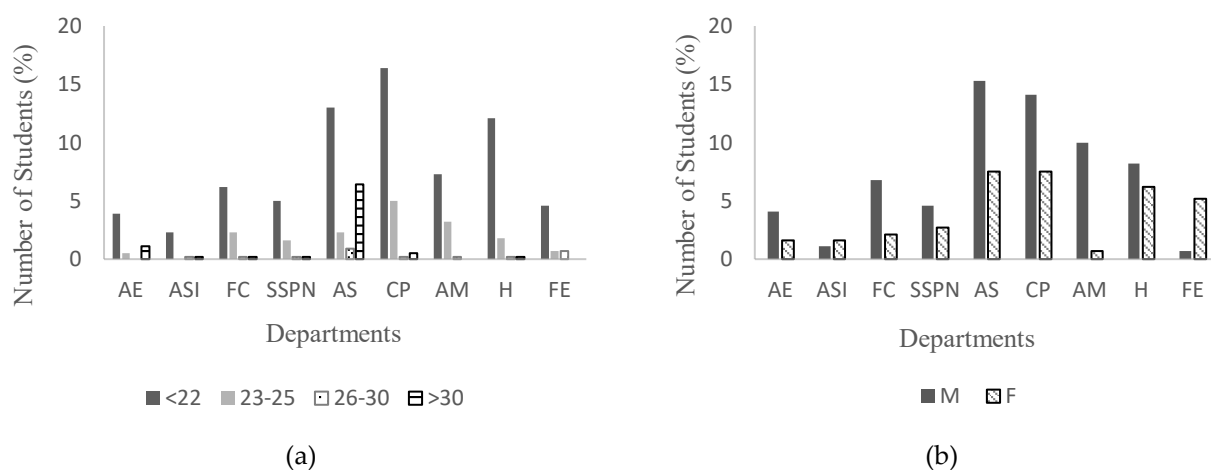
**Figure 1.** (a) Number of students by age (%); (b) Number of students in departments according to gender (%).

Figure 2-a shows the distribution of student families' work by departments. According to Figure 2-a, it is seen that the majority of student families are farming. Families may interpret this situation as guiding their children towards their own profession or encouraging them to carry on with their own business. While most of the students whose families are workers in the AM department, it was determined that the families of the students in the FE department were mostly civil servants. According to the Chi-Square analysis, the work done by the students' families was most effective in the Department of Plant Protection and Horticulture (P<0.05). In their study, Kıyak and Ölçer (2015) stated that some families can direct their children to do professions that they want but cannot do by influencing their children. In this study, a result was reached, as stated by Kıyak and Ölçer (2015).

Figure 2-b displays the distribution of student families' monthly income by department. According to Figure 2-b, it is seen that the monthly income of the most is in the range of 6001–10000. As a result of the Chi-Square Test, the monthly income of the studentsfamilies was most effective in the department of ASI (P<0.05).

As a result of their study, Kıyak and Ölçer (2015) stated that families with lower monthly income direct their children to jobs that will provide income in a short time. In this study, the fact that the majority has the lowest income level among the options shows the contrast between families directing their children to their own work despite not being able to earn a high income.
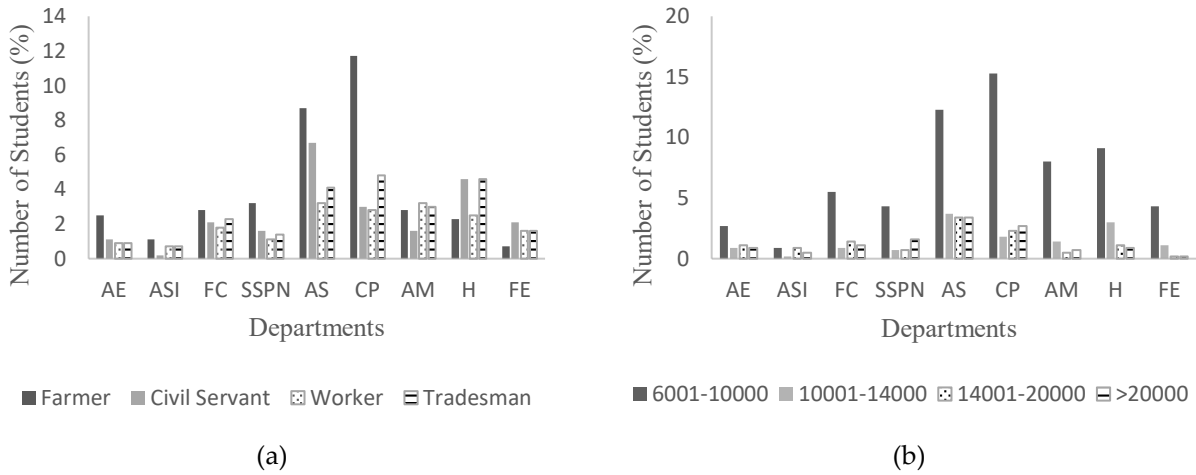


(a)  (b)

**Figure 2.** (a) Number of students in departments according to family's job (%); (b) Number of students in departments according to monthly income (%).

Figure 3-a displays the percentage distribution of students' siblings by department. According to Figure 3-a, it is seen that most of the students studying in other departments, except for the ASI department, are in the 2-3 group of siblings. Table 1 shows that the Chi-Square test revealed a statistically insignificant effect of the number of siblings on the students' department preference. This suggests that families prioritize their children's education, and the number of children has no bearing on this.
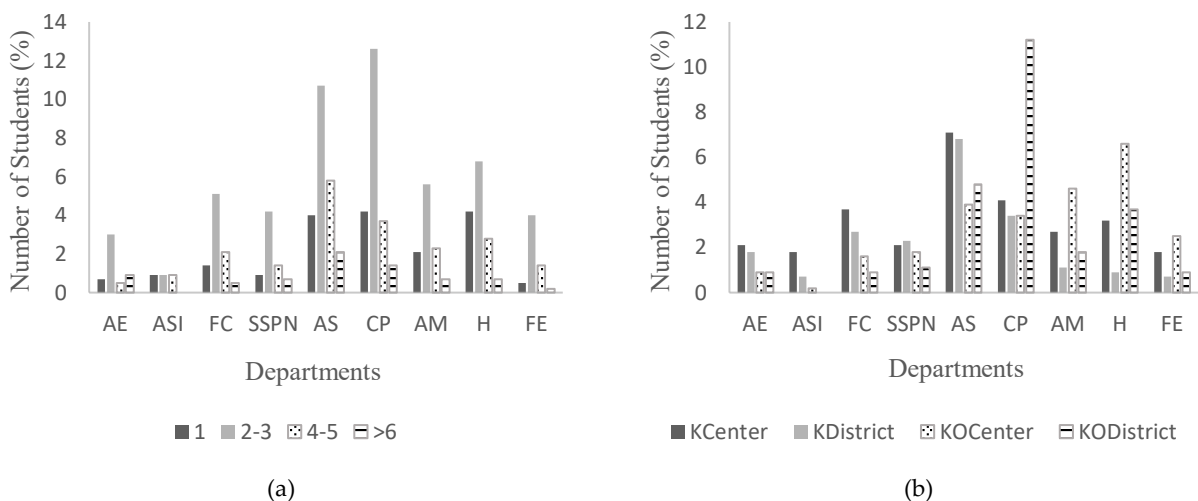


(a)  (b)

**Figure 3.** (a) Number of students in departments according to number of siblings (%); (b) Number of students by place of residence (%).

Figure 3-b shows the distribution of the student families according to their places of residence. According to Figure 3-b, it is seen that the residences of the families of the students studying in the AE, ASI, FC, and AS departments are mostly in Konya Center. Students who favor these departments believe

they don't need to travel to other cities to study them. It is seen that the residences of the families of the students studying in the AM, H, and FE departments are in the center outside of Konya. While most of the students in the SSPN department reside in the districts of Konya, it is seen that the students in the CP department mostly reside in the districts outside of Konya. As a result of the Chi-Square test, it was seen that the students' families' places of residence were mostly effective in the departments of H, AM, CP, AS, and ASI ($P < 0.05$).

Figure 4 displays the percentage distribution of the students' preference for the Faculty of Agriculture by departments. According to Figure 4, it is seen that the majority of the students (AE, FC, SSPN, AS, AM, and H) preferred the Faculty of Agriculture in the first place. The Chi-Square test did not reveal a statistically significant order in which the students preferred the Faculty of Agriculture (Table 1).
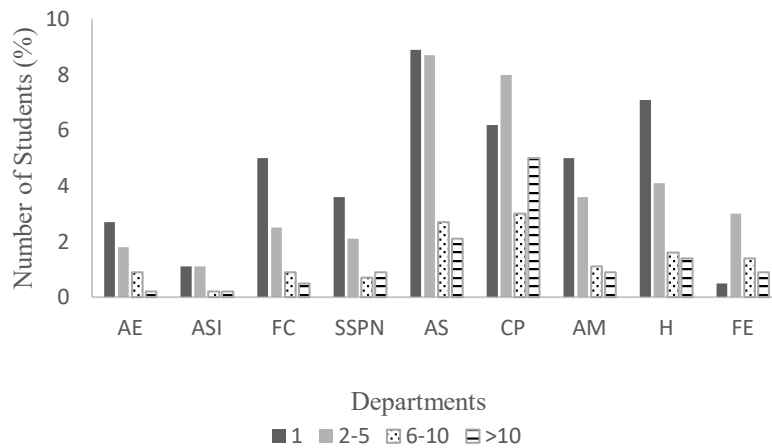


**Figure 4**. Number of students in departments according to order of preference (%)

The questions given are whether the students have prior knowledge about their university, whether they have any prior knowledge about the department, whether the chosen department is suitable for their personality traits, whether they have any interest in agricultural activities, whether the department you choose takes into account its place in society, and whether the department you choose takes into account the employment rate. Table 2 presents the distribution of the answers based on the departments and the Chi-Square analysis results.

As can be seen in Table 2, according to the Chi-Square analysis made, it was observed that most of the students in all departments had prior knowledge about their universities, the department they chose was suitable for their personality traits, they were interested in agricultural activities, and they took into account their place in society and the employment rate when choosing a department ($P < 0.05$). It has been determined that although the students have prior knowledge about the above subjects, they do not have enough prior knowledge about the department they are studying. Figure 5-a displays the percentage of students who possess prior knowledge about the university.

The distribution of students according to departments and whether they have prior knowledge about their departments is shown in Figure 5-b as a percentage. It is seen that most of the students in all departments have prior knowledge about the department they are studying. These rates are 76.0% in AE, 67.7% in ASI, 84.6% in FC, 75.0% in SSPN, 75.0% in AS, 72.2% in CP, 68.1% in AM, 76.2% in H, and 84.6% in FE.

Figure 6-a presents a percentage distribution of the students' department suitability based on their personal characteristics. As can be seen in Figure 6-a, most of the students in all departments are in line with their personal characteristics.

**Table 2.** Distribution of students' answer to questions about university and department according to departments.

| Factors | Answers | Departments | | | | | | | | | General |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AE | ASI | FC | SSPN | AS | CP | AM | H | FE | |
| Did you have any prior knowledge about Selçuk University? | Yes | 20 | 8 | 29 | 25 | 76 | 55 | 31 | 44 | 24 | 312 |
| | No | 5 | 4 | 10 | 7 | 24 | 42 | 16 | 19 | 2 | 129 |
| | General | 25 | 12 | 39 | 32 | 100 | 97 | 47 | 63 | 26 | 441 |
| | Chi-Square=19.185 (Yates Correction Chi-Square=16.09), DF=8, P<0.05 | | | | | | | | | | |
| Did you have any prior knowledge about your department? | Yes | 19 | 8 | 33 | 24 | 75 | 70 | 32 | 48 | 22 | 331 |
| | No | 6 | 4 | 6 | 8 | 25 | 27 | 15 | 15 | 4 | 110 |
| | General | 25 | 12 | 39 | 32 | 100 | 97 | 47 | 63 | 26 | 441 |
| | Chi-Square=29.769 (Yates Correction Chi-Square=26.31), DF=8 | | | | | | | | | | |
| Is the department you have chosen suitable for your personality traits? | Yes | 17 | 11 | 32 | 29 | 89 | 73 | 35 | 56 | 24 | 366 |
| | No | 8 | 1 | 7 | 3 | 11 | 24 | 12 | 7 | 2 | 75 |
| | General | 25 | 12 | 39 | 32 | 100 | 97 | 47 | 63 | 26 | 441 |
| | Chi-Square=18.205 (Yates Correction Chi-Square=13.75), DF=8, P<0.05 | | | | | | | | | | |
| Did you have any interest in agricultural activities? | Yes | 20 | 10 | 31 | 27 | 85 | 73 | 27 | 53 | 13 | 339 |
| | No | 5 | 2 | 8 | 4 | 15 | 24 | 20 | 10 | 13 | 101 |
| | General | 25 | 12 | 39 | 31 | 100 | 97 | 47 | 63 | 26 | 440 |
| | Chi-Square=28.795 (Yates Correction Chi-Square=24.37), DF=8, P<0.05 | | | | | | | | | | |
| Have you considered the place of your chosen department in society? | Yes | 13 | 11 | 21 | 21 | 60 | 54 | 29 | 38 | 23 | 270 |
| | No | 12 | 1 | 18 | 11 | 39 | 43 | 18 | 25 | 3 | 170 |
| | General | 25 | 12 | 39 | 32 | 99 | 97 | 47 | 63 | 26 | 440 |
| | Chi-Square=16.181 (Yates Correction Chi-Square=12.83), DF=8, P<0.05 | | | | | | | | | | |
| Have you taken into account the employment rate of department you have chosen? | Yes | 13 | 10 | 24 | 24 | 55 | 45 | 28 | 40 | 20 | 259 |
| | No | 11 | 2 | 15 | 8 | 45 | 51 | 19 | 23 | 6 | 180 |
| | General | 24 | 12 | 39 | 32 | 100 | 96 | 47 | 63 | 26 | 439 |
| | Chi-Square=17.140 (Yates Correction Chi-Square=13.84), DF=8, P<0.05 | | | | | | | | | | |



(a)                                                         (b)
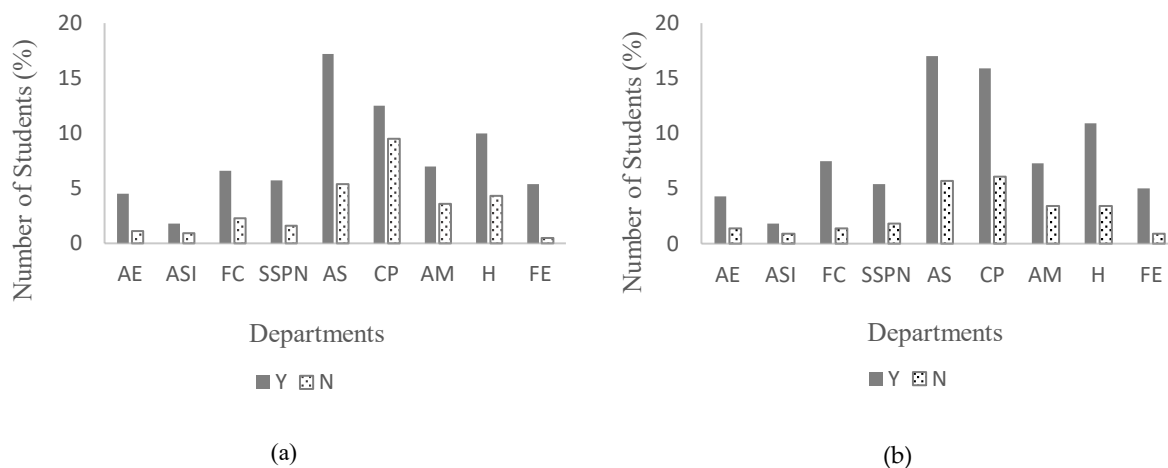
**Figure 5.** (a) Number of students in departments according to prior knowledge about the university (%); (b) Number of students in departments according to whether they have prior knowledge about the department (%).

The distribution of students according to departments and whether they have an interest in agricultural activities or not is given in Figure 6-b as a percentage. Figure 6-b reveals an interest in agricultural activities among students in other departments, with the exception of ASI. The ASI's field of study, which is less relevant to agricultural activities than other departments in the Faculty of Agriculture, could potentially explain this.
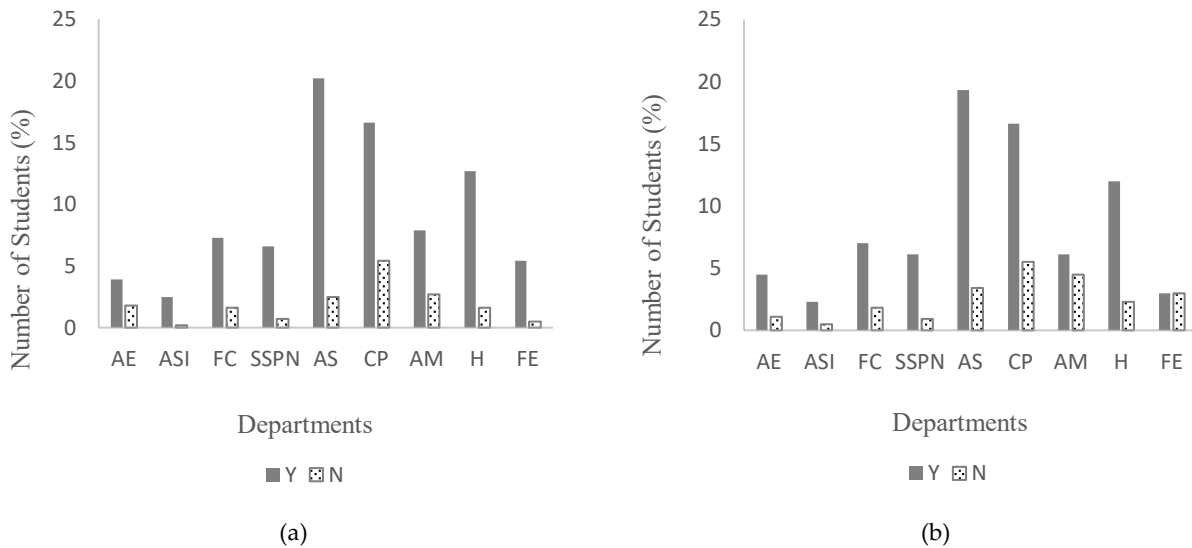
**Figure 6.** (a) Number of students in departments according to the suitability of the department to their personal characteristics (%); (b) Number of students in departments according to whether they have an interest in agricultural activities (%).

The distribution of the importance of the profession preferred by the students in society according to the calculated percentage values is shown in Figure 7-a. According to Figure 7-a, it is seen that the place of the profession they prefer in society is important for the students in all departments. Since it is well known that having a prestigious career is important for most people, it is expected that students should consider the place of the profession in society when choosing a department.
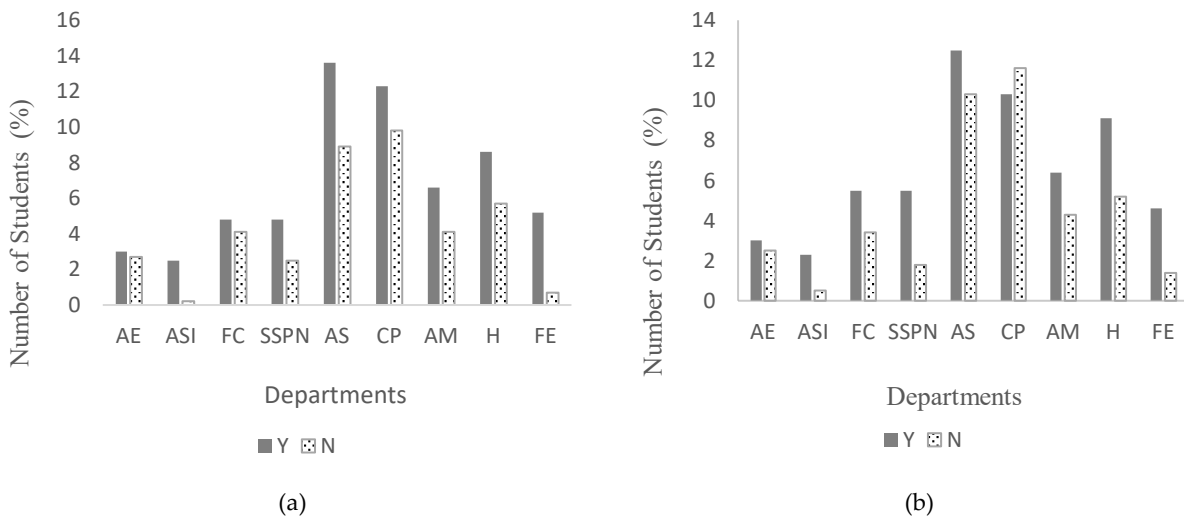


**Figure 7.** (a) Number of students in departments according to whether they consider the place of the profession in society (%); (b) Number of students in departments according to whether the employment rate is taken into account or not (%).

Figure 7-b shows the distribution by departments based on the calculated percentage values, regardless of whether the students consider the employment rate of their preferred profession. Figure 7-b reveals that students from other departments, apart from the CP department, consider the employment rate of their preferred profession. Most students who prefer the CP department may not consider the employment rate of the profession because they plan to continue their family business or because they prefer a department with an academic career plan.

## 4. Conclusions

At the end of the study, which was conducted to determine whether the department preferences of Selcuk University Faculty of Agriculture students change according to factors such as age, gender, family job, monthly income of the family, number of siblings, family residence place, and in what order they prefer the Faculty of Agriculture, the number of siblings and the order of preference, We found that all the factors, except for the department preference, had a statistically significant effect. It is seen that most of the students participating in the survey are in the <22 age group. Since the age to start higher education is close to this age group, it is expected that the majority will be in the <22 age group. Unlike other departments, the Department of Animal Science has more than 30 students. We interpret this situation as a result of many associate degree students coming to the Department of Animal Science to complete their undergraduate degrees. In terms of gender, it was determined that the number of male students was higher, except for the ASI and FE departments. It is thought that the ASI and FE departments may have been preferred by female students since they require less physical strength than other departments. As a result of the study, it was seen that male students gave more importance to the personality traits of the department and their interest in agricultural activities than female students. It was determined that the majority of the students in the FE department were civil servants, while the majority of the students in the AM department were workers, and the majority of the students in the FE department were civil servants. Families of students studying in the AE, ASI, FC, and AS departments are located in the Konya Center; families of students studying in the AM, H, and FE departments are located outside of Konya. While most of the students in the SSPN department reside in the districts of Konya, it has been determined that the students in the CP department mostly reside in the county outside of Konya. It was observed that most of the students preferred the Faculty of Agriculture in the first place. Most students across all departments possess prior knowledge about their respective universities and departments. Students across all departments take their personality traits into account when selecting a department. Students in other departments, with the exception of FE, exhibit an interest in agricultural activities. It is a well-known fact that having a prestigious career is important to most people. It has been determined that the students participating in this study attach importance to the place of their preferred profession in society. Students in other departments, with the exception of the CP department, show consideration for the employment rate of their preferred profession. This may be because they are already pursuing their family business.

This study aims to uncover the factors that influence the department and, consequently, the career choices of students at Selçuk University's Faculty of Agriculture. It is thought that the results obtained will be a guide for future studies.

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