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EDUCATION AND TRAINING FOR CAREER PLANNING OF BUSINESS ADMINISTRATION STUDENTS EXPECTATIONS: THE CASE OF MUĞLA SITKI KOÇMAN UNIVERSITY FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

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Abstract

The Department of Business Administration is an academic unit that aims to train students equipped with business, entrepreneurship and management skills in accordance with the requirements of the age required by the public and private sectors. In this study, it is aimed to determine the educational and training demands of undergraduate students actively enrolled in the department of business administration in terms of academic and professional development at the point of career planning. In line with the determined purpose, 1014 students actively enrolled in Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences, Department of Business Administration in the 2023-2024 academic year were included in the study. The questionnaire form prepared in accordance with the purpose of the research was applied online and face-to-face to the students within the scope of the study through social networks and 278 students answered the questionnaire completely. The data obtained from the answered questionnaires were transferred to the IBM SPSS 23 package programme and factor analysis was performed through the programme. Then, frequency analysis was applied to the collected data in order to make descriptive statistics. In the research, it was determined that the expectations of the students from the education they received were gathered under four factors: 'applied education', 'teaching style', 'learning environment and resource' and 'course and internship duration'. On the other hand; 'CV preparation training', 'digital business training', 'career planning training' and 'effective communication skills training' can play an important role in terms of academic and professional development of students in their career journey.

Keywords: Career Planning, Academic and Professional Development, Educational Expectations, Business Administration Department.

Kariyer Planlaması Sürecinde Muğla Sıtkı Koçman Üniversitesi İktisadi ve İdari Bilimler Fakültesi İşletme Bölümü Öğrencilerinin Eğitim-Öğretim Beklentileri

Öz

İşletme bölümü, kamu sektörünün ve özel sektörün ihtiyaç duyduğu çağın gereklerine uygun işletmecilik, girişimcilik ve yöneticilik becerileriyle donatılmış insan kaynağını yetiştirmeyi amaçlayan bir akademik birimdir. Bu çalışmada, işletme bölümünde aktif olarak kayıtlı lisans öğrencilerinin kariyer planlaması noktasında akademik ve mesleki gelişimleri açısından eğitim-öğretim taleplerinin belirlenmesi amaçlanmıştır. Belirlenen amaç doğrultusunda, Muğla Sıtkı Koçman Üniversitesi İktisadi ve İdari Bilimler Fakültesi İşletme Bölümü'nde 2023-2024 eğitim-öğretim yılında aktif olarak kayıtlı olan 1014 öğrenci çalışma kapsamına alınmıştır. Araştırma

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amacına uygun olarak hazırlanan anket formu söz konusu kapsamda yer alan öğrencilere sosyal ağlar yoluyla çevrimiçi ve yüz yüze uygulanmış. 278 öğrenci anketi eksiksiz bir şekilde cevaplamıştır. Cevaplanan anketlerden elde edilen veriler IBM SPSS 23 paket programına aktarılmış ve program aracılığıyla faktör analizi gerçekleştirilmiştir. Ardından tanımlayıcı istatistikleri yapabilmek adına toplanan verilere frekans analizi uygulanmıştır. Yapılan araştırmada öğrencilerin aldıkları eğitimden beklentilerinin; ‘uygulamalı eğitim’, ‘öğretim şekli’, ‘öğrenme ortamı ve kaynağı’ ve ‘ders ve staj süresi’ olmak üzere dört faktör altında toplandığı tespit edilmiştir. Diğer taraftan; ‘CV hazırlama eğitimi’, ‘dijital işletmecilik eğitimi’, ‘kariyer planlama eğitimi’ ve ‘etkili iletişim becerisi eğitimi’nin öğrencilerin kariyer yolculuğunda akademik ve mesleki gelişimleri açısından önemli bir rol oynayabileceği görüşü ortaya çıkmıştır.

Anahtar Kelimeler: Kariyer Planlama, Akademik ve Mesleki Gelişim, Eğitim-Öğretim Beklentileri, İşletme Bölümü.

INTRODUCTION

The Department of Business Administration, which operates at undergraduate level within faculties with different names such as Faculty of Economics and Administrative Sciences, Faculty of Business Administration, Faculty of Management Sciences, Faculty of Economics, Administrative and Social Sciences, Faculty of Business and Management Sciences, Faculty of Humanities and Social Sciences, Faculty of Political Sciences, Faculty of Humanities and Social Sciences, is an academic unit that provides four-year education and training services within higher education. Students who graduate from this academic unit can be employed in different business lines in the private and public sectors. However, the ability to offer a wider range of employment opportunities to graduates of the department of business administration depends on the quality of education and training provided in the department.

According to the Yükseköğretim Program Atlası (2024) data, when a scan is made through state and foundation universities, it is observed that a total of 334 business administration undergraduate programmes are actively engaged in education and training. It is seen that these programmes are positioned and continue their activities under many different contents and titles such as regular education, second education, scholarship, 50% discount, 25% discount, paid, English, 50% English, English (paid), English (scholarship), English (50% discount), German, French.

On the other hand, there is a 'Yükseköğretimde Uygulamalı Eğitimler Çerçeve Yönetmeliği' published in the Resmi Gazete dated 17 June 2021 regarding the implementation of practical training activities to improve the professional knowledge, skills and experience of students studying in the fields of education, science, engineering, health, arts, sports and social sciences in higher education institutions. Based on Article 20 of the Vocational Education Law No. 3308 (Resmi Gazete, 1986), Article 3 of the regulation includes a provision on vocational education in enterprises as '*Vocational education programme refers to the training practices in which students carry out their theoretical education in higher education institutions, in enterprises or in training units established by enterprises, and their skills training in enterprises*' (Resmi Gazete, 2021).

Likewise, in Article 3 of the same regulation, there is a provision stating the internship activity as '*Apart from the theoretical and practical courses given in higher education institutions and determined specifically for the programme, it refers to the vocational work that students do in enterprises in order to improve their professional knowledge, skills, attitudes and behaviours, to get to know the sector, to adapt to business life, to gain experience and to grow in real production and service environment*' (Resmi Gazete, 2021).

In addition to the aforementioned provisions, Article 12 of the relevant regulation provides detailed information about the scope of vocational training to be carried out in an enterprise and credit arrangements in higher education institutions. In Article 13, the provisions regarding the period, duration, credit and the fee to be paid for the internship activity to be carried out by the students have been decided. In addition to vocational education and internship activities, Article 14 of the

'Yükseköğretimde Uygulamalı Eğitimler Çerçeve Yönetmeliği' includes statements about applied course activities (Resmi Gazete. 2021).

In this century, where the importance of applied education is increasing day by day, there are question marks about how effective and efficient teaching based only on intensive theoretical knowledge will be in the career process after graduation. It is extremely important to organise the undergraduate curriculum in business administration departments in accordance with the requirements of the age, to make plans for applied education and pre-graduation internship, to review the existing course contents, to make the necessary preparations and arrangements for accreditation, to take the opinions and suggestions of all stakeholders, especially academicians and students, and to carry out the necessary change and transformation in business administration departments depending on all these studies.

1. METHODOLOGY

This study was conducted with quantitative research methods. In the research, stratified sampling method (according to the classes), which is one of the non-probability based sampling methods, was used (İslamoğlu & Alnıaçık, 2016: 199). A questionnaire was used as a data collection tool in the study. The questionnaire form prepared by the researcher was delivered to the participants online through social networks in the first stage. Since sufficient data could not be obtained from the sample, the questionnaire form was also delivered to the participants by face-to-face interviews. In cases where the variance of the main mass is unknown in a finite set of quantitative variables based on the mean; ' $n = N \cdot s^2 \cdot t^2_{0.05/2} / d^2 (N - 1) + s^2 \cdot Z^2$ ' is used to calculate the sample size (Karagöz, 2019: 127). According to this formula, in terms of the reliability of the research results, it seems sufficient that the number of data collected in the 95% confidence interval is 278. Therefore, it was aimed to reach 278 students during the research.

1.1. Purpose and Importance of the Research

In this study, it is aimed to determine the demands of undergraduate students who are actively enrolled in Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences, Department of Business Administration regarding the education and training they receive in terms of academic and professional development at the point of career planning. In line with the aim of the research, it was tried to determine the educational and training activities that students think are necessary during their undergraduate education in order to graduate as academically and professionally competent. Based on the information obtained from the students, the results and suggestions reached in the research on academic teaching and vocational training will be presented to the management of the relevant unit. Through this research, it will be possible to include student opinions in the planning of educational activities of Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences Business Administration Department.

Depending on the main purpose of the research, it was considered to evaluate the demands from the students under two headings. At this point, student demands will be considered as expectations regarding the department they are enrolled in and expectations for academic and professional development. It is aimed to share the student demands to be revealed as a result of the research with the management, department heads and faculty members of Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences Department of Business Administration. In addition, in the light of the data obtained from the research, it is planned to organise activities such as training, seminars and panels that students think will contribute the most to their academic and professional development.

1.2. Research Questions

In line with the determined aims and objectives; ‘What are the expectations of the students who are actively enrolled in Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences Business Administration Department from the educational activities they receive in terms of their academic and professional development at the point of career planning?’ research question is sought to be answered. In addition to this basic research question, answers to the following questions will be sought in the research.

- What are the reasons for students to study at university?
- What are the reasons why students prefer the Department of Business Administration?
- What are the expectations of the students about the programme in terms of their academic and professional development?
- What are the academic and professional development activities that students want to participate in?

1.3. Population and Sample of the Study

The population of the research consists of 1014 students who are actively enrolled in the Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences Business Administration Department in the 2023-2024 academic year. However, it is not possible to reach all the students in the research population due to factors such as cost, time, labour force and difficulty in accessing all the data. For this reason, instead of conducting research on the entire data group, it was considered to collect data from the sample group, which has the characteristic of representing the main mass and reflecting the general characteristics of the main mass.

Many factors such as the size of the main mass, the size of the standard deviation, the level of importance, the homogeneity of the main mass, the number of uncontrollable variables, the number of subgroups in the main mass are effective in determining the sample size. However, the formulas used in determining the sample size are very useful in terms of guiding the researchers. In cases where the variance of the main mass is unknown in a finite set of quantitative variables based on the mean; ‘ $n = N \cdot s^2 \cdot t_{0.05/2}^2 / d^2 (N - 1) + s^2 \cdot Z^2$ ’ formula is used to calculate the sample size (Karagöz, 2019: 127).

According to this formula, in terms of the reliability of the research results, it seems sufficient that the number of data collected in the 95% confidence interval is 278. At this point, a sample group consisting of 278 students emerged.

1.4. Data Collection Tools

The questionnaire form prepared by the researcher consists of four parts. In the first part of the questionnaire form, there are multiple-choice questions containing demographic information about the participants' gender, age, grade and geographical region of origin. In the second part, there are multiple-choice questions about the preferences of the students regarding the university and the department they are studying. The third part consists of 14 statements prepared according to the 5-point Likert scale about students' expectations from the education they receive. In the fourth and last part of the questionnaire form, activities were presented to determine the trainings that students would like to participate in terms of their academic and professional development.

1.5. Data Collection Process

Before starting to collect the research data, Muğla Sıtkı Koçman University Social and Human Sciences Ethics Committee was applied on 27.02.2024. As a result of the examinations made by the Ethics Committee, the approval required for the conduct of the research was obtained with the decision number 47 on 13.03.2024. Based on the approval received, the questionnaire form created by the researcher was applied to 65 students selected by convenience sampling method. The results obtained from the pilot study were subjected to reliability test. Cronbach's alpha coefficient was found to be 0.83 in the reliability analysis performed on SPSS 23 package programme. This result means "highly reliable" (Yıldız & Uzunsakal, 2018: 18). After the pilot study, data collection was started from the sample group and the data collection process was completed as of 10.05.2024.

1.6. Data Collection Method and Analysis

In this study, data collection was carried out by stratified sampling method, which is one of the non-probability based sampling methods. With this sampling method, data were collected from 278 participants consisting of 1st grade, 2nd grade, 3rd grade and 4th grade students. The data obtained were analysed by means of SPSS 23 package programme with quantitative analysis methods. Frequency analysis and factor analysis were performed to answer the research questions determined in line with the research purpose. Statements including students' expectations about the education they received were subjected to factor analysis.

2. FINDINGS

Under the title of research findings, analyses based on the data obtained in the research will be presented. Firstly, frequency distributions regarding the demographic characteristics of the participants

will be mentioned. Then, the findings related to the reasons why the participants prefer to study at university and the department of business administration, the findings related to their expectations from the education they received, and the findings related to the trainings they want to participate in terms of their academic and professional development will be mentioned. All analyses will be shared through tables and figures for a better understanding of the subject.

2.1. Findings Regarding the Demographic Characteristics of the Participants

In the first phase of the research, the demographic characteristics of the participants were analysed. At this point, the students were asked questions about their gender, age, the class they were studying and the geographical region they came from. The demographic data of the participants are summarised in Table 1. According to this; 155 (55.75%) of the students who participated in the study were female students. Among the participants in the sample, 91 students (32.73%) are studying in the first grade. More than half of the participants (51.07%) stated that they were between the ages of 18-20. The majority of the students in the sample (57.55%) stated that they came from the Aegean Region, where Muğla Sıtkı Koçman University Faculty of Economics and Administrative Sciences, Department of Business Administration is located.

Table 1. Data on Demographic Characteristics of the Participants

Variables	Characteristics	Frequency	%
Gender	Female	155	55.75
	Male	123	44.25
Age	18-20	142	51.07
	21-23	125	44.96
	24-...	11	3.95
	First Grade	91	32.73
Grade	Second Grade	74	26.61
	Third Grade	61	21.94
	Fourth Grade	52	18.70
	Aegean Region	160	57.55
Geographic Locations of Students	Mediterranean Region	37	13.30
	Marmara Region	29	10.43
	Black Sea Region	22	7.91
	Central Anatolia Region	16	5.75
	Eastern Anatolia Region	9	3.23
	Southeastern Anatolia Region	5	1.79

2.2. Findings Related to the University and Department Preferred by the Participants

In the second part of the research, the reasons of the participant students for studying at university and preferring the department of business administration were analysed. The students in the sample were asked some questions about their university and department preferences. The answers obtained from the students are shown in Table 2 with frequency and percentage values. As can be seen from Table 2, the first reason (43.52%) for students to study at university is the idea that it will be easier to find a job after graduation. Following this idea, the fact that the university offers the opportunity to act independently

from the family (36.69%) is another reason for preference. In addition to these, reasons such as having a reputation in the society (12.23%), advantages provided to university students (4.67%), receiving a bachelor's degree (1.79%) played a role in students' preference for university education.

The reasons students in the sample of the study to prefer the business administration department were also questioned. At this point, the variety of career opportunities after graduation (48.56%) ranked first in the preference of the department. Among the participants, 109 students stated that they preferred this department depending on the score they received in the university entrance exam. Factors such as obtaining a bachelor's degree (7.55%), the ideal of studying in the department of business administration (2.51%), and family desire (1.43%) were also effective in the preference of the department of business administration.

Table 2. Data on Participants' University and Department Preferences

Variables	Characteristics	Frequency	%
University	The idea of finding a job more easily after	121	43.52
	Possibility to act independently from the family	102	36.69
	To have a reputation in the society	34	12.23
	Advantages provided to university students	13	4.67
	Obtaining a bachelor's degree	5	1.79
	Other	3	1.07
Department	Diversity of career opportunities after graduation	135	48.56
	If my score is enough for this department	109	39.20
	Obtaining a bachelor's degree	21	7.55
	The ideal of studying business administration	7	2.51
	My family's request	4	1.43
	Other	2	0.71

2.3. Findings Related to Participants' Expectations from the Training

Thirdly data were collected from the students in order to answer the question 'What are the expectations of the students regarding the programme in terms of their academic and professional development?'. At this point, in order to determine the expectations of the students regarding the education they received in the undergraduate programme of the Department of Business Administration, questions prepared on a 5-point Likert scale ranging from 'Strongly agree' to 'Strongly disagree' consisting of 14 statements were asked. Before applying factor analysis to the responses obtained from the students, in order to evaluate the suitability of the variables for factor analysis, they must first be normally distributed (Büyüköztürk, 2002: 475). Therefore, it was examined whether the variables in the study were normally distributed. At this point, the skewness and kurtosis values of the variables should be within the range of ± 1.5 . Variables between these values are assumed to be normally distributed (Tabachnick & Fidell, 2013: 155). As can be seen from Table 3, it was determined that the kurtosis and skewness values of the variables were within the range of ± 1.5 , thus the data were normally distributed.

Table 3. Suitability Data for Factor Analysis

Variables	Averages	S.S.	Kurtosis	Skewness
Vocational courses for the department should be more.	2.46	1.325	-1.289	.387
The courses in the curriculum should be revised according to the conditions of our age.	3.57	1.216	-.795	-.368
The theoretical knowledge we receive should be supported by professional practices.	3.52	1.289	-.784	-.405
Internship should be compulsory and long term.	3.23	1.301	-.923	-.283
Course durations should increase.	2.61	1.306	-1.101	.136
Quantitative courses should be face-to-face.	3.29	1.473	-1.324	-.254
Verbal courses can also be conducted online.	3.41	1.456	-.996	-.566
Technological tools and equipment should be used less in the teaching of courses	2.85	1.488	-1.379	-.029
Following the source materials related to the course by the students will increase efficiency.	3.24	1.407	-1.058	-.382
The high-class size negatively affects the effectiveness and efficiency of the course.	3.01	1.436	-1.305	-.128
Certified training programmes are beneficial for the academic and professional development of students.	3.22	1.361	-.832	-.507
Certified training programmes should be organised more often.	3.37	1.349	-.853	-.555
Seminars, conferences, panels, etc. are useful for the academic and professional development of students.	3.29	1.368	-.814	-.578
The academic title of the lecturer is important for the effectiveness and efficiency of the course.	3.18	1.317	-.818	-.432

After the necessary assumptions were met, factor analysis was started. In Table 4, the factor loadings of the statements, the number of variables in the factors, eigenvalue ratios, explained variance and cumulative variance values are presented. According to this table, it is seen that there are four factors with eigenvalues above 1.0. As a result of the factor analysis, the highest factor loading was 0.821 and the lowest factor loading was 0.451. According to Yaşlıoğlu (2017), the acceptability rate of factor loadings decreases as the sample size increases. In a sample group of 350 participants, factor loadings of 0.30 and above are considered significant, while in a sample group of 200 participants, factor loadings of 0.40 and above are significant. This ratio increases to 0.50 in a sample of 120 participants and to 0.60 in a sample of 85 participants (Yaşlıoğlu, 2017: 80). In the light of this information, in this study conducted on 278 students, all factor loadings above 0.40 are considered significant. When factor loadings and variables were considered together, four factors emerged as ‘practical training (F1)’, ‘teaching style (F2)’, ‘learning environment and resource (F3)’ and ‘course and internship duration (F4)’. All factors explained 60.034% of the total variance.

Table 4. Factor Analysis Results Regarding the Expectations of the Participants from Their Education

Variables	F1	F2	F3	F4
Certified training programmes are beneficial for the academic and professional development of students.	.821			
Seminars, conferences, panels, etc. are useful for the academic and professional development of students.	.791			
Certified training programmes should be organised more often.	.717			
Following the source materials related to the course by the students will increase efficiency.	.634			

The courses in the curriculum should be revised according to the conditions of our age.	.601			
The theoretical knowledge we receive should be supported by professional practices.	.522			
There should be more vocational courses for the department.	.468			
Numerical courses should be face to face.		.805		
Verbal courses can also be conducted online.		.719		
The high-class size negatively affects the effectiveness and efficiency of the course.			.757	
Technological tools and equipment should be used less in the teaching of courses.			.741	
The academic title of the lecturer is important for the effectiveness and efficiency of the course.			.582	
Course duration should be increased.				.794
Internship should be compulsory and long term.				.727
Eigenvalue	4.451	1.461	1.213	1.169
Variance (%)	25.434	12.771	12.428	9.378
Cumulative variance (%)	25.434	38.205	50.656	60.034

Following the factor analysis of the research variables, descriptive statistics of the factors 'applied education', 'teaching style', 'learning environment and resource' and 'course and internship duration' were determined. The findings regarding the descriptive statistics of each factor are presented in tables. At this point, Table 5 shows the views of the participants regarding the 'practical training' factor. Within the scope of the 'applied training' factor, students think that activities such as seminars, conferences and panels will be beneficial for their academic and professional development with a mean of 3.52. In support of this view, they expect more certified training programmes to be organised. Similarly, they foresee that certified training programmes will be beneficial for their academic and professional development.

Table 5. Descriptive Statistics of the Participants Regarding the 'Applied Training' Factor

Variables	1	2	3	4	5	Averages
Seminars, conferences, panels, etc. are useful for the academic and professional development of students.	13.9	7.5	22.2	25.7	30.7	3.52
Certified training programmes should be organised more often.	12.5	10.7	19.8	26.6	30.4	3.51
Certified training programmes are beneficial for the academic and professional development of students.	14.9	5.7	27.2	21.7	30.5	3.47
The courses in the curriculum should be revised according to the conditions of our age.	9.5	13.8	26.3	25.8	24.6	3.44
The theoretical knowledge we receive should be supported by professional practices.	12.0	8.9	30.6	21.7	26.8	3.43
Following the source materials related to the course by the students will increase efficiency.	16.7	9.6	24.3	22.5	26.9	3.34
There should be more vocational courses for the department.	38.4	11.6	21.6	10.2	18.2	2.66

Following the descriptive statistics of the 'applied education' factor, the descriptive statistics of the 'teaching style' factor are given in Table 6. In this factor, the participants were asked two separate statements about the way the numerical and verbal courses were taught. Accordingly, 55.7 per cent of the students who participated in the study wanted face-to-face teaching of numerical courses. On the other hand, 48% of the participants think that verbal courses can also be conducted online. Therefore, more than half of the participants (52%) stated that face-to-face education should continue.

Table 6. Descriptive Statistics of the Participants Regarding the 'Mode of Instruction' Factor

Variables	1	2	3	4	5	Averages
Numerical courses must be face-to-face.	17.3	7.4	19.6	18.3	37.4	3.54
Verbal courses can also be conducted online.	16.9	14.2	20.9	15.4	32.6	3.38

The third factor, which includes statements to determine the expectations of the participants from the education they received, is 'learning environment and resources'. In the 'learning environment and resources' factor, the participants answered the statements related to the instructor teaching the course, class size and the use of technological tools and equipment. According to the responses obtained, with a mean of 3.39, the view that the academic title of the lecturer teaching the course is important in terms of the effectiveness and efficiency of the course comes first. Following this view, 43.5% of the students think that the high class size negatively affects the effectiveness and efficiency of the course. Close to this rate, 40.5% of the students want technological tools and equipment to be used less in the teaching of the lessons.

Table 7. Descriptive Statistics of the Participants Regarding the 'Learning Environment and Resources' Factor

Variables	1	2	3	4	5	Averages
The academic title of the lecturer is important for the effectiveness and efficiency of the course.	13.3	8.4	28.7	23.5	26.1	3.39
The high class size negatively affects the effectiveness and efficiency of the course.	21.1	13.8	21.6	19.4	24.1	3.22
Technological tools and equipment should be used less in the teaching of courses.	26.7	11.2	21.6	19.3	21.2	2.95

In the fourth and final stage of descriptive statistics, the data related to the 'course and internship duration' factor are explained in Table 8. The statements that make up this factor are 'internship should be compulsory and long term' and 'course duration should be increased'. 43.1% of the participants want the internship activity, which is not included as a compulsory course in the department curriculum, to become compulsory and to be long-term. On the other hand, 42.3% of the students stated that the course duration should not increase. Therefore, an opinion has emerged in favour of adding internship activities to the curriculum and not increasing the course duration.

Table 8. Descriptive Statistics of the Participants Regarding the 'Course and Internship Duration' Factor

Variables	1	2	3	4	5	Averages
Internship should be compulsory and long term.	16.2	11.3	29.4	25.2	17.9	3.16
Course duration should be increased.	26.5	15.8	28.0	18.3	11.4	2.61

When the expectations of the participants regarding the education they received were evaluated in general, it was found that the mean for the factor of 'practical training' was 3.33, the mean for the factor of 'teaching style' was 3.46, the mean for the factor of 'learning environment and resource' was 3.18 and the mean for the factor of 'course and internship duration' was 2.88. In the light of these data, with a mean of 3.46, the 'teaching style' factor is the leading factor in the expectations of the participants regarding the education they receive. At this point, students demand that especially numerical courses should be conducted face-to-face. The second factor in the expectations regarding the education received is 'practical training' with a mean of 3.33. Students think that activities such as seminars, conferences and panels will be beneficial for their academic and professional development. Likewise, they expect more certified training programmes to be organised.

2.4. Findings Regarding the Academic and Professional Development Activities Requested by the Participants

After determining the expectations of the students regarding the education they received, the activities they wanted to participate in for their academic and professional development were investigated. In this direction, training on 10 different subjects was determined and students were asked to tick the activity they requested to be organised. Academic and professional development activities and students' responses are presented in Table 9 as frequency and percentage values. According to Table 9, students think that 'CV preparation training' would be most useful for their academic and professional development with 66.18%. This activity is followed by 'digital business training' with 65.46% and 'career planning training' with 64.02%. On the other hand, the majority of the students stated that they did not want to participate in 'basic level computer usage training', 'time management training', 'stress management training' and 'professional foreign language training'.

Table 9. Findings Regarding the Academic and Professional Development Activities Requested by the Participants

Academic and Professional Development Activities	Responses	Frequency	%
Effective Communication Skills Training	I want	171	61.51
	I don't want	107	38.49
Entrepreneurship Training	I want	158	56.83
	I don't want	120	43.17
CV Preparation Training	I want	184	66.18
	I don't want	94	33.82
Basic Level Computer Usage Training	I want	125	44.96
	I don't want	153	55.04
Training on the Use of Accounting Programmes	I want	162	58.27
	I don't want	116	41.73
Time Management Training	I want	111	39.92
	I don't want	167	60.08
Professional Foreign Language Education	I want	105	37.77
	I don't want	173	62.23
Career Planning Training	I want	178	64.02
	I don't want	100	35.98
Digital Business Training	I want	182	65.46
	I don't want	96	34.54
Stress Management Training	I want	123	44.25
	I don't want	155	55.75

CONCLUSION AND EVALUATION

Universities play an important role both nationally and internationally in terms of producing scientific knowledge, sharing this knowledge with all stakeholders, contributing to the development of the world of science at a universal level by conducting research, and pioneering the mental transformation of society through education and training activities (Doğramacı, 2007: 5). Thanks to the specialised human resources and advanced research opportunities offered to researchers, higher education institutions are home to the production of many scientific knowledge. The information produced in these educational institutions, where high level research activities are carried out, is transformed into an output and contributes significantly to the increase in the level of social welfare (Gürüz, 2001: 61).

Concepts such as 'university-industry cooperation', 'university-society relationship', 'university-stakeholder interaction', which have been frequently mentioned in recent years, increase the role and importance of universities as an actor at the centre of social development (Kurt & Yavuz, 2013: 52). At this point, supporting the theoretical knowledge produced in the university environment and shared with students with applied education will lead to a more effective utilisation of these popular concepts. Because the combination of theoretical knowledge and applied education in harmony can help both the efficiency of universities and their fusion with society (Cengiz, 2014: 7).

Similarly, the existence of the relationship between theoretical knowledge and practical training in universities providing business education at undergraduate level has been discussed. From Hamidiye Ticaret Mektebi established in 1883 to the İşletme İktisadı Enstitüsü, from the İktisadi Ticari İlimler Akademileri to the İktisadi ve İdari Bilimler Fakülteleri, the name, content and scope of education for the business world have undergone change and transformation in the light of social and political developments for about 140 years (Üsdiken, 2023: 52).

Especially the fact that the business education given in higher education institutions in our country is concentrated within the framework of theoretical knowledge and disconnected from practice causes students to face some problems in business life after graduation. Academics, students and the business world, which constitute the triple pillar of education, which is one of the important processes in the career journey, should be in interaction (Alkan, 2014: 65). From this point of view, it is important to take into account the opinions and suggestions of all actors in the tripod and to take action accordingly in order to overcome the possible obstacles that may be encountered in this journey.

In this study, it was tried to determine the demands of the students, who constitute the pillar of the education stage in career planning, regarding the education and training they receive in terms of their academic and professional development. In the research, it was determined that the expectations of the students from the education they received were grouped under four factors: 'applied education', 'teaching style', 'learning environment and resource' and 'course and internship duration'.

Within the scope of the 'applied education' factor; the view that activities such as seminars, conferences and panels would be beneficial for the academic and professional development of students has emerged. In addition to this opinion, it is thought that more certified training programmes would contribute to career development. In addition, reorganising the existing courses in the curriculum according to the conditions of the age we are in and supporting the theoretical knowledge given with professional practices are other issues expressed by the students. At this point, the provisions specified in Article 3 of the 'Yükseköğretimde Uygulamalı Eğitimler Çerçeve Yönetmeliği' constitute a basis for universities to fulfil the demands of students under the title of 'applied education' (Resmi Gazete, 2021). Therefore, it is essential to make the necessary changes in the curriculum by taking into account the opinions of students regarding practical training and vocational work.

Secondly, questions were asked about the 'teaching style' factor regarding students' expectations from the education they received. Here, it was revealed that the majority of the students wanted the numerical courses to be conducted face-to-face. On the other hand, 48% of the students expressed the opinion that verbal courses in the curriculum could also be conducted online. The fact that the courses were conducted remotely and the exams were held online for about two years during the pandemic may have negatively affected the success of the students, especially in numerical courses. Therefore, the emergence of an opinion that numerical courses should be conducted face-to-face is an issue that should be evaluated.

In the 'learning environment and resources' factor, students were asked about their opinions on the statements related to the lecturer, class size and the use of technological tools and equipment. According to the results, the idea that the academic title of the lecturer is important for the effectiveness and efficiency of the course has come to the fore. Following this opinion, a significant number of students think that if the class size is too large, the effectiveness and efficiency of the course will be negatively affected. The problems experienced by the students of business administration departments, whose numbers are increasing exponentially every year, both during the education phase and the employment barriers after graduation are extremely important issues that need to be considered. Therefore, in line with the opinions and suggestions received from universities, the planning regarding the department and programme quotas determined by the Council of Higher Education should be made rationally.

In the fourth and final stage, data on the 'course and internship duration' factor were obtained from the students. 43.1% of the students want the internship activity, which is not included as a compulsory course in the undergraduate curriculum of Muğla Sıtkı Koçman University, Department of Business Administration, to become compulsory and to be long-term. Article 3 and Article 13 of the 'Yükseköğretimde Uygulamalı Eğitimler Çerçeve Yönetmeliği' contains provisions on internship activities. In this regulation; the provisions regarding the definition, period, duration, credit and wage to be paid for the internship activity are clearly set out (Resmi Gazete, 2021). In this sense, necessary

arrangements can be made on the current undergraduate curriculum by taking into account student opinions about the internship activity.

After determining the expectations of the students regarding the education they received, the activities they would like to participate in for their academic and professional development were investigated. In this direction, training on 10 different subjects was determined and students were asked to tick the activity they requested to be organised. Two thirds of the students think that 'CV preparation training' would be useful for their academic and professional development. Similarly, 'digital business training', 'career planning training' and 'effective communication skills training' are considered important in terms of academic and professional development in the career journey. Accordingly, it can be said that students have educational expectations with motives such as finding a job more easily after graduation, supporting the theoretical education given at the university, and minimising possible obstacles that may be encountered in the business world. Because the significant increase in the number of business administration graduates in recent years (Yükseköğretim Program Atlası, 2024) increases the intensity of the competition for finding a job in the sector day by day.

STATEMENT OF RESEARCH AND PUBLICATION ETHICS

Before starting to collect the research data, Muğla Sıtkı Koçman University Social and Human Sciences Ethics Committee was applied on 27.02.2024. As a result of the examinations made by the Ethics Committee, the approval required for the conduct of the research was obtained with the decision number 47 on 13.03.2024. In this study, scientific research and publication ethics were followed.

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This study was not supported by any person or organization.

CONFLICT OF INTEREST STATEMENT

There is no conflict of interest between the authors.

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