



## Analysis of Professional Awareness, Anxiety, Expectation and Career Planning Levels of University Students Who are Taking Landscape Education

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### Abstract

This study aims to assess the professional awareness and career planning of undergraduate and associate degree students in two cities with landscape education infrastructure. The study comprised 69 undergraduate and 48 associate degree students from Dicle and Nevşehir Hacı Bektaş Veli Universities during the 2023-2024 academic year, with a survey administered to 117 students through face-to-face interviews. The study results were derived utilizing the T-test, ANOVA test, and Games-Howell test with the IBM SPSS STATISTICS 22.0 software modules. The results were assessed in tables, revealing the choices of undergraduate and associate degree students together with their future aspirations aligned with these interests. Consequently, disparities were identified between the choices of undergraduate and associate degree students regarding employment in their respective fields, pursuing advanced education, enrolling in alternative programs, and seeking employment outside their current disciplines. Differences emerged between undergraduate and associate degree students' professional commitments and future concerns. Primary factors affecting these differences included education content and duration, gender, academic level, and socioeconomic status.

**Keywords:** Landscape architecture, undergraduate and associate degree students, professional awareness, career planning.

## Peyzaj Eğitimi Alan Üniversite Öğrencilerinin Mesleki Farkındalık, Kaygı, Beklenti ve Kariyer Planlama Düzeylerinin Analizi

### Öz

Bu çalışmanın amacı peyzaj eğitimi altyapısına sahip iki şehirdeki lisans ve ön lisans öğrencilerinin mesleki farkındalıklarını ve kariyer planlamalarını değerlendirmektir. Çalışmada, 2023-2024 eğitim öğretim yılında Dicle ve Nevşehir Hacı Bektaş Veli Üniversitelerinde eğitimini sürdüren 69 lisans ve 48 ön lisans öğrencisi çalışmanın evrenini oluşturmuş olup, 117 öğrenciyle yüz yüze görüşme yöntemiyle anket çalışması yürütülmüştür. Çalışma sonuçları IBM SPSS STATISTICS 22.0 program modülleri kullanılarak T testi, Anova testi ve Games-Howell testi kullanılarak elde edilmiştir. Sonuçlar tablolar halinde değerlendirilerek lisans ve ön lisans öğrencilerinin tercihleri ve bu tercihler doğrultusunda gelecek planları belirlenmiştir. Buna göre lisans ve ön lisans öğrencilerinin tercihleri arasında iş bulma, bir üst programdan eğitimine devam etmek, farklı bir program daha okuma, kendi programları dışında iş bulma gibi farklılıklar bulunmuştur. Lisans ve ön lisans öğrencilerinin mesleki bağlılıkları ve gelecek endişeleri arasında farklılıklar ortaya çıkmıştır. Bu farklılıkları etkileyen birincil faktörler arasında eğitim içeriği ve süresi, cinsiyet, akademik seviye ve sosyoekonomik statü yer almıştır.

**Anahtar Kelimeler:** Peyzaj mimarlığı, lisans ve önlisans öğrencisi, mesleki farkındalık, kariyer planlama.

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## **1. Introduction**

Anxiety influences an individual's career aspirations and job expectations, while occupational awareness is crucial for making informed decisions to achieve these goals, taking into account one's abilities, interests, and the demands of various professions. The vocational decision-making process is influenced by individuals' career aspirations and expectations, which are affected by their worries and their understanding of their interests and competencies. Anxiety can adversely affect decision-making processes, however it can also serve as a motivating factor at optimal levels. Research indicates that individuals have professional hesitation during the career choosing process due to an inability to recognize their own strengths and interests, which subsequently elevates their anxiety levels (Özen & Zorlu, 2024). Career decision-making, particularly during high school and university, demonstrates that vocational awareness and expectation levels are essential in this process (Gönüllüoğlu & Çakmak, 2022). Inadequate occupational knowledge may hinder individuals' ability to make informed decisions, thus resulting in career anxiety. Moreover, the literature often underscores that counseling services can positively influence individuals' decision-making in profession selection (Gerçek, 2018). A significant correlation exists between vocational anxiety and schooling. Education enhances individuals' occupational awareness and equips them with the requisite knowledge, skills, and tools to attain their future job objectives (Blustein et al., 2016).

The 'Sumerians' gradually laid the foundations of education with the emergence of writing in 3200 BC. Education is the primary means for achieving a higher standard of living individually and for the development and progress of a society through learning and teaching through interaction with knowledge. Education is also the way to establish and develop a political and social system that is democratic and compatible with human rights (Özyılmaz, 2013). Education has important power in terms of its individual, social, economic, and political functions. Education systems shape societies according to their cultures and the behaviors they are expected to have (Saribaş & Babadağ, 2015).

In addition, it is one of the important elements of education and the education system to comply with new paradigms in the fields of science, technology, and art and to raise individuals who are open to innovations, researchers, inquisitive, and tolerant (Saribaş & Babadağ, 2015). A country's economic development closely correlates with the knowledge and skills of its society. This situation necessitates the education of experienced and qualified individuals in every professional field in accordance with today's requirements. The existence of academic institutions at the appropriate level is very important for individuals who choose the profession to have the necessary knowledge to contribute to the health, economic, and social development of society in line with their fields (Hızel & Kumbasar, 2000).

Countries now derive their power not only from their populations, but also from their qualified, well-equipped, educated, and innovative human resources. In the second half of the 20th century, due to the development of technology and infrastructure, the need for qualified, well-equipped, educated, specialized experts in their field and those who developed themselves in parallel with technology increased.

In our nation, we begin with vocational high schools, followed by vocational colleges, and conclude with institutions offering undergraduate education. Vocational colleges are university-affiliated institutions that provide two-year joint degree education in various branches. In vocational colleges, education and training last four semesters; on the one hand, theoretical knowledge is given to students; on the other hand, practical vocational practice training is also provided (Gökdoğan & Sarigöz, 2012, Ulus et al., 2015, Günay & Özer, 2016).

Similarly, higher education institutions providing undergraduate education are higher education institutions that cover at least eight semesters (4 years) of programs based on secondary education. Formal, open, and external education is provided at the undergraduate level (ÖSYM, 2024). In our country, landscape architecture education at the undergraduate level started in 1971, the name of the department changed to 'Landscape Architecture' after 1977, and the title of 'Landscape Architect' has been given to graduates since 1990 (Gül et al., 2011). After 1990, in order to ensure

coordination between contractors and landscape architects, technicians were started to be trained in the landscape and ornamental plants program at the associate degree level in vocational colleges (Karakuş et al., 2014).

The aim of this study is to strengthen the necessary infrastructure of the institutions providing landscape education by evaluating the awareness of the profession and the future thoughts of the students studying in the programs with landscape infrastructure at the undergraduate and associate degree levels.

## **2. Material and Method**

The material of the study consists of 2nd, 3rd, and 4th year students studying at Nevşehir Hacı Bektaş Veli University Faculty of Engineering-Architecture Department of Landscape Architecture and 1st and 2nd year students studying at Diyarbakır Vocational School of Technical Sciences Landscape and Ornamental Plants Programme in the 2023-2024 academic year. Opened in 2010 within the Faculty of Engineering-Architecture, the Department of Landscape Architecture started undergraduate education in 2017. The Landscape and Ornamental Plants Programme started its education and training activities as the 'Landscape and Ornamental Plants Breeding Programme' under the Park and Horticulture Department of Dicle University Diyarbakır Vocational School in the 2008–2009 academic year.

Within the scope of the study, a face-to-face survey based on simple random sampling method was applied to a total of 69 students studying and attending the Department of Landscape Architecture at Nevşehir Hacı Bektaş Veli University, Faculty of Engineering and Architecture, and 48 students studying at Dicle University, Diyarbakır Technical Sciences Vocational School, Landscape and Ornamental Plants Program. It was aimed to analyze the professional awareness, anxiety, expectation and career planning levels of the students through detailed questions directed to them. In the preparation of the student surveys that form the basis of the study, the relevant literature was used (Ateş, 2020; Çevik & Öneren 2019; Gerçek 2018; Gönüllüoğlu & Çakmak 2022; Karadeniz & Özkan 2021), and then original questions were prepared based on the points aimed at providing the expected benefit from this study.

After the demographic characteristics of the participants were determined based on the asked options, a 5-point Likert scale (Strongly disagree, Disagree, Undecided, Agree, Strongly agree) was used in the section where the professional awareness, anxiety, expectation and career planning levels were questioned (Likert, 1932). Undergraduate students were asked 5 questions about demographic characteristics, 5 questions about professional commitment, perspective on courses and education, and 17 questions about career planning, economic expectations and concerns. Associate degree students were asked 5 questions about demographic characteristics, 6 questions about professional commitment, perspective on courses and education, and 19 questions about career planning, economic expectations and concerns.

In the survey study, first-year students were not included in the undergraduate group due to the content of the study and the number of active students in both groups was taken into account. The total student sample size was calculated separately for undergraduate and associate degrees using the formula below to determine the sample size (Baş, 2006). In order to represent the target audience determined in the study ( $N=84$ ,  $N=55$ ), the student sample size was calculated as 69 students for undergraduate and 48 students for associate degree with a 95% confidence level and 5% margin of error.

For undergraduate;

N: Universe size (84 active students)

Z: Reliability level (95% reliability = 1.96)

P: Probability of the event occurring (0.5)

Q: Probability of the event not occurring (0.5)

D: Acceptable margin of error (5% margin of error = 0.05)

n: Sample number

$$n = \frac{Z^2 \times N \times P \times Q}{(N - 1) \times D^2 + Z^2 \times P \times Q} = 69$$

For associate degree;

N: Universe size (55 active students)

Z: Reliability level (95% reliability = 1.96)

P: Probability of the event occurring (0.5)

Q: Probability of the event not occurring (0.5)

D: Acceptable margin of error (5% margin of error = 0.05)

n: Sample number

$$n = \frac{Z^2 \times N \times P \times Q}{(N - 1) \times D^2 + Z^2 \times P \times Q} = 48$$

The IBM SPSS STATISTICS 22.0 package program was used for statistical analyses. With the Kolmogorov-Smirnov test, it was determined whether the variables were normally distributed, and parametric tests were applied since the data obtained were normally distributed (Tabachnick & Fidell, 2013). The answers to the questions were given in the form of percentage distribution tables, and the T-test and one-way analysis of variance (Anova test) were used to determine whether there was a significant difference between the data. In cases where a difference was determined, the Games-Howell test was applied to reveal between which groups the difference occurred.

### 3. Research Findings

#### 3.1. Statistical Distributions of Participants with a Bachelor's Degree

Table 1 shows the personal characteristics of the participant students. The monthly family income of 42% of the undergraduate students was between 17.003 and 35.000 TL; 47.8% were senior students; 84.1% of them were female; 53.6% of them were living in a state dormitory; 84.1% of them were not working in any job outside the school; and 8.7% of them were working in a workplace unrelated to their own work.

**Table 1.** Personal Characteristics of the Participants (Landscape Architecture / Undergraduate)

Demographic Factors	Participants	Total(Frequency)	Total(%)
<b>Classroom</b>	2nd class	27	39,1
	3rd class	9	13,0
	4th grade	33	47,8
<b>Gender</b>	Male	11	15,9
	Woman	58	84,1
<b>Family monthly income range</b>	5.000-17.002 TL	12	17,4
	17.003- 35.000 TL	29	42,0
	35.001-44.000 TL	6	8,7
	44.001-72.000 TL	16	23,2
	72.001-150.000 TL	6	8,7
<b>Place of residence during university education</b>	State dormitory	37	53,6
	Apart	15	21,7
	Home	17	24,6
<b>Part-time employment in any job outside the school</b>	Yes, I've been working in a company	3	4,3
	Yeah, I've been working at a job that's not related to my work.	6	8,7
	Yes, I draw from home	1	1,4
	No, I do not work in any job	58	84,1
	Other	1	1,4

While the majority of the participating undergraduate students stated that they chose the Department of Landscape Architecture consciously, knowing the educational and working conditions (72.4%), similarly, the majority stated that they were happy to study Landscape Architecture (75.3%) and that they liked the profession of Landscape Architecture (87.0%) (Table 2).

**Table 2.** Distribution of evaluations regarding professional commitment

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I chose the Department of Landscape Architecture consciously, knowing the education and working conditions.	1,4	13,0	13,0	39,1	33,3
I am happy to study Landscape Architecture.	2,9	5,8	15,9	42,0	33,3
I love the profession of Landscape Architecture.	2,9	1,4	8,7	46,4	40,6

While the participants stated that the courses they took were especially important in terms of preparing them for working life (88.4%), similarly, the majority stated that the faculty members of the department provided the necessary support in terms of professional development (75.3%) (Table 3).

**Table 3.** Distribution of evaluations regarding the perspective on course and teaching staff

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I care about the courses I take, especially in terms of the aspects that will prepare me for working life.	2,9	0,0	8,7	37,7	50,7
Department lecturers provide the necessary support for my self-development.	1,4	5,8	17,4	47,8	27,5

While the majority of the participants stated that finding a job after graduation is important (92.7%), similarly, the majority stated that they have decided which landscape architecture practice area they will work in after graduation (68.1%). In addition, while the majority of the students were undecided about whether they had difficulty finding a job after graduation (53.6%), the answers 'my job after graduation is not ready' (42.0%) or 'uncertain' (30.4%) also gained weight (Table 4).

The students were undecided about starting their own business after graduation (55.1%), undecided about working abroad after graduation (47.8%), and the majority did not think of working in another profession after graduation (60.8%). The majority of the students stated that they could work in a city separate from their families after graduation (75.3%) (Table 4).

**Table 4.** Distribution of evaluations regarding career planning after graduation

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I care about finding a job after graduation.	2,9	1,4	2,9	13,0	79,7
I have decided which landscape architecture application area I will work in after graduation.	5,8	4,3	21,7	24,6	43,5
I will not have difficulty finding a job after graduation.	1,4	5,8	53,6	26,1	13,0
After graduation, my job is ready.	13,0	29,0	30,4	17,4	10,1
I will start my own business after graduation.	7,2	14,5	55,1	11,6	11,6
I plan to work abroad after graduation.	7,2	18,8	47,8	17,4	8,7
I plan to work in another profession after graduation.	30,4	30,4	29,0	8,7	1,4
After graduation, I can work in a city away from my family.	10,1	2,9	11,6	47,8	27,5

While the majority of the participants were undecided about whether the income they would earn from the place where they would work as a landscape architect would be able to support themselves (50,7%), the answer 'I can make a living' (40.6%) took second place in this issue. In addition, students were undecided and negative about whether landscape architecture is an ideal profession in terms of finding a job in Turkey (49.3%, 31.8%). According to the participants, it is easy to find a job for a landscape architect who has developed himself or herself (65.2%) (Table 5).

**Table 5.** Distribution of evaluations regarding socio-economic expectations after graduation

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
The income I will earn from where I work as a landscape architect will support me.	5,8	2,9	50,7	31,9	8,7
Landscape architecture in Turkey is an ideal profession in terms of finding a job.	13,0	18,8	49,3	14,6	4,3
It is easy to find a job for a self-developed landscape architect.	1,4	4,3	29,0	31,9	33,3

It was revealed that the majority of the participant students were afraid of not finding a job (68.0%), did not feel professionally inadequate (56.5%), and did not prefer to study in another department because they would have difficulty finding a job (66.6%). Participant students stated that they were not afraid of business life because they were not social (79.7%) (Table 6).

**Table 6.** Distribution of evaluations regarding individual concern and professional characteristics

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I am afraid of not finding a job.	8,7	15,9	17,4	34,8	23,2
I feel professionally inadequate.	18,8	37,7	17,4	18,8	7,2
It would be better for me to study in another department because I would have difficulty finding a job.	30,4	36,2	18,8	8,7	5,8
Business life scares me because I am not a very social person.	46,4	33,3	10,1	5,8	4,3

In addition, it was determined that the majority did not plan to study in another department when they finished school (55.1%) and they were not currently studying in another department with open or distance education (86.9%) (Table 7).

**Table 7.** Distribution of evaluations regarding career plans outside school

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I am thinking of studying in another department when I finish school.	23,2	31,9	26,1	7,2	11,6
I am currently studying in another department with open or distance education.	53,6	33,3	0,0	4,3	8,7

### 3.2. Statistical Distributions of Participants with Associate Degrees

Table 8 shows the personal characteristics of the participant students. While the monthly family income of 37.5% of the undergraduate students was between 5.000 and 17.002 TL; 52.1% of them were 2nd class students; 54.2% were male; 75.0% of them stayed at home; 64.6% of them did not work in any job outside the school; and 18.8% of them worked in the public sector.

**Table 8.** Personal characteristics of the participants (landscape and ornamental plants programme / associate degree)

Demographic Factors	Participants	Total(Frequency)	Total(%)
<b>Classroom</b>	1st class	23	47,9
	2nd class	25	52,1
<b>Gender</b>	Male	26	54,2
	Woman	22	45,8
<b>Family monthly income range</b>	5.000-17.002 TL	18	37,5
	17.003–35.000 TL	12	25,0
	35.001-44.000 TL	10	20,8
	44.001-72.000 TL	5	10,4
	72.001-150.000 TL	3	6,3
<b>Place of residence during university education</b>	State dormitory	9	18,8
	Apart	3	6,3
	Home	36	75,0

<b>Part-time employment in any job outside the school is an option.</b>	Yes, I've been working for a company.	4	8,3
	Indeed, I've been working at a job unrelated to my field of expertise.	4	8,3
	No, I do not work in any job.	31	64,6
	Other	9	18,8

Participating associate degree students did not show a predominant tendency in terms of whether they consciously preferred the Landscape and Ornamental Plants Program, knowing the education and working conditions, and close answers were received. In addition, the majority stated that they were happy to study landscape technician (58.4%) and that they liked the profession of landscape technician (64.6%) (Table 9).

**Table 9.** Distribution of evaluations regarding professional commitment

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I chose the Landscape and Ornamental Plants Program consciously, knowing the education and working conditions.	20,8	18,8	12,5	22,9	25,0
I am happy to study landscape technology.	8,3	6,3	27,1	29,2	29,2
I love the profession of landscape technician.	8,3	6,3	20,8	31,3	33,3

While the participants stated that the courses they took were especially important in terms of preparing them for working life (77.1%), 56.2% stated that the program faculty members provided the necessary support in terms of professional development. In addition, 79.1% of the students think that the technical drawing courses will be useful in practical work in the future (Table 10).

**Table 10.** Distribution of evaluations regarding the perspective on course and teaching staff

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I care about the courses I take, especially in terms of the aspects that will prepare me for working life.	12,5	6,3	4,2	37,5	39,6
I think that technical drawing courses will be useful for practical work in the future.	4,2	4,2	12,5	20,8	58,3
Program lecturers provide the necessary support for me to improve myself.	6,3	20,8	16,7	35,4	20,8

While the participants stated that finding a job after graduation was important to a large extent (66.7%), there was no dominant tendency to decide which field of practice to work in after graduation. In addition, 39.6% of respondents were undecided about whether they would have



difficulty finding a job after graduation, and the responses "my job after graduation is not ready" (39.6%) and "uncertain" (35.4%) also gained weight in Table 11.

37.5% of the students were undecided about starting their own business after graduation, while 35.4% expressed a negative opinion. We determined that they were undecided and negative (60.8%) about working abroad after graduation, with no predominant tendency to pursue another profession. Table 11 revealed that the students had negative and undecided feelings (64.6%) about working in a city far from their family after graduation.

**Table 11.** Distribution of Evaluations Regarding Career Planning After Graduation

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I care about finding a job after graduation.	14,6	8,3	10,4	25,0	41,7
I have decided which landscape architecture application area I will work in after graduation.	10,4	8,3	35,4	22,9	22,9
I will not have difficulty finding a job after graduation.	14,6	16,7	39,6	16,7	12,5
After graduation, my job is ready.	20,8	18,8	35,4	10,4	14,6
I will start my own business after graduation.	12,5	22,9	37,5	12,5	14,6
I plan to work abroad after graduation.	25,0	25,0	20,8	8,3	20,8
I plan to work in another profession after graduation.	8,3	14,6	41,7	18,8	16,7
After graduation, I can work in a city away from my family.	25,0	20,8	18,8	12,5	22,9

While the participants were partially positive about whether the income they will earn from the place where they will work as a landscape technician will be able to support themselves (43,8%), the 'I am undecided' response (31,3%) took second place in this issue. In addition, students expressed a positive opinion about whether landscape technician is an ideal profession in terms of finding a job in Turkey (41.7%). According to 50.1% of the participants, it is easy to find a job for a landscape technician who has developed himself or herself (Table 12).

**Table 12.** Distribution of evaluations regarding socio-economic expectations after graduation

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
The income I will earn from where I work as a landscape technician will support me.	14,6	10,4	31,3	14,6	29,2
Landscape technician in Turkey is an ideal profession.	18,8	10,4	29,2	22,9	18,8
It is easy to find a job for a self-improved landscape technician.	2,1	25,0	22,9	31,3	18,8

The study revealed that 64.6 percent of the participating students were afraid of not finding a job, 37.5% felt professionally inadequate, and 45.8% were undecided about the idea of studying in a different department due to the difficulty of finding employment. In addition, the participant students stated that they were not afraid of business life (50.1%) because they were not social people (Table 13).

**Table 13.** Distribution of evaluations regarding individual concern and professional characteristics

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I am afraid of not finding a job.	10,4	4,2	20,8	31,3	33,3
I feel professionally inadequate.	10,4	22,9	29,2	22,9	14,6
It would be better for me to study in another department because I would have difficulty finding a job.	14,6	14,6	45,8	12,5	12,5
Business life scares me because I am not a very social person.	18,8	31,3	29,2	14,6	6,3

In addition, while 37.5% of the participants were undecided about studying in another department after finishing school, it was determined that they are not currently studying in another department with open or distance education (66.6%) (Table 14).

**Table 14.** Distribution of evaluations regarding career plans outside school

Evaluations	Answers				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I am thinking of studying in another department when I finish school.	12,5	22,9	37,5	16,7	10,4
I am currently pursuing an open or distance education degree in another department.	33,3	33,3	0,0	22,9	10,4

While the students were positive (47.9%) or undecided (27.1%) about taking the Vertical Transfer Examination after the associate degree, the undecided (35.4%) and positive opinions (35.4%) were similar in their desire to study in the Department of Landscape Architecture after the Vertical Transfer Examination (Table 15).

**Table 15.** Distribution of evaluations regarding the vertical transfer examination

Evaluations	Answer				
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
I'm considering taking the vertical transfer exam after completing my associate degree.	12,5	12,5	27,1	25,0	22,9
After the vertical transfer exam, I'd like to study landscape architecture.	18,8	10,4	35,4	12,5	22,9

### 3.3. T-test and One-Way Analysis of Variance (Anova Test)

T-test and One-Way Variance Analysis (Anova Test) were used to determine whether there was a significant difference between the answers given to the questions and individual characteristics, and

significant results are given in this section. Table 16 shows statistically significant t-test results regarding answers and gender differences for undergraduate students.

**Table 16.** t-test Results regarding answers and gender differentiation for undergraduate students

			N	M	df	Sd	t	p																																																																																																			
1	Gender	Female	58	3,81	67	1,206	-2,474	,016																																																																																																			
		Male	11	4,73		,467			2	Gender	Female	58	3,28	67	,768	-3,935	,000	Male	11	4,27	,786	3	Gender	Female	58	2,60	67	1,075	-3,990	,000	Male	11	4,00	1,000	4	Gender	Female	58	2,86	67	,868	-4,094	,000	Male	11	4,09	1,136	5	Gender	Female	58	3,24	67	,885	-2,315	,024	Male	11	3,91	,831	6	Gender	Female	58	2,71	67	1,060	-1,459	,014	Male	11	3,18	,405	7	Gender	Female	58	3,79	67	,969	-2,454	,006	Male	11	4,55	,688	8	Gender	Female	58	3,66	67	1,222	2,822	,006	Male	11	2,55	1,036	9	Gender	Female	58	2,03	67	1,123	2,752
2	Gender	Female	58	3,28	67	,768	-3,935	,000																																																																																																			
		Male	11	4,27		,786			3	Gender	Female	58	2,60	67	1,075	-3,990	,000	Male	11	4,00	1,000	4	Gender	Female	58	2,86	67	,868	-4,094	,000	Male	11	4,09	1,136	5	Gender	Female	58	3,24	67	,885	-2,315	,024	Male	11	3,91	,831	6	Gender	Female	58	2,71	67	1,060	-1,459	,014	Male	11	3,18	,405	7	Gender	Female	58	3,79	67	,969	-2,454	,006	Male	11	4,55	,688	8	Gender	Female	58	3,66	67	1,222	2,822	,006	Male	11	2,55	1,036	9	Gender	Female	58	2,03	67	1,123	2,752	,009	Male	11	1,09	,302								
3	Gender	Female	58	2,60	67	1,075	-3,990	,000																																																																																																			
		Male	11	4,00		1,000			4	Gender	Female	58	2,86	67	,868	-4,094	,000	Male	11	4,09	1,136	5	Gender	Female	58	3,24	67	,885	-2,315	,024	Male	11	3,91	,831	6	Gender	Female	58	2,71	67	1,060	-1,459	,014	Male	11	3,18	,405	7	Gender	Female	58	3,79	67	,969	-2,454	,006	Male	11	4,55	,688	8	Gender	Female	58	3,66	67	1,222	2,822	,006	Male	11	2,55	1,036	9	Gender	Female	58	2,03	67	1,123	2,752	,009	Male	11	1,09	,302																					
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		Male	11	3,91		,831			6	Gender	Female	58	2,71	67	1,060	-1,459	,014	Male	11	3,18	,405	7	Gender	Female	58	3,79	67	,969	-2,454	,006	Male	11	4,55	,688	8	Gender	Female	58	3,66	67	1,222	2,822	,006	Male	11	2,55	1,036	9	Gender	Female	58	2,03	67	1,123	2,752	,009	Male	11	1,09	,302																																															
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In line with the T-test results between gender factors and undergraduate student evaluations,

1. In terms of deciding which landscape architecture practice area to work in after graduation, males' scores (mean = 4,73, SD = 0,467) are higher than females' scores (mean = 3,81, SD = 1,206) (t (68) = 2,474, p<0,05).
2. The scores of males (mean = 4,27, SD = 0,786) were higher than those of females (mean = 3,28, SD = 0,768) in terms of thinking that they would not have difficulty finding a job after graduation (t (68) = 3,935, p<0,05).
3. Males (mean = 4,00, SD = 1,000), who stated that their job is ready after graduation, scored higher than females (mean = 2,60, SD = 1,075) (t (68) = 3,990, p<0,05).
4. Men who stated that they would start their own business after graduation had higher scores than women (mean = 2,86, SD = 0,868) (t (68) = 4,094, p<0,05).
5. The scores of men who think that they will be able to live on the income they will earn from the place where they will work as a landscape architect (mean = 3,91, SD = 0,831) are higher than those of women (mean = 3,24, SD = 0,885) (t (68) = 2,315, p<0,05).
6. The scores of men (mean = 3,18, SD = 0,405) who stated that landscape architecture is an ideal profession in terms of finding a job in Turkey were higher than those of women (mean = 2,71, SD = 1,06) (t (68) = 1,459, p<0,05).
7. Men (mean=4,55, SD=0,688) who think it is easy to find a job for a self-developed landscape architect have higher scores than women (mean=3,79, SD=0,769) (t(68)=-2,454, p<0,05).
8. Women who think they are afraid of not finding a job (mean = 3,66, SD = 1,222) have higher scores than men (mean = 2,55, SD = 1,036) (t (68) = 2,822, p<0,05).
9. The scores of women (mean = 2,03, SD = 1,123), who think that work life scares me because I am not a very social person, are higher than those of men (mean = 1,09, SD = 0,302) (t (68) = 2,752, p<0,05).

Table 17 shows the statistically significant One-Way Variance Analysis (Anova Test) results for undergraduate students regarding the responses and the differences in terms of the class factor.

**Table 17.** Anova Test results for undergraduate students regarding the responses and the differentiation in terms of the class factor

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	16,614	2	7,565	7,190	,001
	Within Groups	76,256	66	60,377		
	Total	92,870	68			
2	Between Groups	11,140	2	5,570	6,495	,003
	Within Groups	56,599	66	,858		
	Total	67,739	68			
3	Between Groups	7,565	2	3,782	4,135	,020
	Within Groups	60,377	66	,915		
	Total	67,942	68			

According to the findings of the analysis of variance and Games-Howell test between the class factor and undergraduate students' evaluations,

1. 4th graders are more decisive than 2nd graders in deciding which landscape architecture practice area they will work in after graduation [F(2-66)=7,190, p<0.05].
2. The 2nd graders were more negative than the upper grades about landscape architecture being an ideal profession in terms of finding a job in Turkey [F(2-66)=6,495, p<0.05].
3. It was found that 4th graders were happier than 2nd graders [F(2-66)=4,135, p<0.05] because they studied landscape architecture.

Table 18 shows the statistically significant One-Way Variance Analysis (Anova Test) results regarding the responses and income factor differences for undergraduate students.

**Table 18.** Anova test results regarding the responses and income factor differentiation for undergraduate students

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	14,984	4	3,746	3,038	,023
	Within Groups	78,929	64	1,233		
	Total	93,913	68			
2	Between Groups	9,500	4	2,375	2,610	,044
	Within Groups	58,239	64	,910		
	Total	67,739	68			
3	Between Groups	11,437	4	2,859	2,628	,042
	Within Groups	69,636	64	1,088		
	Total	81,072	68			

In line with the results of variance analysis and the Games-Howell test between the income factor and evaluations for undergraduate students,

1. Among the two income groups that constitute the majority, the 17003-35000 TL income group is more hopeless about having a job after graduation than the 44001-72000 TL income group [F(2-66)=3,038, p<0.05].

2. The 17003-35000 TL income group was more negative than the 44001-72000 TL income group about landscape architecture being an ideal profession in terms of finding a job in Turkey [F(2-66)=2,610, p<0.05].
3. It was revealed that those who think that business life scares me because I am not a very social person are more in the 17003-35000 TL income group than those in the 72001-150000 TL income group [F(2-66)=2,628, p<0.05].

Table 19 shows the statistically significant t-test results for associate degree students regarding responses and gender differences.

**Table 19.** t-test Results for associate degree students regarding responses and gender differentiation

		N	M	df	Sd	t	p
Gender	Female	26	3,04	47	1,216	-0,962	,011
	Male	22	3,91		1,065		

In line with the T-test results between gender factors and evaluations for associate degree students,

- It was found that the scores of males (mean = 3,91, SD = 0,467) who thought that the lecturers provided the necessary support for me to improve myself were higher (t (47) = -0,962, p<0,05) than females (mean = 3,04, SD = 1,216).

#### 4. Discussion and Conclusion

We can say that individual ideals, economic conditions, role models, and coincidence influence career choices in our country, particularly in undergraduate and associate degree programs (Tuncer, 2011). Professional prestige and high income play a significant role in choosing a profession. Unconsciously chosen professions and individuals continuing their education in positions they do not want cause the emergence of unhappy people (Karadeniz & Özkan 2021). In other words, while the individual is successful, productive, and happy in the field he or she chooses as a profession in line with his or her abilities, interests, and wishes, he or she becomes unsuccessful, inefficient, and unhappy when he or she makes a random choice without considering his or her interests and abilities (Sarıkaya & Khorshid, 2009). This situation causes a decrease in quality. In this study, the majority of both the participant undergraduate students and associate degree students stated that they chose their department or program consciously, knowing the education and working conditions, and that they were happy to study and loved their profession. Since love of profession is one of the basic building blocks of education, it facilitates the transfer of knowledge, especially in education and training, and increases its quality (Kayadibi, 2002).

In assessing this study for professional awareness and commitment, 72.4% of undergraduate students deliberately selected the landscape architecture department. This indicates that their professional awareness is elevated. 87% of undergraduate students indicated that they liked their profession is a significant element that enhances dedication to school and work determination. The rate of deliberate selection among associate degree students is diminished, and the replies are more uniformly distributed. This indicates that the selection of profession at the associate degree level may be influenced more by economic factors and chance circumstances. Nonetheless 64.6% of associate degree students stated that they loved their profession. While vocational awareness and dedication are more pronounced among undergraduate students, the passion and devotion of associate degree students towards their career are also significant. This disparity may be linked to the extended and more comprehensive nature of undergraduate education (Blustein et al., 2016; Sarıbaşı & Babadağ, 2015).

Regarding career preparation, 92.7% of undergraduate students deem it essential to get employment post-graduation. 68.1% have determined their prospective career field post-graduation. Nevertheless, the majority indicated that their post-graduation employment prospects were either unprepared or ambiguous. Although the majority of students do not want to pursue a different profession (60.8%), the uncertainty over employment abroad (47.8%) is significant. The percentage of associate degree

students who deem job acquisition crucial is lower (66.7%), however this still a substantial majority. The level of uncertainty regarding professional objectives post-graduation is elevated at 39.6%. There are an increasing number of adverse reactions to working overseas or seeking a job in a different field. The specificity of career planning goals among undergraduate students may stem from the detailed and comprehensive character of their education. The ambiguity experienced by associate degree students can be ascribed to inadequate knowledge and a deficiency of direction resulting from short-term education (Türkoğlu & Acar, 2019). Regarding economic expectations and apprehensions, the perception that landscape architecture is not an optimal profession for job acquisition in Turkey is prominent (31.8%). Nonetheless, 65.2% of students believe that self-improving landscape architects can easily secure employment. 68% of students express apprehension regarding job acquisition. Students an associate Degree: A more favorable perspective indicated that the landscape technician profession is more advantageous for employment opportunities in Turkey (41.7%). Fifty percent of respondents believe that self-developed technicians can easily secure employment. The apprehension over job acquisition has reached a notable level of 64.6% among associate degree students. Both groups express apprehension over employment; however, students with associate degrees appear to exhibit greater optimism toward economic issues. This is elucidated by the reality that associate degree programs are pragmatic and directly respond to job market demands (Yenilmez & Akman, 2023; Çevik & Öneren, 2019).

As for gender-related differences, male undergraduate students provided more favorable comments than their female counterparts about post-graduation employment, entrepreneurship, and the perception of landscape architecture as an optimal profession. Male associate degree students assessed the help received from their instructors more favorably than female students. Gender disparities indicate that male students have a more optimistic outlook regarding economic prospects and self-assurance. Women's heightened caution and anxiety may stem from societal expectations and possible gender discrimination in the business. Socioeconomic status and income levels directly influence students' perceptions of their careers and future aspirations. Students in advanced grades or with elevated income levels may perceive an increase in opportunities (Işık & Bahat, 2021; Ateş, 2020; Çinko et al., 2017).

Fourth-year undergraduate students appear to exhibit greater professional commitment and optimism over post-graduation prospects compared to second-year students. This indicates that professional awareness and motivation escalate with the length of education. Students from the high-income bracket assessed the profession more favorably and appeared more optimistic about securing employment post-graduation. The curriculum of educational programs significantly influences students' dedication to their career and their self-assurance in securing employment. Applied and vocational education appears to be particularly effective for associate degree students (Korkmaz & Kilci, 2024; Korkmaz, 2023). Undergraduate education programs are crucial for strengthening students' professional knowledge and competencies. The majority of students believe that the courses adequately prepare them for professional life. Survey results indicated that associate degree students consider technical courses and instructor support essential for their professional development. Consequently, disparities emerge between the professional dedication and future concerns of undergraduate and associate degree students. The primary factors influencing these disparities include educational content and duration, gender, academic level, and socioeconomic status. Enhancing vocational advising and support programs can alleviate students' worries and better equip them for the work market.

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The article complies with national and international research and publication ethics. Ethics Committee approval in the study, Ethics Committee of the University of Dicle dated 24.05.2024 and with the decision no:14.

#### **Author Contribution and Conflict of Interest Declaration Information**

All authors contributed equally to the article. There is no conflict of interest

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