The relationship between perception of social support and career motivation

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Abstract

The study was conducted to assess the correlation between students' career motivation and social support perceptions. Career motivation and social support perceptions are two important factors that affect students' achievement of their objectives. Increasing social support perception plays a key role in their career development. This descriptive and correlational study was performed with 1,098 students at one centre. The data were collected using perceived social support and career motivation scales. To assess the data, percentages, mean analyses, Cronbach's alpha, and correlations were used. Students perceived high levels of social support and had high levels of career motivation. Perceived support from family and friends affected social support perceptions most. In addition, students who graduated from medical vocational high schools had more career motivation. Most of the students willingly preferred this type of education

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(medical vocational high school) and demonstrated higher scores in social support perception and career motivation. This study may identify how much students career motivation is influenced by social support perceptions. Thus, deductions on the roots of problems related to career motivation can be explored. In addition, insight into how deficiencies of perceived social support can modify students' career development can be defined.

Keywords: Motivation, social support, students

Sosyal destek algısı ile kariyer motivasyonu arasındaki ilişki

Öz

Çalışma öğrencilerin kariyer motivasyonu ve sosyal destek algıları arasındaki ilişkiyi incelemek amacıyla yapıldı. Kariyer motivasyonu ve sosyal destek algısı öğrencilerin hedeflerine ulaşmalarını etkileyen iki önemli konudur. Sosyal destek algısının artması öğrencilerin kariyer gelişimleri üzerinde rol oynamaktadır. Tanımlayıcı ve ilişki arayıcı türde olan bu araştırma 1098 öğrenci ile tek merkezde yapıldı. Çalışmanın verileri Algılanan Sosyal Destek Ölçeği ve Kariyer Motivasyonu Ölçeği ile toplandı. Verilerin değerlendirmesinde yüzdelik, ortalama analizleri, Cronbach Alfa testi ve korelasyon kullanıldı. Öğrencilerin sosyal destek algıları ve kariyer motivasyonlarının yüksek düzeyde olduğu belirlendi. Aileden ve arkadaştan algılanan destek, sosyal destek algısını en fazla etkileyen boyuttur. Ayrıca, öğrenciler arasında sağlık meslek lisesinden mezun olanların kariyer motivasyonlarının daha yüksek olduğu tespit edilmiştir. Öğrencilerin çoğu bölümü isteyerek tercih etmiş olup, sosyal destek algıları ve kariyer motivasyon puanları yüksek düzeydedir. Öğrencilerin kariyer motivasyonunun sosyal destek algılarından etkilenme durumu belirlenebilir. Böylece kariyer motivasyonu ile ilgili sorunların nedenlerine yönelik çıkarımlar yapılabilir. Ayrıca algılanan sosyal

destek ile ilgili eksikliklerin öğrencilerin kariyer gelişimlerinde meydana getireceği değişimlerle ilgili yorum yapılabilir.
Anahtar Kelimeler: *Motivasyon, sosyal destek, öğrenciler*

Introduction

Career motivation is defined as people's updating their career plans, improving themselves through education and experience, and making efforts to reach their career goals (Söylemez & Kaya, 2020). As for social support, it is a term that includes emotional, social, informational and instrumental aids that one receives from the social environments when one needs (Baran, Küçükakça & Ayran, 2014). Career motivation is important for students to have certain objectives, to achieve these objectives, and thus, to successfully pursue academic studies (Voitkane, 2006) because students can attain their future goals through career choices and career objectives (Ivantchev, 2015). University education, one of the most crucial periods for social support, is a time when individuals try to socialize, become independent, and adapt to their environment (Tayfur & Ulupınar 2016). The significance of social support has been explained in relation to social cognitive career theory, and this theory has been discussed in numerous studies to analyze career development of individuals (Constantine, Wallace & Kindaichi, 2005; Flores, Navarro & DeWitz, 2008; Mutlu & Korkut-Owen, 2017). According to social cognitive career theory, perceived career support and perceived career barriers affect one's self-efficacy and outcome expectations during career development (Lent, Brown & Hackett, 2000). Parents, peers, friends, and the general school environment can be sources of support for university students to build their career, facilitate students' future orientation, and promote career development by maximizing career demands of students. One study reported that social sources (namely, social support) are important in career development (Hirschi, 2012). In the studies done with the students studying in health; it was identified that

students' social support perceptions (Yılmazel, 2013; Aydın, Kahraman & Hiçdurmaz, 2017; Dikmen, Yılmaz & Yıldırım Usta, 2017) and their career motivations were higher (Sadeghifar, Baldacchino, Raadabadi & Jafari, 2014; Söylemez & Kaya, 2020; Filiz & Kaya, 2021).

Therefore, it was important to conduct this study with future health workers, who occupy a crucial place in human life, and this study may help identify factors that influence students' career objectives. Accordingly, this study was conducted to explore the correlation between students' career motivation and social support perceptions.

Methods

Design

This study was carried out with the students who attended associate degree programs of a health university located in Eastern Turkiye and volunteered to join the study. The data were collected through questionnaires. The questionnaire forms were distributed to the students during the face to face interviews and the students were informed of the study and their consents were received before the questionnaires.

Sample

The study population consisted of all the students attending associate degree programs of a health university located in Eastern Turkiye (N: 1510). The sample consisted of 1098 students who accepted to participate in the study.

The distribution of academic programs was as follows: pharmacy services (n=70, 6.4%), geriatric care (n=128, 11.7%), ophthalmology (n=74, 6.7%), laboratory techniques (n=234, 21.35%), medical documentation and secretariat (n=206, 18.8%), first aid and emergency (n=215, 19.6%),

and paediatrics (n=171, 15.6%).

A proportion of 68.9% of the students were female; 39% graduated from Anatolian high school; and 45.6% had 1-2 siblings. The mothers of 41.1% of the participants and fathers of 32% of the participants had finished primary school. Familial decisions were made by all family members in 33.6% of the participants' families. A proportion of 62.1% of the students stayed at dormitories during their university education, while 76.5% of them lived with their friends. Among the participants, 54.6% demonstrated moderate academic success, and 73.8% willingly chose their academic department.

Measurements

Information Form

The form was designed by the researchers and included 10 questions. The questions targeted the gender, number of siblings, and type of high school education, parents' educational status, the person who made the decisions in the family, academic success, whether the students willingly chose their academic department, place of residence during university education, and whether the students were pleased with their place of residence.

Career Motivation Scale

The Career Motivation Scale has 21 items and covers three sub-scales: career resilience, career insight, and career identity. Career insight is one's ability to be realistic about his/her career and functions as a stimulus to establish career motivation. Career identity is the sub-scale with which one defines himself/herself by one's work and performance and promotes career motivation. Career resilience is one's ability to adapt himself/herself to changing circumstances and overcome career barriers, and this resilience sustains career motivation. The scale items were rated on a 5-point Likert

scale as follows: very slight extent = 1, small extent = 2, moderate extent = 3, large extent = 4, and very large extent = 5. In this study, the scale had a Cronbach alpha reliability of 0.908.

Perceived Social Support Scale

The scale used a 7-point Likert scale with a total of 12 items, and the items were rated from "not at all true" to "absolutely true." Measuring perceived social support, the scale provided a total score and three sub-scales scores for family, friends, and significant others. In the current study, the scale had a Cronbach alpha reliability of 0.869.

Statistical Analyses

The collected data were processed using SPSS 22. To assess the data, percentages, mean analyses, Cronbach's alpha test, and correlations were used.

Ethical Considerations

For the scales used in this study, the official permission of the authors of the scales was received via e-mail. The data were gathered after ethical council approvals and institution approvals were received. The participants were informed of the subject and aim of the study and the number of questions before data collection. We explained that they could withdraw from the study anytime for any reason and that their data and information would be completely anonymous. Afterward, their informed oral consent was obtained. Those who volunteered to participate in the study were included in the study.

Results

Students' total average score on the Career Motivation Scale was 3.465±0.684, whereas the average scores for the career motivation sub-scale were 3.577±0.801 for career insight, 3.547±0.755 for career resilience, and 3.271±0.807 for career identity.

Students' total average score on the perceived social support scale was 5.275±1.409, whereas the average scores for the perceived social support sub-scale were 5.832±1.492 for family, 4.700±2.239 for significant others, and 5.293±1.764 for friends (Table 1).

The career motivation total scores of students who graduated from vocational health high school, had satisfactory academic success, and willingly chose their academic department were high. The average career insight subscale scores of students whose parents and all other family members made decisions together, whose academic achievement was good, and who willingly chose their academic department were high as student's academic achievement increased, so did their average career resilience subscale scores. The average career identity subscale scores of students who graduated from vocational health high school, had satisfactory academic achievement, and willingly chose their academic department were high.

Female students' scores of perceived social support from family were greater than the scores of male students. The total perceived social support scores of students who had ≤ four siblings, had families that made more democratic decisions, were satisfied with their place of residence during education, had satisfactory academic achievement, and willingly chose their academic department were high.

A positive weak correlation was found between career motivation and perceived social support (r=0.134, p=0.000).

Table 1: Differentiation Status of Career Motivation and Perceived Social Support Scores According to Descriptive Features

Demographic Features	n	Career İnsight	Career Resilience	Career Identity	Career Motivation General	Perceived Social Support from the Family	Perceived Social Support from Special Person	Perceived Social Support from Friends	Perceived Social Support General
Gender		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Woman	756	3,557±0,765	3,516±0,705	3,241±0,769	3,438±0,640	5,941±1,442	4,721±2,241	5,315±1,767	5,326±1,361
Man	342	3,624±0,875	3,615±0,852	3,337±0,884	3,525±0,769	5,594±1,575	4,652±2,238	5,245±1,759	5,164±1,505
t=		-1,287	-1,999	-1,830	-1,959	3,586	0,472	0,611	1,766
p=		0,222	0,063	0,083	0,068	0,001	0,637	0,541	0,090
Number of siblings		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
1-2	496	3,580±0,795	3,535±0,747	3,278±0,788	3,465±0,674	5,959±1,418	4,779±2,210	5,362±1,757	5,367±1,395
3-4	348	3,613±0,767	3,564±0,731	3,261±0,799	3,479±0,660	5,818±1,526	4,788±2,271	5,323±1,700	5,310±1,403
5 and above	254	3,523±0,855	3,546±0,804	3,271±0,856	3,447±0,735	5,606±1,563	4,422±2,239	5,118±1,855	5,049±1,425
F=		0,937	0,143	0,048	0,167	4,740	2,541	1,680	4,452
p=		0,392	0,867	0,953	0,846	0,009	0,079	0,187	0,012
						1 > 3 (p<0,05)			1 > 3, 2 > 3 (p<0,05)
Type of High School Graduated		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Normal highschool	112	3,491±0,801	3,430±0,736	3,177±0,748	3,366±0,648	5,913±1,331	4,717±2,203	5,516±1,712	5,382±1,340
Health vocational high School	364	3,654±0,778	3,618±0,704	3,367±0,817	3,546±0,658	5,677±1,596	4,887±2,213	5,238±1,722	5,267±1,456

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Anatolian High School	428	3,560±0,797	3,549±0,753	3,216±0,768	3,442±0,681	5,956±1,440	4,642±2,233	5,286±1,804	5,295±1,396
Other	194	3,522±0,843	3,476±0,848	3,266±0,889	3,422±0,745	5,807±1,475	4,465±2,311	5,285±1,786	5,186±1,393
F=		1,920	2,540	2,922	2,942	2,434	1,655	0,717	0,505
p=		0,125	0,055	0,033	0,032	0,063	0,175	0,542	0,679
PostHoc=				2 > 1, 2 > 3 (p<0.05)	2 > 1, 2 > 3, 2 > 4 (p<0.05)				
Mother Education Status		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Not Illiterate	172	3,525±0,796	3,537±0,740	3,208±0,815	3,423±0,665	5,538±1,555	4,250±2,262	5,339±1,694	5,042±1,383
Literate	82	3,511±0,833	3,528±0,832	3,333±0,893	3,457±0,728	5,726±1,532	4,543±2,245	4,945±1,632	5,071±1,402
Primary school	456	3,558±0,786	3,549±0,724	3,235±0,775	3,447±0,664	5,891±1,439	4,705±2,230	5,269±1,796	5,288±1,365
Middle school	261	3,625±0,816	3,532±0,792	3,304±0,835	3,487±0,718	5,910±1,549	4,903±2,233	5,367±1,827	5,393±1,505
High school	96	3,725±0,814	3,682±0,742	3,435±0,791	3,614±0,687	5,906±1,478	5,211±2,000	5,234±1,737	5,451±1,403
College	31	3,479±0,768	3,332±0,787	3,198±0,773	3,336±0,627	6,008±1,220	4,234±2,581	5,887±1,446	5,376±1,275
F=		1,247	1,153	1,414	1,372	1,846	3,200	1,498	1,998
p=		0,285	0,331	0,216	0,232	0,101	0,007	0,188	0,076

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		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Father Education Status									
Not Illiterate	43	3,306±0,809	3,462±0,897	3,043±0,760	3,270±0,688	5,192±1,851	3,983±2,375	4,994±1,559	4,723±1,464
Literate	45	3,448±0,831	3,448±0,839	3,248±0,883	3,381±0,763	5,678±1,411	4,417±2,221	5,183±1,718	5,093±1,367
Primary school	351	3,517±0,809	3,489±0,724	3,239±0,808	3,415±0,675	5,752±1,446	4,604±2,215	5,188±1,801	5,181±1,361
Middle school	320	3,634±0,811	3,599±0,752	3,292±0,828	3,509±0,697	5,841±1,526	4,819±2,168	5,281±1,786	5,314±1,426
High school	250	3,605±0,768	3,555±0,748	3,329±0,757	3,497±0,659	5,997±1,446	4,756±2,351	5,488±1,782	5,414±1,455
College	89	3,732±0,759	3,653±0,782	3,276±0,845	3,554±0,681	6,045±1,450	4,978±2,165	5,405±1,576	5,476±1,326
F=		2,701	1,343	1,107	1,884	2,880	1,645	1,216	2,695
p=		0,020	0,244	0,355	0,094	0,014	0,145	0,299	0,020
PostHoc=		4 > 1, 5 > 1, 6 > 1, 6 > 3 (p<0.05)				3 > 1, 4 > 1, 5 > 1, 6 > 1, 5 > 3 (p<0.05)	3 > 1, 4 > 1, 5 > 1, 5 > 2, 5 > 3, 5 > 6 (p<0.05)		3 > 1, 4 > 1, 5 > 1, 6 > 1, 5 > 3 (p<0.05)

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Table 1: Differentiation Status of Career Motivation and Perceived Social Support Scores According to Descriptive Features

Demographic Features	n	Career İnsight	Career Resilience	Career Identity	Career Motivation General	Perceived Social Support from the Family	Perceived Social Support from Special Person	Perceived Social Support from Friends	Perceived Social Support General
The Person who Makes the Decisions in the Family		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Mother	79	3,477±0,845	3,515±0,798	3,282±0,894	3,425±0,733	5,807±1,458	4,747±2,126	5,158±1,824	5,237±1,432
Father	282	3,451±0,818	3,497±0,762	3,165±0,833	3,371±0,700	5,467±1,662	4,367±2,251	5,020±1,878	4,952±1,490
Father and mother	368	3,615±0,737	3,515±0,710	3,292±0,751	3,474±0,643	5,951±1,364	4,713±2,325	5,362±1,694	5,342±1,321
All Family Members	369	3,659±0,827	3,624±0,780	3,329±0,818	3,537±0,693	5,999±1,442	4,930±2,142	5,462±1,709	5,463±1,388
F=		4,324	1,957	2,362	3,280	8,093	3,409	3,745	7,585
p=		0,005	0,119	0,070	0,020	<0,001	0,017	0,011	0,000
PostHoc=		3 > 2, 4 > 2 (p<0.05)			4 > 2 (p<0.05)	3 > 2, 4 > 2 (p<0.05)	3 > 2, 4 > 2 (p<0.05)	3 > 2, 4 > 2 (p<0.05)	3 > 2, 4 > 2 (p<0.05)
Place of Residence During University Education		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Dorm	682	3,555±0,797	3,512±0,740	3,237±0,813	3,434±0,679	5,869±1,423	4,692±2,202	5,227±1,769	5,262±1,366

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Demographic Features	n	Career İnsight	Career Resilience	Career Identity	Career Motivation General	Perceived Social Support from the Family	Perceived Social Support from Special Person	Perceived Social Support from Friends	Perceived Social Support General
Home	416	3,615±0,806	3,604±0,777	3,327±0,795	3,516±0,690	5,773±1,599	4,712±2,302	5,403±1,752	5,296±1,479
t=		-1,216	-1,964	-1,810	-1,910	1,033	-0,147	-1,606	-0,382
p=		0,224	0,050	0,071	0,056	0,315	0,884	0,109	0,702
Whether the Students Were Pleased with Their Place of Residence		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
I am not happy at all	158	3,448±0,894	3,447±0,844	3,120±0,898	3,338±0,759	5,584±1,714	4,529±2,308	4,666±2,008	4,926±1,494
Very Little Satisfied	160	3,530±0,830	3,555±0,772	3,256±0,862	3,447±0,716	5,545±1,600	4,294±2,221	5,169±1,716	5,003±1,463
Partially Satisfied	314	3,600±0,693	3,522±0,656	3,286±0,703	3,469±0,576	5,834±1,424	4,749±2,113	5,374±1,649	5,319±1,326
I am glad	358	3,606±0,823	3,593±0,764	3,306±0,800	3,502±0,699	6,038±1,301	4,953±2,247	5,481±1,693	5,491±1,317
I am very pleased	108	3,679±0,817	3,599±0,823	3,355±0,876	3,544±0,742	5,935±1,665	4,567±2,417	5,537±1,815	5,347±1,584
F=		1,794	1,249	1,877	2,013	4,465	2,838	7,040	6,278
p=		0,128	0,289	0,112	0,090	0,001	0,023	0,000	0,000

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Demographic Features	n	Career İnsight	Career Resilience	Career Identity	Career Motivation General	Perceived Social Support from the Family	Perceived Social Support from Special Person	Perceived Social Support from Friends	Perceived Social Support General
						4 > 1, 3 > 2, 4 > 2, 5 > 2 (p<0.05)	4 > 1, 3 > 2, 4 > 2 (p<0.05)	2 > 1, 3 > 1, 4 > 1, 5 > 1 (p<0.05)	3 > 1, 4 > 1, 5 > 1, 3 > 2, 4 > 2, 5 > 2 (p<0.05)
Students Academic Success		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Bad	75	3,303±0,890	3,347±0,985	2,909±0,887	3,186±0,769	5,247±1,762	4,413±2,212	4,747±2,020	4,802±1,575
Middle	599	3,532±0,724	3,513±0,670	3,202±0,748	3,416±0,595	5,793±1,447	4,648±2,214	5,242±1,744	5,228±1,335
Good	424	3,691±0,869	3,630±0,811	3,432±0,839	3,584±0,759	5,992±1,478	4,823±2,278	5,462±1,724	5,426±1,459
F=		9,788	5,864	18,805	14,619	8,518	1,419	5,851	7,064
p=		0,000	0,003	0,000	0,000	0,000	0,242	0,003	0,001
PostHoc=		2 > 1, 3 > 1, 3 > 2 (p<0.05)	3 > 1, 3 > 2 (p<0.05)	2 > 1, 3 > 1, 3 > 2 (p<0.05)	2 > 1, 3 > 1, 3 > 2 (p<0.05)	2 > 1, 3 > 1, 3 > 2 (p<0.05)		2 > 1, 3 > 1, 3 > 2 (p<0.05)	2 > 1, 3 > 1, 3 > 2 (p<0.05)
Whether the Students Willingly Chose Their Academic Department		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS

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Demographic Features	n	Career Insight	Career Resilience	Career Identity	Career Motivation General	Perceived Social Support from the Family	Perceived Social Support from Special Person	Perceived Social Support from Friends	Perceived Social Support General
Yes	810	3,621±0,797	3,562±0,729	3,315±0,794	3,499±0,677	5,928±1,422	4,755±2,268	5,380±1,747	5,354±1,387
No	288	3,456±0,801	3,504±0,824	3,146±0,831	3,369±0,696	5,564±1,648	4,543±2,154	5,050±1,792	5,053±1,448
t=		2,998	1,135	3,061	2,792	3,570	1,377	2,729	3,131
p=		0,003	0,285	0,002	0,005	0,001	0,169	0,006	0,002

Discussion

In this study, in which the correlation between career motivation and social support perceptions was investigated among students who studied at schools that trained auxiliary health personnel; students' career motivation and subscale scores were high. A study of nursing students also demonstrated that students' career motivation was higher, and this result was associated with high employment opportunities after graduation (Kang, 2013). In a study conducted to explore career resilience among undergraduate nursing students, career resilience was high (Moon & Chu, 2017). A study of university students by Çalışkan (2019) suggested that the average career resilience and career insight scores were considerably high. The results of studies in the literature and the current study concurred with each other. This result may be emerged from the fact that four-fifths of the participants willingly choose their academic department.

In this study, students social support perceptions were higher. When social support subscale scores were examined, perceived social support from significant others was moderate, while perceived social support from family and friends was high. In the literature, there are studies demonstrating that students perceived social support level is moderate (Almeida et al., 2018; Özsaban et al., 2019). Similar to our study findings, Tayfur and Ulupınar (2016) conducted a study with students that studied nursing and midwifery and suggested that students social support perceptions were high. Many studies have pointed out that university students' social support perception scores were above average (Yılmaz et al. 2008; Konan et al., 2018). However, the study demonstrated that the average scores of perceived social support from family were higher than the scores of other subscales, which was in line with other previous studies (Lasebikan et al., 2012; Leonidas 2017; Almeida, 2018; KuanHeong, 2018). There are also studies in the literature emphasizing that social support from multiple sources (family,

friends, significant others, etc.) is more effective than social support from one source (DeGarmo & Martinez 2006; Bíró É et al., 2016; Yıldırım N et al., 2017).

Career motivation changes depending on one's characteristics and environmental factors and is reflected by behaviours (Londra, 1983). The study yielded a positive significant correlation between career motivation and social support (r=0.134, p=0.000). A study by Park et al. (2018) also suggested that perception of more social support positively affected students' career development. Several studies of students showed that social support exerted a positive and significant effect on career planning (Quimby & O'Brien, 2004; Rodrigez, 2012; Turanet al., 2014).

In this study, students who willingly chose their academic department showed a higher level of career motivation. A study revealed a significant difference between students who willingly chose their academic department and those who did not in terms of motivation and expectation levels (Filiz & Kaya, 2021). However, the literature includes studies with contrasting results. In a study done by Özkan and Demir (2019) that investigated the correlation between self-efficacy and career motivation among students who studied at schools that trained auxiliary health personnel; no correlation was found between those who willingly chose their academic department and career motivation. However, decisions made by individuals who believe in themselves completely influence their future objectives. Maintaining a high level of self-belief and motivation helps individuals achieve professional goals (Özkan & Demir, 2019).

Besides in this study, students who graduated from vocational health high school showed a higher level of career motivation. It is a natural result that students who intend to join a profession and progress in that profession act according to a career plan and plan for the future. A study by Dinçer et al. (2013) demonstrated that students who graduated from high schools that

provided vocational education about tourism had more positive opinions about the tourism industry than those who graduated from other high schools. This result was similar to results in this study. Considering that career planning starts in high school, students of vocational health high school have experiences in the health sector and thus demonstrate a more positive attitude towards this sector, which may strengthen their career motivation. In this sense, it is crucial that students should be guided toward academic departments that fit their prior education in their future career plans (Dinçer, 2013).

In this study; a statistical significance was detected between the number of siblings and perceived social support. The scores of perceived social support from family among those who had one-two siblings were higher than those who had ≥five siblings. A study by Yılmaz et al. (2013) also suggested that the average perceived social support scores were higher among those with one-two siblings. Yılmazel (2013) suggested that the number siblings did not affect perceived social support but those with one and two siblings had higher scores of perceived social support from family than those with ≥three siblings. A high number of children in families may have led to parents' inability to spare enough time for each child and to sufficiently show their love and interest. However, there are other studies in the literature emphasizing that the number of siblings does not affect social support perceptions (Kozaklı, 2006; Aydın, Kahraman & Hiçdurmaz, 2017; Elkin, 2017).

Additionally, studies in the literature and the current study demonstrate that democratic family decision-making and parental attitudes are important factors that influence social support (Çeçen, 2008; Dülger, 2009; Karakurt & Nimet, 2015). Absence of intra-familial communication barriers and positive parental attitudes can be explained with the fact that students had high level of perceived social support from families.

In this study; a significant correlation was found to be between students' academic success and social support. The studies done concurred with the current study (Bahar, 2010; Turan et al., 2014; Tayfur and Ulupınar, 2015; Tinejero et al., 2020). Perceived social support makes students feel more self-confident with difficult academic tasks and this may have affected their academic success positively. However, the literature also includes studies showing no correlation between social support and academic success (Smith, 2014).

Implications for Nursing

One can explore how much students career motivation is affected by social support perceptions with this paper. Thus, conclusions on the origins of problems related to career motivation can be made. In addition, comments on how deficiencies of perceived social support can change students' career development can be made. This study may contribute to the literature by expressing the correlations between personal and situational factors and career motivation and social support among students.

Conclusions and Recommendations

According to the current study, perceived support from family and friends was the factor that affected social support perceptions most. Students' career motivation and subscale (insight, resilience, and identity) scores were high. In addition, students who graduated from health vocational high school and willingly chose their profession had higher career motivation.

Educators should take necessary measures to promote student's participation and motivation in the profession and to improve educational settings. In addition, conducting studies with larger samples in different geographical regions and countries may provide inter-cultural comparisons.

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