



Empirical Study on the Effect of Mentoring Effectiveness on Career Awareness and Professional Expectations

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ABSTRACT

The aim of the research is to achieve the success of the university in training the career of the university and mentoring on it with pleasure. The education of the research consisted of 412 students at Esenyurt University using an imaginary sampling method. Scale items were analyzed with t-test and ANOVA test. In case of difference in ANOVA test, Tukey test was used for pairwise comparison. In-scale connectivity was analyzed with Pearson information. The international system was analyzed by regression testing in disease. The health assessments collected provided detailed information about the evaluation of schools, the information of practice schools and, in general, the school. In addition, mentoring attire, career style and behavior; age, marital status, educational status, destinations, likes and dislikes. Suggestions were made in line with these results. It is thought that the study will have a positive effect on students' career awareness and professional expectations.

Key Words: Mentoring Effectiveness, Career Awareness, Professional Expectation, Mentoring,

JEL Classification: M10, M19

Mentorluk Etkileyciliğinin Kariyer Farkındalığı ve Mesleki Beklentiler Üzerindeki Etkisine İlişkin Ampirik Çalışma

ÖZ

Araştırmanın amacı, üniversite öğrencilerinin kariyer farkındalığı ve mesleki beklentileri üzerinde mentörlük etkileyciliğinin etkisini tespit etmektir. Araştırmanın evrenini, Esenyurt Üniversitesi'nde öğrenim gören tesadüfi örnekleme yöntemiyle seçilmiş 412 öğrenci oluşturmuştur. Ölçek maddeleri t-testi ve ANOVA testi ile analiz edilmiştir. ANOVA testinde fark çıkması durumunda ikili karşılaştırma için Tukey testi kullanılmıştır. Ölçek maddeleri arasındaki ilişki Pearson korelasyon testi ile analiz edilmiştir. Ölçek maddeleri arasındaki etki ise regresyon testi ile analiz edilmiştir. Toplanan verilerin analizi sonucu mentörlük etkileyciliğinin, öğrenim gören öğrencilerin kariyer farkındalıklarını ve mesleki beklentilerini, pozitif yönde anlamlı etkilediği tespit edilmiştir. Ayrıca mentörlük etkileyciliği, kariyer farkındalığı ve mesleki beklenti değişkenlerinin; yaş, medeni durum, eğitim durumu, okuduğu bölüm, okuduğu bölümü sevip sevmemesi gibi demografik özelliklere göre anlamlı farklılık gösterdiği anlaşılmıştır. Bu sonuçlar doğrultusunda önerilerde bulunulmuştur. Çalışmanın, öğrencilerin kariyer farkındalıklarına ve mesleki beklentilerine olumlu etki yapacağı düşünülmektedir.

Anahtar Kelimeler: Mentörlük Etkileyciliği, Kariyer Farkındalığı, Mesleki Beklenti, Mentörlük

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1. INTRODUCTION

In today's world where information and communication systems are developing rapidly, the effects of these developments are also seen in businesses. The use of information systems and artificial intelligence in every function of the business has also changed the way of doing business. A recent graduate finds that the procedures for seeking a job, interviewing and getting a job have changed. In this context, it is very beneficial for university students to receive mentoring support during the education process, especially in the first years of their careers. This guidance will enable students to know their area of education, realize job opportunities, be successful in job interviews, and prepare them for working life.

It is important both for themselves and for businesses that university graduates have high professional expectations for the future in the profession they are educated in. To be a preferred and indispensable employee in business life, it is necessary to make vocational training continuous in line with technological developments. In this regard, the development of career awareness of university students, who are future managers or employees, is an issue that will affect their careers. Career centers established in higher education institutions work to improve students' career awareness and professional expectations.

In this study, it was aimed to determine the effect of mentoring effectiveness on university students' career awareness and professional expectations. In addition, it was examined whether demographic characteristics differ in mentoring effectiveness, career awareness and professional expectation. "Career Awareness Scale", "Mentoring Effectiveness Scale" and "Professional Outcome Expectation" scales were used in the survey form used in the research. The universe of the research consisted of 412 students studying at Esenyurt University, selected by a random sampling method. Obtained data were analyzed with t-test, ANOVA, Tukey test, Pearson correlation test and regression test. As a result of the analysis of the collected data, it was examined whether the effectiveness of mentoring affects the career awareness and professional expectations of the students. Additively, the variables of mentoring effectiveness, career awareness and professional expectation; It was investigated to whether there was a significant difference according to demographic characteristics such as age, marital status, education level, department, and whether he/she liked the department he/she studied.

The collection of study data has some limitations as it coincides with the period of the Covid 19 epidemic. Due to the epidemic psychology and 30% of the education is online, the questionnaires may not be answered objectively. The collection of data only from students at a foundation university prevents the generalization of the results. Studies with a larger sample group will provide the opportunity to reach positive results. In future studies, the results can be compared by conducting studies on students studying at state universities and other foundation universities. In this context, in the conclusion part of the study, it can be said that presenting suggestions regarding the elimination of deficiencies in career awareness and professional expectations of university students will positively affect their career processes.

2. CONCEPTUAL FRAMEWORK

2.1. Mentoring Effectiveness

Mentoring is the process of transferring and sharing one's own knowledge and experience in a way that supports others. It is aimed to increase personal development as psychological support by coaching, counseling, and experience and knowledge on professional and social issues (Allen and his colleagues, 2006). The mentoring system is based on social learning theory (Kuzu and his colleagues, 2012). Social learning theory argues that with the development of group members, the group will also develop so that communication within the

group will be better. The mentoring service received to support the careers of the employees or potential employees provides their motivation (Kılınç & Alpaslan, 2014). In this context, it is possible to increase the efficiency and productivity of the enterprise.

Mentoring is practiced in five different ways. These can be listed as traditional mentoring by an experienced employee to an inexperienced employee, group mentoring, team mentoring, peer mentoring, and online mentoring (Manza & Wiley, 2005; Kahraman, 2012). Experts in their areas provide both psychological and professional development by sharing their knowledge and experience.

2.2. Career Awareness

For a person to become conscious of himself/herself, he/she must be adequately informed about a particular situation. Awareness is created only in this way. For a person to develop an awareness of business life, it will be possible to have knowledge about business life and to gain experience and knowledge on this subject (Meager and his friends 2012). Job application, job interview, required documents, manner of behavior, clothing etc. It can be said that the candidate employees who have received mentoring on these issues are more fortunate.

Career is the activities that make a living while people produce useful services or products for the society based on their knowledge, skills and experience (Kuzgun, 2009). Career awareness is based on social cognitive career theory. Social cognitive learning theory states that for professional career awareness, it is necessary to have a basic perspective of attention and readiness. Thus, the individual will be able to manage career management correctly and effectively. The social environment affects the career choices and self-efficacy of individuals. This theory examines the career process of the person and argues that orientation has an important effect on this process (Lent, 2002). Individuals will be able to make the right decisions about their careers as a result of the right guidance.

Career awareness enables individuals to evaluate job opportunities, realize their characteristics, and close their deficiencies with various training and experiences. It also allows them to manage their careers better (Yaşar & Sunay, 2019). Thanks to career awareness, basic information about the profession, requirements related to education, skills and expectations about the profession are learned (Öztürk, 2020). Thus, individuals who complete their education will determine what path they will follow in their professional careers.

2.3. Career Expectations

People act with various expectations throughout life. In situations where expectations are high, they try to fulfill these expectations by making more effort. While making their higher education decision, students have expectations about the department they prefer. These expectations may raise or lower during their education. It is seen that students whose expectations are lost have finished their higher education.

Student exchange programs implemented by universities increase professional expectations. Businesses that need qualified employees need to work with qualified employees who have enriched their own equipment and speak foreign languages (Hjalager, 2003). In this context, making future plans is directly proportional to meeting expectations from the industry.

Professional expectations of graduate students can be listed as making a career, earning a high income and providing professional satisfaction (Kuzgun, 2003: 4). Meeting professional expectations is important for the company as well as for the employee. Employees whose

professional expectations are met will increase their motivation, organizational commitment and self-leadership levels. In addition, they will work more willingly in order to achieve success in their activities (Öztırak, 2022: 113, Uras and Kunt, 2006: 71-73). This situation may vary according to the personality types of the students (Bayram and Öztırak, 2021: 8122, Öztırak M., Kaplan B., 2019:348). When businesses provide their employees with opportunities such as wages, bonuses, promotions, improvement of working conditions, and social security, people will prefer to work in the direction of the education they receive (Akyol and his colleagues, 2018). Employees continue to work in the same business as long as their expectations are met. The strength of the relationship between the business and the employee is determined by the rate of meeting the expectations of the employee (Uras and Kunt, 2006: 71-73). For this reason, businesses can ensure that their employees are motivated by meeting their professional expectations.

2.4.Relations Between Variations

When the literature is examined, it is seen that there are studies on the variables of mentoring effectiveness, career awareness and professional expectation. Sıgır and Gürbüz (2011), İlder (2021), Dinç (2008), Güner (2021) conducted research on career awareness. Nazlı (2007), Van Der Heijden and his colleagues (2009), Uğurlu (2020), Şentürk and Buran (2015), Guan and his colleagues (2016), Büyükyılmaz and his colleagues (2016), Avcı and Aysu (2020) They investigated how demographic factors affect students' career awareness.

Tunç (2020), Gümüş (2015), Yılmaz (2015), Girgin (2016), Yıldırım (2013), Tükeltürk and Balcı (2014), Pala (2017) investigated how demographic factors affect students' perception of mentoring. Kaya and his colleagues (2021) found that students' opinions and professional expectations towards their colleagues are generally at a 'high' level. It can be said that the career awareness of the students who receive mentoring services and who are positively affected by this issue has increased and their professional expectations have increased.

3. METHODOLOGY OF THE RESEARCH

3.1. The Purpose of the Research

The main purpose of this study is to investigate the effect of mentoring effectiveness on university students' career awareness and professional expectations.

- Research Model and Hypotheses

Mentoring effectiveness, independent variable, career awareness variable and professional outcome expectation variable were determined as dependent variables in the study. The hypotheses of the research were determined as follows.

H1: Mentoring effectiveness affects career awareness.

H2: Mentoring effectiveness affects professional outcome expectation.

H3: Mentoring effectiveness differs significantly according to demographic variables.

H4: Career awareness differs significantly according to demographic variables.

H5: Occupational outcome expectation differs significantly according to demographic variables.

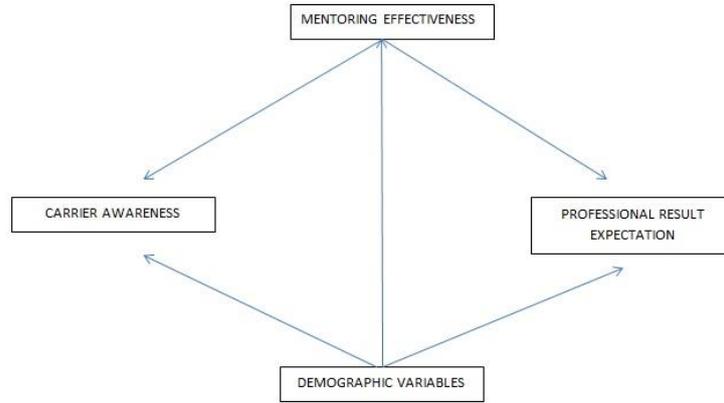


Figure 1. Research Model

3.2. Analysis Method of the Research

Analyzes were made with the SPSS 21.0 program and were studied at a confidence level of 95%. The kurtosis and skewness values obtained from the intra-item scales are considered sufficient for the normal distribution (Groeneveld and Meeden, 1984; Moors, 1986; Hopkins and Weeks, 1990; De Carlo, 1997).

For this reason, independent groups t test, ANOVA test, Tukey test and Pearson correlation test and regression, which are parametric, were used in our analyzes. The difference between the scale scores according to the variables with 2 groups was analyzed with the t-test, and the difference between the variables with 3 or more groups was analyzed with the ANOVA test. Tukey test was used for pairwise comparison in case of difference in ANOVA test. The relationship between the scale items was analyzed with the Pearson correlation test. The effect between the scale items was analyzed with the regression test.

3.3. Universe and Sample of the Research

The universe of the research consists of 900 students studying at a foundation university located in Istanbul in the 2020-2021 academic year. The necessary ethics committee approval, dated 20.05.2021 and numbered 2021/06-06, was obtained from Istanbul Esenyurt University regarding the study. Using the convenience sampling method, 445 students were reached between 01.10.2021 and 01.02.2022. The scales were applied to 445 students and 412 students who filled out completely were evaluated.

3.4. Data Collection Tools of the Research

The questionnaire form used in the research consists of 4 parts. Demographic characteristics were used in the first part, the “Career Awareness Scale” in the second part, the “Mentoring effectiveness scale” in the third part, and the “Professional Outcome Expectation” scale in the third part.

An 8-question form was created, including demographic information, such as gender, age, marital status, educational status, the department he/she studied, whether he/she liked the department he attended, and the university he/she attended.

The Mentoring effectiveness scale, which Yirci and his friends adapted into Turkish in 2016, consists of 12 items and has no sub-dimensions. As a result of the reliability analysis of the scale, the Cronbach Alpha value was determined as 0.936. It is considered reliable when the Cronbach Alpha coefficient is between 0.80 and 1.00. It is seen that the scale is generally quite reliable.

The Career Awareness Scale developed by Yaşar and Sunay in 2019 consists of 18 items and 4 sub-dimensions. The sub-dimensions of the scale are Professional Development Disposition, Professional Readiness, Career Awareness and Professional Self-Confidence. As a result of the reliability analysis of the scale, the Cronbach Alpha value was determined as 0.921. It is seen that the scale is generally quite reliable.

The Professional Outcome Expectation scale, adapted to Turkish by Işık in 2010, consists of 5 items and has no sub-dimensions. As a result of the reliability analysis of the scale, the Cronbach Alpha value was determined as 0.83. It is seen that the scale is generally quite reliable.

4. RESULTS

Descriptive statistics, normality test and reliability test were performed for the scales used in the research. The descriptive statistics, normality test and reliability coefficients of the scale scores are shown in Table 1 below.

Table 1: Descriptive Statistics of Scale Scores, Test of Normality and Reliability Coefficients

	n	Minimum	Maximum	Average	sd	Skewness	Kurtosis	Cronbach's Alpha
Professional Development Susceptibility	412	6,00	30,00	22,62	5,02	-,401	-,181	0,849
Professional Presence	412	4,00	20,00	16,03	3,50	-,881	,570	0,848
Professional Consciousness	412	4,00	20,00	17,17	3,02	-1,468	2,628	0,847
Professional Self Confidence	412	4,00	20,00	15,77	3,29	-,608	,011	0,818
Professional Career Awareness	412	18,00	90,00	71,60	12,70	-,823	,992	0,932
Mentoring Effectiveness	412	11,00	55,00	46,17	9,24	-1,323	1,942	0,969
Professional Outcome Expectations	412	5,00	25,00	21,54	3,72	-1,448	2,968	0,915

Since the skewness and kurtosis values obtained from the scale scores of the participants were between +3 and -3, normality was ensured and parametric test techniques were used in our analyses. The reliability coefficients of all scale scores are very high. Cronbach's alpha coefficient gives the reliability level of the scale. The coefficient ranges from 0 to 1. Depending on the alpha (α) coefficient, the reliability of the scale is interpreted as follows (Nunnally, 1967, 248).

- If $.00 \leq \alpha < .40$, the scale is not reliable,
- If $.40 \leq \alpha < .60$, the reliability of the scale is low,
- If $.60 \leq \alpha < .80$, the scale is quite reliable,
- If $.80 \leq \alpha < 1.00$, the scale is highly reliable.

Table 2 below shows the demographic results of the students participating in the research regarding gender, age, marital status, education level, the department they are studying and whether they like the department they are studying or not.

Table 2: Demographic Variables

		n	%
Gender	Female	215	52,2
	Male	197	47,8
Age	18,0	59	14,3
	19,0	97	23,5
	20,0	81	19,7
	21,0	66	16,0
	22,0	33	8,0
	23,0	21	5,1
	Over 24 years of age	55	13,3
Marital Status	Married	23	5,6
	Single	389	94,4
Education Status	Associate Degree	400	97,1
	Bachelor's Degree	7	1,7
	Master	5	1,2
Department	Cookery	18	4,4
	Nutrition and Dietetics	1	,2
	Computer Programming	120	29,1
	Foreign Trade	1	,2
	Graphic Design	18	4,4
	Public Relations and Promotion	3	,7
	Occupational Health and Safety	26	6,3
	Business Administration	9	2,2
Logistics	15	3,6	

	Radio Tv Programming	3	,7
	Hair Care and Beauty Service	89	21,6
	Civil Air Transport Management	63	15,3
	Civil Aviation Cabin Services	46	11,2
Did you choose your department willingly?	Yes	365	88,6
	No	14	3,4
	Not Decided	33	8,0
Do you enjoy studying the department you chose?	Yes	357	86,7
	No	10	2,4
	Not Decided	45	10,9
University that you are studying at	İstanbul Esenyurt University	412	100,0

The proportion of women among the participants was 52.2%; The rate of 19-year-olds is 23.5%; the rate of those who are single is 94.4%; the rate of those with an associate degree education is 97.1%; The rate of those whose department is Computer Programming is 29.1%; 88.6% of those who voluntarily chose the department they studied; The rate of those who enjoy studying of their department is 86.7%. Table 3 below shows the results of examining the relationship between mentoring effectiveness, professional career awareness and professional outcome expectations.

Table 3: Examining the Relationship Between Mentoring Effectiveness, Professional Career Awareness and Professional Outcome Expectations

		Mentoring Effectiveness
Professional Development Aptitude	r	,509**
	p	,000
Professional Readiness	r	,515**
	p	,000
Professional Consciousness	r	,562**
	p	,000
Professional Confidence	r	,528**
	p	,000
Professional Career Awareness	r	,613**
	p	,000
Professional Outcome Expectations	r	,613**
	p	,000

**p<0.01; Pearson Correlation coefficient: 0-0.299=poor, 0.300-0.599=average; 0.600-0.799=strong; 0.800-1=very strong

A moderate positive relationship between Mentoring Effectiveness and Professional Development Aptitude ($r=0.509$); A median positive relationship between Occupational Readiness ($r=0.515$); A poor positive relationship between Professional Consciousness ($r=0.562$); A poor positive relationship between Occupational Self-Confidence ($r=0.528$); A strong positive relationship between Professional Career Awareness ($r=0.613$); There is a strong positive correlation ($r=0.613$) between Professional Outcome Expectation. Table 4 below shows the results of examining the effect of mentoring effectiveness on professional career awareness and professional outcome expectations.

Table 4: Examining the Effect of Mentoring Effectiveness on Professional Career Awareness and Professional Outcome Expectations

Independent Variable	Dependent Variable	Model F	Model p	Non-Std		Standardised	t	p	R ²
				B	sh	Beta			
Mentoring Effectiveness	Professional Development susceptibility	143,297	,000*	,276	,023	,509	11,971	,000*	,259
	Professional Readiness	148,010	,000*	,195	,016	,515	12,166	,000*	,265
	Professional Consciousness	189,553	,000*	,184	,013	,562	13,768	,000*	,316
	Professional Confidence	158,246	,000*	,188	,015	,528	12,580	,000*	,278
	Professional Career Awareness	247,440	,000*	,843	,054	,613	15,730	,000*	,376
	Professional Outcome Expectations	247,381	,000*	,247	,016	,613	15,728	,000*	,376

* $p<0,05$ regression test

- Mentoring Effectiveness has a positive effect on Professional Development Aptitude ($p<0.05$ Beta=0.509); 26% of the variation in Professional Development Disposition is explained by Mentoring Effectiveness.
- Mentoring Effectiveness positively affects Occupational Readiness ($p<0.05$ Beta=0.515); 27% of the variation in Professional Readiness is explained by Mentoring Effectiveness.
- Mentoring Effectiveness positively affects Professional Consciousness ($p<0.05$ Beta=0.562); 32% of the change in Professional Consciousness is explained by Mentoring Effectiveness.
- Mentoring Effectiveness positively affects Professional Self-Confidence ($p<0.05$ Beta=0.528); 28% of the change in Professional Self-Confidence is explained by Mentoring Effectiveness.

- Mentoring Effectiveness positively affects Professional Career Awareness ($p < 0.05$ Beta=0.613); 38% of the change in Professional Career Awareness is explained by Mentoring Effectiveness.
- Mentoring Effectiveness positively affects Professional Outcome Expectations ($p < 0.05$ Beta=0.613); 38% of the variation in Professional Outcome Expectations is explained by Mentoring Effectiveness.

Table 5 below shows the results of examining the scale scores in terms of gender.

Table 5: Examination of Scale Scores in Terms of Gender

	Gender				t	p
	Female		Male			
	Average	sd	Average	sd		
Professional Development Susceptibility	22,50	5,39	22,76	4,59	-,522	,602
Professional Readiness	15,97	3,79	16,10	3,16	-,375	,708
Professional Consciousness	17,17	3,33	17,17	2,65	-,002	,999
Professional Confidence	15,60	3,57	15,96	2,95	-1,134	,257
Professional Career Awareness	71,24	14,14	71,99	10,94	-,607	,544
Mentoring Effectiveness	46,58	9,67	45,72	8,75	,944	,346
Professional Outcome Expectations	21,55	3,97	21,53	3,42	,070	,944

* $p < 0,05$ Independent Groups t test

- There was no statistically significant difference between men and women in terms of Occupational Career Awareness and sub-dimension scores ($p > 0.05$).
- There was no statistically significant difference between men and women in terms of Mentoring Effectiveness ($p > 0.05$).
- There is no statistically significant difference between men and women in terms of Occupational Outcome Expectations ($p > 0.05$).

Table 6 below shows the results of examining the scale scores in terms of age.

Table 6: Analysis of Scale Scores in Terms of Age

	Age						F	p	Dual Diversity
	Age 18-20		Age 21-25		Over 25 years of age				
	Average	sd	Average	sd	Average	sd			
Professional Development Susceptibility	22,88	4,39	22,11	5,45	22,78	6,74	1,030	,358	
Professional Readiness	16,32	2,96	15,49	4,13	16,15	3,97	2,437	,089	
Professional Consciousness	17,29	2,46	16,89	3,48	17,44	4,17	,922	,398	
Professional Confidence	15,95	2,89	15,42	3,77	15,90	3,72	1,172	,311	
Professional Career Awareness	72,44	10,38	69,91	14,79	72,27	16,74	1,772	,171	
Mentoring Effectiveness	47,29	7,73	44,41	11,29	45,44	9,09	4,371	,013*	1>2
Professional Outcome Expectations	21,86	3,02	21,26	4,29	20,59	5,03	2,657	,071	

*p<0,05 ANOVA test

- There was no statistically significant difference between the age groups in terms of Professional Career Awareness and sub-dimension scores (p>0.05).
- There was a statistically significant difference between the age groups in terms of Mentoring Effectiveness (p<0.05). While the average score of those aged 18-20 is the highest, the average of those aged 21-25 is the lowest.
- There was no statistically significant difference between age groups in terms of Professional Outcome Expectations (p>0.05).

Table 7 below shows the results of examining the scale scores in terms of willingly preferring the part they study.

Table 7: Examination of Scale Scores in Terms of Willingly Preferring the Department They Have Read

	Did you choose your department willingly?						F	p	Dual Diversity
	Yes		No		Not Decided				
	Average	sd	Average	sd	Average	sd			
Professional Development Susceptibility	23,08	4,72	18,14	7,34	19,39	5,10	14,894	,000*	1>2, 1>3

Professional Readiness	16,21	3,36	14,79	4,95	14,61	3,96	4,168	,016*	1>3
Professional Consciousness	17,39	2,83	16,07	5,37	15,27	3,15	8,673	,000*	1>3
Professional Confidence	16,04	3,10	13,93	4,58	13,64	3,71	10,864	,000*	1>2, 1>3
Professional Career Awareness	72,72	11,80	62,93	20,63	62,91	13,81	13,147	,000*	1>2, 1>3
Mentoring Effectiveness	46,70	8,93	39,86	16,63	43,03	6,87	5,898	,003*	1>2
Professional Outcome Expectations	21,88	3,47	19,14	6,48	18,79	3,44	14,389	,000*	1>2, 1>3

*p<0,05 ANOVA test

- There is a statistically significant difference in terms of Professional Development Aptitude between the groups whose status of choosing the department they study voluntarily is different (p<0.05). While the average score of those who voluntarily chose is the highest, the average of those who did not voluntarily choose is the lowest.
- There is a statistically significant difference in terms of Occupational Readiness between the groups with different statuses of willingly choosing the department they studied (p<0.05). While the average score of those who chose voluntarily was the highest, the average of those who were undecided was the lowest.
- There is a statistically significant difference in terms of Professional Consciousness between the groups whose status of choosing the department they study voluntarily is different (p<0.05). While the average score of those who chose voluntarily was the highest, the average of those who were undecided was the lowest.
- There is a statistically significant difference in terms of Occupational Self-Confidence between the groups whose status of choosing the department they study voluntarily is different (p<0.05). While the average score of those who chose voluntarily was the highest, the average of those who were undecided was the lowest.
- There is a statistically significant difference in terms of Occupational Career Awareness between the groups whose status of choosing the department they have studied voluntarily is different (p<0.05). While the average score of those who chose voluntarily was the highest, the average of those who were undecided was the lowest.
- There was a statistically significant difference in terms of Mentoring Effectiveness among the groups whose status of choosing the department they study willingly was different (p<0.05). While the average score of those who voluntarily chose is the highest, the average of those who did not voluntarily choose is the lowest.
- There is a statistically significant difference in terms of Professional Outcome Expectations between the groups with different status of willingly choosing the

department they study ($p<0.05$). While the average score of those who chose voluntarily was the highest, the average of those who were undecided was the lowest.

Table 8 below shows the results of examining the scale scores in terms of reading fondly.

Table 8: Examination of the Scale Scores in terms of Enjoying Studying the Department

	Do you enjoy reading the part you are studying?						F	p	Dual Diversity
	Yes		No		Not Decided				
	Average	sd	Average	sd	Average	sd			
Professional Development susceptibility	23,13	4,68	17,60	8,14	19,73	5,29	15,245	,000*	1>2, 1>3
Professional Readiness	16,25	3,33	13,80	5,67	14,82	3,87	5,530	,004*	1>3
Professional Consciousness	17,44	2,84	15,10	6,08	15,53	2,84	10,829	,000*	1>2, 1>3
Professional Confidence	15,98	3,09	13,80	5,41	14,58	3,90	5,611	,004*	1>3
Professional Career Awareness	72,79	11,70	60,30	24,31	64,67	13,74	12,952	,000*	1>2, 1>3
Mentoring Effectiveness	46,72	8,84	35,20	20,16	44,24	7,04	8,988	,000*	1>2, 2<3
Professional Outcome Expectations	21,93	3,44	18,00	7,54	19,22	3,50	16,430	,000*	1>2, 1>3

- There is a statistically significant difference in terms of Professional Development Inclination between the groups whose studying status is different from the department they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.
- There is a statistically significant difference in terms of Occupational Readiness between the groups whose studying status is different from the department they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.
- There is a statistically significant difference in terms of Occupational Awareness between the groups whose studying status is different from the part they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.
- There is a statistically significant difference in terms of Occupational Self-Confidence between the groups whose studying status is different from the part they study ($p<0.05$).

While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.

- There is a statistically significant difference in terms of Occupational Career Awareness between the groups whose studying status is different from the department they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.
- There was a statistically significant difference in terms of Mentoring Effectiveness between the groups whose studying status was different from the part they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.
- There is a statistically significant difference in terms of Occupational Outcome Expectations between the groups whose studying status is different from the part they study ($p<0.05$). While the average score of those who study fondly is the highest, the average of those who do not study fondly is the lowest.

5. DISCUSSION

According to the results of the research, it can be said that the career awareness and professional expectations of the students who have received mentoring education have increased. There are studies in the literature showing similarities with the results of our research.

According to the research conducted by Sıgır and Gürbüz (2011) it has been determined that students' responsible personality traits are related to the sub-dimensions of self-awareness and the need for self-knowledge, which are among the sub-scales of career awareness. İter (2021) stated that with the increase in the academic success of university students, their career decision self-efficacy also increases. It can be said that this research has a relationship with competence awareness, which is the sub-dimension of the career awareness scale, and career decision subscales. Dinç (2008) determined that university students with high GPAs determine their professional careers. It is said that job awareness, which is a sub-dimension of the career awareness scale, is related to the success of students. In the studies, it has been concluded that the career awareness of the students has a positive effect on their professional careers.

Güner (2021) determined that students have a high level of career awareness. Nazlı (2007), in his research on the career development of primary school students, did not find a significant difference between female and male students in the career development levels of students according to the gender variable. In the study of Uğurlu (2020), in which he examined the career awareness and career planning awareness of business undergraduate students, it can be said that the maturation of the students studying at state universities by gaining more experience and experience as their age increases, is effective in increasing their professional career awareness. Van Der Heijden and his colleagues (2009) determined that as the age of the person increases, he or she shows a more successful career development, Şentürk and Buran (2015), Guan and his colleagues (2016) determined that as the age of the students increases, their career decision-making competencies and career adaptability skills also increase. Büyükyılmaz and his colleagues (2016), Avcı and Aysu (2020) revealed that students' career adaptability and professional knowledge, career planning and work motivation perceptions do not differ significantly according to the age variable.

Tunç (2020) concluded that the mentoring perception of the students studying at the foundation university is higher than the perception of the students studying at the state university. Gümüş (2015), Tükeltürk and Balcı (2014), Pala (2017), Yıldırım (2013), Yılmaz

(2015), Girgin (2016) determined that there is no significant difference between the perception of mentoring and gender. Gümüş (2015) determined that there was no significant difference in the perception of mentoring according to the faculty from which he graduated. Yılmaz (2015) found that there is a significant difference in the perception of mentoring according to the grade level of teacher candidates. It is seen that senior students have higher perceptions of mentoring, and there is a positive relationship between the time students spend at school and their mentoring score. Kaya and his colleagues (2021) found that students' opinions and professional expectations towards their colleagues are generally at a 'high' level.

It can be said that the career awareness of the students who receive mentoring services and who are positively affected by this issue has increased and their professional expectations have increased.

6. CONCLUSION AND EVALUATION

As a result of the analysis of the research data on the effect of mentoring effectiveness on career awareness and professional expectations, the following findings were reached:

- A strong positive relationship between Mentoring Effectiveness and Professional Career Awareness ($r=0.613$); There is a strong positive relationship between Professional Expectation ($r=0.613$)
- Mentoring Effectiveness has a positive effect on Professional Development Aptitude, Professional Readiness, Professional Awareness, Professional Self-Confidence, Professional Career Awareness and Professional Outcome Expectations,
- Professional Career Awareness, Mentoring Effectiveness and Professional Outcome Expectations do not differ in terms of gender,
- There was no statistically significant difference in terms of Professional Career Awareness and Professional Outcome Expectations according to the age variable ($p>0.05$), there was a statistically significant difference in terms of Mentoring Effectiveness ($p<0.05$).
- Students who willingly choose their department to have higher Professional Development Aptitude, Professional Readiness, Professional Consciousness, Professional Self-Confidence, Professional Career Awareness, Mentoring Effectiveness and Professional Outcome Expectations,
- It has been determined that the students who read the department they read fondly have higher Professional Development Inclination, Professional Readiness, Professional Consciousness, Professional Self-Confidence, Professional Career Awareness, Mentoring Effectiveness, and Professional Outcome Expectations.

When the results of the analysis were evaluated, the H1 and H2 hypotheses, among the research hypotheses, were accepted, and the H3, H4 and H5 hypotheses were partially accepted. It has been determined that mentoring effectiveness, Career awareness and professional result expectation have a positive and significant effect. According to demographic variables, Mentoring effectiveness, Career awareness and Professional result expectation differ.

7. RECOMMENDATIONS

As of 2020, the "Career Planning" course has been recommended by the Presidential Human Resources Office to be taught in the first years of associate and undergraduate programs of universities. In this context;

Advice to university career centers:

- Giving the career planning course to the students by the academicians with industry experience will contribute to the correct career planning of the instructors by sharing their experiences in their own sectors with the students, and this will play an important role in terms of mentoring effectiveness.
- In terms of career planning and career determination of students, area visits by career centers of universities will enable them to see on-site and have detailed information about the sector and field they want to work in. As a result, their professional expectations will be shaped.
- University career centers will support students in raising awareness and determining their professional expectations in this direction.
- Bringing names such as sector representatives and human resources consultants/officials to the university within the scope of the activities organized by the university career centers will enable the students to interact one-to-one, to take role models for themselves in terms of career awareness and professional expectations, and to have information about current events in reality.
- As a result of the agreements made by the career centers with the sector in cooperation with the university-industry, students can do internships and on-site applications. In this context, the managers of the workplaces where the students have done their internship can undertake the task of mentoring in terms of career awareness and professional expectations of the students. It is recommended that students do not be afraid to try and make mistakes during internships and learn by doing. It is thought that all these processes and recommendations will enable students and graduates to become more competent individuals in the future.

Recommendations for Researchers:

- This research covers only a foundation university located in Istanbul. The subject can be examined in different universe sample groups. In new researches, comparative studies can be made between other foundation universities, state universities, faculties and regions.
- This study was carried out during the Covid-19 pandemic period. When returning to normal life, the same research can be done again and a comparison can be made.
- Research data is limited to the answers given by the students to the questionnaire. Studies can be conducted on the same subject by using qualitative research methods and techniques.

Declaration of Research and Publication Ethics

This study has been carried out in accordance with the rules of scientific research and publication ethics. Also, the study has an ethics committee approval from İstanbul Esenyurt University Rectorate, Social and Human Sciences Scientific Research and Publication Ethics Committee (20.05.2021/06).

Authors' Contribution

The contribution of both authors is half.

Declaration of Conflict of Interest

There is no conflict of interest for the authors or third parties arising from the search.

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