Investigation of Factors Affecting Field Selection of 11ᵗʰ Grade in High School Students

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ABSTRACT

In this study, the factors affecting the field selection process of the 11th grade high school students who have made the field selection, the awareness of their interests and abilities, whether they have done enough research in this process and their thoughts about the choice they made were investigated. The factors affecting the field selection of the students are investigated in terms of the following variables: 1-Interests and abilities, 2-The effect of the course success, 3-The expectation of family members, 4-Economic level, 5-Selection of the close friends, 6-Teacher guidance. This study was conducted with a "retrospective survey study model". In the study, the "Factors Affecting Field Selection (FAFS)" questionnaire developed by the researcher in accordance with the expert opinion was used as a data collection tool. The sample of the study consists of a total of 30 students, 12 of whom are girls and 18 of whom are boys, who have selected the field in the 11th grade in private and state high schools in Kocaeli, Istanbul and Manisa provinces. Research data were obtained by content analysis by making frequency and percentage calculations. In the survey, it was seen that the field selection was directly influenced by the future goals of the students, the courses they were successful, family expectations and their interests and skills. It was observed that the gender and age variables of the students did not make a significant difference on the results. In addition, it has been determined that the economic level of the students' families and the preferences of the closest friends do not have the effect that is expected in the field selection, but rather that the individual expectations have a guiding function.

INTRODUCTION

Selection of the appropriate education type, field, work and profession is the most important decision of the individuals in the education life as well as the different stages of the life. When these decisions are made, it is necessary to learn the necessary knowledge about the education types and fields that people will select as well as being aware of their own interests and abilities. It can be done with the guidance service of the school by knowing themselves and their options and making an appropriate selection, and this service is called as the counseling service (Çam and Aşık, 2010). The counseling service should be arranged to assist students in their preferences at all levels of education. Field selection and especially vocational guidance activities are interrelated processes.

According to the studies published by Hatunoglu (2006) and Hatunoglu (2006), if the guidance and counseling services that constitute the essence of helping the individual are defined in general, "the systematic and professional helping process for the individual to know themselves, to recognize the opportunities in the environment and to improve themselves by making the right choices". What is implied by helping is not trying to teach reason, or trying to force a person to adopt a behavior that is supposed to be correct, but to try to make them able to recognize various options and make the necessary assessment to select the most appropriate one.

The guidance service helps individuals make the right choice for themselves by taking appropriate decisions in accordance with their interests, abilities and desires (Çam and Aşık, 2010). Following the identification of student trends, it is within the scope of the guidance service to help the student identify themselves, their interests, the fields in the school and professions.

If we treat the counseling services as a two-stage process of identifying the interests and selection of profession, the primary goal is to help the student make the right selection of field by first becoming aware of their abilities and interests before deciding on a profession. The Ministry of National Education's Regulation on Primary Education Institutions (MoNE), which is aimed to determine the interest, ability and

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personality of the students and to select the profession after they get to know it, is included in the main objectives of the counseling (MEB, 2003).

According to contemporary concept of counseling, guidance does not show a certain way but shows the way in which an individual can catch success. In other words, it is not to guide the individual to a single election, but to ensure that they are able to make decisions that will transform their interests and abilities into successes by ensuring the self-knowledge (Ülkü, 1977). It will be beneficial for the counseling service to be actively pursued from the primary education to the interests of the individual throughout the education process and to be developed and maintained in line with the evaluations to be made.

It is observed that the individual interest and abilities, hereditary characteristics, attitudes and behaviors, environmental factors, physical and biological characteristics, particularly the gender, emotional and social characteristics, the family structure of the individual, socio-cultural structure and economic level of the individual, the perception of education of the family and close circle and their attitudes, environmental education opportunities have an impact on the selection of the filed (Pişkin, 2012).

When studies conducted in the field of vocational guidance are examined, it is observed that there are a number of interrelated variables which affect the process of field selection. In the studies conducted, the primary factors affecting the selection of field are as follows: the level of income and social status (Uysal, 1970), the effect of the gender and socio-economic structure (Uzer, 1987, İsmailoğlu, 1991), the educational background and the professions of the parents (Bölükbaş, 1989), the cultural level, the father's authority and the parent's future expectations for the individual (Akdemir, 1991, Hamamcı, Bacanlı and Doğan, 2011), the effect of the interest, general intelligence and general skill level, (Bozkurt, 1993, Bekleviş, 2007), the parents' authoritarian-democratic attitudes within the family (Karadeniz, 1994), the socio-economic and environmental conditions, the individual's place of residence, the expected income from the profession (Aytekin, 2005), the job security and social rights (Kıyak, 2006).

SITUATION OF THE PROBLEM

In this study, the situation of the problem is the factors that affect the field selection process of the secondary school students and the 11th grade students that completed the selection of field. Under this main title, by examining whether there are sufficient research, the effects of the awareness of the interest and ability, course success, family expectation, income level, close friend selection and teacher guidance on the field selection are examined.

AIM OF THE STUDY

In this study, the factors affecting field selection of 11th grade high school students who completed the field selection were examined. The influence of the individual factors on the field selection such as general intelligence, interest and ability, expectations for the future, and the course success, and the environmental factors such as family-friends-teachers-technology were investigated. Answers are sought for the questions covered by this purpose.

METHOD

This study was carried out with one of the qualitative research methods "retrospective survey research model". During the 2015-2016 education period, Questionnaire Scale of the Factors Affecting the Selection of Field were applied to the 11th grade students in the private and public schools in the provinces of İstanbul, Kocaeli and Manisa. Participants were selected by the easily accessible sampling method. Throughout the study, students were shown coded as S1, S2 .. S20. This study is limited to the education period and participants who are interviewed.

Table 1. Frequency Distribution of Students with regard to Variables

Variables		N	%
Gender	Female	12	40
	Male	18	60
Age	17	26	86.7
	18	4	13.3

MATERIAL

As a method of data collection, direct application method, which is one of the 5 data collection methods used in survey researches, has been chosen. As the data collection tool, the "Questionnaire Scale of the Factors Affecting Field Selection" developed by the researcher and finalized by taking the expert opinion was used. The scale, which was structured in 5 point likert type, included 20 questions in order to determine the factors students encounter in the field selection. In addition, the gender and age of the participants were asked to determine demographic characteristics.

DATA ANALYSES

In data analysis, content analysis method is used. In the study, the factors determined to affect the students on the field selection were categorized and the frequencies and percentages of the points were calculated. Factors Affecting the Selection of Fields are categorized as "5" I definitely agree, "4" I agree, "3" I am undecided, "2" I disagree, and "1" I definitely disagree.

FINDINGS

1. In the table below, the distributions are given to indicate whether the students in the sample have carried out sufficient research to make the right field selection.

Table 2. The distributions of the students' research level to make the right field selection in the sample.

Categories	Codes	N	%
Students' research level	Definitely researched. (S3,S5,S10,S14,S24,S26,S28,S29)	8	26.6
	Researched. (S4,S6,S7,S9,S13,S15,S17,S25,S30)	9	30
	Undecided. (S1,S2,S8,S11,S12,S18,S19,S20,S,S22,S23,S27)	11	36.6
	Didn't research. (S16,S21)	2	6.6
	Definitely didn't research.	-	-

When Table 2 is examined, it is seen that 17 students (56.6%) conducted sufficient research before the field selection, 11 students (36.6%) were undecided in this subject, and 2 students (6.6%) made their selection without conducting research.

2. In the table below, the distributions of awareness of the interest and ability of the students in the sample are given.

Table 3. The distributions of the interest and ability of the students in the sample.

Categories	Codes	N	%
The awareness of the interest and ability	Definitely aware.(S4,S5,S10,S15,S17,S21,S24,S25,S26,S29)	10	33.3
	Aware. (S3,S6,S7,S8,S9,S11,S12,S13,S14,S20,S22,S28,S30)	13	43.3
	Undecided. (S1,S2,S16,S18,S19,S23,S27)	7	23.3
	Not aware.	-	-
	Definitely not aware.	-	-

When Table 3 is examined, it is seen that 10 students (33.3%) were fully aware of their interests and abilities, 13 students (43.3%) were aware and 7 students (23.3%) were undecided. In general, it was determined that 77% of the students who made the field selection were aware of their interests and abilities and 23% were undecided.

3. In the table below, the distributions of the impact according to the course success of the students in the sample on the field selection are given.

Table 4. The distributions of the impact according to the course success of the students in sample.

Categories	Codes	N	%
The effect of the course success	Definitely effective. (S2,S3,S5,S7,S8,S9,S13,S15,S21,S24,S26,S28)	12	40
	Effective. (S1,S6,S12,S17,S18,S20,S25,S29)	8	26.6
	Undecided. (S4,S10,S11,S14,S19,S22,S23,S27,S30)	9	30
	Not effective.	-	-
	Definitely not effective. (S16)	1	3.3

When Table 4 is examined, it is seen that 20 students (66.6%) selected according to their success in the course and 9 students (30%) were undecided about the effect of their academic achievement.

4. In the table below, the distributions of the selection of the students in the sample in accordance with the parents' expectations are given.

Table 5. The distributions of the students' selection according to parent members' expectations in the sample.

Categories	Codes	N	%
The effect of parent members' expectations	Definitely effective. (S2 S3,S5,S7,S9,S21,S24,S25,S26,S29)	10	33.3
	Effective. (S1,S4,S6,S10,S11,S15,S17,S18,S19,S22,S27,S28)	12	40
	Undecided. (S30)	1	3.3
	Not effective. (S8,S12,S13,S16,S23)	5	16.6
	Definitely not effective. (S14,S20)	2	6.6

When Table 5 is examined, it is seen that the family members' expectations of 22 students (73.3%) were influential in the field selection and 1 student (3.3%) was undecided. Only 7 students (23.2%) appeared to have made the field selection without being affected by the family expectations.

5. In the table below, the distributions of the impact of the economic levels of the students in the sample on the field selection are given.

Table 6. The distributions of the economic levels' impact of the students in the sample.

Categories	Codes	N	%
The effect of the economic level	Definitely effective. (S3,S5,S9,S24,S29,)	5	16.6
	Effective. (S2,S6,S10,S11,S15,S18,S21,S22)	8	26.6
	Undecided. (S1,S4,S13,S17,S25,S26,S30)	7	23.3
	Not effective. (S7,S8,S12,S19,S23,S27)	6	20
	Definitely not effective. (S14,S16,S20,S28)	4	13.3

When Table 6 is examined, it is seen that the income levels of the 13 students (43.2%) had an impact on the field selection, while 10 students (33.3%) had selected the field without being affected by the economic level of their families and 7 students (23.3%) were undecided. From this, it turns out that the income level of the family does not have the estimated influence on the field selection.

6. In the table below, the distributions of the impact of the field selection of the close friends of the students in the sample are given.

Table 7. The distributions of the impact of close friends' selection in the sample.

Categories	Codes	N	%
The effect of the close friends' selection	Definitely effective. (S3,S5,S9,S24,S29,)	8	26.6
	Effective. (S2,S6,S10,S11,S15,S18,S21,S22)	7	23.3
	Undecided. (S1, S4,S13,S17,S25,S26,S30)	7	23.3
	Not effective. (S7,S8,S12,S19,S23,S27)	6	20
	Definitely not effective. (S14,S16,S20,S28)	2	6.6

When Table 7 is examined, it is seen that the preferences of close friends had an impact on the field selection of the 15 students (50%), 8 students (26.6%) were not affected by their friends and 7 students (23.3) were undecided. It seems that close friend preferences are more effective than expected.

7. In the table below, the distributions of the teacher's guidance on the field selection are given.

Table 8. The distributions of the teacher's impact on the field selection in the sample.

Categories	Codes	N	%
The effect of the teachers	Definitely effective. (S4,S5,S7,S8,S17,S24,S25,S28,S29)	9	30
	Effective. (S1,S3,S6,S15,S20,S21,S27)	7	23.3
	Undecided. (S2,S9,S10,S11,S12,S13,S16,S22,S23,S30)	10	33.3
	Not effective. (S18,S19,S26)	3	9.9
	Definitely not effective. (S14)	1	3.3

When Table 8 is examined, it is seen that 16 students (53.3%) were influenced by their teacher's guidance about the field selection, 10 students (33.3%) showed an undecided attitude and only 4 students (13.2%) made the choice without any influence from the teacher's guidance. From here, it is seen that school teachers have a great influence on students' field selection.

8. In the table below, the distributions of the opinions of the students in the sample about the field selection are given.

Table 9. The distributions of the students' opinion about selecting right field in the sample.

Categories	Codes	N	%
The opinions about the field selection satisfaction	Definitely satisfied. (S3,S5,S8,S9,S10,S13,S17,S18,S19,S24,S25, S26,S28,S29)	14	46.6
	Satisfied. (S1,S2,S4,S6,S7,S12,S14,S15,S20,S21,S23)	11	36.6
	Undecided. (S11,S22,S27,S30)	4	13.3
	Not satisfied. (S16)	1	3.3
	Definitely not satisfied.	-	-

When Table 9 is examined, it is seen that 14 students (46.6%) completely made the correct the field selection, 11 students (36.6%) had the right field selection, 4 students (13%) were undecided and 1 student (3%) did not think that they made the right field selection. It was found that 83.2% of the students in the sample who made the field selection think that they have the correct field.

RESULT, DISCUSSION, AND SUGGESTIONS

The responses of the students to all the questions were examined by analyzing the contents. When we look at the distribution of male and female students from individuals who do enough research to make the right field selection; 8 male students out of 18 students have made enough research, 9 female students out of 12 students have made enough research about the right field selection. For both genders, when we deal with percentages, the rate of doing enough research in male students is 44% while in female students, it is 75%. From here, we can conclude that the girl students prefer to do more research.

When the awareness of interests and abilities is examined in terms of gender variable; Of the 18 male students, 12 are aware of their interests and ability, whereas of the 12 female students, 11 are aware of the their interests and ability. While the awareness rate in male students is 66%, this rate is 91% in female students. The study conducted by Bozkurt (1994) "Factors Affecting the Professional Orientation of Students in General High Schools and Vocational Schools" revealed that general interest and general ability awareness influenced the field selection. Beklevis (2007) stated that the most important criteria that students value in their professional preferences are their interests and abilities. It has been observed that individuals who are expected to be successful in accordance with their interests and abilities may fail when the course scores are taken into consideration and the opposite situation is observed to be possible in the study conducted by Güler and Yücedağ (2017) with a fuzzy logic based approach.

When the effect of the success on the field selection is examined, it is seen that the course success of 14 male students out of 18 male students is influential in the field selection, while the course success of 5 female students out of 12 female students is influential in the field selection. In males, the effect of course success on the field selection is 77%, while in girls it is 41%. From here, we can say that male students take into account the course success in their field choice compared to girls (about twice as many). On the problems encountered by high school students in the field selection, a study conducted by Kısaç et al. emphasizes the drawbacks of field selection based on the course success, and it is stated that this process must be supported

with student abilities and in addition, it is necessary to increase the motivation of the teachers for guidance (Kısaç, İ., Başerer, D. , Başerer Z., and Kaman M, 2015).

When the influence of family members' expectation on the field selection is examined; it was seen that 15 male students were affected by the expectations of their family and 7 female students were affected by family expectations. It is seen that expectations of family members are influential on 83% of male students, and this rate is 58% in female students. It is seen that female students are less affected by the family expectations contrary to the expectations.

In the study conducted by Oskay (1981) as cited in Akdemir (1991), it was possible to mention the predominant effect of the father on the male students, while it is seen that there is a tendency to permit the female students freedom. On the contrary, Bozkurt (1994) stated that there was no significant relationship between parent attitudes and occupational orientation of the students. In the study conducted by Hamamcı et al. (2011) revealed that in traditional societies, the mother is more interested in the educational life of the students, but that the role of the father is more effective on educational and occupational selections. It has been stated that the academic achievement of children who is supported by the families under all conditions in the study called the parental academic support in the education made by Ökten (2016) is increased.

When we examine the effect of income level of the students on the field selection; it turns out that economic levels of 8 male and 5 female students have an impact on the field selection. According to the income level of male students, the rate of field selection is 44% and the rate of female students is 41%. When we look at the general rate, it is understood that more than half of the students decide without considering the income level, while 13 students (43%) consider the income level when deciding. Uysal (1970) and Bölükbaş (1989) found that the income level and the socio-economic level of the family directly affect the field selection of high school students (Cited in Şengün, 2013). Bozkurt (1994) found that income levels were influential in the fields of science and technology, social sciences and fine arts but that there was no significant relation in the fields of medicine, health, economics, literature and language. Aytekin (2005) found that socio-cultural and socio-economic structure, resident-related environmental factors, success status and occupational perception are the most influential factors in the decision-making process.

When we examine the influence of close friend preferences on field selections; 5 male and 3 female students seem to be influenced by the selections of close friends. The influence of close friends is 27% in male students and 25% in female students. When we look at the total, close friends seem to have a lower level of influence on the field selection. Kutlu (2006) stated that, in some researches on occupation selection, the friends have a greater effect than the family members on the field selection (Cited in Kiyak, 2006). In the study conducted by Hamamcı et al., it has been revealed that the selection of close friends are more effective especially in the decision processes of male students compared to female students (Hamamcı et al., 2013).

When we examine the effect of the teachers attending the courses of the students on the field selection, it is seen that 11 male students and 5 female students are affected by the teachers. In male students, the rate of being influenced by teachers was 61%, while the rate of female students affected by teachers was 41%. It can be argued that males take the teacher guidance into consideration more than female students. In the study of Beyhan (2010) examining the factors that influence secondary school students' branch preference, carried out on behalf of the Ministry of National Education, more than half of the students were not affected by the teachers and did not receive professional help, whereas more than half of the students guided by school counselors found this help to be sufficient. At this point it turns out that the most important element of the education system is the teacher and that all the education and teaching processes of the teachers play a key role in planning and implementation (Duman and Karagöz, 2015).

If we examine the subject in line with all the analyzes made; it turns out that the field satisfaction of the female students is %75 when it is considered that the female students are more aware of their interests and abilities, they make the field selection accordingly, they do more preliminary research and are more influenced by their selections in their daily life. For male students; it turns out that the field satisfaction of

the male students is %94 as a result of deciding according to the course success, and considering the family expectations and guidance of the teachers attending their courses.

It is certain that the young individuals do not have difficulty to make field and profession selection when the understand their roles in life, their desires and expectations (Çınar, 2011), and that the individuals gain self-confidence for academic success upon overcoming the concern of performance (Gürşen Otacıoğlu, 2016), and the family, school, individual, society, government, universities, media and business world should shoulder the responsibilities for this essential selection in the period when the personality perception has yet developed (Razon, 1983).

The present study has a few limitations. The limitations are the sample size, the items of questionnaire, types of school and provinces which applied the questionnaire. In order to generalize the outcomes of this study, it is suggested that further researches should be conducted with different types of school, much more elaborated questions and wide range student population. In addition, future research should be expand by including opinions of groups which affecting field selection as teachers, family members, close friends for each student and the distributions of successful courses.

As a result; when we examine the factors affecting the field selection, it is understood that the family should start the field selection process at early ages by examining the development phases of the child; the individual to make the selection should be aware of their interests and abilities; it is crucial to make an extensive research by using the technology in the field selection; it is necessary to consider the expectations of the family members during the research and to consider the course success in the occupational guidance; the school and the teachers should shoulder responsibilities during the guidance; the business world, the non-governmental organizations and media should shoulder responsibilities to raise awareness for the profession branches; the government should shoulder responsibilities in order for the income levels of the students not to affect the field selection and professional carriers of the students with low income level; the selections made in accordance with the interest and ability affect the daily life in a positive manner.

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